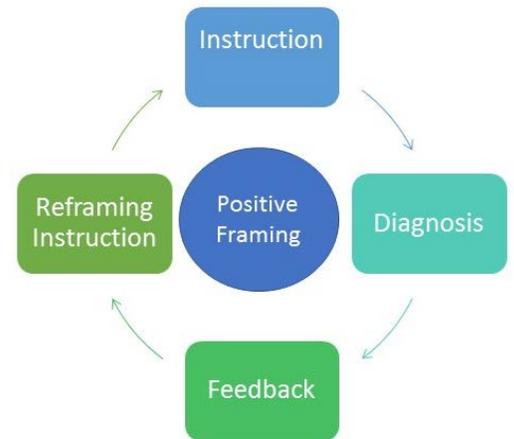


AMBITIOUS COACHING CORE PRACTICES: PRELIMINARY RESEARCH RESULTS

Core Practices are high leverage routines, strategies, and moves effective coaches use that positively impact athletic performance and social emotional outcomes. Core practices are common, observable, teachable, and replicable. It is often difficult to think about the important things coaches do as observable or teachable. For example, many great coaches would say it's important to care for their athletes. To make that a core practice, we would ask, how would we see that in your training session? What would you be doing? Caring is an abstract term but facilitating a conversation, for example, is an action a coach takes to build caring relationships. Core practices are knowledge in action.

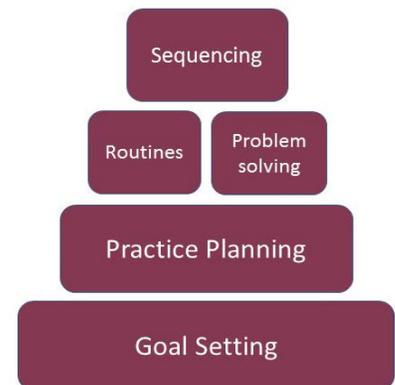
Micro-Pedagogical: Instructional delivery*

Practice 1:	Deliver clear explanations, demonstrations, and instructions about techniques, tactics, and drills
Practice 2:	Diagnose common sports-specific patterns of technical and tactical movement
Practice 3:	Provide feedback to athletes on technical and tactical skills
Practice 4:	Adapt and re-frame instructional approach during training sessions based on ongoing assessment and diagnosis of performance
Practice 5:	Frame communications and use language to encourage trust and appropriate risk taking



Macro-Pedagogical: Vision and planning

Practice 6:	Create progressive sequences of drills and training sessions that simulate the technical, tactical, and mental skills needed for competition
Practice 7:	Establish and implement predictable and consistent routines and approaches
Practice 8:	Allow space for athlete exploration, creativity, and problem solving
Practice 9:	Develop and flexibly execute a "practice plan"
Practice 10:	Set long-term and short-term goals for and with the team



AMBITIOUS COACHING CORE PRACTICES: PRELIMINARY RESEARCH RESULTS

Overarching – Holistic

Practice 11:	Provide steady, flexible leadership and management during competition
Practice 12:	Name, practice, and identify the social-emotional skills necessary for athletic (and life) success
Practice 13:	Encourage shared decision making and expectation setting
Practice 14:	Structure time to facilitate relationships with and between athletes
Practice 15:	Provide opportunities for athletes to develop and practice leadership skills



*The core practices are being developed as part of an ongoing research project at the University of Washington’s Center for Leadership in Athletics. These 15 practices represent the preliminary results from the first phase of the study.

Each of these practice titles has a fuller description of its essential components. Here is an example.

Practice 3: Provide feedback on technical and tactical skills

Effective feedback helps focus athletes’ attention on specific qualities of their movements and actions; it highlights areas needing improvement, and delineates ways to improve. Good feedback is specific, not overwhelming in scope, focused on the particular skill at hand, and bolstered by positive messaging. The coach makes strategic choices about the frequency, method, and content of feedback. Feedback on kinesthetic movement requires that a coach has knowledge of the sport and strategically uses a variety of modes of feedback including tactile, visual, verbal, and technological - choosing methods that are appropriate for the athlete and the context of the feedback. Effective feedback over time helps athletes develop and enhance their own proprioception and awareness and allows them to self-monitor and self-coach.