


REDEFINING SUCCESS IN YOUTH COACHING

Jean Côté
Queen's University, Canada



Outline

1. The Personal Assets Framework for Youth Development
 - Settings, Activities, and Relationships
2. Focusing on Quality Relationships: A Leadership Approach
3. Transformational Coaching
4. Summary and Conclusion



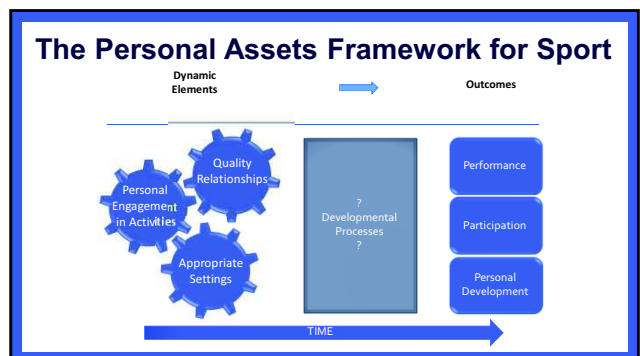
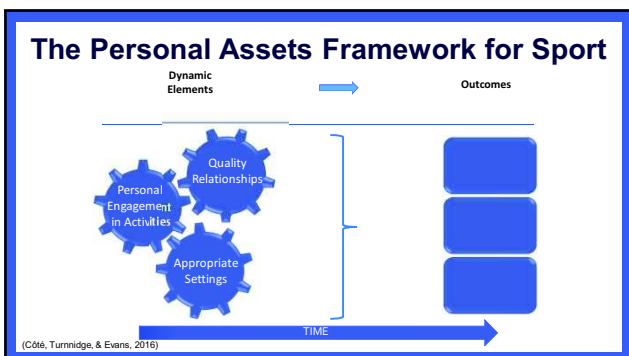
1. The Personal Assets Framework

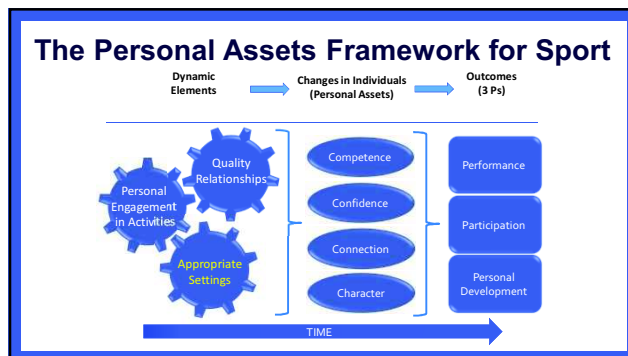
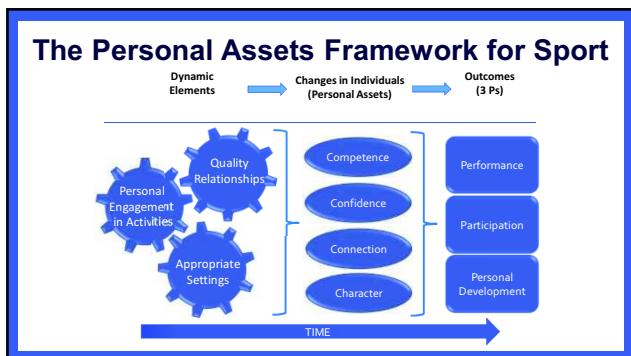


Youth Coaching: Interest and Skills

1. **Personal Engagement in Activities:**
 - The everyday "activities" of sport (e.g., practice, games, play)
2. **Quality Relationships:**
 - The interactions that coaches, parents, peers engage in with youth in sport
3. **Appropriate Settings:**
 - The micro and macro environments in which the activities and relationships are happening (e.g., field, arena, club, city)
4. **Time:**
 - Changes occurring over time (e.g., age and development)

(Bronfenbrenner, 1977; Côté, Strachan, & Fraser-Thomas, 2008; Côté, Turnidge, & Evans, 2014)



Appropriate Settings

Successful clubs

- (e.g., Henriksen, Stambulova, & Roessler, 2010a; Henriksen, Stambulova, & Roessler, 2010b; Henriksen, Stambulova, & Roessler, 2011)

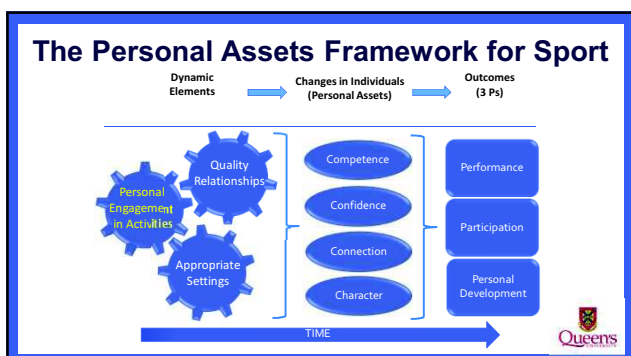
Place of development and communities (e.g. birthplace effects)

- (e.g., Balish & Côté, 2013; Bruner, Pickett, & Côté, 2011; Côté, MacDonald, Baker, & Abernethy, 2006; Fraser-Thomas, Côté, & MacDonald, 2010; Hancock, Coutinho, Côté, & Mesquita, 2017; Imtiaz, Hancock, Vierimaa, & Côté, 2014; MacDonald, King, Côté, & Abernethy, 2009; Rossing, Nielsen, Elbe, & Karbing, 2016; Turnnidge, Hancock, & Côté, 2014)



Appropriate Settings: Youth Sport

- 1) Size, 2) density, and 3) proximity (accessibility) of sport settings affect performance, participation, and personal development.
1. Settings with "fewer people" at a young age increase involvement in different roles, enjoyment, and personal effort (Barker, 1978).
2. Settings with "fewer people" strengthen self-concept through favorable social comparisons (e.g., local dominance effect; Gardner, Gabriel, & Hochschild, 2002).
3. The integration of the sport system with family, school, community that value role models (Lerner et al., 2005).
4. Environments that promote diversification, play and interaction with athletes of different age, size, and ability (Busseri & Rose-Krosner 2009).
5. Accessibility to facilities maybe more important than quality during childhood.



Early Diversification and Play

Supporting Evidence

Güellich, 2016; Soberlak & Côté, 2003; Baker, Côté, & Abernethy, 2003; Baker, Côté, & Deakin, 2005; Berry, Abernethy, & Côté, 2008; Bridge & Toms, 2013; Surya, Bruner, MacDonald, & Côté, 2012; Abernethy, Baker, & Côté, 2005; Fransen et al., 2012; Carlson, 1988; Côté, 1999; Monsaas, 1985; Hill, 1993; Côté, 1999; Law, Côté, & Ericsson, 2007; Starkes, Deakin, Allard, Hodges, & Hays, 1996; Robertson-Wilson, Baker, Derbinshyre, & Côté, 2003; Fransen et al., 2012; Gould, Tuffey, Udry, & Loehr, 1996; Fraser-Thomas, Côté, & Deakin, 2008a,b; Wall & Côté, 2007; Barynina & Vaitsekhovskii, 1992; Baker, Côté, & Deakin, 2006; Wright & Côté, 2003; Fredricks & Eccles, 2006; Strachan, Côté, & Deakin, 2009; ; Ford & Williams, 2012; Memmert, Baker, & Bertsch, 2010; Fraser-Thomas & Côté, 2009; Deci & Ryan, 1985; Ryan & Deci, 2000; Biddle, 2001; Treasure, 2001; Kirk & MacPhail, 2003; MacPhail, Gorely, & Kirk, 2003; Bloom, 1985; Patel, Pratt, and Greydanus, 2002; Starkes, Deakin, Allard, Hodges, & Hays, 1996



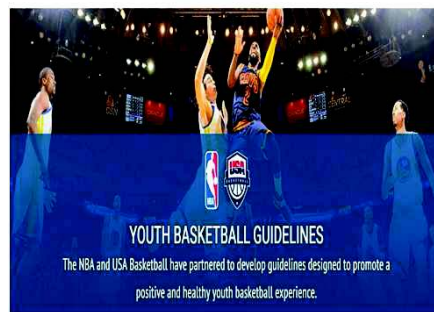
Personal Engagement in Activities

Sampling Years:

- (a) **Diversity between sports:** exploration of different sports should precede specialization in one sport.
- (b) **Diversity within sport:** different types of play and practice activities should be promoted during childhood.

Diversity between sports (e.g. involvement in several sports) and within sports (e.g. involvement in different activities of a specific sport) are the foundation of a sampling environment that drives the development of skill, interest, and personal engagement.

(Côté & Erickson, 2015)



Recommended Participation Guidelines

	Recommended Game Length	Recommended # of Games/Week	Recommended Practice Length	Recommended # of Practices/Week
Ages 7-8	20-28 minutes	1	30-60 min	1
Ages 9-11	24-32 minutes	1 to 2	45-75 min	2
Ages 12-14	28-32 minutes	2	60-90 min	2 to 4
Grades 9-12	32-36 minutes	2 to 3	90-120 min	3 to 4

youthguidelines.nba.com



Rest Guidelines

	Recommended Hours of Sleep per Night	Min. # of Rest Days Per Week	Max. Months/Year in Organized Basketball
Ages 7-8	9 - 12 hours	2	4 months
Ages 9-11	9 - 12 hours	2	5 months
Ages 12-14	8 - 10 hours	1	7 months
Grades 9-12	8 - 10 hours	1	9-10 months

youthguidelines.nba.com



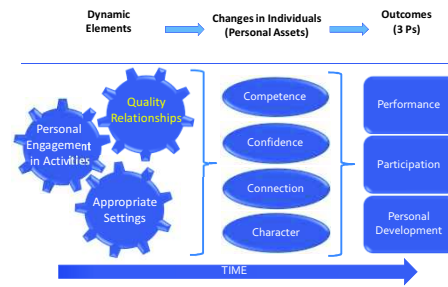
Maximum Participation Guidelines

	Maximum # of Games Per Day	Max. # Hrs./Wk of Organized Basketball
Ages 7-8	1	3 hrs
Ages 9-11	2	5 hrs
Ages 12-14	2	10 hrs
Grades 9-12	2	14 hrs

youthguidelines.nba.com



The Personal Assets Framework for Sport



Quality Relationships

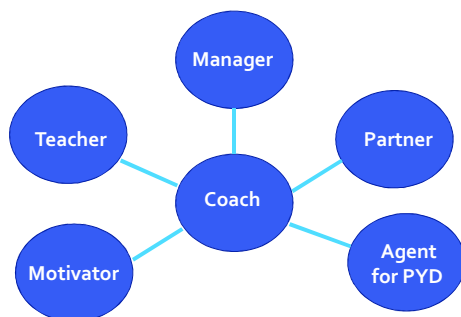
Includes all relationships

- Coach-athletes, peers, athletes-parents, parents-coach, etc.
- Different stages of development (e.g., sampling, specializing, investment, early specialization)



Quality Coach-Athlete Relationships

1. **Coach as a teacher** (e.g., Claxton, 1988; Lacy & Darst, 1984; Cushion et al., 2012; Erickson & Gilbert, 2009; Trudel & Gilbert, 2006; Leas & Chi, 1993; Ford, Yates, & Williams, 2010; Smith, Smoll, & Hunt, 1977; Smith & Smoll, 2007; Smith, Shoda, Cumming & Smoll, 2009)
2. **Coach as a manager** (e.g., Baker, Côté, & Hawes, 2000; Baker, Yardley, & Côté, 2003; Chaumeton & Duda, 1988; Chelladurai, 1990; Chelladurai, 2007; Chelladurai & Riemer, 1998; Chelladurai & Saleh, 1980; Chaumeton & Duda, 1988; Horn, 1985; Nicolas, Gaudreau, & Franche, 2009)
3. **Coach as a motivator** (e.g., Amorose & Horn, 2000; Conroy, & Coatsworth, 2007; Gagné, Ryan & Bargman, 2003; Mageau & Vallerand, 2003; Pelletier, Fortier, Vallerand & Briere, 2001).
4. **Coach as a partner** (e.g. Jowett & Nezelek, 2011; Lafrenière, Jowett, Vallerand, Donahue, & Lorimer, 2008)
5. **Coach as an agent of personal development** (e.g. Becker, 2009; Erickson, Côté, Hollenstein, & Deakin, 2011; Erickson & Côté, 2016; Turnnidge, Côté, Hollenstein, & Deakin, 2014; Vella, Oades, & Crowe, 2013)



2. Focusing on Quality Relationships: A Leadership Perspective



Leadership Behaviours

It's not just about *what* coaches do, it's *how* they do it

- Motivational and emotional tone
- Content and structure of behaviors (consistency, patterns)
- Recipient of behaviors

(Allan & Côté, 2016; Côté, Turnnidge, & Evans, 2014; Erickson & Côté, 2015; Erickson & Côté, 2016; Côté et al., 2011; In'tzisz et al., 2016; Turnnidge et al., 2014; Turnnidge et al., 2012; Turnnidge & Côté, 2016; Turnnidge & Côté in preparation; Viermas et al., 2012)



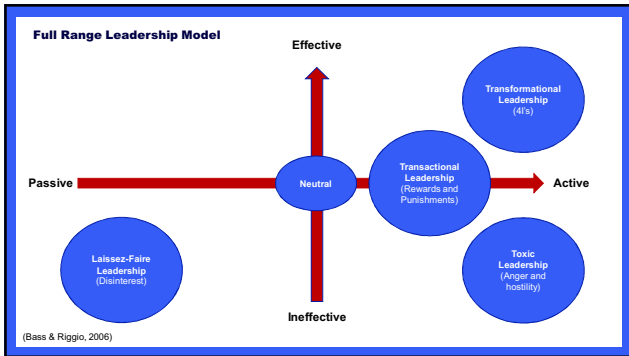
The “What” and the “How” of Coaching

Instruction - Volleyball

“You are an awful player - close the gap on the block or I'll find someone who will!”

VS

“Looks like there's a gap in our block and its allowing some hits through. What could we do to improve that?”



Laissez-Faire Leadership

Coach shows disinterest or ambivalence towards their athletes




Toxic Leadership

Coach displays negative attitudes or feelings towards their athletes




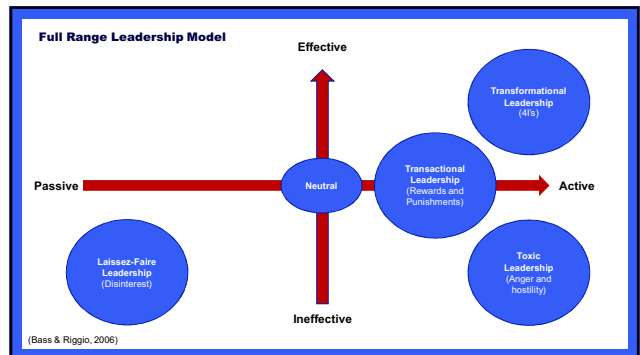
Neutral Leadership

Coach engages in the *mechanics* of coaching with no discernable leadership style



Transactional Leadership

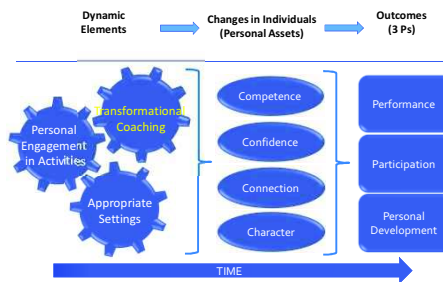
Coach reinforces standards and expectations through rewards or punishments

3. Transformational Coaching



The Personal Assets Framework for Sport



Transformational Coaching

- Process whereby coaches develop athletes into leaders by focusing on athletes' personal assets (e.g. Competence, Confidence, Connection, and Character).
- Involves behaviours that are designed to empower, inspire, and challenge athletes for their sport-specific outcomes (e.g. Performance and Participation) and Personal Development.

(Avolio, 1999; Bass, 1997; Callow et al., 2009; Charbonneau et al., 2001; Vella, 2011)



Transformational Coaching

Comprised of 4 dimensions

1. Idealized Influence
2. Inspirational Motivation
3. Intellectual Stimulation
4. Individualized Consideration

(Barling, 2014; Bass & Riggio, 2006; Turnidge & Côté, 2016)

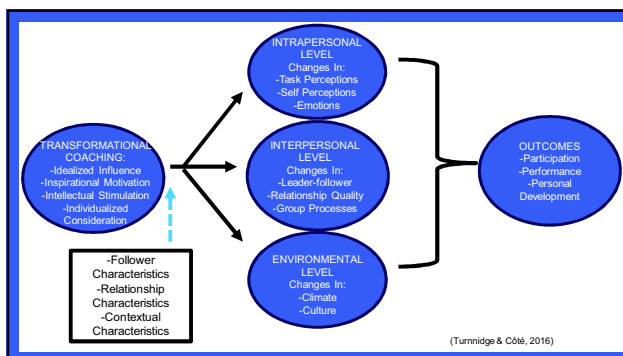


Transformational Coaching

Questionnaire Studies:

Elements of transformational leadership are associated with:

- Athletic performance (Charbonneau et al., 2001)
- Group cohesion (Callow et al., 2009)
- Positive and personal development (Vella et al., 2012)
- Lower levels of aggression (Tucker et al., 2010)
- Intrinsic motivation and charisma (Charbonneau et al., 2001)



(Turnidge & Côté, 2016)

Understanding TFL in Behavioural Terms (Turnidge & Côté, 2016)

Higher Order Dimension	Leadership Behavior
Idealized Influence	Discussing/modelling pro-social values or behaviours
	Showing vulnerability/humility
Inspirational Motivation	Discussing goals/expectations
	Expressing confidence in athlete potential
	Promoting team concept
	Providing rationales/explanations
Intellectual Stimulation	Eliciting athlete input
	Sharing decision making/leadership responsibilities
	Emphasizing the learning process
Individualized Consideration	Showing interest
	Recognizing accomplishments

The Coach Leadership Assessment System (CLAS Turnidge & Côté, 2016)

Higher Order Dimension	Lower Order Dimension	Leadership Tone Behaviours
Transformational	Idealized Influence	1- Discussing/modelling pro-social values or behaviours
		2- Showing vulnerability/humility
	Inspirational Motivation	3- Discussing goals/expectations
		4- Expressing confidence in athlete(s) potential
Transactional	Intellectual Stimulation	5- Promoting team concept
		6- Providing rationales/explanations
	Individualized Consideration	7- Eliciting athlete input
		8- Sharing decision making/leadership responsibilities
Neutral	Laissez-faire	9- Emphasizing the learning process
		10- Showing interest in athlete(s)' concerns/feelings
	Toxic	11- Recognizing athlete achievements/contributions
		12- Discussing rewards/penalties
N/A	Laissez-faire	13- Searching for/responding to deviations from rules or standards
		14- Neutral
N/A	Laissez-faire	15- Showing disinterest
		16- Modelling anti-social behaviours
N/A	Laissez-faire	17- Expressing hostility
		18- Uncredable

The Coach Leadership Assessment System (CLAS)



(Turnidge & Côté, 2016)



Understanding TFL in Behavioural Terms

Higher Order Dimension	Leadership Behavior
Idealized Influence	Discussing/modelling pro-social values or behaviours
	Showing vulnerability/humility
Inspirational Motivation	Discussing goals/expectations
	Expressing confidence in athlete potential
	Promoting team concept
	Providing rationales/explanations
Intellectual Stimulation	Eliciting athlete input
	Sharing decision making/leadership responsibilities
	Emphasizing the learning process
Individualized Consideration	Showing interest
	Recognizing accomplishments



Idealized Influence

1. Discussing and modelling pro-social values and behaviours

- Doing what is right, rather than convenient
- Demonstrating personal beliefs

2. Showing vulnerability and humility

- Apologizing for one's mistakes
- Sharing experiences



Idealized Influence



Inspirational Motivation

1. **Discussing goals and expectations**
 - Holding high expectations
2. **Expressing confidence in athletes' abilities**
 - Meeting and exceeding expectations
3. **Promoting team concept**
 - Communicating a compelling vision
4. **Enhancing the meaning and challenge to athletes' tasks**
 - Connecting activities to a larger picture



Inspirational Motivation



Intellectual Stimulation

1. **Eliciting athlete input**
 - Encouraging athletes to contribute new and alternative ideas
2. **Sharing decision making and leadership responsibilities**
 - Giving athletes opportunities to lead (drills, help others)
3. **Emphasizing the learning process**
 - Encouraging athletes to engage in challenging tasks
 - Valuing effort and learning, rather than just outcomes



Intellectual Stimulation



Individualized Consideration

1. **Showing interest in athlete's feelings and perspectives**
 - Adapting activities to suit individual needs
 - Displaying genuine care and concern for athlete's lives both in and out of sport
2. **Recognizing athlete accomplishments and contributions**
 - Providing feedback on athlete's behaviours (sport and non-sport)
 - The power of thank you



Individualized Consideration



Do Coaches Use TFL?

Participants:

- 281 athletes ($M_{age} = 14.13$ years; $SD = 1.27$, 74% male)
- 21 male coaches from competitive ice hockey teams across Ontario, Canada

Measures:

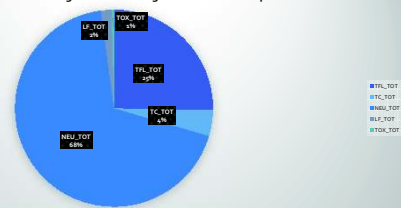
- Video observation of 45 minutes of practice
 - Coded with the CLAS

(Turnnidge, Bruner, & Côté, in preparation)



Do Coaches Use TFL?

Mean Duration Percentage of Coaches' Higher Order Leadership Behaviours



TFL_TOT
TFC_TOT
TFC_TOT
TFL_TOT
TFL_TOT

Transformational Coaching

Higher Order Dimension	Leadership Behavior
Idealized Influence	Discussing/modelling pro-social values or behaviors
	Showing vulnerability/humility
Inspirational Motivation	Discussing goals/expectations
	Expressing confidence in athlete potential
	Promoting team concept
Intellectual Stimulation	Providing rationales/explanations
	Eliciting athlete input
	Sharing decision making/leadership responsibilities
Individualized Consideration	Emphasizing the learning process
	Showing interest
	Recognizing accomplishments



4. Summary and Conclusion

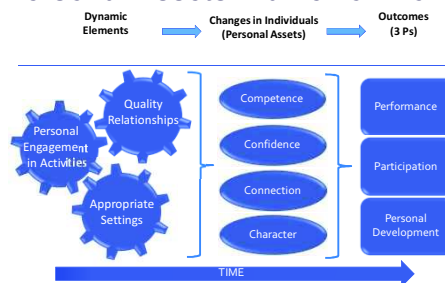


Redefining Success in Youth Coaching

Structuring the dynamic elements of the "settings," "activities," and "relationships," to maximize:

- Individual interest in sport (psycho-social processes)
- Sport specific skills (skill acquisition processes)

The Personal Assets Framework for Sport



Appropriate Settings

The **structural determinants** of performance, participation, and personal development during childhood and early adolescence:

- 1) Size (e.g. reducing # athletes on teams, clubs, communities)
- 2) Density (e.g. increasing # of spots available, # coaches on teams/clubs)
- 3) Proximity/accessibility (e.g. decreasing time, distance to sport facilities)



Personal Engagement in Activities

The **physical/task determinants** of performance, participation, and personal development during childhood and early adolescence:

1. Diversity between sports: exploration of different sports should precede specialization in one sport.
2. Diversity within sport: different types of play and practice activities should be promoted during childhood.



Quality Relationships

The **relational determinants** of performance, participation, and personal development during childhood and early adolescence:

- More transformational leadership behaviors that are designed to empower, inspire, and challenge through
1. Idealized Influence
 2. Inspirational Motivation
 3. Intellectual Stimulation
 4. Individualized Consideration



Transformational Coaching

Higher Order Dimension	Leadership Behavior
Idealized Influence	Discussing/modelling pro-social values or behaviors
	Showing vulnerability/humility
Inspirational Motivation	Discussing goals/expectations
	Expressing confidence in athlete potential
	Promoting team concept
Intellectual Stimulation	Providing rationales/explanations
	Eliciting athlete input
	Sharing decision making/leadership responsibilities
Individualized Consideration	Emphasizing the learning process
	Showing interest
	Recognizing accomplishments



Transformational Coaching

- Small, everyday behaviours can contribute to transformational change.
- Misconception that *Transformational Coaching* requires titanic behaviours enacted by extraordinary and unusual individuals.
- Process whereby coaches develop followers into leaders.



Transformational Coaching

For any coaching behaviour, you can ask: **"Is the behaviour displayed by the coach helping the athletes . . . ?"**

- Feel more competent?
- Feel more confident?
- Develop stronger connections? With the coach? With others?
- Build their character?



Thank You

Email: jc46@queensu.ca

Twitter: jeancote46

