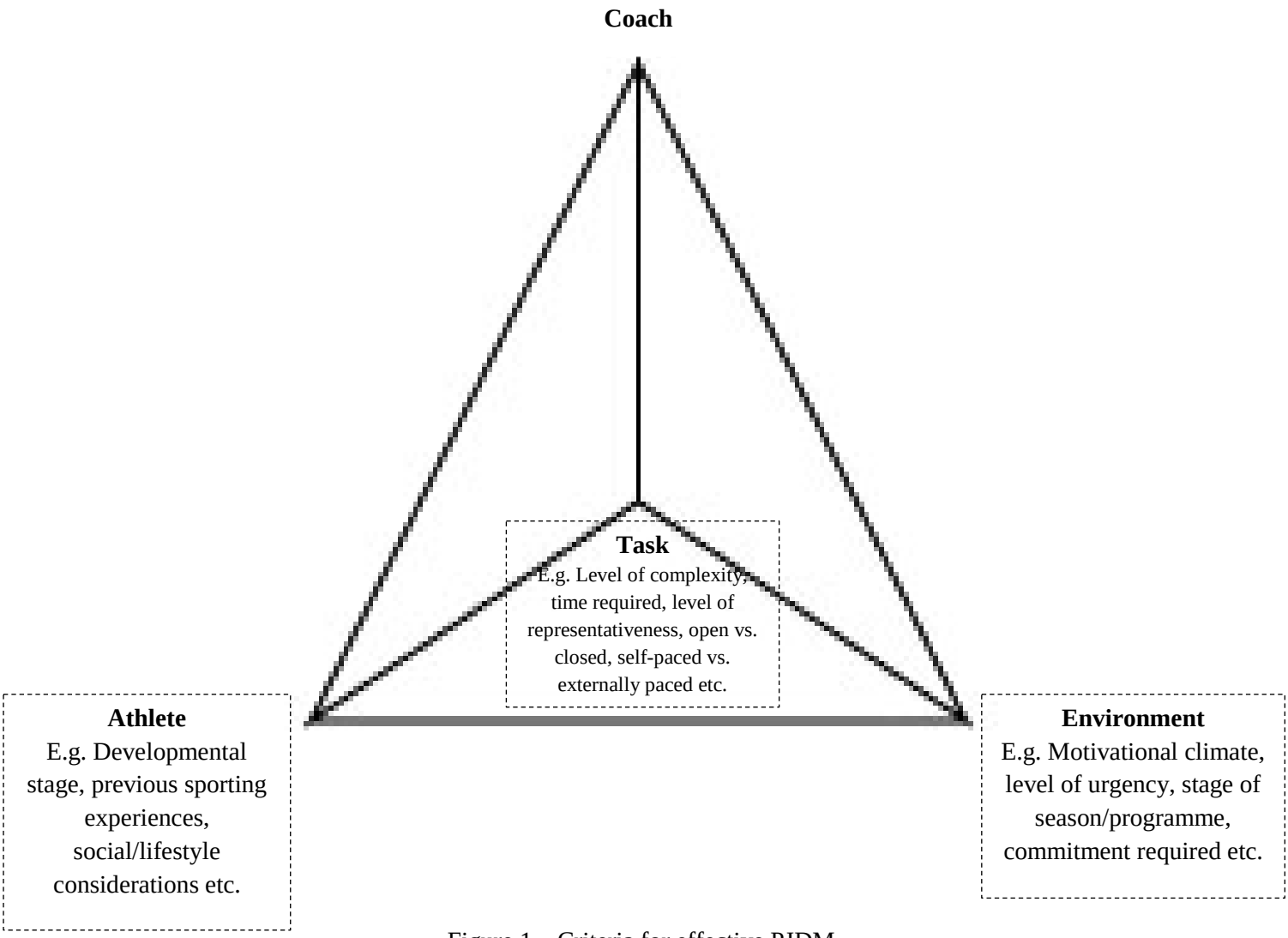

Figure 1 – Criteria for effective PJDM

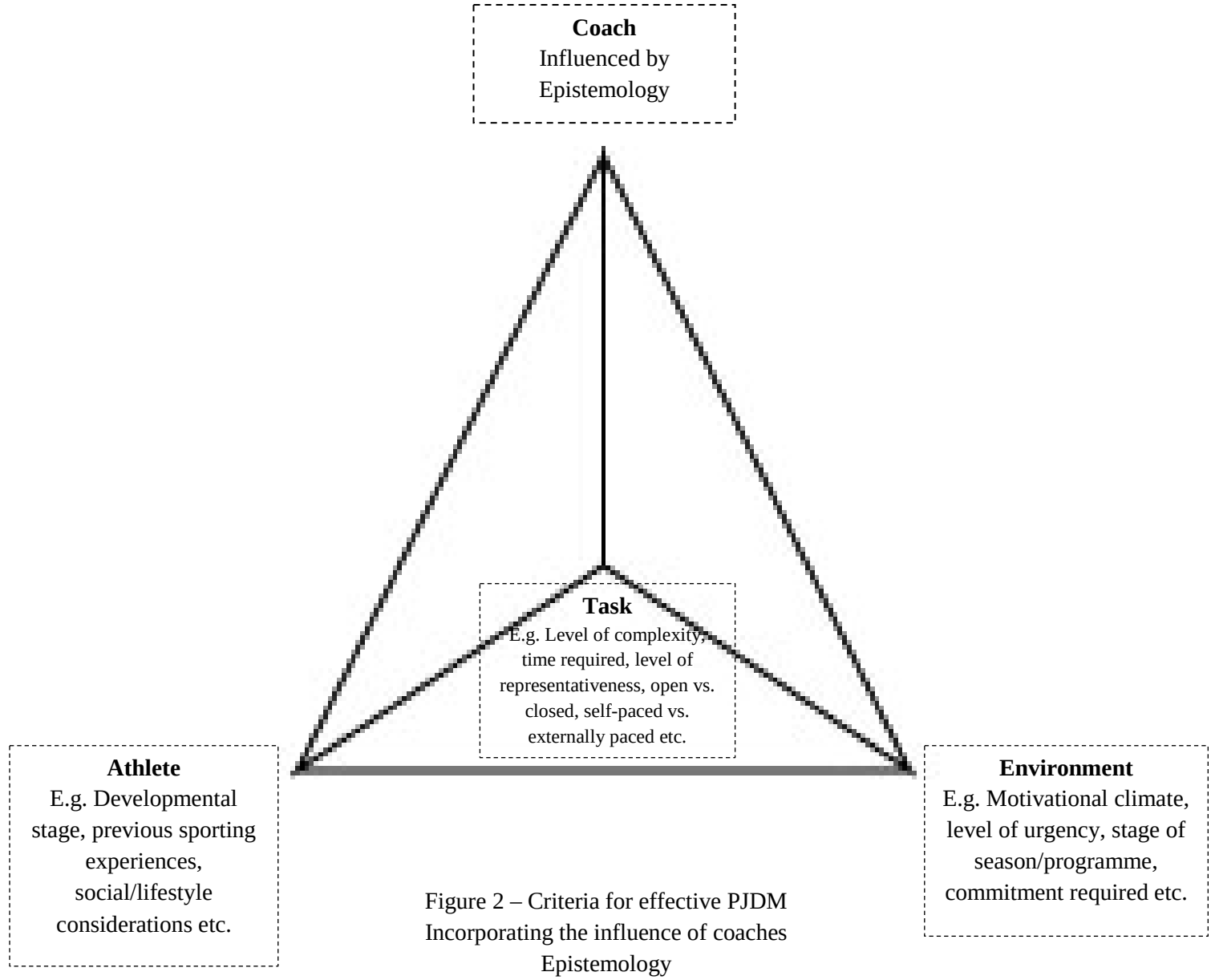

Figure 2 – Criteria for effective PJDM
Incorporating the influence of coaches
Epistemology

	Position	
Naïve Epistemology	1	Acknowledges absolute knowledge handed down by authority
↓	2	Acknowledges differences of opinion that are the result of poorly qualified authority
	3	Acknowledges uncertainty as temporary
	4	Acknowledges relativistic knowledge as the exception to the rule
	5	Acknowledges absolute knowledge as the exception to the rule
	6	Apprehends the need for personal commitment in a relativistic world
	7	Initial commitment is made
	8	Exploring commitment
Sophisticated Epistemology	9	Acknowledges commitments as an ongoing, complex, and evolving process

Table 1 – Perrys (1968) positions on individuals' beliefs about learning moving from a Naïve to Sophisticated epistemological stance

	Stages towards reflective judgements	
Increasingly complex assumptions about knowledge ↓	1	Absolute knowledge is handed down by authority
	2	Absolute knowledge exists but is not immediately known
	3	Some knowledge is temporarily uncertain
	4	All knowledge is uncertain. Hence, there is no way to determine which claim is correct or better
	5	Knowledge is subjective. Claims are made through subjective interpretation.
	6	Objective knowledge is not possible. The knower plays an active role in constructing claims
	7	Knowledge is an ongoing process of inquiry and must be perceived as approximations of reality

Table 2 – The reflective judgement model (Kitchener & King, 1981)

Naïve	Epistemology	Sophisticated
Guru and discipline, rules to follow, autocratic, disciplined, power relationship, dominating coach, compliant athlete, failure to perform is highlighted	Environment	Learning environment created, where athlete can experiment safely without fear of ridicule, two way discussions and flow of ideas
Transactional, Power roles, dictating behaviours	Relationship built	Trusting, caring, nurturing, autonomy-supportive behaviours demonstrated
Coach prescribed, subjective to coach's beliefs, constant reliance on the coach	Goal setting	Athlete led in discussion with coach

Table 3 – The Epistemological chain (EC) of naïve and sophisticated sports coaches (Grecic & Collins, 2013 p.155)

Naïve	Epistemology	Sophisticated
Knowledge is 'handed down', is certain and unchanging	Knowledge Beliefs	Knowledge is complex and uncertain
Learning happens quickly or not at all. Learning ability is fixed	Learning Beliefs	Learning can take place gradually and can be self-constructed by the learner
Coach engages in a coach-centred interaction with the players between innings based on the probable outcome of the game. Coaching behaviours include instruction, closed questions and scold	Short Term outcomes	Coach engages in a holistic, individualised player-centred review process against players' current development status and individual aims and objectives. Coaching behaviours to include open questions, prompts/probes and silence.
Coach driven goal setting for the next fixture and remainder of the season including reactive training sessions focused on improvement of identified 'weaknesses'	Medium Term outcomes	Continuation of individualised player development programme however coach to 'check in' with players about where they are at, what their focus is etc. Coach (and coaching team) to provide extra support in areas which players identify
Coach labels players as either 'having' or 'not having' the ability to play at CAG and selects/deselects players accordingly	Medium-Long Term outcomes	Review of player development (with player(s)) in accordance with over-arching programme aims and individual development plan. Players given developmentally appropriate progression or exit routes

Table 4 – Possible coach responses to heavy defeat dependant on epistemological stance

(Adapted from Grecic & Collins, 2013)