

## International Sport Coaching Journal

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

#### **The Challenge to Care in a Premier League Football Club**

Cronin, C., Knowles, Z.R., & Enright, K. (2019). *Sports Coaching Review*. [Online Pre-Publication]. doi:[10.1080/21640629.2019.1578593](https://doi.org/10.1080/21640629.2019.1578593)

This study examined caring in a Premier League Football Club using the narrative case-study of a strength and conditioning coach. More specifically, the primary source of data was a naturally occurring reflective diary, which subsequently informed collaborative interviews with the coach. Findings revealed the coach “cared for” the athlete using a “rules based” approach, by engaging in systematic and scientifically informed practice, not yet described in coaching research. The narrative also suggested that caring occurred in a complex competitive context in conjunction with other people. As such the coach was required to “care about” results and other individuals, and challenges within relationships (e.g., power) of those responsible for care constrained the care provided. Applied implications for practitioners and organisations include the need to consider “what” to care about in their context and “how” they care for others, acknowledging that caring relationships are situated in a social context. Future research suggestions included collaborative multidisciplinary understanding of player experiences regarding how care is enacted, constrained, and enabled.

#### **The Consequences of Choking in Sport: A Constructive or Destructive Experience?**

Hill, D.M., Cheesbrough, M., Gorczynski, P., & Matthews, N. (2019). *The Sport Psychologist*, 33(1), 12–22. doi:[10.1123/tsp.2018-0070](https://doi.org/10.1123/tsp.2018-0070)

This study aimed to explore the short- and long-term consequences of choking on 11 intermediate golfers (10 male, 1 female; 23–50 years of age) with handicaps 8–16. Phenomenological interviews that examined the perceived psychological impact of choking events were conducted. Athletes indicated short-term effects of choking were predominantly negative, as it appeared that athletes were unable to re-claim attentional/emotional control during the choking event. Post choking event, an increase in feelings of anger was stated. Most participants reported a constructive element to choking in the long-term when facilitated to learn and find meaning from the experience. A small number of participants found the chronic effects of choking where damaging, with withdrawal from the sport and a

lack of self-confidence reported. Researchers suggested that the use of coping strategies (e.g., pre-shot routines) could help to lessen the probability of choking occurring. Additionally, when choking events do occur it is imperative for practitioners to help athletes avoid rumination (e.g., use of thought stopping) and engage in reflection on the choking experience as being constructive – an important role for coaches.

#### **“Good Athletes Have Fun”: A Foucauldian Reading of University Coaches’ Uses of Fun**

Avner, Z., Denison, J., & Markula, P. (2019). *Sports Coaching Review*, 8(1), 1–19. doi:[10.1080/21640629.2017.1400757](https://doi.org/10.1080/21640629.2017.1400757)

This study aimed to understand how the psychological characteristic of *fun* is utilised by contemporary coaches. Using Foucauldian structured interviews of 10 varsity coaches from Canadian universities, the authors explored whether *fun* was used to support and endorse normalised coaching practice. Nine out of the 10 coaches argued that *fun* was something they consciously pursued in their sessions, and interviews indicated that coaches used *fun* to conquer the negative connotations of the traditional ‘grind’ within varsity sports. Coaches also specified approval to athletes that were able to enjoy typically ‘boring’ training aspects. Leading the authors to surmise that coaches use the concept of *fun* to normalise and develop psychological characteristics such as obedience and mental toughness within their practice. One implication suggested by the authors was that coach education organisations / authorities include Foucauldian informed content, highlighting the capability of ‘problematisation’ of practice as a key coaching competency. Additionally, future research should look to work with coaches and coach developers to integrate coaching practices related to fun as opposed to disciplinary training.

#### **The Development of Leadership in Model Youth Football Coaches**

Pankow, C., Mosewich, A.D., & Holt, N.L. (2018). *The Sport Psychologist*, 32(4), 253–262. doi:[10.1123/tsp.2017-0129](https://doi.org/10.1123/tsp.2017-0129)

This study used interviews with six award-winning football coaches to examine the perceptions of leadership styles. Deductive analyses followed the charismatic, ideological, and pragmatic model of leadership, finding that while pragmatic leadership behaviours were most frequently identified, all coaches reported

mixed leadership styles. The development of coaches' leadership was then examined inductively. Themes were consistent across all coaches and comprised role models, networks of coaches, experience and reflection, and formal, nonformal, and informal education. The authors suggested several practical implications for coach development, the first of which is individualising leadership training programs to match both the coach and the context for leadership. This approach may include the teaching of a range of leadership styles and behaviours, alongside facilitation of opportunities for coaches to engage in and reflect upon different leadership styles. The second implication is the merit in formal mentoring and communities of practice from the same and different sports. Finally, although coaches discussed formal learning opportunities for leadership, none reported inclusion of leadership in coach-education courses, suggesting there may be merit in addressing leadership in formal coach-education.

### **The Effects of a Nonlinear Pedagogy Training Program in the Technical-Tactical Behaviour of Youth Futsal Players**

Pizarro, D., Praxedes, A., Travassos, B., del Villar, F., Moreno, A. (2019). *International Journal of Sports Science and Coaching*, 14(1), 15–23. doi:[10.1177/1747954118812072](https://doi.org/10.1177/1747954118812072)

The aim of this study was to analyse the effect of an intervention program, based on nonlinear pedagogy, on the decision making and execution of different actions in futsal. The intervention program consisted of 12 training sessions. A quasi experimental study was developed with eight male futsal players ( $M = 15.375$ ,  $SD = 0.517$ ). The Game Performance Evaluation tool (GPET) was used to analyse the decision-making and execution of 3442 actions measured during competitive matches (pass, dribbling and shooting). Both variables were analysed with regard to the three tactical principles of attack: keep the ball possession, progression towards the goal and shooting at goal with the lowest level of opposition. With respect to the pass, results showed significantly higher values in decision-making and execution in the first and second principles. In the dribbling action, results showed significantly higher values in decision-making in the second and third principle. These findings suggest that coaches should take into account in the task design, the tactical principles of play to develop tactical behaviour of youth futsal players.

### **Using the Trajectory of the Shuttlecock as a Measure of Performance Accuracy in the Badminton Short Serve**

Vial, S., Cochrane, J., Blazevich, A., & Croft, J. (2019). *International Journal of Sports Science & Coaching*, 14(1), 91–96. doi:[10.1177/1747954118812662](https://doi.org/10.1177/1747954118812662)

Within target sports or sports where the trajectory of an object is considered important, the measure for success is whether the target is hit or the distance from the target. Landing accuracy measures are inappropriate within a sport such as badminton as often the shuttlecock doesn't hit the target (court surface), and instead is returned by the opponent, therefore a new measure is required. A short serve crossing the net with low clearance was described as an accurate shot by elite coaches and players. Three-dimensional trajectory of the shuttlecock was tracked from eight national-level players who performed 30 short serves; 27% of all serves were

classified as 'accurate', 27% as 'inaccurate', 21% with a 'good apex' position, and 25% with a 'good clearance' height. This method of evaluating the trajectory of the shuttlecock as an accuracy measure could be used by coaches to assess and improve short serve accuracy and could be used in other sports where the trajectory is important.

### **Transforming, Storing and Consuming Athletic Experiences: A Coach's Narrative of Using a Video Application**

Cronin, C., Whitehead, A.E., Webster, S., & Huntley, T. (2019). *Sport, Education and Society*, 24(3), 311–323. doi:[10.1080/13573322.2017.1355784](https://doi.org/10.1080/13573322.2017.1355784)

The analysis of sport performance in competitive contexts has become synonymous with the use of a range of software applications and hardware e.g. heart rate monitors and GPS systems. This study adds to this literature by detailing the autoethnographic experiences of a case study coach; Derek. Analysis of Derek's narrative suggests that technology can be a useful means by which individuals make sense of their experience. Specifically, (1) technology can be a 'ready-to-hand' instrument that enhances the coaching process. Unfortunately, (2) technology may become the only and 'calculative' means by which individuals come to understand their performance. In such instances, it is important to note that (3) the videos we use to understand our performance are transformed and incomplete representations of lived athletic experiences. Thus, Derek's story illustrates how technology can be both an enabler and barrier to athletes who wish to holistically understand their own lived experiences and engage in coach-athlete relationships.

### **Perceptions of Psychological Momentum of Elite Soccer Players**

Redwood-Brown, A.J., Sunderland, C.A., Minniti, A.M., & O'Donoghue, P.G. (2018). *International Journal of Sport and Exercise Psychology*, 16(6), 590–606. doi:[10.1080/1612197X.2017.1313295](https://doi.org/10.1080/1612197X.2017.1313295)

This study investigated elite soccer players' perceptions and experiences of psychological momentum (PM). English academy elite male soccer players ( $n = 10$ ) took part in an interview and focus group, professional male soccer players ( $n = 75$ ) completed a 49-item questionnaire about their PM experiences. The majority of questionnaire responses were supported by the interview and focus group data, indicating the questionnaire may offer coaches a reliable and time-efficient way to collect data about players' PM experiences. PM emerged as a complex process and distinguishing between triggers, characteristics and consequences is difficult. Scoring and conceding goals were most frequently reported in association with positive and negative PM, respectively. In addition, "feeling confident", "having a positive attitude" and "being cohesive as a team" were important aspects of positive PM. A "perceived lack of ability" and "feeling anxious" were frequently mentioned as experiences of negative PM. Coaches could incorporate training methods to increase positive and reduce negative PM experiences. Focusing on maintaining positive PM, findings suggested coaches should focus on practicing maintaining concentration and ensuring players feel prepared. To overcome negative PM, coaches should develop players ability to change tactics and