- • **Great Practices 15 minute lectures are presented in alphabetical order as submitted by the lead author**

Coaching education student coaching efficacy: The impact of three coaching contexts

Charles Wilson, Drew Zwald & Daniel Czech; Georgia Southern University

Coaching educators/developers face a dilemma in designing coach education programs. Research has repeatedly shown that coaches benefit from exposure to authentic situations for experiential learning, as opposed to pure classroom or lecture situations (Bertram, Culver, & Gilbert, 2017; Cushion, Armour, & Jones, 2003; Sullivan, Paquette, Holt, & Bloom, 2012; Werthner & Trudel, 2006). Yet, finding a balance between what is practical and the theoretical can be difficult. Constraints on time, space, equipment, and opportunities to actually coach are among the challenges facing coach developers, especially in higher education. It would be helpful to determine what coaching contexts have the greatest impact given the constraints coach developers face.

One important aspect of coach development is coaching efficacy. Feltz, Chase, Moritz, & Sullivan (1999) define coaching efficacy as coaches having the confidence in their ability to encourage learning and performance of their athletes. The purpose of this presentation is to share the impact of three different coaching contexts- coaching in the community, coaching peers from a physical activity class, and coaching peers in the same class- on higher education coaching education students' coaching efficacy through the Coaching Efficacy Scale II (CES II) (Myers, Feltz, Chase, Reckase & Hancock, 2008).

Each of the three presenters incorporated a different coaching context in one of their undergraduate coaching education courses. Following IRB approved protocol, at the end of the student coaching, the students were invited to participate in this study by a graduate assistant without the instructor present. Students were given a demographic questionnaire and the CES II. We will discuss the results, noting differences in coaching efficacy, and discuss the impact of both coaching context and previous coaching experience. Furthermore, we will discuss as implications for future coach education program design.

Developing coaches to grow wrestling: Lessons-learned from 10 years of coach development programming

Andy Driska; Michigan State University

Over the past ten years, the National Wrestling Coaches' Association and the Institute for the Study of Youth Sports at Michigan State University have paired to conduct coaching leadership academies for wrestling coaches. The first leadership academy began in 2010 and has served nearly 500 collegiate wrestling coaches. A new program to serve interscholastic coaches began in fall 2017, which adds wrestling-specific leadership training for coaches that have already completed NFHS Level 1 training. Leadership academies pair an online course with a two-day in-person workshop, and emphasize "off-the-mat" coaching leadership issues such as marketing, fundraising, recruiting, building relationships, developing athletes as people, athlete leadership, mental health, and program organization and administration. Academy participants also complete a 360 performance-review, where job performance is evaluated by athletes, peer coaches, parents, and supervisors. These multifaceted programs have helped wrestling coaches to develop the program administration skills to grow the sport of wrestling. Presenters will share examples of online modules, 360-reviews, and in-person workshops, while highlighting enduring principles and lessons-learned.

Has Title IX enhanced coach development?

Sean Dahlin, Mackenzie Wojciechowski & Donna Pastore; Georgia Southern University

In accordance with Côté and Gilbert's (2009) definition of coaching effectiveness (i.e., integration of three types of knowledge to assist athletes' success through the 4 Cs based on coaching context), the developmental pathway of effective coaches is complex (Cushion, Armour, & Jones, 2006) and idiosyncratic (Gearity, Callary, & Fullmer, 2013) focused on lifelong learning (Nater & Gallimore, 2010). Such is no different when coaching women's sports teams if not more so with potential demands female coaches face that their counterparts may not (Bruening, Dixon, & Burton, 2013) in terms of work/life balance with different family obligations (Dabbs, Dixon, & Graham, 2016) and the stigma of less coaching opportunities for females. When looking specifically at the NCAA Division III level alone, less than half of the head coaches at 43.4% in intercollegiate women's athletics are female (Acosta & Carpenter, 2014), demonstrating that a majority of head coaches in women's athletics are male.

From research gathered on six current female NCAA Division III effective team sport head coaches of women's athletics programs, the purpose of this presentation is to examine and make meaning of the perceptions of the developmental pathways taken throughout these coaches' careers. By way of semi-structured interviews with the six aforementioned participant coaches, three overarching themes were found by the constant comparative approach (Merriam, 1998): Coaching Females vs. Coaching Males, Female Coaching, and Title IX Pioneers. To provide greater understanding regarding the three themes highlighted above, subthemes are outlined in relation to the findings. Implications and future research recommendations will be discussed as well.

Ideas and strategies for improving online coaching education

Steven Dingman & George White; Southern Arkansas University

The Department of Health, Kinesiology, and Recreation (HKR) at Southern Arkansas University (SAU) continues to grow as we meet the needs of the region and nation by continually assessing what and how we offer our curriculum to the clientele.

This presentation will describe the model that our department developed as a way to ensure quality online instruction in the Coaching Education program. Through shared ideas, the department has overcome some common challenges and developed solutions to provide quality programming for our students. The presenters will share the solutions we use that allow us to provide quality coaching education using a variety of faculty resources, assessment data and sound online programming strategies. We will explore the impact of continual quality improvement and quality assurance as they relate to our online graduate program.

The objectives for the presentation are as follows: Upon completion of the presentation, all participants will

1. Understand how a philosophy of continuous quality improvement can improve online instruction and the student experience in the online environment.

2. Examine how a Departmental Course Template can provide students and faculty with a consistent environment

3. Examine how we use our assessment plan to guide continuous quality improvement and quality assurance.

4. Illustrate how student reflection and program evaluation impacts continuous quality improvement and quality assurance

5. Recognize how the development of interactive course "routines" can assist in meeting student needs

6. Understand how implementing self-evaluation and peer evaluation of courses can improve quality

Implementation of a formal coach education program: A case study in wheelchair sport

Simon Pack & David Hedlund; St. John's University

The aim of this study was to analyze the promotion of long-term coach development through the use of a coach education program in wheelchair curling. It has been widely noted in the literature that formal and specialized coaching education opportunities are limited in adapted sport (e.g., Cregan, Bloom, & Reid, 2007; DePauw & Gavron, 2005; McMaster, Culver, & Werthner, 2012; Tawse, Bloom, Sabiston & Reid, 2012). With a lack of these formalized programs, coaches often seek out more informal learning opportunities (Cregan et al., 2007) or may rely on their own playing experiences (Bates, 2007). The unique knowledge necessary to coach wheelchair athletes in certain sports goes above and beyond the traditional knowledge most coaches must possess (Tawse et al., 2012). Therefore, the specialized nature of wheelchair curling and the strategic, tactical, and physical differences from able-bodied curling bodes well for a formalized coaching education program. In most instances this lack of a formal education program for wheelchair curling leaves most coaches attempting to apply their knowledge of able-bodied curling to the game of wheelchair curling. Coaches must also be knowledgeable on the classification criteria for their particular sport and must be able to potentially manage various impairments within the same team. Funding is also a major issue for the establishment of a wheelchair sport coach education program. This presentation will go through the steps of implementing a coach education program with a national sport governing body setting for the use of wheelchair curling coaches. There were many unique challenges along the way, but the broader benefits for long-term coach development were paramount to the success of this particular program. Further discuss will be directed at wider implementation for other sports beyond wheelchair curling and navigating the challenges of aspiring coaches.

Improving a sport coaching master's program through NCACE Level 5 accreditation

Scott Douglas & Brett Nichols; University of Northern Colorado

National accreditation is a process of assessment that ensures program quality, marketability, and a pathway for developing coaches to increase their coaching skill, knowledge, and employability. In 2015, a newly established (2011) online Sports Coaching M.A. program began exploring the idea of applying for national accreditation. Soon thereafter, the newly appointed Program Coordinator attended the National Council for Accreditation of Coaching Education (NCACE) Portfolio Preparation Workshop at the 2015 National Coaching Conference in Seattle. Seeking visibility and validation, and with the goal of earning Level 5 NCACE accreditation, the program initiated a review of each course offering, learning objective, and corresponding assessment to submit as evidence toward addressing each of the 40 National Standards for Sport Coaches (NASPE, 2006). The purpose of this presentation is to highlight the challenges of organizing and submitting the original folio to NCACE, the subsequent "Conditional Approval" status with reviewer recommendations for program enhancement, and submittal of the rejoinder to address these comments and concerns. While preparing responses to reviewer comments, modifications were implemented by the program coordinator including changing the sequence of two courses in the program of study and upgrades to assessments of learning objectives within individual classes. Also, more comprehensive pre, mid, and post-internship supervisor and self-assessments of the coaching internship experience were added. In agreement with Smith and Hayduk (2010), the accreditation process is a time-consuming and detail oriented task but necessary to maintain a quality product within the dynamic profession of sport coaching. This accreditation process also served to inform internal program reviews at the university level. Accreditation, however, is not the end of the assessment process. Coaching education programs should establish procedures for continued assessment and accountability while supporting faculty development and constantly looking at ways for graduates to gain a deeper understanding of the role of coach.

Inspiring excellence through inclusion: Positive coaching as a mechanism to build inclusive sport environments

Brian Brown, Rick McGuire & Amber Selking; University of Missouri

Cultural issues have and continue to be critical elements in the sport world that affect both individual and team development and performance (Schinke & Hanrahan, 2009). Helping coaches and athletes not only understand but also embrace the power of diversity stems from a better comprehension on how to build inclusive sport environments that optimize individual differences toward a common goal. Inclusion is the act of creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued by fully participating. An inclusive and welcoming climate embraces differences and offers respect in words and actions for all people. Buckingham and Coffman (1999) uncovered game-changing principles of what is now called Transformation Leadership. They identify essential elements of the role that the Transformational Leader plays in creating and activating the conditions most likely to promote engagement within teams, such as creating an inspiring vision/mission and developing shared goals/standards. Value and respect occurs when intentional efforts include underrepresented groups in matters of importance.

This presentation will offer an overview of a positive coaching system, which is grounded in research from sport psychology (Cox, 2011), positive psychology (Compton & Hoffman, 2013) and traditional coaching theory (Vernacchia, McGuire, & Cook,1995), and explore how its tenants can be leveraged to design more inclusive sport environments that inspire excellence in both individual and group performance. Today's social climate requires an attention to inclusion as a mechanism to build stronger communities through sport, and right coach development around this topic will help ensure that right coaches are positioned to lead this charge. Tangible ideas for "thinking right" about diversity and inspiring excellence through inclusion will be shared, clearly positioning these ideas amid the broader framework of the positive coaching system.

Nurturing high-performance sport coaches' learning and development using a narrative-collaborative coaching approach

Michel Milistetd & Pierre Trudel; Federal University of Santa Catarina

Introduction: On sports field, the growing of specialized knowledge and the advances in technology require that coaches will never stop learning to adapt to these new demands on XXI century. According to Trudel, Gilbert, and Rodrigue (2016), coaches how want to keep learning should deliberately reserve time to reflect. However, in high-performance contexts, coaches are overwhelmed by their daily tasks and therefore will have difficulty to take the time to pause and reflect. The goal of this study was to analyse the role of a Personal Learning Coach (PL Coach) to support a high performance coach in his learning journey. Methods: An agenda of coaching conversations was developed during the first semester of 2017. Participants were a Brazilian High-Performance Tennis Coach (HP Coach) and a Personal Learning Coach (PL Coach). A narrative-collaborative coaching approach (Drake, 2015, Stelter, 2014) was the strategy used to support the learning process. Narrative-collaborative coaching is composed of moments of symmetry between a coach and a coachee, where their dialogue is driven by a strong emphasis on meaning-making, values, aspirations and identity issues. The dyad (HP Coach and PL Coach) had 27 meetings (one per week /1.5 hour / 80% by Skype). Results: Starting from a strength based approach, the dyad decided to focus on the HP Coach's communication skills to improve (a) his coaching and enhance the capacity to lead athletes and (b) his interactions with the coaches under his responsibility at the club. Discussions, readings and different applied learning activities were used during several cycles of discovering, applying and integrating new knowledge. Both the HP Coach and PL Coach perceived a major positive change in the HP Coach's communication skills as well as his ability to reflect. Recommendations to HP coaches, coach developers, and administrators are explored.

Planning practice: Intentional coaching in three dimensions

Mark Stanbrough; Emporia State University

This presentation will look at three dimensions of coaching- physical, mental, and heart/life skills. All coaches coach the physical dimension but only 20% intentionally and systematically coach in the 2nd and 3rd dimensions (Duke, 2014). Special emphasis will placed on developing practice plans that intentionally coach beyond the first dimension of physical. Evidence and ideas will be presented to help coaches integrate psychological components and life skill lessons into daily routines to help athletes develop holistically. The practice plans will emphasize: (1) having fun, which is the number one reason athletes participate, (2) positive conditioning that stresses conditioning is positive and should be desired for improvement, (3) mental skills training that can be implemented by the coach and athlete for improved performance, and (4) character development which will develop life skills and may be the most important thing coaches do. The practice plans will align with the National Standards for Sport Coaches- what coaches should know, value and be able to do. As a coach that coaches the athlete to be a total person, your challenge is to intentionally coach in all three dimensions- physical, mental, and developing the heart with life skills. By intentionally implementing all three dimensions into your practices, you will make a positive difference in many lives.

Player monitoring tool helps coaches stay ahead of the game

Ryan Conners & Jeremy Elliott; The University of Alabama in Huntsville

Athletic coaches are always looking for the next strategy or tool to help them gain an advantage over their competitors. In recent years, technology has been incorporated into athletics at all levels. Heart rate monitors are a good example of equipment that has gained significant popularity for individualized training and recovery for athletes. However, a relatively new piece of equipment that has exploded onto the scene is the Polar Team Pro system (PTPS), which takes the equipment to the next level by allowing for simultaneous analysis of a group of individuals. The PTPS incorporates global positioning system (GPS) tracking, motion tracking, live heart rate monitoring, and accurate data analysis to be used in a team setting. The information provided by the system allows for everyone on the coaching staff to obtain real time data during a practice or game and the information is saved through a cloud-network based system so it can be accessed online at a later time. This unique training tool enables coaches to evaluate the effects of their coaching strategies and techniques through measurable health and fitness outcomes. In addition, the PTPS can be used for player safety and recovery, which are always top priorities for successful coaches. This article will highlight how the PTPS can be used for smart coaching, player development, safety monitoring of athletes, and provide a cost-effective coaching tool in today's sport setting.

Right coach development to produce the right coach

Kathy Ginter & Jolynn Kuhlman; Indiana State University

Do you think pencils are a thing of the past? Not when it comes to curriculum writing. During the past 25 years coaching has become a recognized profession and academic majors in coaching have burst onto the scene, not only in sport, but numerous other disciplines. What once was looked down upon as a job has become a frontrunner as a profession! When it comes to sport coaching there is not one governing body accepted by all, therefore the content of academic sport coaching programs vary greatly. Some college based programs have used the National Standards for Sport Coaches (NASPE) as a starting point for program development. The challenge in coaching program develop is to keep up with the changing aspects of the coaching profession. Indiana State University's (ISU) coaching program is no exception to this. ISU's Master's in Coaching began as a program catering to the development of high school coaches. With the elimination of the Master's degree in Teacher Education the profile of the students changed from high school coaches to those seeking collegiate or elite level coaching positions. This shift necessitated a revision to the existing program to address the needs of these students. Due to the ever-changing world we live in the curriculum must be dynamic. A 2-year post-graduation assessment is critical to keep the program on the cutting edge. ISU is constantly reflecting and assessing the program to make sure that we are meeting the needs of the students who are out working in the field. This interactive Great Program Practices

presentation will allow those in the academic area of coaching to discuss program content as it relates to our ever-changing world in curriculum development in order to develop the right program to produce a right coach.

The development and implementation of an eLearning solution for swimming Australia silver and gold coach development programs

Andrew Dawson; Victoria University

Coaches are the key performance managers in sport and yet we know little about how to best develop their abilities that is sustainable for the coach, beneficial for the athlete and affordable for the sport organization that employs them. Recent research by Cushion et al. (2010) and Dawson et al. (2013) has revealed that coaches develop themselves both personally and professionally by engaging in a blend of formal learning (e.g., accredited/certified courses such as degrees or sport certification), non-formal learning (e.g., attending workshops, seminars, conferences, structured mentoring) and informal learning (e.g., observation of other coaches, talking to other coaches, reading, internet searches and watching on-line video). This presentation focuses on the development and implementation of Swimming Australia's blended learning program for Silver and Gold coach education. This program represents a major step forward in the management of how Australian Swimming coaches learn and develop themselves as it provides them with an opportunity to access learning opportunities normally restricted to a limited number of face-to-face coach education courses.

The intersection between sport for development theory and critical pedagogy: Applicable for sport for development and peace

Lindsay Kibler, Clayton Kuklick & Brian Gearity; University of Denver

The International Council for Coaching Excellence (2013) has defined sport for development as a participation pathway where the focus is on life skills, fundamental skills, and to have fun. Within this realm is sport for development and peace (SDP), where sport is used as a tool for creating social change, educating communities on health and teen pregnancy, navigating challenges within a community, and developing participants' problem solving skills in oppressed or underserved populations (Jeanes & Spaaij, 2016). One way in which researchers have explored how to best facilitate SDP outcomes is by using Sport for Development Theory (SFDT), which consists of applying impact assessments, engaging stakeholders, implementing moral values and cultural activities into sport practices, and creating a positive learning environment (Lyras, 2007). Despite the notion that SFDT may be an effective approach, the aforementioned components of SFDT does not explain how to implement the model into practice. Thus, in practice, coaches place emphasis on what participants learn rather than how they are learning and have difficulty engaging the approach due to neocolonial coaching methods that may not be conducive to the environment in which SFDT may be implemented (Jeanes & Spaaij, 2016). One way to overcome the aforementioned problems is to use Freirean's work on critical pedagogy that explains the elements coaches can use to increase oppressed individual's creativity and expand on alternative ways of living and learning (Jeanes & Spaaij, 2016). Therefore, the purpose of this presentation is to explain the integration of SFDT and Freirean's critical pedagogical approach to advance coaching practices in the SDP context. In this way, the insights provided in this presentation can be used by coaches in the SDP context and coach developers who are responsible for developing coaches in the SDP context. Practical strategies integrating SFDT and Freirean's pedagogy will be presented.

Using behavior profiles as a self-reflection tool

Erica Pasquini; Sam Houston State University

The coach expectancy cycle is a four-stage model that explains coaches' feedback behaviors (Horn, Lox, & Labrador, 1998). In the first stage coaches' make judgments of players based off of previous experience. In the second stage coaches' behaviors are affected by these judgments. In the third stage athlete performance is impacted by coaches' unequal behaviors and in the fourth stage coach expectations are reinforced creating a continuous cycle. From youth to collegiate sport, research has consistently shown coaches provide more frequent instruction,

encouragement, and correction to athletes they believe to be high expectancy when compared to their low expectancy counterparts (Pasquini, Thompson, Gould, Speed, & Doan, 2016; Solomon, 2008). Aside from the challenge of changing one's coaching behaviors, recognizing the discrepancy in behaviors toward athletes is one of the most difficult hurdles for coaches. The purpose of this presentation will be to explore a self-reflection technique that can be used to help coaches identify their distinct feedback discrepancies between high and low expectancy athletes. From video analysis, personal feedback profiles that include frequency of instruction, correction, and encouragement given to both high and low expectancy athletes can be created. Once coaches have concrete data on their behaviors, these profiles can be a useful tool for coaches to engage in self-reflection and develop strategies so all athletes have the chance to reach their potential. During this presentation, there will be brief discussion surrounding literature using this reflection tool. Further, examples of behavior profiles will be shown and instruction on how these profiles were made will be given. Finally, an overview of how these tools can be used and the impact they have had on previous coaches will be discoursed.

Utilizing all the coaches in the room: Reorienting your coaching staff meetings towards an athlete-centered and coach development approach

Val Altieri, Jr. & John McCarthy; Boston University

This presentation will focus on our "coaches meeting" format that has evolved over the past ten years of our program. Its purpose is to better meet our participants' needs and to develop the new group of coaches that work with us each year. Traditional coaching models portray head coaches as experts. Additionally, they are expected to be in charge of and directive toward their assistant coaches and players (Kidman, 2001; Jones, 2004). Such coach-centered models place a heavy but unrealistic burden on head coaches at all levels of sport. Leading coaching scholars have converged on ways to frame the roles and responsibilities of the coach that lead to better practice (Hall and Gray, 2016).

This presentation will focus on how coaches can structure a reflective "coaches meeting" with their coaches and athletes more collaboratively (Gilbert & Trudel, 2001). The shared value that these meetings bring can lead to a more robust Community of Practice CoP (Lave & Wenger, 1991). The approach we will describe shows a coaching process where all make meaningful contributions and share vital information about participant interactions and behavior. To be more responsive to player needs and development we aim to harness the power and insights of the group to formulate a plan for going forward. Head coaches become as Jones and Wallace (2006) have described as that of "orchestrator". "Jones et al. (2009) highlighted the important role mentors can play in guiding coach learning through questioning and problem setting" (as cited in Hall & Gray, 2016, p. 10). The coaches meeting becomes a site for coach development, and provides the impetus for assistants to contribute to the improvement of the group but it is still the function of the group leader or head coach to facilitate. We will share strategies and formats for how we guide coach reflection.

What athletes want

Matthew Lehrer, C.B. Sands-Bohrer, Bruce H. Smith; Community Rowing, Inc.

While an assumption exists that athletes of varied developmental levels want dissimilar attributes in their coach, the data tells a different story. Based on nearly 5,000 feedback surveys from a wide range of athletes, from youth to adults, recreational and highly competitive athletes, we learned that creating an environment that is respectful and supportive of our athletes; needs is a key to successful coaching.

There are four qualities and skills that ensure this success are (1) quality instruction, (2) having the right knowledge presented, in a professional manner', (3) consistent message, (4) set expectations at the organizational, program and athlete level as well as between coaches, (5) commitment to team/athletes, (6) being engaged, caring and safe, (7) organized and efficient, and (8) using a simple methodology to plan and reflect.

As the largest public access rowing organization in the world, Community Rowing, Inc. (CRI) delivers more than 300,000 hours of rowing to more than 10,000 rowers annually. The foundation for our programs rest entirely on the

shoulders of our coaches and their execution of these key qualities and skills on a daily basis. Our challenge at CRI is to provide consistent, high quality coaching to a wide range of athletes with a staff of over 100 coaches, most of who are part-time, seasonal or are new to coaching.

In this session, attendees will learn strategies for coaches to communicate and demonstrate these four key skills in different contexts and how to design feedback loops that bring light on opportunities for improvement for individual coaches, entire teams and the larger organization