Focusing on System Efficacy to Improve Athlete Development Pathways

Dr. Jon Edwards, *University of New Brunswick;*

Dr. Luke Potwarka, *University of Waterloo;*

Ross Leadbetter, *University of New Brunswick*

Overview

Provided in this session:

- a brief overview of one national and one provincial coaching study;
- synthesised challenges & recommendations rendered into concepts, themes, and aggregate dimensions;
- a proposed framework for utilizing the information provided;
- opportunities to develop ideas with colleagues.

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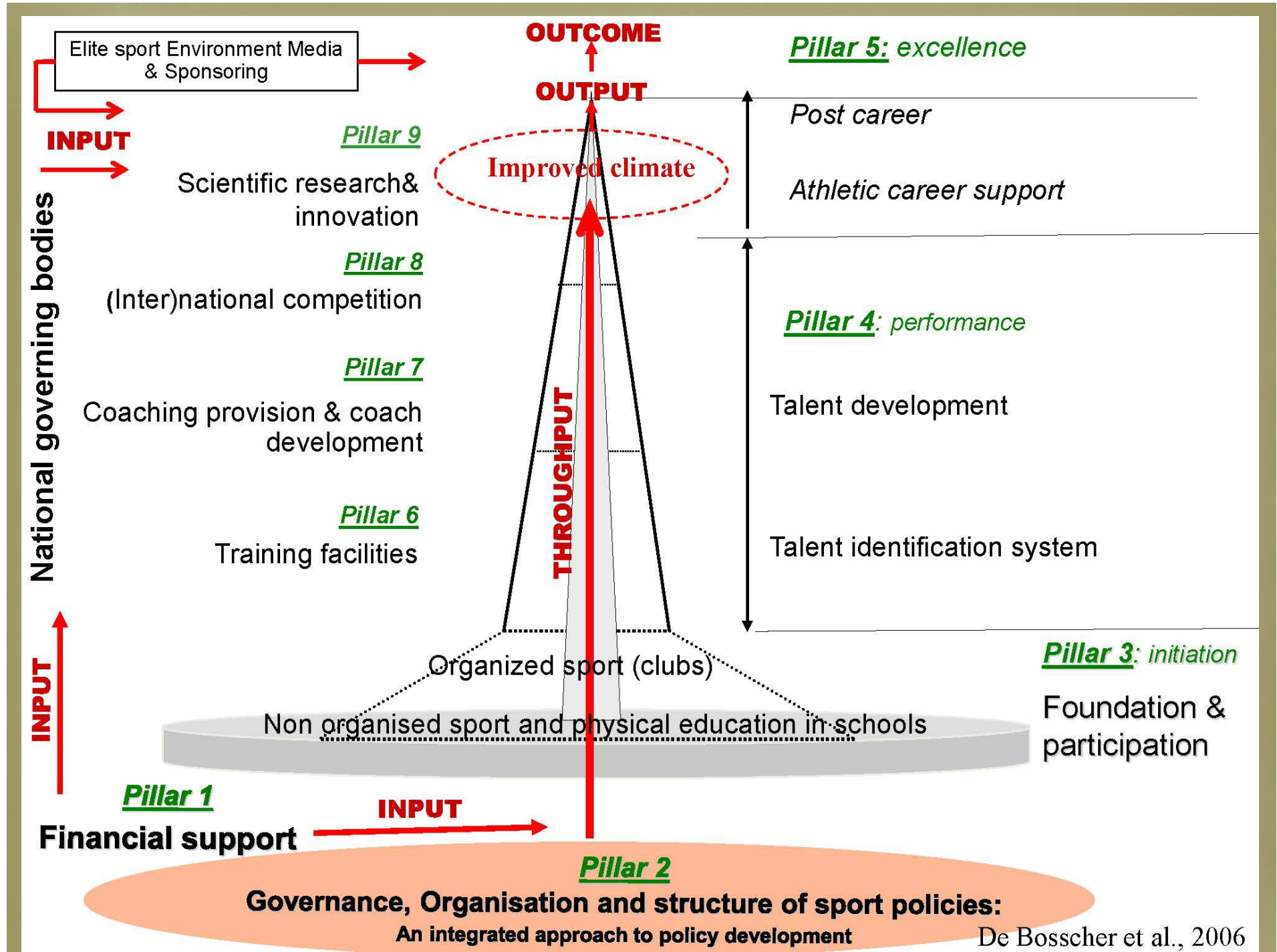*noun* \ˈe-fi-kə-sē\ : the power to produce a desired result or effect

Systems

- Robbins, Coulter, and Langton (2006) defined a system as a *"set of interrelated and interdependent parts arranged in a manner that produces a unified whole"* (p. 39).

- Eady (1993) quoted Collins by stating that *"Sport development is a process whereby effective opportunities, processes, systems, and structures are set up to enable people in all or particular groups and areas to take part in sport and recreation or to improve their performance to whatever level they desire"* (p.8).

Systems

Eady (1993) indicates that the enactment of strategies and processes are completed by management when the *"organization or delivery of sports attempts to review its achievements, identify its deficiencies (the areas in which it could be better) and, via the implementation of a plan, the appointment of an individual, or preferably both of these, takes steps to make positive change"* (p.8).

Elite sport Environment Media & Sponsoring

INPUT

National governing bodies

Pillar 9
Scientific research& innovation

Pillar 8
(Inter)national competition

Pillar 7
Coaching provision & coach development

Pillar 6
Training facilities

INPUT

Pillar 1
Financial support

OUTCOME

OUTPUT

Pillar 5: *excellence*

Post career

Athletic career support

Improved climate

THROUGHPUT

Pillar 4: *performance*

Talent development

Talent identification system

Pillar 3: *initiation*

Organized sport (clubs)

Non organised sport and physical education in schools

Foundation & participation

INPUT

Pillar 2
Governance, Organisation and structure of sport policies:
An integrated approach to policy development

De Bosscher et al., 2006

Two Research Studies:

1. "Looking to the Future": A Review of the Challenges and Recommendations for Coach Education in New Brunswick

Two Research Studies:

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2. Understanding the Complexity of Delivering Coach Education on a National Basis: *An Assessment and Review of the Efficacy of Learning Facilitators for Hockey, Soccer, and Baseball Across Canada*

What is your context?

ↄʒ Please take a moment to talk with someone near you about the context you work within and how it is that

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is important to you and those you and those in your organization.

From Our Research

- We inductively coded 17 Challenges and Recommendations. These are referred to as **First Order Concepts.**

- These First Order Concepts were further abstracted into **7 Second Order Themes**.

- The 7 Second Order Themes were grouped into **2 Aggregate Dimensions**.

- Category Clarity Checks were used throughout.

Data Rendering

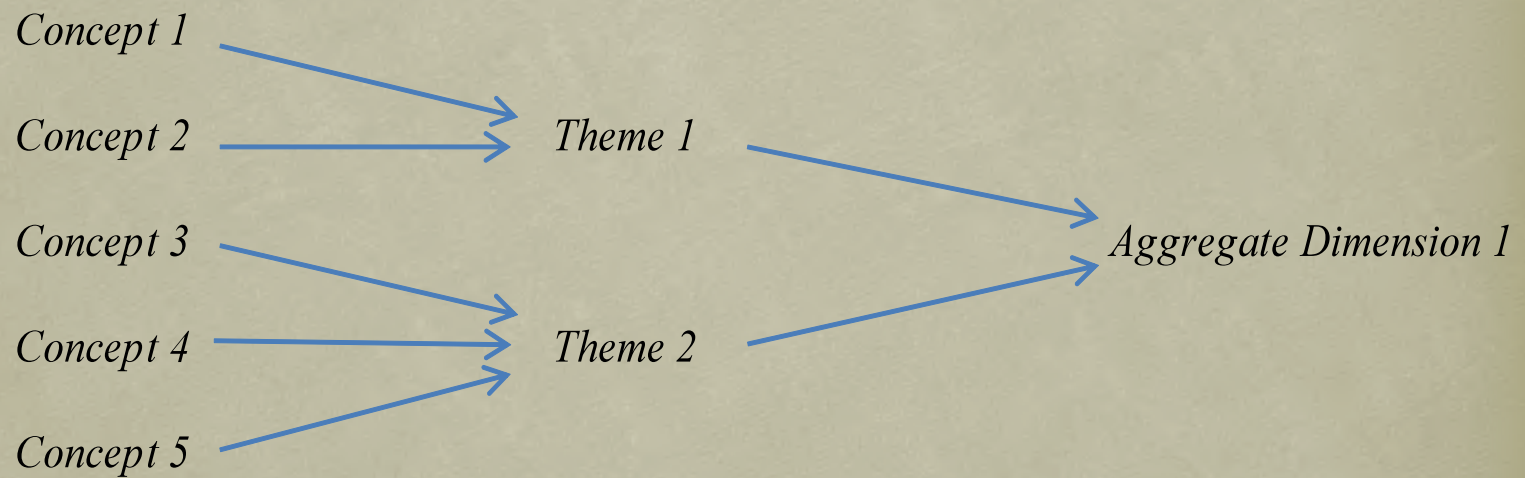| *1st Order Concepts*	*2nd Order Themes*	***Aggregate Dimensions***
Concept 1		
Concept 2	*Theme 1*	
Concept 3		*Aggregate Dimension 1*
Concept 4	*Theme 2*	
Concept 5		

Gioia, Corley, and Hamilton ,(2013)

Data Rendering

17 => 7 => 2

First Order Concepts

 1 – systemic, unit level;

 2 – single actor;

 3 – macro system;

 4 – actor relations;

 5 – end process checks;

 6 – visual representation of actors, structures, and mechanisms;

 7 – aggregate local data in terms of talent concentration and areas in need of development and provide it to the national body for aggregation and planning;

 8 – understanding and clarifying roles and connections between actors, structures, and mechanisms;

 9 – provide financial relief or incentive;

First Order Concepts

- 10 – delivery of services;
- 11 – centralize and align services;
- 12 – trade and barter services with other organizations, and promote standardization of services;
- 13 – attend to developing focussed communication between the governing bodies and grassroots organizations;
- 14 – develop a sponsorship plan;
- 15 – diversify services offered and focus on interdependence and connectedness;
- 16 – attract more funding, volunteers, or other resources that will assist the development of the organization;
- 17 – standardize requirements.

Second Order Themes

 Second Order Themes:

 A. Feedback Processes;

 B. Quality Control Processes;

 C. Systemic Understanding;

 D. Technology;

 E. Alignment and Communication Processes;

 F. Partnerships / Sponsorships;

 G. Resources.

Aggregate Dimensions

 Aggregate Dimensions:

 1. Designing and Implementing Systemic Information Management;

 2 Designing and Implementing Systems Operations.

Feedback Processes

A. Feedback Processes:

  1 – systemic, unit level;

  2 – single actor;

  3 – macro system;

  4 – actor relations.

Quality Control Processes

 B. **Quality Control Processes**
 5 – end process checks;
 17 – standardization of requirements.

Systemic Understanding

✂ **C. Systemic Understanding**

 ✂ 6 – visually represent actors, structures, and mechanisms;

 ✂ 7 – aggregate local data in terms of talent concentration and areas in need of development, and provide it to the national body for aggregation and planning;

 ✂ 8 – understand and clarify roles and connections between actors, structures, and mechanisms.

Technology

❀ **D. Technology**

    ❀ 10 – delivery of services.

Alignment and Communication Processes

 E. Alignment and Communication Processes

 11 – centralize and align services;

 13 – attend to developing focussed communication between the governing bodies and grassroots organizations;

 15 – diversify services offered and focus on interdependence and connectedness.

Partynerships / Sponsorships

 F. Partnerships / Sponsorships

 12 – trade and barter services with other organizations, and promote standardization of services;

 14 – develop a sponsorship plan.

Resources

G. Resources

- 9 – provide financial relief or incentive;
- 16 – attract more funding, volunteers, or other resources that will assist the development of the organization.

Aggregate Dimensions with Themes

 1. **Designing and Implementing Systemic Information Management**

  A – Feedback Processes;

  B – Quality Control Processes;

  C – Systemic Understanding.

 2. **Designing and Implementing Systems Operations**

  D – Technology;

  E – Alignment and Communication Processes;

  F – Partnerships / Sponsorships;

  G – Resources.

Your Context

How do these recommendations relate to your context?

A Framework

A Framework for Developing Systemic Efficacy.

Orientations

Framework Orientations:

Learning and Knowledge Creation, Relational, Ends, Process

Learning &Knowledge Creation

ℭ The learning and knowledge creation orientation provides an understanding that being with and belonging with others has psychological and social benefits for individual development, in learning environments, and to maximize the production, transmittal and application of knowledge (Nonaka et al., 1996; 2006; Kahane, 2007; Brown 2002; Bohm, 2004; Senge, 1990; Wenger, 1998; Mitchell & Sackney 2011).

Relational

ℭ

ℛ The relational orientation of groups is defined through several aspects of deliberate communication. These include the use of a common vocabulary and the clear establishment of group norms around emotion, conflict, and problem solving. Furthermore, the relational orientation is concerned with talking and listening, valuing, and involving group members in dialogue. (Bohm, 2004; Bushe, 2009; Druskat & Wolff, 2001; Mitchell & Sackney, 2011; Nonaka et al. 2006; Sergiovanni, 1991).

Ends

The ends orientation of groups is concerned with explicitly stating the outcome of the group, sharing common purpose, and complementing the work of others through alignment of effort. (Bennis & Nanus, 1985; Fullan, 1992; Johnson & Johnson, 1991; Sawyer, 2007; Senge, 1990).

Process

ॐ The process orientation of groups refers to the group working together collaboratively and sharing notions of what work looks like, how to work, and what to work on. This orientation suggests a capacity to innovate together and overcome impersonality (Bray, Lee, Smith, & Yorks, 2000; Brown, 2002; Deutsch, Coleman, and Marcus, 2006; Coser,1998; Farrell, 2001; Friedman, 2013; Sawyer, 2007; Sullivan, 1998).

Thank-you!

❧ Thank you.

❧ Questions?

❧ *Citations are available as a separate file, upon request.