Praxis
PRACTICE IN ACTION

PRACTICE BRIEF · COACH DEVELOPMENT

Experience alone is not expertise.

Reflection helps coaches turn experience into better-informed decisions.

BUILD EXPERTISE

Repeated, evidence-informed adjustment
—not journaling alone.

1 EVIDENCE

LEARN FROM EXPERIENCE

WHAT THE RESEARCH FOUND

Model youth coaches developed and refined strategies through reflection—generating, experimenting with and evaluating options. [1]

PRACTICAL IMPLICATION

Treat each session as evidence to work with, not just experience to accumulate.

2 EVIDENCE

COACH IN CONTEXT

WHAT THE RESEARCH FOUND

Côté & Gilbert connect coaching knowledge with athlete outcomes and the context in which coaching happens. [2]

PRACTICAL IMPLICATION

Judge a decision by athlete response and situation, not only by your intention.

[2] is a conceptual synthesis—not a reflection trial.

3 EVIDENCE

CHALLENGE HABITS

WHAT THE RESEARCH FOUND

Nine months after a reflective intervention, 12 elite coaches described an expanded role, evolving decisions and more creativity/innovation. [3]

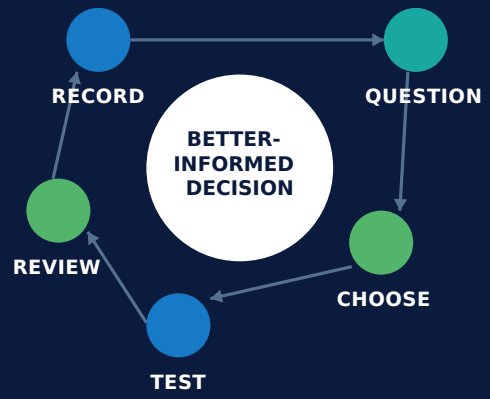
PRACTICAL IMPLICATION

Question a familiar habit. Choose one alternative to test, then review what changes.

[3] Small qualitative self-report; not a trial.

THE LEARNING CYCLE

Use what happened to inform the next choice.



Repeat • adjust • learn

NEXT SESSION · MAKE THE LOOP EXPLICIT

Record what happened → Question why → Choose one change → Test it → Review the athlete response

PROMPTS TO TAKE INTO PRACTICE

What did I intend? • What did athletes actually do? • What will I repeat or change? • When will I test it, and what will count as progress?

MAKE REFLECTION PART OF YOUR NEXT COACHING SESSION.

Praxis | Practice in Action.

Research supports reflection as a learning process—not a guarantee of expertise. These studies do not test Praxis or prove that reflection alone improves athlete outcomes.

EVIDENCE USED

[1] Gilbert, W. D., & Trudel, P. (2001). Learning to coach through experience: Reflection in model youth sport coaches. Journal of Teaching in Physical Education, 21(1), 16–34. ERIC: eric.ed.gov/?id=EJ636267

[2] Côté, J., & Gilbert, W. (2009). An integrative definition of coaching effectiveness and expertise. International Journal of Sports Science & Coaching. doi.org/10.1260/174795409789623892

[3] Nash, C., & Collins, D. (2024). Drivers for change: Reflective practice to enhance creativity in sports coaches. Reflective Practice, 25(3), 378–390. doi.org/10.1080/14623943.2024.2320142