

## 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.

#### Successful Coach Learning: Digital Workbook Informed by Pedagogical Principles

Berntsen, H., & Kristiansen, E. (2019). *International Journal of Sport Science and Coaching*, 14(3), 310-323 doi:[10.1177/1747954119835439](https://doi.org/10.1177/1747954119835439)

This study was based on the hypothesis that advances in cognitive science may be helpful for Coach Development Programs. The authors explored how can a learning tool such as a digital workbook that is informed by evidence-based pedagogical principles be helpful for coach development? Ten coaches at an elite sport school in Norway attended the program over a season, and afterwards they were asked whether the learning material had contributed to their knowledge of need-supportive skills. Thematic analysis of the interviews revealed visualization, awareness, and transfer to one's practice as the three main themes describing the educational value of the digital workbook. The material showed the coaches how need-support can be acted out in a sport-specific context. Additionally, the learning material resulted in increased engagement and awareness through coaches' reflections. Finally, the coaches highlighted transfer of the presented learning material to their practice experiences. We conclude that cognitive science may have useful implications for the design of effective learning materials for coach development programs.

#### Learner-Centered Teaching in a University-Based Coach Education: First Attempts Through Action Research Inquiry

Milisted, M., das Neves Salles, W., Backes, A.F., Mesquita, I., & Mascimento, J.V. (2019). *International Journal of Sport Science and Coaching*, 14(3), 294-309 doi:[10.1177/1747954119842957](https://doi.org/10.1177/1747954119842957)

A recent call for coach education highlights that the programs could become more learner-centered. Thus, the aim of this study is to provide an overview of the learner-centered teaching operationalization in a university-based coach education program. Using an action research approach, a Sports Pedagogy course was organized through five learner-centered teaching principles over one semester. Participants were a facilitator, a

critical friend, and six students. Reflective journals, reflective conversations, and focus groups were used as data sources. Results showed that through different learning strategies based on collaboration and reflection, students were able to expand their understanding of sports coaching, and also to perceive themselves in the coach's role. Action research was a valuable approach to reflect as teachers, highlighting not only the teaching process but the need to understand and "change" (when possible) the learning environment. It is suggested that, to introduce the learner-centered teaching approach, a deep understanding of the institution's culture of learning is required to address meaningful material and support learners' engagement.

#### Evaluating the Impact of a Coach Development Intervention for Improving Coaching Practices in Junior Football (Soccer): The "MASTER" Pilot Study

Eather, N., Jones, B., Miller, A., & Morgan, P.J. (2019). *Journal of Sports Sciences* [Published online 25/05/19]. doi:[10.1080/02640414.2019.1621002](https://doi.org/10.1080/02640414.2019.1621002)

The aim of this pilot study was to evaluate the impact of a novel coach development intervention (MASTER) on coaching practices of football coaches. The study involved six coaches (of 10–12-year-old) from one representative football club (Australia February–July 2017). The 15-week multi-component intervention included a face-to-face workshop, ongoing mentoring, modelled training sessions, peer assessments and group discussions. MASTER is underpinned by positive coaching and game-based coaching practices and aimed to educate coaches on how to implement and operationalise a number of evidence-based coaching elements. At each of baseline and immediate post-intervention coaches were filmed three times and evaluated using a modified version of the Coach Analysis Intervention System. Using linear mixed model analysis, significant changes were observed for time spent performing playing-form activities [+15.4% (95% CI 6.01–24.79)(t(15) = 3.5, P = 0.003], with significant changes in the type of interventions undertaken and the nature of feedback given to athletes. Results indicate program feasibility and high coach evaluation ratings. MASTER demonstrated effectiveness for improving coaching practices of football coaches during training sessions.

## Evidencing the Impact of Coaches' Learning: Changes in Coaching Knowledge and Practice Over Time

Stoder, A., & Cushion, C.J. (2019). *Journal of Sports Science* [Published online 28/05/19]. doi:[10.1080/02640414.2019.1621045](https://doi.org/10.1080/02640414.2019.1621045)

This research aimed to investigate the impact of the learning of two groups of English youth soccer coaches over a period of a year and a half. Using the Coach Analysis and Intervention System (CAIS) and associated video-stimulated recall interviews, changes in the practice behaviours and knowledge use of coaches completing a formal coach education course, and equivalent coaches not undertaking formal education, were compared. Data indicated that the learning period had a different effect on coaches taking part in formal coach education versus those not in education. Changes in the use of knowledge about individual players and tactics were reflected in increased behaviours directed towards individuals, and an altered proportion of technical to tactically related questioning, linked to coaches' participation in education. Overall, more change was evident in coaching knowledge than in practice behaviours, suggesting an absence of deep learning that bridged the knowledge-practice gap.

## An Investigation into the Dunning-Kruger Effect in Sport Coaching

Philip, J.S., Ragona, M., & Dithurbide, L. (2018 online preprint). *International Journal of Sport and Exercise Psychology*, doi:[10.1080/1612197X.2018.1444079](https://doi.org/10.1080/1612197X.2018.1444079)

This study explored whether the Dunning-Kruger effect is present in coaches. The Dunning-Kruger effect refers to the finding that, when compared to objective assessments of their abilities, individuals can have inaccurate self-perceptions. More specifically, relatively incompetent individuals tend to significantly overestimate their ability, while relatively high-competent individuals tend to significantly underestimate their ability. Ninety-four high school volleyball coaches completed the teaching technique and strategy scales of the Coaching Efficacy Scale (as a measure of self-perceived ability) and an assessment of coaching ability. The results showed that the Dunning-Kruger effect is also present in coaching as when split into quartiles based on ability, coaches in the lowest quartile had significantly higher efficacy than ability, whereas those in the highest quartile had significantly lower efficacy than ability. These findings may be important for coach-educators when working with coaches.

## Reconceptualising Professional Learning Through Knowing-in-Practice: A Case Study of a Coaches' High Performance Centre

Phelan, S., & Griffiths, M. (2019). *Sports Coaching Review*, 8(2), 103–123. doi:[10.1080/21640629.2018.1424405](https://doi.org/10.1080/21640629.2018.1424405)

There has been a conceptual/practical shift in coach education towards recognising the coaching workplace as a legitimate site for professional knowledge development. This paper builds upon other studies examining learning 'in situ' by conducting a 10-month ethnographic study of a high-performance training centre (n=9 coaches/support staff), involving interviews and participant observations, while drawing upon Kemmis et al.'s (2014) conception of

practice architectures. Three interconnected and interrelated themes: (1) negotiating personal engagement; (2) impacting (learning) cultures; and (3) changing organisational structures) highlight the significant role the macro-structural features of sport, and the inherent 'learning culture', played in determining the learning valued within this context. Recommendations for coach development draw attention to considerations of individual subjectivities and features such as biography, history, and experience might influence response to new environments and cultures. Particularly with the challenges a transient coaching workforce within dynamic environment presents to those attempting to foster learning in this context.

## "... Didn't Only Change My Coaching, Changed My Life": Coaches' Use of Sport Psychology for Their Own Development and Performance

Sheehy, T., Zizzi, S., Dieffenbach, K., & Sharp, L. (2019). *The Sport Psychologist*, 33(2), 137–147. doi:[10.1123/tsp.2018-0061](https://doi.org/10.1123/tsp.2018-0061)

The experiences of eight high-performance coaches from a range of sports and countries who have worked with a sport psychology consultant (SPC) for a minimum of three months for their own performance enhancement were examined. Coaches participated in two semi-structured interviews that were thematically analysed. The data elicited eight higher-order themes: buy-in, opportunity (impetus themes to engage with an SPC), facilitating self-awareness, performance enhancement, enhancing interactions, friendship development (individual and social benefit themes), lack of resources and stigma (barriers to using SPC services themes). This research gives insight into how SPCs and coaches navigate working together in support of the coaches' performance and professional development. Importantly, the study suggests there is a need to better understand the role of SPCs in coach development, and with coaches recognised as performers themselves, how organisations and NGB's creates structures and access to SPCs (and other sport science services) for coach development.

## High School Coaches' Coaching Efficacy: Relationship With Sport Psychology Exposure and Gender Factors

Villalon, C.A., & Martin, S.B. (2019). *Journal of Applied Sport Psychology, online pre-print*. doi:[10.1080/10413200.2018.1549620](https://doi.org/10.1080/10413200.2018.1549620)

The purpose of this study was to explore high school coaches' coaching experience to determine whether sport psychology exposure (i.e. previous formal training in sport psychology, frequency of contact with sport psychologists and the rating of contact or interactions with sport psychologists) and the gender of the coach relate to coaching efficacy (CE). Female and male head coaches, coaching a range of sports within public high schools in Illinois, Tennessee and Texas (N = 2,018) completed the Coaching Efficacy Scale II—High School Teams. This scale measures coaches' confidence in their ability to influence athletes' learning and performance. The results show that more sport psychology education and more frequent contact with sport psychology practitioners resulted in statistically higher CE. In addition, female coaches reported significantly lower CE than males, and coaches of only female athletes reported significantly lower efficacy in terms of influencing their athletes' motivation and physical conditioning compared to their peer groups. Coach educators should consider these