

ENHANCING HIGH PERFORMANCE COACH MENTORING AND REFLECTIVE PRACTICE THROUGH GRADUATE LEVEL COACHING EDUCATION

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I submit this document as (check):

Coaching research abstract ____

or

Best practice summary ☒ (High Performance Coaching)

Abstract

Emerging research has highlighted the use of formal and informal education (Vella, Crowe, & Oades, 2013) to enhance mentoring (Reade, Rodgers, & Spriggs, 2008; Robertson & Hubball, 2005) and reflective practice (Côté & Gilbert, 2009; Gilbert & Trudel, 2005) as strategies to improve coaching effectiveness (Nash, Sproule, & Horton, 2011). In Canada emerging partnerships between the sport sector and post-secondary education have aligned National Coaching Certification Program (NCCP) with graduate level formal education. The University of British Columbia's new High Performance Coaching and Technical Leadership Masters degree program combines graduate level courses with NCCP Advanced Coaching Diploma designation. In partnership with the Canadian Sport Institute Pacific and the Coaching Association of Canada, the UBC program offers High Performance coaches a best-evidence research based approach together with practically applied programs consisting of four theme areas; Coaching effectiveness, Coaching Leadership; Training and Competition Readiness and Performance Planning. A key feature of the program is its ability to select coaches who are working in a High Performance sport context and integrating courses through directed field studies allowing application of sport science concepts, mentoring and ongoing reflective practices. Based on the NCCP core competencies of Leadership, Critical Thinking, Interaction, Problem Solving and Valuing, coaches are required to maintain a blog that reflects on each competency. Through CSI Pacific, coaches are paired with a mentor in the sport system who provides support and feedback within competency areas, as well as supporting practical experience in either the coaches' current context or a high performance coaching or technical leadership project. As a primarily online degree with two one-week residential face to face meetings, the program features a number of technologies to assist both mentor and coach to share coaching practices (UBC - Collaborative Learning Annotation System) and reflections (UBC blogs). Coaches in the program have cited the benefits of both formal and informal learning throughout the program with the former through course content and the latter through mentoring and interaction with peer coaches. This presentation will identify the overall structure of the UBC High Performance Coaching and Technical Leadership Masters degree, and the implementation of the mentoring and reflective practices through directed field studies. Specific examples will be provided that highlight perceived benefits coaches have realized within the program.

References

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David Hill

David has dedicated his career to legitimizing coaching, as both a leader in coaching education, and a national and international coach. As a leading Coach Developer, he worked for the Coaching Association of Canada establishing competency based education programmes. He is the Lead of Coaching and System Development at the Canadian Sport Institute Pacific, and adjunct professor at the University of British Columbia. A graduate of the National Coaching Institute-BC, he holds degrees including BPE, BEd and MSC.

Maria Gallo, PhD

Maria is an Instructor at the University of British Columbia in the area of exercise and sport sciences. She is the Director of the Masters of High Performance Coaching and Technical Leadership; a multi-sport, blended-model course based masters emphasizing evidence based coaching best practices. As an ex-international athlete in rugby (15s and 7s) and Bobsleigh, and as an active rugby coach she brings a wealth of knowledge and passion to coaching.