Cultures of Continuous Improvement and Competitive Excellence

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Our culture helped us win the game
(2015 champion coach)
Purpose

Evidence-based principles for creating cultures of continuous improvement and competitive excellence
Core Values

Personal Mastery

Continuous Improvement

Authentic Learning

Complex Family Environment
Core Values

- Personal Mastery
- Continuous Improvement
- Authentic Learning
- Complex Family Environment
1. Core Values

Enduring standards that serve as stable guiding principles
Coach the person
Coach people first, sport second
Better people make better All Blacks
An enduring corporate vision guides you through change.

It also spells out what will never change.

Building Your Company’s Vision

by James C. Collins and Jerry I. Porras
PRESERVE
- core values
- core purpose

CHANGE
- cultural + operating practices
- goals + strategies
Our Values

Athlete Values

Coach Values
316 million

United States

73

3.6 million

Puerto Rico

92
“Standards are the things that you do all the time and the things for which you hold one another accountable.”
1. What matters to me as a coach?
2. What matters to my athletes?
3. What matters to us?

### CORE VALUES

<table>
<thead>
<tr>
<th>CORE VALUES</th>
<th>DEFINED</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO EXCUSES</td>
<td>we have what it takes to win</td>
</tr>
<tr>
<td>COMMUNICATION</td>
<td>we look each other in the eye, tell each other the truth</td>
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<tr>
<td>CARE</td>
<td>we have each other’s backs, we give aid to a teammate</td>
</tr>
<tr>
<td>RESPECT</td>
<td>we’re always on time, we’re always prepared</td>
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<tr>
<td>FLEXIBILITY</td>
<td>we can handle any situation, we don’t complain</td>
</tr>
<tr>
<td>AGGRESSIVENESS</td>
<td>we play hard every possession</td>
</tr>
<tr>
<td>PRIDE</td>
<td>we are the best team in the world</td>
</tr>
</tbody>
</table>
Olympic champions 2008, 2012

World champions 2010, 2014

*Duke University – 5 championships*
1. Core Values

Enduring standards that serve as stable guiding principles
Pause and Reflect

• Would I be able to identify your coaching core values by observing one of your training sessions?
Core Values

Personal Mastery

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Complex Family Environment
2. Personal Mastery

Self-driven passion for continuous learning
focus on **PROVING** ability

focus on **IMPROVING** ability

**FIXED MINDSET**

**GROWTH MINDSET**
* Job One - Growth Mindset
  
  Athletes + Coaches
  
  * Be examples
  * Foster in gym?
  * Mistakes... ugly...

* Science of Motor Learning
  
  * Transfer... maximize

* Reading - Most Important Skill
  
  * Teaching / Promoting

* Well-Rounded Players
  
  * All skills
  * We owe it to them, they deserve it

* Just good, not great
  
  * What does that look like?
    (Pass, set, ... )
Better be making mistakes in practice or you aren’t getting better
“What matters most is what you learn after you know it all”
The Pyramid of Teaching Success in Sport: Lessons from Applied Science and Effective Coaches

WADE GILBERT
California State University, Fresno, California, USA

SWEN NATER and MARK SIWIK
BeLikeCoach, Cleveland, Ohio, USA

RONALD GALLIMORE
University of California, Los Angeles, California, USA
SUCCESS
The peace of mind which is a direct result of self-satisfaction in knowing that you have made the effort to ensure that all those under your supervision learn how to reach their potential in sport and beyond.

Mastery

PYRAMID OF TEACHING SUCCESS IN SPORT

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2. Personal Mastery

Self-driven passion for continuous learning
Pause and Reflect

• How do you respond when you or your athletes make mistakes?
3. Complex Family Environment

Freedom within Structure
I would assert myself forcefully in practice to imbue the players with a strong vision of where we needed to go and what we had to do here.

Once the game began, I would slip into the background and let the players orchestrate the attack.
TALented Teenagers
The Roots of Success & Failure

Mihaly Csikszentmihalyi
Kevin Rathunde
Samuel Whalen

With Contribution by María Wong
Complex Family

Attachment  
(integration = support and structure)

+  

Autonomy  
(differentiation = freedom)
Complex Family Leadership System

Turning Boys Into Men: The Incentive-Based System in Urban Meyer’s Plan to Win

Stephen M. Gavazzi
The Ohio State University

- Blue (Child) Separation
- Red (Adolescent) Transformation
- Gold (Adult) Reincorporation
Small Town = Complex Family

*Journal of Sports Sciences*, October 2006; 24(10): 1065–1073

When "where" is more important than "when": Birthplace and birthdate effects on the achievement of sporting expertise

JEAN CÔTÉ¹, DANY J. MACDONALD¹, JOSEPH BAKER², & BRUCE ABERNETHY³
Lockeporte, Canada

Support and Structure
‘Deliberate practice’ (organized coached training)

+ 

Freedom
‘Free play’ (uncoached athlete-controlled games)

“It takes a village to raise a child”: Developing talent in rural settings

Kiera Pennell¹, Tania Cassidy¹ and Wade Gilbert²

¹School of Physical Education, Sport and Exercise Sciences, University of Otago, Dunedin, New Zealand
²Department of Kinesiology, California State University, Fresno, USA

Otago, New Zealand
3. Complex Family Environment

• Freedom within structure
Pause and Reflect

• How well do you think you balance coach driven structure with athlete autonomy?
Core Values

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Complex Family Environment
4. Authentic Learning

- Learning embedded in everyday efforts to close performance gaps
The PDCA Cycle of Continuous Improvement
The Five Questions

1) What is the target condition?
2) What is the actual condition now?
3) What obstacles are now preventing you from reaching the target condition?
   Which *one* are you addressing now?
   -------(Turn Card Over)---------------------->
4) What is your next step? (next PDCA / experiment) What do you expect?
5) When can we go and see what we have learned from taking that step?
Learning to learn from teaching: a first-hand account of lesson study in Japan

Bradley A. Ermeling
Pearson Research and Innovation Network, Tustin, California, USA, and
Genevieve Graff-Ermeling
Orange Lutheran High School, Orange, California, USA
Reflective practice and ongoing learning: a coach’s 10-year journey

Ronald Gallimore\textsuperscript{a*}, Wade Gilbert\textsuperscript{b} and Swen Nater\textsuperscript{c}

\textsuperscript{a}Department of Psychiatry & Biobehavioral Sciences, University of California (Los Angeles), Hockessin, DE, USA; \textsuperscript{b}Kinesiology, California State University, Fresno, CA, USA; \textsuperscript{c}BeLikeCoach, Seattle, WA, USA
Reflective Practice Features

1. Identify high impact performance gaps
2. Implement detailed action plans
3. Evidence drives analysis and next steps
4. Steady work towards noticeable improvement

Think evolution, not revolution
4. Authentic Learning

• Learning embedded in everyday efforts to close performance gaps
Pause and Reflect

• How do you know if you are doing a good job as a coach?
Long Term Program Development (LTPD): An Interdisciplinary Framework for Developing Athletes, Coaches, and Sport Programs.

Laying the foundation for better coaching around the world
Cultures of Continuous Improvement and Competitive Excellence

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