

EXPERT COACHES VIEWS ON THE TRAINING OF DEVELOPING COACHES
 Gordon A. Bloom, John H. Salmela, and Robert J. Schinke, University of Ottawa

KEY WORDS

coaching, expertise, development, mentorship

INTRODUCTION

Sport psychology initially examined the distinct knowledge and skill of expert athletes and coaches. While early research mainly focused on issues relating to athletes, the literature has recently considered the knowledge of expert coaches (Côté, Salmela, & Russell, 1995; Côté, Salmela, Trudel, Baria, & Russell, 1995; Gould, Giannini, Krane, & Hodge, 1990; Salmela, 1994; Walton, 1992). Despite the growing interest in coaching, very little research permits expert coaches the opportunity of expressing their own views, specifically on the training and development of aspiring coaches.

While there exists a vast quantity of general information on coaching, there is surprisingly little systematized conceptual views on the coaching process. One exception was the recent work of Côté, Salmela, Trudel, Baria, & Russell (1995), which contributed a sport specific conceptual model for the process of expert gymnastic coaching (Figure 1). The coaching model's three central components of competition, organization, and training provided aspiring coaches with a heuristic model for acquiring coaching knowledge.

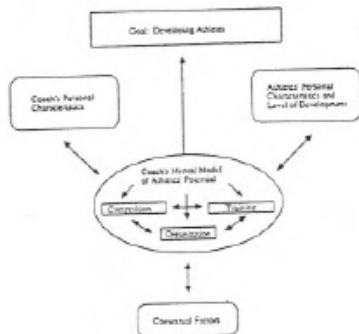


Fig. 1. Côté et al.'s Coaching Model for Expert Gymnastic Coaches