Expert Coaching Practice.
Emergent Decision Making: Imminent Awareness and Forward Reasoning

Lee Wharton
lee.wharton@qut.edu.au
Abstract

EXPERT COACHING PRACTICE: Emergent Decision Making, Imminent Awareness and Forward Reasoning.

Lee Wharton
Queensland University of Technology, Brisbane Queensland Australia

Introduction
The analytical minds of researchers have been well tested by the task of explaining the intricacies of expert coaching practice. Cassidy, Jones & Potrac (2004) have highlighted the uncertainty associated with defining the practice of expert coaching practitioners by suggesting that two of the most frequently employed nouns: ‘styles’ and ‘methods’, are applied incorrectly. To shed further light on this perspective Wharton and Rossi (2014) discuss a smattering of similar exemplars; each rich in coaching phenomena, yet vague by definition. However in light of this indifference in definition, Gilbert and Trudel (2009) suggest, that in lieu of a definitive nexus between theoria and praxis – one that represents coaching practice as an interactive process that is hewn from contextual reason, than researchers and coaching practitioners alike will be unable to describe and explain expertise in coaching practice any more accurately than the recent offerings of esoteric intuition, tacit knowledge, or simply the art of coaching.

Research Methods
6 professional high performance coaches have been subjected to two semi-structured interviews. The data was analysed according to Strauss and Corbin’s (1998) conditional matrix of Open, Axial and Selective coding.

Research Findings
In a response to the above research conundrum this paper presents an objective analysis of the practices of 6 performance coaches. The outcomes of this research have identified three conceptions which provide the impetus for a Grounded Theory Model that attempts to explain how expert coaching practitioners allow the decisions which inform live interceptive practice to emerge from the field.
Review of the literature

Coaching practice

• Imperfect research history (Lyle 2002; Gilbert, 2002, 2009)
  • Conflation of coaching with Education (Nelson, 2006)
  • Conflation of coaching with Training Theory (Avalos ,1991)
• Coaching as an intervention (avant garde) (Potrac, 2008)
  • Piecemeal interpretations (Chen & Rovegno, 2002)
• Profession vacuity /complexity of coaching (Cushion, 2010)
  • Absolute and Relative Paradigms (Chi, 2006)

Back to Lyle and understanding a Coaching Process
Research Approach
Key Concepts

- Interceptive Sport
- Open and Complex Systems
  - Conceptions
  - Personalised Analogies
- Stable Patterns of Information Organisation
  - Conceptualisations
- EDSKS and Game Configurations
  - Environmental Affordances
    - Forward Reasoning
    - Imminent Awareness
  - Emergent Decision Making
The use of analogies

- Attack
- Instability
- Stability
- Defence
- Stability
- Instability
- Defence
Thanks for your time