An *Integral* Approach to Coaching in Elite Sport

Research Abstract

Author: Paddy Upton

1.   Introduction

This chapter compares research on elite level coaching in South African cricket over the past 14 years to contemporary models/ theories of understanding individual and team development. It shows that coaching methods are a decade or so behind best practice. By employing a unique blend of the most up-to-date and validated models/ theories of understanding human behaviour, perspectives are offered on the way forward in terms of sport coaching in specific, and team coaching in general

In 13 years since post-apartheid introduction to International sport (in 1992), the South African cricket team has had 6 different coaches, the Springbok rugby team has had 10 and the National soccer team 12! Although most of these coaches officially resigned, most were in fact 'encouraged' to resign due to poor performance. What is it then that makes a coach successful, or get fired? Many theories exist, particularly amongst sports enthusiasts and administrators, and in the several books written by successful coaches.

In his book, *Coaching for Performance* Sir John Whitmore (2002) asserts that coaching in sport has regressed over the past two centuries to become largely dogmatic and instruction-based. He adds that despite the recent emergence of new psychological models and coaching methodologies, which are successfully being employed in some sectors - including business, where executive coaching has grown to be the second fastest growing profession (*The Economist*, 2002) and most significant business tool in the world (*Upfront*, 2002) - little has changed in sport where, still rooted in old behavioural models, coaching methodologies lag a decade behind business.

Based on commended research and substantiating Whitmore's assertion, this chapter will show that since 1992 South African cricket coaching methods have not met players' needs. Addressing this shortfall, this chapter will offer an all-inclusive framework of understanding effective coaching in high performing teams – sport and/or business. It will allude to why coaches (or business managers) may be successful at some times and other times not, or be successful with some teams or age-groups, and other times not, and with some individuals and others not. Set against a cricket background, it will show amongst others, what different coaching approaches work at different times in the teams development; it will show a comparison between coaching a players thoughts and feelings versus coaching their actual/ physical performance; it will show which coaching qualities players suggest are most important, and it will show how stages of consciousness can be used guide individual and team coaching. It will also offer some insight into sensitive subjects such and scandalous off-field behaviour by sportsmen, and suicide amongst cricketers.

Whilst practical examples from South African cricket will be used where applicable, the reader does not need to be a cricket fan or even a sport enthusiast to gain value from this chapter.

2.   Useful info relating to 'the research' and 'the theories'

The research that underpins this chapter aimed to explore the hypothesis that the effectiveness of coaching methodologies employed by South African provincial and national coaches between 1991 and 2004 may have been compromised by an overly instruction-based and thus external/performance focussed coaching environment. The results are compared to leading edge thinking in business, executive coaching and psychology.

Twenty-one senior provincial cricketers (averaging 257 caps per player), eight of whom were also national players (averaging of 100 caps), gave information on their personal experiences of all four national coaches and 36 provincial coaches since 1991. Coaches were not asked for their input. Detail on the research methods is not included here as it would probably be more boring than interesting to the general reader – if you however want more info, please request via email.

Theories which are referred to in this text include;

i) the all-inclusive **Integral approach** to understanding human behaviour,

ii) **Spiral Dynamics**, which highlights the stages of consciousness development through which individuals may progress,

iii) Kolb's **Learning Cycle** which suggests that learning takes place in a continuous cyclic process, and

iv) brief mention is made of the **Stages of Team Development** through which a team may develop along a task and a process axis.

For those not familiar with these theories, here follows an introduction to the first two, whilst the later two will be introduced in the body of the text.

i) Ken Wilber's **Integral approach** to understanding human behaviour (Wilber, 2001) is called an 'approach' because rather than a new model, it is a framework which incorporates literally hundreds of already established models of understanding human behaviour. In fact it incorporates more models, theories and truth than any other system in history, facilitating approaching almost any subject with the most comprehensive 'touch all the bases' yet available. In one chapter, all bases of the *Integral* approach/ framework cannot however be fully covered. In order to offer both insight and practical value to the reader, all bases will be **touched upon** (as opposed to covered), with elaboration where it be most appropriate and valuable. There are five aspects to this approach, namely *quadrants*, *stages*, *lines*, *states* and *types*.

a) Starting with **quadrants** - according to the *Integral* approach, to successfully navigate today's leadership or coaching landscape we would need to look from an *individual* and *collective* viewpoint. We would also need to consider *interior/* subjective aspects (what people intend, think or feel) as well as the *exterior/* objective aspects (what people do or say) of coaching. The *individual*, *collective*, *interior* and *exterior* are the 'four quadrants' of the *Integral* approach, and are represented in table 1 below.

b) Regarding **stages**; humans and organisations have an innate capacity for development which occurs in various *stages* of growth, for example from young to old, simple to complex, unconsciousness to consciousness etc etc. This development in *stages* occurs in each of the four *quadrants* mentioned above. Examples of development in stages in the

- Upper-left quadrant (interior – individual) may be development of consciousness (described next in 'Spiral Dynamics'),
- in the upper-right quadrant (exterior – individual) may be development of skill level or fitness levels (which are visible and measurable),
- in the lower-left (interior – collective/ team) may be levels of development team spirit/ team values or levels of communication (not measurable), and
- in the lower-left (exterior – collective/ team) may be team performance/ log standing etc. (visible and measurable).

These first two aspects, namely a) *quadrants* and b) *stages* of the five aspects of the *Integral* framework will receive the most attention in this chapter. The remaining three aspects which will be expanded upon later, include;

c) **lines** of development whereby humans can develop for example along intellectual, emotional, spiritual, sporting, moral etc lines;

d) *types*, which refers to for example to different personality types such as introvert and extrovert or masculine and feminine – suggesting that different types of people look at problems in different types of ways; and finally

e) *states*, for example sportsmen may experience different mental *states* such as "flow state" (in-the-zone) anxiety, apathy, exhaustion, jet-lag, sleep, dream etc.

Table 1: The four quadrants of the *Integral* framework

Upper-Left Quadrant "I" Interior-Individual Subjective (e.g. thoughts and feelings) Intentional	Upper-Right Quadrant "IT" Exterior-Individual Objective (e.g. performance) Behavioual
Lower-Left Quadrant "WE" Interior-Collective (e.g. Team Culture/ values) Cultural	Lower-Right Quadrant "ITS" Exterior-Collective (e.g. Management systems) Social (Systems)

ii) The second theory, **Spiral Dynamics** or **The Spiral of consciousness Development** is based on the pioneering and validated research of Clare Graves, which was further refined by Don Beck and Chris Cowan (1995) (see Table 2). Successfully tested on more than 50 000 people in first- second- and third-world countries, this theory shows a natural hierarchical growth of individuals and cultures through various **stages** of development of human consciousness. It gives a profound clarity of insight into the sweeping patterns of human psychologies, beliefs and values that are, often unconsciously, guiding our choices, identities and our different conceptions and preferences for management, education, economics, politics etc. Each **stage** of consciousness, named by a colour, is accompanied by characteristic world-views, motivations, ethics and values. Over 98% of the worlds population fall into the first 6 stages, thus only these will be discussed.

Far from a cold and one-dimensional theory, *Spiral Dynamics* has been fruitfully employed worldwide to reorganise businesses, revitalise townships, overhaul education systems, defuse inner-city tensions and even in dismantling Apartheid in South Africa. Beck and Cowan visited South Africa more than 60 times to work with South African leaders in this process.

In ascending order, the first three and *stages* and their allocated colours are;

1. the Basic Survival stage **(Beige)**, which is about food, water, shelter, sex and safety, without which most sportsman cannot perform!

2. the <u>Kin Spirited</u> stage **(Purple)**, which is about team/ tribal bonds, rituals and superstitions, all of which play a significant part in shaping the identity and belongingness amongst team members; and

3. the <u>Egocentric</u> stage **(Red)**, which is about being strong, egocentric, impulsive, dominating, conquering, gaining power and wielding it, all the time avoiding the shame of defeat. These are all important qualities in competitive sport. Career-making performances are seated in red, as are career-breaking scandals.

Later in the chapter are more detailed explanations of the manifestations of these first three levels amongst players and coaches, as well as the practical application for guiding coaches, mangers and captains.

The 4th to 6th *stages,* which relate more directly to the focus of this chapter, are presented in table 2 in terms of their perspective, value systems, origin, worldview, basic themes, characteristics and core values.

Table 2. *Spiral Dynamics*. An overview of the 4th, 5th and 6th stages of development of human consciousness (Beck and Cowan, 1995).

Stage code	**BLUE** (4th stage)	**ORANGE** (5th stage)	**GREEN** (6th stage)
Perspective	CONVENTIONAL purposeful/ authoritarian	RATIONAL achievest/ strategic	RELATIONAL communitarian/ egalitarian
Value system	Traditional	Modern	Post-modern
Thinking	Absolutistic	Opportunistic	Pluralistic
Where seen?	patriotism/ codes of honor	emerging middle class/ materialism	politically correct/ human rights
World standing	40% of population, 30% of power	30% of population, 50% of power	10% of population, 15% of power
When started?	5000 years ago	300 years ago	150 years ago
Worldview	An ordered existence under the control of the ultimate truth	a marketplace full of possibilities and Opportunities	a human habitat in which we share life's Experiences
Basic theme	life has meaning and purpose with predetermined outcomes	act in your own self-interest by playing the game to win	Seek peace within inner self and explore with others, the caring dimensions of Community
Characteristics	sacrifice self for truth or cause, code of conduct enforced, living riteously will guarantee future, laws, regulations, discipline, everybody has their proper place	change and advancement are inherent, progress by learning & seeking solutions, prosper through strategy, technology & competition, optimistic, risk-takers deserve success	human spirit freed from dogma, greed, spread opportunities equally among all, refresh spirituality, bring harmony, enrich human development, feelings, sensitivity and caring supersede cold rationality of Orange
Core values	belonging, approval, security, order stability, tradition, structure, loyalty self-discipline, self-sacrifice, truth	achievement, success, excellence opportunity, competitiveness, profit ambition, intelligence, win, innovation	personal growth, self-awareness, peace of mind, connection, community, respect, tolerance, compassion, equality, emotional well-being, cooperation quality of life

3. Cricket coaching in South Africa – What's worked and what hasn't

When I mention 'the research', it refers to the study that underpins this chapter, whilst other peoples' research will be denoted by either their name and/or numbered footnotes. I will resist

boring you (or myself) with too many figures and statistics, and will rather move quickly to the practical applications of research results. (Detail is available upon email request.)

3.1 Instruction versus collaboration

Basically, an **instruction-based** coaching style is characterised by an authoritarian, dogmatic, dictatorial, my-way-or-the-highway coaching style, whereas a **collaborative** style ranges from democratic to laissez-faire.

The overall research results showed a statistically significant difference between the coaches' style and the players preferred style, with the players preferring less instruction-based coaching and more collaboration (Figure 1).

When viewed separately, provincial players would have preferred their coaches to have employed significantly more of a collaborative than instruction–based coaching style, whilst national coaches seemed to have the balance close to their players' ideal.
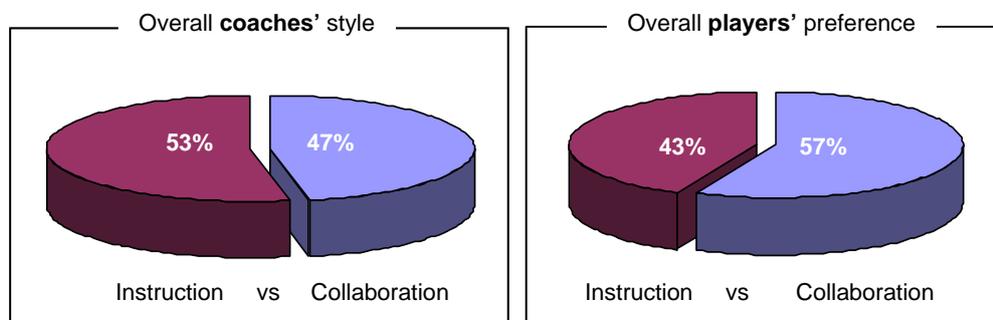

Figure 1. Combined provincial and national coaches ratio of instruction versus collaboration style, compared to the players ideal ratio.

Players were particularly critical of inflexible or dictatorial coaching styles. They reported being upset, frustrated and de-motivated in this environment. Apart from their reports of feeling victimised and being openly criticised and/or punished for not obeying and 'doing it the coach's way', they reported that they dared neither to show nor share this frustration with the coach. Firstly out of fear, and secondly as they felt they would not have been heard anyway. With few exceptions, players generally reported responding with silent resistance by 'acting' subservient around the coach, whilst silently disagreeing and remaining unhappy.

Whitmore (2002) suggests that the attraction of telling or dictating is that, besides being quick and easy, it provides the dictator with the feeling of being in control. This, he goes on to suggest, is a fallacy, the coach is anything but in control, he is deluding himself.

According to Spiral Dynamics, a coach using predominantly an instruction-based style may be operating from the 4th (Blue) stage of consciousness development, which is characterised by an authoritarian, obedience-punishment and conformist moral structures, where control, law, order and discipline are enforced in order to build character and moral fibre (Table 2). It is in this absolutist approach that the apartheid government in South Africa had its foundation (an example of unhealthy Blue). With this style the coach plays a central role and is empowered, and the players are peripheral and disempowered.

3.2 An *Internal* versus *External* focus

According to previously mentioned *quadrants* of the **Integral** approach, an **internal** coaching focus addresses the two left hand quadrants where non-visible entities such as thoughts, attitudes and feelings, or the **art** of cricket has its foundation, whilst an **external** focus addresses the two right hand quadrants where one finds visible and measurable entities such as fitness and skill, which represent the **science** of cricket (See Table 3 below).

Table 3. Quadrants of the *Integral* map – Examples of <u>internal</u> and <u>external</u> factors as they apIply to <u>individuals</u> and <u>teams.</u>

INTERNAL	⟺	EXTERNAL
intangible / subjective		tangible / objective
arts / morals		science / technology
transformational leadership		transactional leadership

	INTERNAL	EXTERNAL
INDIVIDUAL	soul/ spirit	matter/ body
	emotions/ feelings	performance/ behaviour
	thoughts/ beliefs	physical attributes
	values/ needs	technical/ physical skill
	state of being	acts of doing
	Intentions	Actions
	art	*science*
TEAM	team values	laws of the game
	team culture	rules of tournament
	team spirit	Game strategy
	what is right for all	tactics
		management systems
	morals	*science*

Both the combined and separate results for national and provincial players showed a statistically significant difference between the coaches' focus and the players' preferred focus, with national and provincial players preferring their coaches to have employed significantly more of an **internal** and less of an **external** coaching focus (Figure 2).
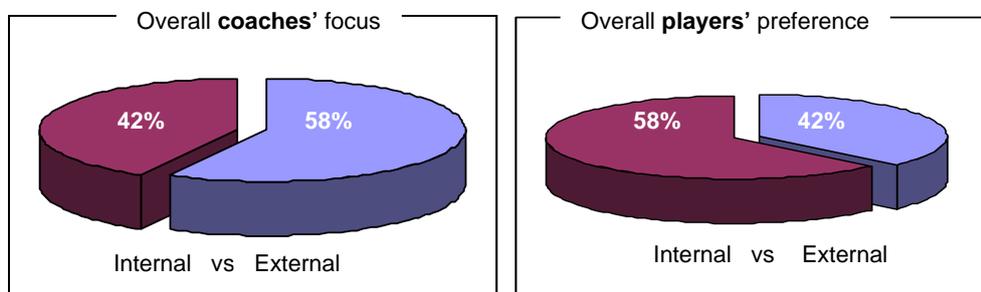

Figure 2.   Combined provincial and national coaches ratio of an *Internal* versus *External* focus, compared to the players ideal ratio.

The importance of an **external**/scientific/performance focus cannot be underplayed at this level of the game, however it is only part of the picture, with an **internal** focus being the other

part. What is important is getting the balance right, and from the players' perspective, South African provincial and national cricket coaches have not managed this in the past 14 years. Both provincial and national coaches had significantly more of an **external** focus, on the *science* or mechanics of practicing, playing and training compared to players' preferences for a greater **internal** focus. Examples of which include individual players *reflecting upon, analysing and understanding* their game, technique, body, mind and feelings, and the team assessing and addressing the team values, culture, spirit etc. (Table 3)

Internal coaching – anecdotal examples

The researcher 'coached' two of South Africa's senior national batsmen over a period of four ninety minute sessions. This was additional to and not in place of their allocated national coach. Each session was conducted in an office environment and thus the entire coaching focus was restricted to Reflection and Analysis and Planning (an **internal** focus). Gary Kirsten, a veteran of 97 test matches for his country prior to starting these sessions, acknowledged the following to be a direct result of this **internal** focus…*'it was only in my 101st test match, batting under possibly the most stressful conditions I had encountered, that I was able to understand my emotions while batting, and do something about them.'* He adds, *'If only I knew then what I knew now, I may have performed so much better earlier in my career'.*

The second player, Jacques Kallis, who soon after these sessions emerged from his longest and lowest slump in batting form in 10 years into a run of five consecutive test-centuries, attributes much of his success to understanding and better managing the thought processes that had been contributing to him losing his wicket.

Although anecdotal, it seems that a short amount of focussed **internal** work translated to significant benefit to these players, both already at the pinnacle of the game.

3.3 Personal versus Performance

A **personal** coaching focus has its primary focus on the individual as a person, with their performance as the secondary focus, whilst a **performance** focus is primarily on sporting performance/behaviour and/or actions, and secondarily on the individual from whom the performance emanates.

Both the combined and separate results for national and provincial players showed a statistically significant difference between the coaches' focus and the players' preferred focus, whereby national and provincial players would have preferred their coaches to have employed significantly more of a **personal** and less of a **performance** focus (Figure 4).
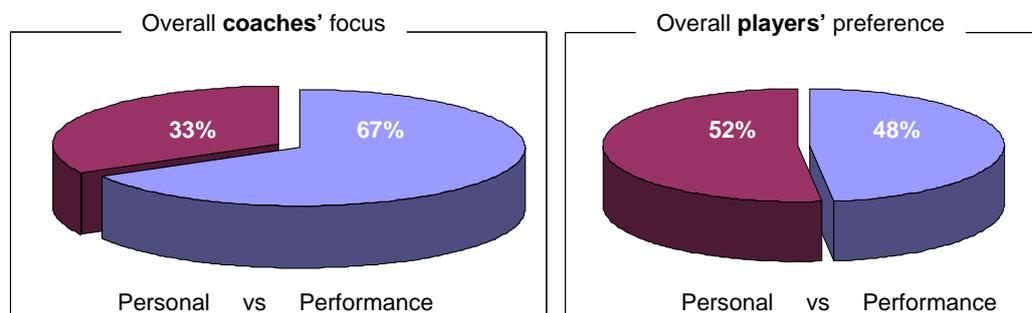

Figure 4.   Combined provincial and national coaches ratio of a Personal versus Performance focus, compared to the players ideal ratio.

Research aimed at discovering what underpinned mental toughness amongst the mentally toughest English cricketers of the 1980's and 1990's, showed a hierarchical relationship between Environmental Influences, Tough Character, Tough Attitude and Tough Thinking (Bull

et. al. in Stretch et. al. 2003) (Figure 5). This suggests when coaching for mental toughness in cricket, the focus must be extended to include a personal focus, rather than focusing on performance alone. Gary Kirsten, who represented South Africa in 101 test matches, sums this up; *'When you walk out in a tight situation on the fifth day of a test match, what is tested is more the person than his skills'* (Sunday Times, 2004).
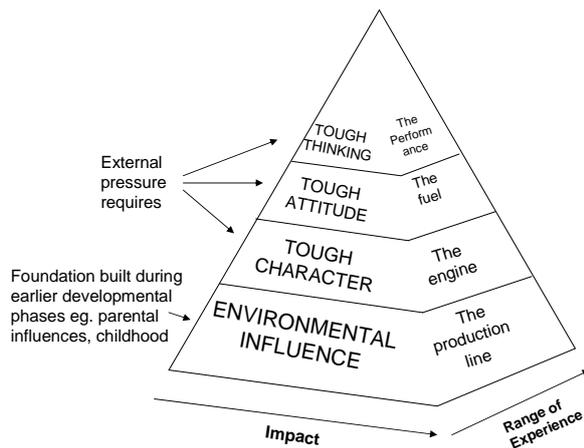

Figure 5.   Mental toughness pyradmid (Bull, Shambrook, James, Brooks. 2003)

A strong **performance** focus by coaches is essential at high levels of competitive sport where winning is all important for players, coaches, sponsors, fans and national patriots. However the players in this study seem to be asking for more a **personal** or **Green** focus (see Spiral Dynamics, Table 2). This is a focus where needs and values are around interpersonal relationships, acceptance, understanding, trust, pluralism (recognition that there are many truths) and relativism (embracing multiple points of view). It is not suggested this approach be adopted at the exclusion of an **Orange** performance and achievement focus nor or a **Blue** authoritarian and discipline focus, but rather in a better balance. This need for a greater **personal** focus is confirmed in the qualities of good coaching listed by players further on in Table 4.

After **internal** coaching sessions with the researcher, which included a **personal** focus, Gary Kirsten states: *'Coaching with Paddy has been about improving my game, as well my life in general. It's been brilliant. In fact, I think it's critical that all professionals do work on themselves off-the-field. After all, being a cricketer is only part of who I am.'* (SASI, 2004) And Jacques Kallis adds: *'Regarding off-the-field stuff, we looked closely at the things that deep down are important and I have tried to incorporate these important things into daily life. As I have learned more about myself, I find I am able to make better choices more often.'* (Argus, 2004)

For the past two centuries cricket has been the sport which has the highest suicide rate in the world, and South Africa the country with the highest rate of all cricketing nations! See later (point 3.3) for a discussion on **Cricketing Suicides** and how it might relate to a **personal** versus **performance** focus.

3.4 Qualities of 'good' versus 'poor' coaches or coaching

Players were asked to share their personal experiences of 'good' and 'poor' coaching by their respective provincial and national coaches. The most frequently experienced 'good' coach or coaching qualities included:

  ➢ the coach knowing/understanding players personally
  ➢ good man management skills
  ➢ technical knowledge

Whilst the most frequently experienced 'poor' qualities were:

  ➢ afraid to change/inflexible/one dimensional
  ➢ authoritarian/dictating
  ➢ inauthentic/says one thing and does another/can't trust him/dishonest.

A more elaborate list of qualities that players associated with 'good' coaches or 'good' coaching versus 'poor' coaches or 'poor' coaching are listed in Table 4. Interestingly, knowledge of, or experience in the game rated as less important than the knowledge of people and man management.

Table 4. Qualities associated with a good coach or good coaching versus qualities of a poor coach or poor coaching, ranked according to the number of times (no. inputs) each was mentioned by the 21 participants.

GOOD COACH/ COACHING	no. inputs	POOR COACH/ COACHING	no. Inputs
Know/ understand me personally	11	afraid to change/ inflexible/ one dimensional	12
Good man management skills	11	authoritarian/ dictates	11
technical knowledge	10	inauthentic/ says one thing and does another/ can't trust him/ dishonest	11
Good communication skills/ listens	9	poor/ unclear communication/ doesn't listen	9
knowledge of game	7	Anxious/ nervous/ insecure	8
Trust with players/ respected	7	harsh treatment/ victimisation/ criticise/ bully/ punish poor performance	8
Understand different personalities	7	too much of a nice guy/ too soft/ too weak/ avoids conflict	6
Calm/ relaxed/ patient	6	Stresses/ panics/ over emotional	5
Honesty	5	ambitious/ in it for personal glory/ own agenda	5
Organised/ disciplined/ focussed	5	inconsistent/ moody	5
High work ethic/ fit	4	no guidance/ no vision/ no insight	5
Innovative/ proactive	4	Favouritism/ two-faced	4
Mental coaching skills	4	poor man management/ can't work with different personalities	4

4. General discussion

4.1 Moving away from instruction-based coaching of the past

Confirming Whitmore's observation about sport in general, this research concluded that sport coaching methods that have been employed by the majority of elite level cricket coaches in South Africa over the past decade or so are outdated.

It may be debated whether the person called the 'coach' in cricket actually *coaches*. This was addressed by one participant who was coached by seven coaches at provincial or higher level, who said *'people get the title of "coach" then act as if they're a coach – with no knowledge of* **how** *to coach.'* The fact that almost every book and article examined by the researcher for this study suggested a different definition for coaching, may prolong this debate. What does seem universally agreed upon though, is the emergence in psychological understanding of a more optimistic model of humankind than the old behaviourist view, embodied by instruction-based coaching, that we are little more than empty vessels into which everything has to be poured. If this thinking is accepted, and is only contested by some ageing flat-earthers, Whitmore (2002) suggests the way we **learn**, and more importantly the way we **teach** and **instruct**, must be called into question. As Thomas and Harri-Augstein (1985) and others (Rogers 1968) have highlighted, learning organised by others can never be as efficient as self organised learning (van Oudtshoorn, 1992). The challenge is that old habits die hard. One of the participants reported of his coach that: *'he is so old school he's actually adamant not to change, so I guess we'll have wait for him to leave'*.

The challenge as Scharmer (2003) suggests, is that *'leaders and managers say that they do not intend to repeat the patterns of the past, however they lack a collective leadership technology that would allow them to shift from reacting to the past to stepping into the future that wants to emerge'*. Will the South African sport also suffer this lack of collective leadership?

Although research suggests progressing from the old-school authoritarian coaching style, Whitmore cautions that since the majority of individuals and teams still expect somewhat autocratic leadership, they might be surprised, even confused, by a leader (coach) who begins on a very participative note. *'After a long history of telling and being told – that's what we have come to expect. A few might even imagine the coach to be weak or unsure of himself, suggesting it is advisable for him to pre-empt this by describing his intended style and inviting questions about it'.*

Thus players may need to gradually be introduced a new style. A possible anecdotal example of a coach being too participative too quickly, and thus players and administrators construing him to be somewhat unsure of himself, may be found in the premature termination of the coaching contract of National cricket coach Eric Simons in 2004.

His approach incorporated being collaborative, empowering and relatively non-authoritarian (fairly **Green**). Players initially and in principle welcomed this participative approach, however as it was employed over time, it may in fact have contributed to his undoing. Players, used to more of an authoritarian approach, even those who may have disagreed with a dictatorial style, were not adequately readied to receive this more empowering (**Green**) approach. Whilst the more senior players thrived under Simon's participative leadership, those who needed **Blue** structure, discipline and authority experienced a lack of direction. Those with strong **Red** tendencies of impulsivity, fun, power and immediate gratification, and who would have needed **Blue** (or even **Red**) leadership to contain their unhealthy manifestations, became 'disruptive' with this lack of authority and power. Two of South Africa's top one-day players at the time, and who both demonstrated strong **Red** tendencies, created considerable head-aches for the coach and management in this **Green** environment. Widely publicised at the time, one of these players was simply dropped from the team due to apparently being 'disruptive to the team', and having a 'negative influence on the younger players'. The second player, whilst remaining in the team, lingered as a low performed over an extended period of time, compared to his capabilities. Under the strongly **Blue** leadership of Hansie Cronje and coach Bob Woolmer, both these players were high functioning, given even the unpredictability of the game of cricket.

4.2 Moving towards an internal approach

In the mid 1990's national cricket coach Bob Woolmer in consultation with eminent sport scientist Professor Tim Noakes, led the world in some aspects of scientific innovation in cricket. This included amongst other, detailed computer analysis, breaking some of the MCC cricket coaching manual's (the 'cricket bible') methods, and introducing a full-time travelling fitness trainer to the national team. Under Woolmer and captain Hansie Cronje, South Africa became widely recognised as the best and the most innovative team in the world in the 1-day game. These innovations were all in the external/visible/scientific domain, and so the world soon saw them, copied them and then innovated beyond them.

So much has been the scientific focus in this past decade that, ex-Australian captain and recent South Australia coach Greg Chappell, has charged that 'academics and scientists' are taking over the game, and that particularly Australian and English coaching methods are 'so regimented, structured and complicated, through the principle of bio-mechanics, they may stifle the natural enjoyment, love and understanding of the game so essential at a formative age'. Chappell clearly highlights an over-focus on scientific (**external**) innovations compared to the nurturing of important **internal** aspects of the game, such as enjoyment and understanding.

Although anecdotal, it is widely written and spoken that cricket is a game played between 70-90% in the mind. Despite this, players spend very little time consciously working on the mental side compared to the time they spend on technical practice and physical training. This seems to be a fairly universal phenomenon in sport, where the importance of the mental side of the game (an **internal** facet) is not balanced by the emphasis placed on its practice/training (an **external** facet). Why is this? I suggest that either peoples' speculation of the importance of the metal side of the game, like the 70-90% mentioned above, is in fact a gross exaggeration, or coaches, players and sport psychologists amongst others, have yet to discover the approach that can adequately meet this requirement. I suggest the latter may be a more accurate assessment.

Arguing the importance of an **internal** coaching focus in sport, Timothy Gallwey (author of the *Inner game* books) suggests that the opponent within one's head is more formidable than any external opponent. He claims that if a coach can help a player remove or reduce the internal obstacles to their performance, an unexpected natural ability will flow forth without the need for much technical input from the coach (Gallwey, 1986). Additionally, David Hemery researched 63 of the world's top performers from more than 20 different sports (*Sporting Excellence,* 1991), showing that attitude or state of mind (an **internal** factor) was <u>key to performance</u> of any kind, way above technique or fitness (**external** factors), neither of which guaranteed excellence, or are even indispensable (Whitmore, 2002). Of an internal approach to leadership/ coaching, Claus Otto Scharmer (2003) suggests that 'To effect profound change, leaders have to become aware of and change the inner place from which they operate as individuals and as collective entities'.

In seeking the appropriate balance between **external** and **internal** focus, integrating Kolb's (1984) learning cycle with these quadrants may offer a valuable perspective. Kolb proposes that learning takes place in four-stage cyclic process, namely through Abstract Conceptualisation, Active Experimentation, Concrete Experience and Reflective Observation. See figure 3 which is modified version of this cycle adapted by the author for cricket. It is suggested that i) <u>Practicing</u> and actually ii) <u>Playing</u> the game may be equated with an **external** focus and that iii) <u>Reflecting</u> upon and iv) <u>Analysing</u> past performance and <u>Planning</u> for upcoming performances may be equated with an **internal** focus. Where a player is not encouraged/coached/partnered by the coach in Reflecting upon and Analysing and Planning his own (and the team's) game, he (and the team) may be deprived of necessary stages of the learning cycle, and thus deprived of achieving optimal performance!

A coach who employs predominantly an **external** focus, which may be equated to an instruction-based approach, will tend to impose on the players his own Reflection and Analysis of the previous game, and accordingly his own Plan for the upcoming game. By employing this approach, the coach simply robs his players and team of learning, and will accordingly produce players who do not think for themselves! At least not whilst on-the-field. In order to change a particular game plan or strategy, these teams will need to wait for the coach to re-instruct them – most likely only during a break in play – which is often too late.

Conversely, in order to have 'thinking players' that can make in-the-moment/on-the-field decisions and adjustments to game plans, players would need to have had an active involvement in the Reflection, Analysis and Planning, and not have it simply imposed upon them by the coach. This process may be further optimised if the coach knew his players' preferred learning styles, which would generally be a combination of two of the four stages of the learning cycle, depending on their personality type!
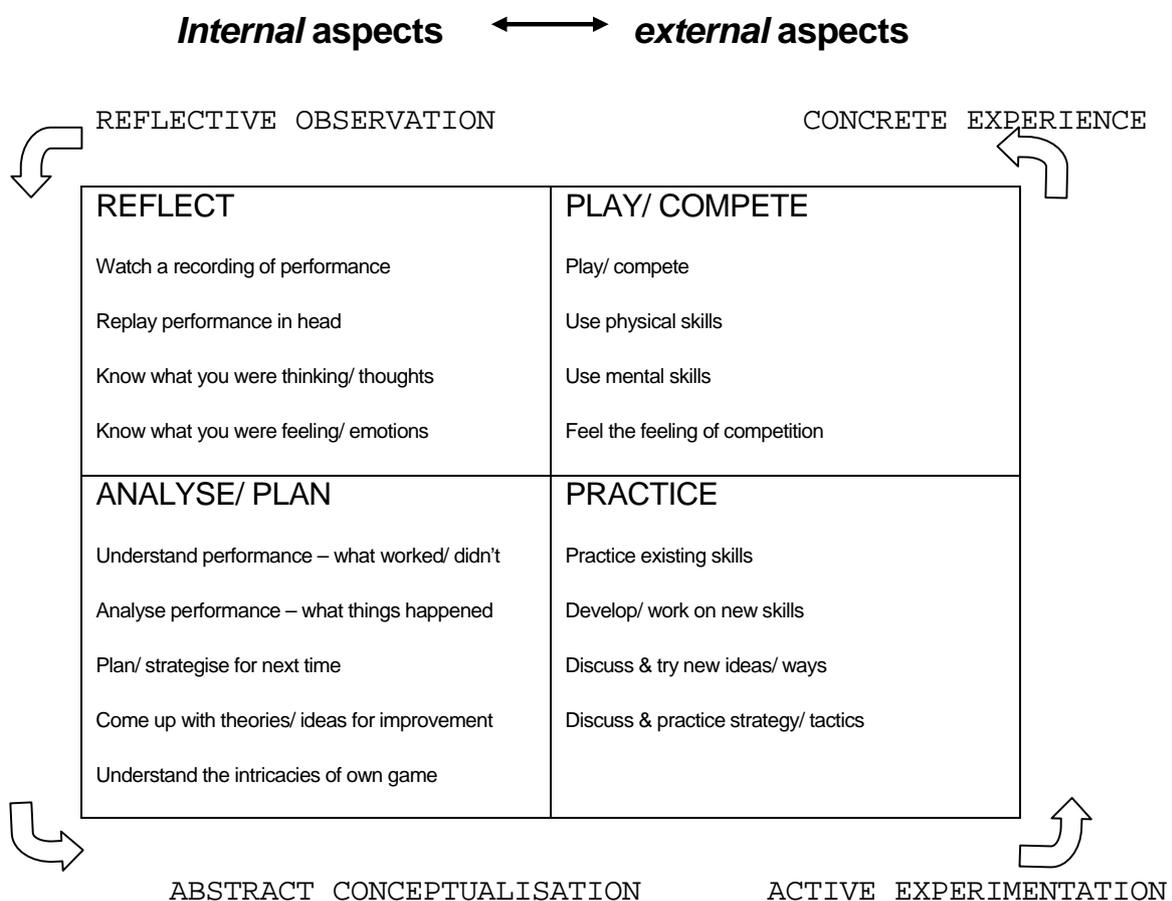
Internal aspects ⟷ *external* aspects

REFLECTIVE OBSERVATION	CONCRETE EXPERIENCE
REFLECT	**PLAY/ COMPETE**
Watch a recording of performance	Play/ compete
Replay performance in head	Use physical skills
Know what you were thinking/ thoughts	Use mental skills
Know what you were feeling/ emotions	Feel the feeling of competition
ANALYSE/ PLAN	**PRACTICE**
Understand performance – what worked/ didn't	Practice existing skills
Analyse performance – what things happened	Develop/ work on new skills
Plan/ strategise for next time	Discuss & try new ideas/ ways
Come up with theories/ ideas for improvement	Discuss & practice strategy/ tactics
Understand the intricacies of own game	

ABSTRACT CONCEPTUALISATION   ACTIVE EXPERIMENTATION

Figure 3. Kolb's cycle of learning adapted for its possible application in cricket. (Kolb, 1984)

Ten years after the scientific innovation of Woolmer and Noakes, this researcher (who is the same fitness trainer employed as part of their scientific innovations of the mid-1990's) advocates another paradigm shift in innovation, but this time a shift towards advancing the **interior** development of coaches and players – an advance towards achieving a more intentional balance of the various stages of consciousness (internal) development, **including** survival Beige, team-bonding Purple, power Red, disciplined Blue, scientific and achievement

Orange and personal/relational Green. To achieve this balance, one may call more intention in appointing/ employing the coaching and management staff.

Finally, and particularly relevant to coaches and captains, Claus Otto Scharmer refers to former CEO of Hanover Insurance Bill O'Brien's greatest insight; *'the success of an intervention depends upon the interior condition of the intervenor'* (Scharmer, 2003). What counts Scharmer suggests, is not only *what* leaders do and *how* they do it, but their *interior* condition, the inner place from which they operate. He suggests that to effect profound change, leaders have to become aware of and change the inner place from which they operate as individuals and as collective entities. A strong argument for **internal** work!

4.3   Towards a truly *Integral* approach

As per the introduction to the *Integral* approach at the beginning of this chapter, only two (*quadrants* and *stages*) of the five aspects have received attention - *lines*, *types* and *states* are expanded upon at the end of this section). A truly *Integral* approach to sport coaching should attempt to incorporate all aspects.

i) Quadrants

An all-quadrant approach would include having coaching initiatives to address the two external quadrants, namely upper right quadrant (individual fitness and skill), and lower right (team performance), as well as the two internal quadrants, namely the upper left quadrant (individuals *knowing* their game, technique, body, mind and feelings) and lower left (team values, culture, spirit etc) (see table 3 for a diagrammatic representation). Whilst some may argue for the supremacy of one quadrant over others, an *Integral* approach would suggest that all are important, with the balance between them being the decisive factor. Players who participated in this study felt that over the past decade, coaches have not struck the ideal balance, having an over-focus on the external quadrants.

ii) Stages

a) <u>Individual</u> development

Spiral Dynamics was introduced as an example of stages of development. It is one of many different examples or models of *stages,* and one which also considers only development in the Interior - Individual or upper left quadrant (Table 3). Using this example, what follows are practical examples of how the 6 levels of consciousness development of individuals may be applicable in a sporting context.

The first or **Beige** stage of survival, is one where the basic needs are for food, water, warmth and safety. Without all of these basic needs met, players would not be able to perform at remotely optimal stages, or at least not be able to sustain them for any length of time. Players must get good sleep, have appropriate nutrition, be well hydrated and not have to perform under life threatening circumstances.

The second or **Purple** stage is about team/ tribal bonds, rituals and superstitions, all of which play a significant part in shaping the identity and belongingness amongst team members. The coach should facilitate sufficient opportunity for, and subscription to, these rituals or superstitions. They may include the well-known war cries, 'fines' meetings, team mascots, uniform, signs, congratulatory routines (high fives, special hand shakes, dance jigs etc.). Most cricketers have some superstitions, like where they sit in the change-room, which pad they put on first, what movements they make at the crease prior to facing up etc. (Batsmen Neil McKenzie of South Africa and Sanath Jayasuria of Sri Lanka demonstrate prime examples!).

The **Red** stage is being strong and powerful, egocentric and impulsive. Red wants to dominate and conquer, to gain power and to wield it, and to avoid the shame of defeat – all important

qualities in competitive sport! Red also has little sense of self-discipline or deferred gratification, they love fun and want to enjoy themselves now, with guilt or remorse. They want to avoid being controlled by others or by the 'system'. Most sportsmen demonstrate significant levels of Red behaviour, several of which have red as their dominant mode of consciousness.

What does this mean? Healthy Red in sport manifests in the ability dominate and conquer the opposition on the field and to have fun, both off- and on-the-filed. Unhealthy Red at best causes power struggles and conflict, and at worst is dangerous and results in violence, abuse and rape. There is a fine between the fun and spontaneity of a post-match celebration in a pub or night-cub, and alcohol abuse, drink driving charges, infidelity, alleged rape incidents, bar brawls and the like. One may also recall the behaviour of players such as Shane Warne, Herschelle Gibbs, Salim Malik, Hansie Cronje and co. with their involvement in bribe-taking… and other scandals. (Bribe-taking for financial gain should not be confused with the money focus that is characteristic of Orange. Orange has a sense of morals and understands the consequence of actions, where Red has low moral development and does not consider the consequences of actions – Red is impulsive and acts to satisfy immediate desires. When caught they will either show little or no remorse, or will feign it.)

Thus **Red** behaviours are often associated with the 'maverick', who is often a brilliant performer, but who has difficulty in towing the line or following the rules. Well-known 'mavericks' include Allan Lamb, Ian Botham, Shane Warne, Herschelle Gibbs and Soahib Aktar. What is also common amongst these players is often that they are the players with the most flair, players who have the ability to single-handedly turn a game or even a series around. Remember how Ian Botham laid a challenge down to the "convicts" in Australia in the 80's, and then almost single-handedly defeated them. Recall the numerous occasions when Lance Klusener produced almost superhuman batting efforts in the dying overs of so many one-day internationals, none more so than during the 1999 World Cup tournament in England. The business equivalent is the super-salesman who outsells his peers by 300%, but has his own rules and will not follow policy or procedure – pointing out that he performs way above expectation, especially when the chips are down. A boss or cricket coach who cannot handle the rebelliousness of this individual will have a rough ride. If poorly handled, the coach may well lose the brilliance that the individual has to offer, while a coach who knows how to handle this individual, will have a 'world-beater' on his hands.

How to handle this individual may be a thesis in itself. Without going to that length here, some of what is required is to introduce a minimum number of very broad boundaries, very firmly. The emphasis being on <u>broad</u> and <u>firm</u>. Too many boundaries, especially petty ones will *not* work - curfews for adults being a prime example. The few boundaries must be unwaveringly maintained, which will constitute **Red** management whereby the leader will need to show the he is the top dog. A Red player thinks "if you can prove your ability to lead I'll follow, otherwise I'm going to be top dog". The coaches strength determines the relationship. Within these broad and firm boundaries, the individual should be allowed free reign to express him/ herself. Oh, and avoid being touchy-feely or emotional. And threats won't work unless they know you have the power and willingness to follow through. Kept promises and consistency work well.

The added difficulty is that some other team members, particularly those with lots of Blue, may require more boundaries and discipline. This creates fertile ground for a coach to be accused of having different rules for different people. The coach will need to manage these individuals who correctly make this observation, and who are accordingly disconcerted. Examples of coach/captains who have successfully managed this scenario include Duncan Fletcher's management of Herschelle Gibbs (and possibly some of the England players of the 2000-2005 era), the management of Ian Botham and that of Australian Rugby's David Campese, as well as South African Rugby's Kitch Kristie's management of James Small in the mid 1990's. I would guess that each of these sporting geniuses at some stage in their careers had coaches who did not get the management of them right – leading to 'personality' clashes, possibly in-fighting amongst team mates and thus poor performances of both the maverick, their team mates… and ultimately, by the coach!

An elaboration of Blue, Orange and Green coaching follows under the next heading …

b) Combining <u>individual</u> and <u>team</u> development stages

`Figure 6` depicts a model of team development whereby the team may progress through different stages, from **Forming** or **Immature** to **Performing** or **Effective**. Progression occurs as a result of the interrelationship between two axis, the vertical being the **Team Process**, which equates to the lower left quadrant (team culture, spirit, ethics) and horizontal being the **Team Tasks**, equating to lower right quadrant (team performance). An understanding of these different *stages* along each of the two *axis* of development may guide a coach/captain/management team to best facilitate progress to higher stages of team functioning, in the shortest possible time.

Each stage of development through which the *team* may progress, from **Forming** to **Performing**, has a corresponding stage of consciousness to which team members will naturally 'subscribe', and a stage to which the coach will need to subscribe in order to facilitate the team's development/progress (`Figure 6`).
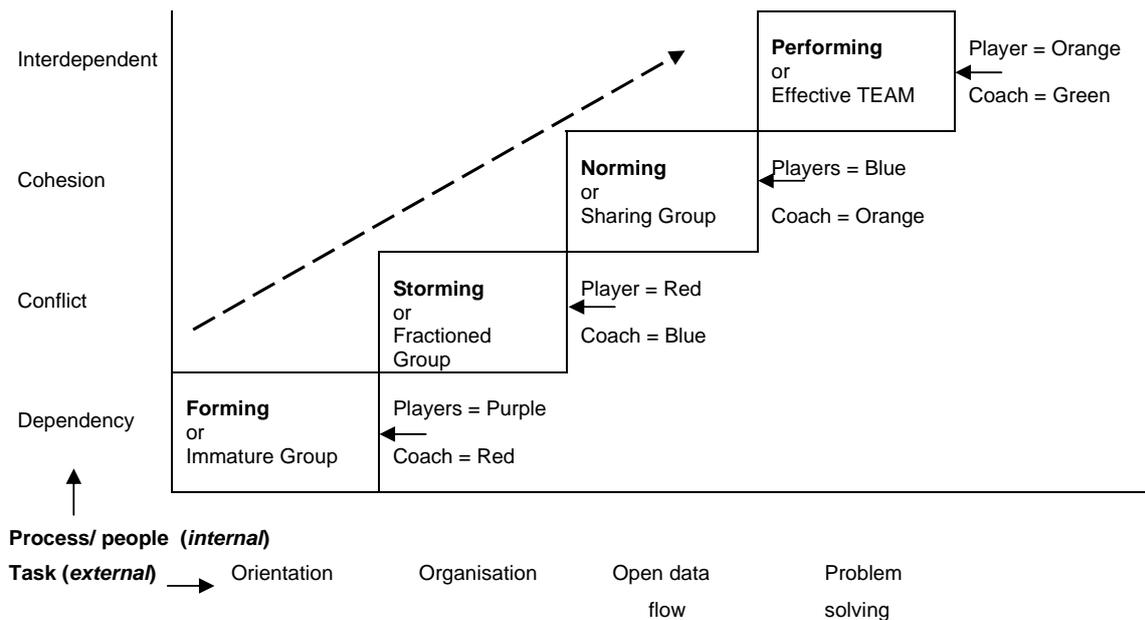

Figure 6. Stages of team development along Internal (Process) and External (Task) axis, including the possible stages of consciousness of players and leadership at each stage.

The first or **Forming** stage will generally see players subscribing to the **Purple** stage of team bonding and togetherness, the second or **Storming** stage will see players in a **Red** struggle for power and influence, the third **(Norming)** stage requires somewhat of a **Blue** culture as players openly get along by following the rules and procedures and knowing what is good for the group and what is not, whilst the fourth **(Performing)** is about the achievement and effectiveness orientation of **Orange**.

Successfully guiding the team through each of these stages of development will be dependant upon two factors:

> - the coaches *actions* in introducing and directing the stages of external (task) development, from Orientation through Problem Solving (horizontal axis in `Figure 6`); and
> - his *intentions* in authentically living and modelling the examples he wishes his players to adopt (vertical axis).

Stages of consciousness of the coach in developing the team

Being one of the main leaders of team development, the coach will continually need to be slightly ahead of the consciousness stages of the team, guiding the growth by his own <u>actions</u> and <u>way of being</u>!

Leading team-bonding in the earliest **Forming** stage (where players are in Purple) requires some amount Red power and decisiveness by the coach as the players become dependent upon him for direction, assurance and structure. The coach should be perceived as top dog. Characteristic of the Forming stage is that when someone performs well, other team members will feel threatened, and when someone performs badly, few will notice or even care.

Once the direction and structure is adopted by players, they will then progress to conflict and a Red struggle for power in the second stage of **Storming**. As the players move to being more Red, Blue leadership will be required by the coach. This means organising in a precise way and establishing written rules, procedures, boundaries and decision-making procedures. Sameness is important, as is making failure unacceptable, deferring rewards and using lots of detail. This is the stage where players seek 'independence' and where energy is directed toward internal competition. When someone performs well, other team members will feel jealous, and when they perform badly, others will actually collaborate towards their failure. The coach should *add* this Blue focus to his Red from the Forming stage, and not drop Red – this is imperative to temper the uprising of Red players.

As the players get to know their roles and adopt the rules and procedures, the team will move to the **Norming** stage where conformist Blue is the dominant behaviour. This is the time for the coach to shift more strongly into Orange as he introduces a strong performance focus, which should include financial and performance incentives, opportunities for exposure and status and personal rewards. He will constantly need to innovate as once players get to Orange, they get bored quickly.

As competition heats up and players orientate strongly as a group towards (Orange) results, material/ financial gain and status orientation, they will begin to enter the **Performing** stage, a stage which few provincial and international sports teams ever achieve (Individuals yes, teams no). This stage requires Green leadership as Orange is self-interested, will manipulate others for personal gain and will often disrespect others views. This is why a team with a few superstars (Orange personalities) is often less successful that a team with none. In Green people become more important than results. Green wants freedom from greed, dogma and divisiveness. Feelings, values and caring for others become important as trust and confidence, interpersonal support and harmonious human relations become the focus.

Note, as the team advances and players progress through each ascending stage of consciousness, the previous stages must be included in the next, and not discarded! For example, it is not possible to sustain strong Orange performances without Blue structure and discipline, nor without Red power/ decisiveness (and fun), and without Purple team-bonding needs and Beige survival needs being fully met.

Finally, it is noted that any group will temporarily regress to the earliest stage of **Forming** if a new leader (coach or captain) is appointed. This may also occur in a team where more senior

and long serving members retire and young blood is drafted, or in the case where 3-4 players are dropped and replaced at one time. The coach should then use the map presented here to fast-track the team back up to the Performing stage, without skipping any other the previous and critical stages. (The reason that few international teams fully achieve the Performing stage, or remain there for any length of time, is because of the relatively high turn-over of players due to selection and injury, or due to changes in captain, coach or management.)

The immediate and practical challenges inherent in employing the *Spiral Dynamics* theory include:

1. People develop through the different stages at different rates, and they may in fact not fully develop within one stage before moving to the next, nor may they fully integrate the previous stage as they develop to the next. Differently put, people may reject the stage, and thus also the people within the stage, from which they have previously progressed. Practically, someone progressing to **Orange** may actively renounce the authoritarianism of **Blue**, or moving to **Green** may renounce the materialism of **Orange**. Coaches and leaders need high levels of awareness and self-awareness to avoid this naturally occurring limitation.

2. Possibly even more challenging is that Beck and Cowan suggest that people can not fully comprehend the thinking of those at higher *stages* of consciousness development than themselves. The 'respect authority' and 'follow convention' (absolutistic) **Blue** thinking cannot understand the autonomous, innovative and self-important (opportunistic) **Orange**, which in turn cannot understand the 'care for people and their feelings' (pluralistic) **Green** thinking.

It was thus suggested that the most effective and enduring sport/cricket coaches would have an appropriately developed ability to access all of the *stages* of consciousness, up to **Green**. Ideal would be stages beyond Green, which include **Yellow** and **Turquoise**, although it is suggested that only 1% of the worlds' population have achieved these higher stages. They are not a step up from Green, but rather a quantum leap to 'second tier' consciousness where a '*chasm of unbelievable depth of meaning is crossed*' (Graves, in Wilber, 2001). People in 7th or **Yellow** stage are able to see and have conscious access to all the 6 preceding stages. They want to be integrated as functionally as possible in the uncertain world by helping to restore the balance to nature and humanity. Knowledge and competency is more important than rank, status of power. As for **Turquoise**, less than 0.1% of humanity has achieved this stage, so little is known about it – thus I will not attempt to explain here, except to say that Nelson Mandela's pluralistic integration is regarded in this 0,1%.

Coaches who have ready access to the **Green** *stage* (or **Yellow**), and who are aware of the distinctions between *stages*, would be able to structure the coaching environment to have the appropriate amount of survival (**Beige**), team bonding (**Purple**), power (**Red**), discipline (**Blue**), excellence (**Orange**) and emotional intelligence (**Green**). Further, it will assist the coach to understand the differing needs, values, thinking and motivators of his players who themselves might be operating at different *stages* of development to their team mates. (Alternatively a coach may want to intentionally assemble his management team to encompass a balance of consciousness levels.)

A final word on coaching *stages* of development is that coaches will want not only want to advance their players through the stages of consciousess, but also through the more obvious **physical** (fitness, skill, diet etc) and **mental** stages (mental toughness/ fitness, levels of concentration etc), and the less obvious **emotional** (ability to recognising and working effectively with own and others emotions) and **spiritual** stages (levels of self-knowledge, present moment awareness, consciousness, universal wisdom, meditation, prayer, etc). Athletes and coaches may well scoff at the last two, the emotional and spiritual levels – in doing so, these athletes (and coaches) potentially are preparing themselves to become less consistent performers and may cause them to struggle more than others when say sidelined

through injury, being dropped from the team or in dealing with retirement. They may well be the ones prone to becoming the depressed ex-players who walk around as a shadow of their former glory, a glory which itself would have been limited compared to its potential. Coaches, administrators and players neglect these levels of development at the peril of the both the players sporting potential and long-term all-round well-being. (See 3.3 Cricketing Suicide below)

Coaches - Stuck in a stage

A coach who has his centre of gravity stuck for example in **Red** will have the need to be top dog and be perceived as top dog, and will pay much attention on maintaining his power base. Given these practical challenges mentioned above, it may be may be extrapolated that this coach will be restricted in progressing his team beyond the first stage of **Forming**. The team may start well in the earlier days, particularly if they are a young and less experienced bunch, but it will soon deteriorate as it progress to the **Conflict** stage, where players will clash with the (**Red**) coach in struggle for power and influence. They will not progress beyond this stand-off, even if one of the parties power prevails.

The somewhat dictatorial coaching approach of stand-in national cricket coach Ray Jennings in 2005 was an example of Red leadership. Prior to his appointment as stand-in national coach he experienced great success with his young and inexperienced provincial team, and again with the composite and temporary South African "A" team. In his first few months with the national team he enjoyed some success and popularity as he instilled some much needed discipline after the dismissal of the somewhat **Green** approach of his predecessor, Eric Simons. However, soon thereafter the team environment became plagued by both overt and covert struggles for power. Members of that team readily agree with Witmore's assessment of an authoritarian approach; that it led to them feeling victimised, criticised, frustrated and de-motivated. Jennings was not re-appointed.

Similarly, a coach with his centre of gravity stuck in **Blue** will be able to progress his team into the **Storming/Conflict** stage, but will struggle to move them beyond that. His team, stuck in the **Fractioned** group stage, may experience deterioration into a constant cycle of disciplinary issues, boredom, feeling of being restricted, and of being treated like children. This team will constantly lose players as they voluntarily leave for 'greener' pastures, or are forced out/ dropped by some or other procedure because they do not fit in. The well publicised military style Kamp Staaldraad prescribed to the South African rugby team by coach Rudolph Streuli prior to the world cup rugby in 2003, as well as his imposed curfews are examples of **Blue** leadership.

Thus a coach who has not developed adequately through all of, and up to at least a **Green** *stage* of consciousness will enjoy some success at some of the earlier stages of a team's development, but in the long run will be limited in his offerings.

Integral approach: What then about *lines*, *types* and *states*?

Honouring the 'touch-all-bases" philosophy of the *Integral* approach, but certainly not doing full justice to it, the following offers the reader a brief introduction to *lines*, *types* and *states* as in examples that may apply to sport.

'Intelligence' is one of many possible examples of *lines* through which an individual may develop. In this example, Wilber alludes to some 24 *lines* of intelligence, including cognitive intelligence, emotional, intelligence, spiritual intelligence, moral intelligence, interpersonal intelligence, psychosexual intelligence, sporting intelligence, etc. These *lines* unfold though the various *stages* of development mentioned above. An individual may be high in sporting and interpersonal intelligence and low in other intelligences, just as a businessman may be high in cognitive intelligence but low in moral or interpersonal intelligence. The blanket statement that someone is 'intelligent' or 'unintelligent' is thus somewhat naïve from an *Integral* perspective.

Types may refer to say masculine and feminine, or different personality *types* amongst others, which by their existence suggest there are different types of ways of looking at a problem. So for example, psychometric testing for understanding different personality *types* in a team is a useful part of the bigger picture, but it is still only a small part.

And finally ***states****;* these may include waking, dreaming and sleeping, and a variety of others that cricketers may experience. Getting '*into the zone*' is a much sought after *state*, as is the *state of peak experience* of the ideal delivery, batting stroke or victory, and the possible *altered state* induced by alcoholic celebration thereafter. A *state of exhaustion* due to lack of fitness or sleep, or due to jet lag or a previous evenings alcohol induced *state* is sought to be avoided.

4.3 Cricketing suicide

Cricket has an alarming suicide rate, higher than of any sport in the world, and South Africa is burdened as the country with highest rate amongst test players of all cricketing nations – one in 24 of South Africa's countries test cricketers who have died have committed suicide (Firth, 2001). Michael Atherton, ex-England cricket captain, suggests the suicide problem is not so much the failure to cope financially, but simply to cope with **life** adding that, with the loss of the limelight and celebrity, comes a gaping void. In England, divorce rates amongst cricketers exceed national norms (Firth, 2001). What statistics do not show is the players who may suffer broken relationships or strained marriages, and how might this impact on their performances. Neither do they show those who do not commit suicide, but merely suffer depression. It may well be that there are far greater numbers of players in these less than worse-case and statistically indiscernible scenarios.

In an article on cricket suicides, a well-known country cricketer relates his story to Michael Atherton (2003); *'...I bottled everything up; I didn't feel as though I could talk to anyone. I had nowhere to go, nowhere to turn. I felt like I was in a big black hole and there was no way out'.* On the transition from sporting life to real life (suggesting sporting life in not real?), Atherton advises cricketers to *'avoid the grasping claws of celebrity if at all possible, because it will chew you up and spit you out when you are at your most vulnerable'.* Although avoiding these claws may already be too late for some. He goes on to suggest forging a second career during playing days so players don't spend the rest of their life trying to be someone they once were. Retired participants in this study openly shared that they were really struggling to adapt, particularly emotionally and/or financially, to life after cricket.

Former England captain and psychotherapist Michael Brearley OBE warns that jobs which merely make use of a man's name and previous skills may turn him into a kind of object for use, lured into prostituting himself to make money out of fitting in with the star-struck desires of others. He also cautions of those who move into the caravan of entertainers, after-dinner speakers and so on, where players risk compromising their integrity, and where the temptation is there to cheapen oneself and subtly denigrate one's earlier career (Firth, 2001).

Despite research, there has been no answer explaining the inordinately high rates of suicide and divorce in cricket, and particularly suicide in South African cricket. However there may be some clues as to what may be done to begin addressing it - players themselves seem to be asking for a significantly greater management and coaching focus on them **personally** *(who they are* as people) as opposed to merely their **performance** *(what they do).*

There was a startling similarity when comparing the **performance** versus **personal** coaching focus in this study to the percentage of the world's population centred in the **Orange** (performance) versus **Green** (personal) in Beck and Cowan's *Spiral Dynamics*. Coaches in this study employed 50% more focus on **performance** than on the **person**; Beck and Cowan suggest that 50% more of world's population were the **Orange** *stage* of consciousness development versus those in **Green.** This similarity may be random, or not!

Continuing the comparison, *Integral* thinking urges that a shift in the balance from **Orange** ('manipulate the earths resources for strategic gain') to higher stage **Green** ('caring for the earth and its people') is imperative in order to avert global ecological catastrophe. The cricketers in this study all wanted a significant shift of their management team focus, from a **performance** (Orange) to a more **personal** (Green) focus. Might this shift in fact then help avert the some of the plague of suicide, divorce and possible depression amongst cricketers?

Either way, there is compelling evidence to suggest a fundamental shift towards personal support for players during (and after) their playing days. Notwithstanding the need to avert possible personal suffering, players in this study actually perceive that a more **personal** focus will improve their on-field **performance**.

5.   Recommendations

So, what needs to be done with regards coaching to improve provincial and national level cricket performance in South Africa?

We may hear second level **Purple** thinkers convincing us that a witch doctor holds the key, while other purples will group together to all agree that the "*more people need to come out and support their team*". **Red** thinkers will demand that using strength and intimidation tactics to dominate the opposition is the way. **Blue** will wait for someone they respect to tell them what the problem and the solution is, which will be something like that "*the youth of today should have more pride in playing for their country, that hark-work and discipline is lacking, and that any player who wants more pay-for-play should be dropped because his priorities are wrong*". **Orange** thinkers will hot-headedly debate and even take bets that "*the best way is to pump more money and research into the game, to get the latest training devices and video analysis systems, to employ more specialised coaches/ experts and to find out what the Aussies are doing – but definitely replace the incompetent administrators with people who understand business, because after all, professional sport is big-business*". They may even suggest that because of short career spans, players should get even better pay, or that they should be on small retainers and larger performance bonuses – but at least their contracts should have performance clauses. **Green** thinkers, who might not be interested in the frivolous and egotistical pursuit of sport, will look to reach consensus on how players "*should use their public profile as constructive role-models for youth and to champion worthy causes*".

No one of these endless and rarely solved bar room and braai-side debates is more right than the other, they are merely different perspectives from different *stages* of consciousness. And at whatever stage the debater finds themselves, they are *RIGHT*!

What is necessary is to employ **all** of this thinking, AND get the **balance** right. And at the moment it is not. That players' are asking for a more collaborative and less of the current authoritative style, more **internal** and less of the current **external** focus, and more of a **personal** and less of the current **performance** focus suggests that coaches are operating at a lower stage of consciousness development than that needed by the players. The researcher moves to suggest that this may not be because coaches are necessarily themselves at an earlier stage of consciousness development, but possibly because they may simply be perpetuating old coaching styles which they learned from their coaches of yesterday, who in turn were perpetuating the styles they learned from their coaches the day before.

That said, the following recommendations are offered

> ➢ A coach who insists on employing a predominantly instruction-based/autocratic style will predictably be more ineffective than effective in the medium to long term. This coach should either not be employed, or should receive coaching around adapting his style.

> ➢ Playing credentials alone can and should not be used to predict the success of a coach. It is important to have both knowledge of **coaching** and knowledge of the **game**, which

are mutually exclusive concepts. Coaching is a science and an art which needs to be continually learned - it is not an 'expert' imposing his supposed expertise on individual players.

➢ High stages of consciousness including the characteristic self-awareness and emotional intelligence of Green is an important factor in the sustained success of a team coach. These should be an employment criterion and should form part of the coach's ongoing professional development – without which their effectiveness will be predictably compromised.

➢ The coach needs to balance **external** coaching skills (technical, strategic, intellectual, medical, scientific etc) several of which can be outsourced, with **internal** coaching skills (motivation, respect, inspiration, listening, trust, loyalty, team work etc.) which generally cannot be outsourced and without which there is little chance of sustained success.

➢ Employers should provide and support 'personal development' of players, additional to the coaching and development of their on-field skills. The benefits will be evident both in the all-round person **and** in their on-field performance!

➢ Finally, management personnel should be intentionally assembled in order to constitute the appropriate **balance** between personalities and working styles, and ensuring the right **balance** is maintained between particularly 4th **Blue** stage consciousness of order, authority and control, 5th **Orange** stage of performance i.e. innovation and results, and 6th **Green** stage personal growth, self-awareness and relationships.

➢ Some two decades ago business borrowed coaching from sport and gave it a much needed renovation – it may be time to thank business, and to borrow it back.

➢ Finally, `table 5` suggests a basic map of the future of coaching, compared with the current approach.

CURRENT APPROACH	FUTURE OF COACHING
Single expert model - Expertise lies in knowledge of game - One expert, some assistance - Coach imposes technical and strategic input	**Multiple expert model** - Expertise lies in knowledge of coaching - Many experts – one coordinator - Coach harnesses multiple technical/ strategic input
Method is instruction - Knowledge comes from outside the performer - Focus on quality of output	**Method is coaching** - Wisdom from within performer - Focus on quality of input
Coaching in sport lags 10 years behind - Outdated methods perpetuated	**Best available methodologies employed** - Contemporary methods introduced
Individual and team deprived of learning **Random man management skill** **Random or ad hoc team development skill** **Individual capacity building compromised**	**Learning individually tailored/ maximised** **Expertise in man management** **Expertise in team development** **Individual potential elicited**
No evidence of any change to status quo	**Evidence to suggest fundamental shifts in performance**

Table 5. A suggested map setting out a possible future approach to coaching in sport, compared with the current approach (compiled by Paddy Upton, 2005).

In closing

This chapter compares research on elite level coaching in South African cricket over the past 14 years to contemporary models/ theories of understanding human development. It shows that coaching methods continue to be a decade or so behind best practice. By employing a unique blend of the most up-to-date and validated models/ theories of understanding human behaviour, perspectives are offered on the way forward in terms of sport coaching in specific, and team coaching in general.

Moving beyond cricket and sport to a more global perspective on human development, I conclude by quoting Ken Wilbur, the author of the Integral approach which forms the theoretical underpinning of this chapter.

He states in his book, *A Theory of Everything* (2001) under the heading; "The terror of tomorrow"….

'Humanities constant nightmare has been that technological growth in the right hand quadrants has always run ahead of the left hand growth in wisdom, care and compassionate use of that technology. With the emergence of the Orange stage and its sweeping scientific capacities, humanity began producing orange-level technology (such as weapons of mass destruction) when the most of humanity was still at Red or Blue levels of moral consciousness. As this powerful exterior development ran ahead of left hand wisdom, global catastrophes, for the first time in history, became possible and even likely. From atomic holocaust to ecological suicide, humanity began facing on a massive scale its single most fundamental problem, lack of integral development.

Today with the rise of powerful 'second tier' technologies (quantum level energy production, artificial intelligence/robotics, systematic genetic engineering and nanotechnology), humanity is again faced with its primordial nightmare: an explosive growth in right-hand quadrant has not been met with an equivalent growth in interior consciousness and wisdom. But this time, lack of integral growth might signal the end of humanity.'

So what is required is not just a growth in left hand wisdom, care and compassion (Blue level religions love their families, God and country, and still have caused more wars than any other force in history), but also a growth in the levels of consciousness to keep pace with right hand technologies. Wilber concludes that 'it simply does not matter that this is an impossibly difficult task, the alternative is painfully clear'.

This chapter also carries a call for growth in levels of consciousness in coaching and managing of elite cricket teams, but this will not matter, if similar growth does not occur on a global scale. Sport is a unique unifier of people and nations, enjoying a global and very attentive audience. Can and will it in any way contribute its part to this call?

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