



## **Skill Acquisition in Coaching Development**

Coaching development and support is often understood through an educational lens. Formal education and qualifications, while providing clarity and knowledge needed for coaches to ascend a linear levelling-up knowledge transmission based coach development model, some key limitations have contributed to coaching development experiencing transformative change toward more contextually situated, individual needs-based approaches, often through necessity. To help attain a deeper understanding of skill acquisition in coach development we will explore some of the fundamental concepts that underpin an enriching, integrative individual-environment approach to high performing coach development practices. Some nations and cultures (e.g., New Zealand) have traditionally adopted a more humanistic approach to coach development placing an emphasis on valuing personal development and embedding this within socio-culturally specific behavioural settings. In this way, these authentic skill adaptation learning practices are underpinned and guided by key learning principles and concepts exemplified through critical and self-reflection, social construction, action learning and adult learning principles, or crudely known as an 'accelerated curriculum'. These coach development organisations also value; workplace coaching, taking ownership of their development, creating legacy by impacting and influencing athletes and the systems for ongoing success, accessing knowledge from world's top coaches to out-perform competitors, engaging in coach collaboration and identifying the right individuals to accelerate learning and develop world-class coaches and also attracting the best coaches. A number of these examples are supported by recent theoretical frameworks that emphasise emergence and evolution of skilled behaviour through coach and environment interactions such as a constraints learning approach, ecological niche construction and relational enskillment.

### **Workshop #2**

We will provide our audience with a summary of workshop 1 (for those unable to attend) followed by a continuation of more formal and nonformal examples for developing skill adaptation in general coach development practices. Some of which include adapting formal courses into needs-based syllabus's with increased self-agency, core knowledge workshops transformed into informal, diverse and inclusive gatherings sharing problems and solutions as CoP, in addition to high performing local coach-athlete relationships being support networked into regional inter-connected communities of shared coach-athlete practices to improve regional coaching development ecosystem. Some applied practices will be exemplified through audience In-Action learning and others in adapted behavioural settings to support key messages.