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Digest contains a listing of pertinent, recent coaching and coach education articles and updates from other sources.

Athlete Perceptions of Coaching Effectiveness and Athlete-Level Outcomes in Team and Individual Sports: A Cross-Cultural Investigation

Kassim, A.F.M., & Boardley, I.D. (2018). *The Sport Psychologist*, 32(3), 189–198. doi:[10.1123/tsp.2016-0159](https://doi.org/10.1123/tsp.2016-0159)

This study investigated whether U.K. and Malaysian athletes' perceptions of coach effectiveness on the motivation, technique, and character-building subscales from a modified coaching efficacy scale predicted indicators of their competence, confidence, connection, and character. Athletes from both team (e.g., volleyball) and individual (e.g., table tennis) sports completed study measures. Multiple-regression analyses showed positive predictions in both U.K. and Malaysian samples between perceptions of: (1) motivational effectiveness and athlete connection and sport confidence; (2) technical effectiveness and athlete sport competence; and (3) character-building effectiveness and moral identity. Effect sizes were larger in the Malaysian athlete data, with the focus of coach development being on participation and health-related outcomes in Malaysia hypothesised as a potential mechanism. The potential implications for coaches revolve around continuing to develop their coaching effectiveness around these three domains, although this effectiveness might not always translate to athlete perceptions of effectiveness being high. One suggestion would be continuing to develop understanding of the psychological demands of their sport and athletes such that motivational strategies are more appropriate to the participant and thus enhance the coach-athlete connection and confidence. Others include developing a variety of ways of communicating technical information and modelling of appropriate pro-social behaviours to assist in development of competence and character respectively.

College Soccer Players' Perceptions of Coach and Team Efficacy

Atkinson, F., Short, S.E., & Martin, J. (2018). *The Sport Psychologist*, 32(3), 237–243. doi:[10.1123/tsp.2017-0066](https://doi.org/10.1123/tsp.2017-0066)

The relationships among athletes' perceptions of their coaches' (modified Coaching Efficacy Scale) and their team's (Collective Efficacy Questionnaire for Sport) efficacy in a sample of 271 college soccer players were examined. Canonical correlation analysis between the variants formed by the CES subscales and the CEQS subscales was statistically significant. Specifically, athletes' perceptions of their coaches' being confident in their ability to motivate and provide successful game strategies to the team were the most predictive of the athletes' confidence in their team's ability to prepare, persist, and unite during competition. The authors make

several practical suggestions for coaches around motivation and game preparation strategies. For motivating the team, coaches should consider emphasis on the hard work to prepare for competition, enhancing feelings of unity, and setting challenging but realistic goals (e.g., season, game, individual player). Regarding game strategies, coaches are encouraged to plan clear, tailored strategies for each opposing team with individual roles for players within a game strategy. Overall athletes' who perceived their coaches as being efficacious in leading the team had stronger efficacy in their team, so coaches should consider how they promote team perceptions of their efficacy when planning and delivering sessions.

Examining the Relationships Among the Coaching Climate, Life Skills Development and Well-Being in Sport

Cronin, L.D., & Allen, J. (2018). *International Journal of Sport Science and Coaching*, 13(6), 815-827. doi:[10.1177/1747954118787949](https://doi.org/10.1177/1747954118787949)

This study investigated the relationships between the coaching climate, young people's perceived life skills development within sport, and their psychological well-being. British youth sport participants ($N=326$, $M_{age}=13.81$, range=11–18 years) completed a survey assessing the coaching climate, participants' perceived life skills development (teamwork, goal setting, time management, emotional skills, interpersonal communication, social skills, leadership, and problem solving and decision making) and psychological well-being (self-esteem, positive affect, and satisfaction with life). The study found that coaching climate was positively related to young peoples' perceived development of life skills within sport and their psychological well-being. Total life skills development (a summative score of all eight life skills scores) was positively related to all three psychological well-being indicators. As a result, coaches should foster the development of multiple life skills in youth sport participants, as they are associated with participants' psychological well-being. One way this can be achieved is through autonomy-supportive coaching behaviours.

Authentic Leadership in Sport: Its Relationship With Athletes' Enjoyment and Commitment and the Mediating Role of Autonomy and Trust

Bandura, C.T., & Kavussanu, M. (2018). *International Journal of Sports Science & Coaching*, 13(6) 968–977. doi:[10.1177/1747954118768242](https://doi.org/10.1177/1747954118768242)

This study examined whether athletes' perceptions of coach authentic leadership were associated with their commitment and

enjoyment and whether trust in coach and perceived autonomy mediated these relationships. Participants were 435 athletes (female=211) from team (e.g. football, hockey; n=338) and individual sports (e.g. boxing, swimming; n=97) who completed questionnaires about perceived authentic leadership of their coach, perceived autonomy and trust in their coach and their enjoyment and commitment. The data analysis revealed that athletes' perceptions of their coach authentic leadership were positively related to their enjoyment and commitment and these relationships were mediated by perceived autonomy and trust. The findings suggest that authentic leadership in coaches may facilitate enjoyment and commitment in athletes, and this may occur via inciting autonomy and having trusting relationships.

The Effect of Individualised Sprint Training in Elite Female Team Sport Athletes: A Pilot Study

Rakovic, Paulsen E., Helland, C., Eriksrud, O., & Haugen, T. (2018). *Journal of Sport Sciences*, 36(24), 2802–2808. doi:10.1080/02640414.2018.1474536

Recent research in sport science has proposed that sprint training outcomes can be improved by individualising training according to athletes' force-velocity profiles. This study aimed to evaluate this approach in 17 elite female handball players (23 ± 3 y, 177 ± 7 cm, 73 ± 6 kg). Participants performed sprint training twice a week for eight weeks in addition to their regular handball practice. An individualised training group (ITG, n=9) performed a targeted sprint-training program based on their horizontal force-velocity profile. Within ITG, players displaying the lowest, highest and mid-level force-velocity slope values relative to body mass were assigned to a resisted, an assisted or a mixed sprint-training program respectively. A control group (CG, n=8) performed a generalised sprint-training program. Both groups improved 30-m sprint performance by ~1% (small effect) and maximal velocity sprinting by ~2% (moderate effect). All between-group differences were trivial. The conclusions of this study were that individualised sprint-training was no more effective in improving sprint performance than a generalised sprint-training program.

Coach-Athlete Perceived Congruence Between Actual and Desired Emotions in Karate Competition and Training

Friesen, A., Lane, A., & Galloway, S. (2018). *Journal of Applied Sport Psychology*, 30(3), 288–299. doi:10.1080/10413200.2017.1388302

This study investigated the use of video-recorded training and competition performances to compare 3 martial artists' ratings of desired and actual emotions with their coach's ratings. Findings indicated that athletes desired to feel higher intensities of anger and enthusiasm during competition, whereas coaches desired higher levels of anxiety and calmness in competition. Both athletes and coaches reported a desire to feel low intensities for downheartedness and sluggishness in competition. Furthermore, desired emotions progressively fluctuated during competition, with athletes wanting to feel different emotions at different points in time. In particular, there was a progressive increase in high-energy feelings as the competition progressed. Finally, findings also show that when athletes and coaches perceived congruence in desired and actual emotions they also report better performance. These findings have implications for how coaches may work with athletes to develop different emotion regulation strategies for training and

competition, as well as how they may effectively use video-assisted recall as a tool for doing so.

Assessing Differences in Athlete-Reported Outcomes Between High and Low-Quality Youth Sport Programs

Bean, C., Harlow, M., Mosher, A., & Fraser-Thomas, J. (2018). *Journal of Applied Sport Psychology*, 30(4), 288–299. doi:10.1080/10413200.2017.1413019

This study aimed to examine the differences in athlete-reported developmental experiences and outcomes based on program quality. Twenty-four sport programs were observed using the Program Quality Assessment in Youth Sport (PQAYS) observation tool, focusing on eight aspects of program quality. Athletes completed three questionnaires reporting on their perception of basic psychological need support, basic need satisfaction as well as their developmental experiences and outcomes. A two-step cluster analysis based on total PQAYS revealed two distinct groups of programs (low quality = 16, high quality = 8). Findings demonstrated that all eight features of program quality were important in being able to distinguish between high and low quality program, implying coaches and sport programmes will benefit from designing programs that encompass all eight features. Further, findings showed that athletes in high quality programmes reported significantly more opportunities for autonomy, relatedness, choice and goal setting as well as lower negative experiences, compared to youth in lower quality programs. As such, if coaches and programmers are able to design and implement higher quality programs this may result in more positive experiences and outcomes. Nonetheless, even in high-quality programs, opportunities for life-skill building and integration of family, school and community efforts still scored relatively low.

A Revolving Door: A Qualitative Investigation of Release From Professional Baseball

Raabe, J., Zakrasjek, R.A., Bass, A.D., & Readdy, T. (2018). *International Journal of Sport and Exercise Psychology*, 16(5), 505–519. doi:10.1080/1612197X.2016.1275741

This study aimed to explore experiences of a forced transition out of sport (i.e. being released) within the context of professional Minor League Baseball (MiLB). Interviews were conducted with 12 former MiLB players to understand the experience of being released from professional baseball and identify coping strategies applied during the forced transition. Analysis of the qualitative data revealed two domains: (a) aspects that influenced processing of the release and (b) factors that facilitated a successful transition out of baseball. The findings highlighted positive appraisals and coping strategies that former MiLB players had used to enhance their transition out of sport. Initially, being realistic about the business of baseball, having confidence in their own ability, knowing they had done things 'the right' way, and a sense of relief from the 'grind' of pro baseball allowed players to approach the transition out of baseball with positive thinking. Having and drawing on emotional support, having a back-up plan, utilising connections, and maturing through college experiences alleviated some of the challenges participants faced. Coaches can help prepare athletes by emphasising and supporting the development of a back-up plan, the development of a support network and 'life' outside baseball, and the pursuit of a dual-career /education alongside professional sport.