FACTORS ASSOCIATED TO THE EXPERTISE DEVELOPMENT IN COACHES’ BASKETBALL. A BIOGRAPHICAL PERSPECTIVE.

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The investigation that we present tries to show the process followed in the formation and development the skill by expert basketball coaches, starting from the studies about the development of the skill, mainly from the application of i) the theory of the deliberate practice (Ericsson, Krampe & Tesch-Römer, 1993), ii) the rule of the 10 years (Simon and Chase, 1973,), or iii) the excellence desire (Bloom, 1985) and the necessary commitment for the development of its skill, as well as of the studies that analyze the ways routes of the formative process followed by the coaches (observation of the other coaches, exchange of opinions, mentoring,). For that, we used the qualitative methodology (Taylor & Bogdan, 1984) from a biographical point of view. Semistructured interviews were carried out in order to meet the vital itinerary of 8 expert basketball coaches, who develop their activity in ACB league or the Spanish national selection, using for their selection the criteria used in specific Literature. The results show that all the interviewed coaches reflect a great dedication during long time, as well as a great commitment and illusion in its profession. They reflect as main formative resources the practical experiences, mentoring, as well as the observation and interaction with other coaches. Finally, we found the existence of several stages in the coaches formative process, increasing their autonomy and their abilities as coaches (communication, leadership, sport knowledge), just as the studies reflect like McCullick, Cumings & Demarco (1998) and Schinke, Bloom & Salmela (1995). McCullick et al. (1998) suggest four stages that are (a) beginner, (b) competent, (c) proficient and (d) expert. As long as Schinke et al. (1995) establish seven stages, three as players and four as coaches.

BIBLIOGRAPHY