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**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

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 players 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

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

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 mentally tough within their practice. One implication suggested by the authors was that coach education organisations / authorities include Foucauldian informed content, highlighting the capability of ‘problematisation’ 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

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 were comprised of 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

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

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), 31-323. 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

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 focus on establishing positive team dynamics through clear team roles and goals.

**Predicting psychological need satisfaction from differential coach treatment: Does receiving more of the coach’s attention than teammates matter?**

Stuntz, C.P., & Boreyko, C.L. (2018). *International Journal of Sport and Exercise Psychology, 16*(6), 640-656. doi:10.1080/1612197X.2017.1303529

This study explored whether differential treatment as perceived by individual athletes predicted psychological need satisfaction. Collegiate athletes (N=249) reported on their perceived competence, relatedness and autonomy as well as perceptions of coach treatment to them and to other individuals on the team in three areas: (1) how well coaches knew about and were interested in  athletes’ lives outside of sport; and (2) technical skills instruction, and negative rapport (e.g., yelling, shouting). As expected, athletes that experienced little negative rapport and felt their coach cared about all aspects of their lives reported higher autonomy. Equally, athletes that reported increased negative rapport experienced reduced relatedness. A more nuanced picture emerges when focusing on perceived differential coach treatment. Those who believed their coach knew and cared about all aspects of their lives outside of sport more than the coach did for others on the team perceived greater competence and relatedness. More surprising, those athletes who believed they received more negative rapport than others on the team, also perceived greater relatedness and autonomy. As such, how athletes perceive they are treated in comparison to teammates shapes interpretations and hence matters. Coaches should be aware of these (potentially unintentional) consequences.

**Setting the conditions for success: A case study involving the selection process for the Canadian Forces Snowbird demonstration team**.

Martin, L., & Eys, M. (2019).*Journal of Applied Sport Psychology*, *31*(1), 116-133. doi:10.1080/10413200.2018.1449143

This study aimed to investigate the recruitment process of a high-performance military team in order to explore potential implications for sport. Data was collected through a two-day observation, 5 semi-structured interviews with current members (N=2) and successful candidates (N=3). The results showed that selection was not a one-off judgement but was based on a two-phase selection process for which the existing pilots (i.e., Snowbirds) were responsible. Several potential implications for sport were highlighted. First, providing team members with input in recruitment decisions, may not only increase accountability, and potentially ensure selection of more appropriate and suitable participants. Second, immersing potential recruits in an environment that represents future expectations and demands, may allow for testing not only whether they are capable but also represent an appropriate fit for the team at an intrapersonal and team culture level. Additionally, immediate demonstration of professionalism and respect towards new recruits can potentially remove stress, avoid hazing and improve treatment of new members. Altogether, this may result in a more seamless and instant integration of those ultimately selected.

**Perceived esteem support predicts competition appraisals and performance satisfaction among varsity athletes: A test of organizational stressors as moderators.**

Tamminen, K.A., Sabiston, C.M., & Crocker, P.R.E. (2019). *Journal of Applied Sport Psychology, 31*(1), 27-46. doi:10.1080/10413200.2018.1468363

This study examined how organizational stressors as “background variables” impact on athletes’ perceptions of available esteem support (e.g., bolstering one’s sense of competence), their appraisal of competitive stressors and ultimately performance satisfaction, in a group of varsity team sport athletes (n=84). Athletes that perceived higher levels of esteem support also reported greater resources to deal with the upcoming competition, and subsequently reported greater performance satisfaction. Differential impacts were found for the effects of organizational stressors. First, athletes who experienced more frequent coaching stressors (e.g., concerns about coach’s personality of the relationship with the coach) had poorer perceptions of having the necessary resources to cope with competition stressors. Yet, higher team and culture stressors were not necessarily detrimental to athletes’ perceptions of their resources to cope with competitive demands. In terms of applied implications, to increase perceptions of available support, coaches can benefit from promoting opportunities for athletes to identify, recognize and articulate the support available to them from, as well as the support they can offer to, teammates. Further, reducing conflict between coaches and athletes, minimizing stressors related to the coach’s personality, and improving relationships with coaches is important for athletes’ coping.

**Associations of total sedentary time, screen time and non-screen sedentary time with adiposity and physical fitness in youth: The mediating effect of physical activity**

Cabanas-Sánchez, V., Martínez-Gómez, D., Esteban-Cornejo, I., Bey, A.P., Piñero, J.C., & Veiga, O.L. (2019). *Journal of Sport Sciences, 37*(8), 839-849. doi:10.1080/02640414.2018.153005

The aims of this research study were to (i) examine the associations of total accelerometer-based sedentary time (ST) and domain-specific self-reported ST (e.g., screen-based, educational-based), with adiposity and physical fitness in youth (ALPHA battery for youth); and (ii) analyse the mediation effect of accelerometery-based physical activity (PA) on associations. The study was conducted in Spain with 415 children (9.1 ± 0.4 years) and 853 adolescents (13.6 ± 1.6 years). Total accelerometer-based ST was positively associated with global adiposity in children, and negatively associated with global physical fitness in children and adolescents; but PA mediated all associations of accelerometer-based and self-reported ST with adiposity or physical fitness. Conversely, domain-specific ST was negatively related to physical fitness in adolescents, independently of PA. These findings give an impetus to developing effective strategies for specifically promoting PA in children and increasing PA while reducing ST in adolescents. The implications are that while sedentary time is associated with negative health outcomes in children and adolescents, the effects are reduced for those that participate in regular PA. This suggests that coaches and sporting organisations should engage youth in PA, particularly if those activities also reduce ST, as an effective strategy for reducing adiposity and improving physical fitness.

**Creating appropriate training environments to improve technical, decision-making, and physical skills in field hockey**

Timmerman, E.A., Savelsbergh, G.J.P., & Farrow, D. (2019). *Research Quarterly for Exercise and Sport,*[Online Pre-Publication]. doi:10.1080/02701367.2019.1571678.

The purpose of this study was to determine the influence small-sided games (SSG) on physical, technical, and decision-making demands of training environments in U14 field hockey. A total of 13 participants played eight different SSG consisting of two 7.5-minute halves, where number of players (three/six per side), and/or field characteristics (normal, cage hockey, possession, and two-goals) were manipulated. Match performance was determined using notational analysis, and physical demands by GPS analyses. Findings revealed that lowering the number of players increased the number of technical actions per player and the physical demands of the SSG. The possession game forced players to control the ball more as a team, resulting in more passes (+4.82) and fewer dribbles (−1.48) and tackles (−0.69) compared to the normal game. The two-goals game led to players scoring more goals (+0.61), while the cage hockey game increased passing (+1.46) and physical demands (+7.32 meters per minute) compared to the normal game. The implications are that coaches can promote a change in playing behaviour, and thus the development of skills, by manipulating specific constraints and should do so in line with desired learning outcomes.

**Perceptions of elite volleyball players on the importance of match analysis during the training process**

Fernandez-Echeverria, C., Mesquita, I., Conejero, M., & Moreno, M.P. (2019). *International Journal of Performance Analysis in Sport, 19*(1), 49-64. doi:10.1080/24748668.2018.1559544

In the present study, athletes from an elite female volleyball team (N = 12) experienced an intervention programme, based on the provision of individual, team, and opposition team competitive performance information from match analyses, throughout a single season. The aim was to assess athletes’ perceptions of the intervention at the conclusion of the season. A semi-structured interview method and thematic analysis of interview content were used. Regarding the match analysis related to the study team, 95.65% of the comments made by the players were positive and 4.34% were negative. Players indicated it was useful to understand the negative aspects of their game for correction, and positive aspects to motivate weekly training. All the comments regarding match analyses of opposition teams were positive, with one highlight being that it helped players to be informed about the oppositions’ game and to be more prepared for upcoming matches. Video analysis was universally well-received by the athletes, indicating that athletes perceive it to be a useful tool for improving performance. The implications are that video analysis for the provision of feedback on team performances and that of opposition teams is a useful part of the coaching toolbox.

**Impact of contextual factors on external load during a congested-fixture tournament in elite U'18 basketball players.**

Pino-Ortega, J., Rojas-Valverde, D., Gómez-Carmona, C.D., Bastida-Castillo, A., Hernández-Belmonte1, A., García-Rubio, J., Nakamura, F.Y., & Ibáñez, S.J., (2019) *Frontiers in Psychology. 10* [Online Pre-Publication]. doi:10.3389/fpsyg.2019.01100

These authors aimed to explore, analyse, and compare the physical demands of individual under 18 basketball players to their team ranking, position, match periods and consecutive matches over a week long tournament. 94 players took part in the study across eight teams classified as ‘elite’. The relative distance (RD), high-intensity running (%HIR), player load (PL), acceleration (Acc), deceleration (Dec), peak speed (Pspeed) and peak acceleration (PAcc) were recorded across 13 matches for each player. WIMU PROTM inertial measurement units with ultra-wide band (UWB) indoor tracking technology was used to measure the players in motion. Their findings indicated that the best teams had lower RD. Guards presented higher RD, Pspeed and PAcc compared to forwards and centres. Higher RD, %HIR and PL were found in the first quarter of each game, whilst the third game of the tournament presented higher demands in RD, %HIR and PL. Their findings indicated that team quality, playing position, match period and number of consecutive matches influence the kinematic demands experienced by basketball players. As a consequence, coaches should consider managing the load of players accordingly in similar tournaments.

**The relationship between cognitive functions and sport-specific motor skills in elite youth soccer players.**

Sharfen, H.E., & Memmert, D. (2019) *Frontiers in Psychology. 10*(817). 10.3389/fpsyg.2019.00817

In this study the authors examined the relationship between basic cognitive functions and sport-specific motor skills in 15 elite youth soccer players (age = 11-13 years). Each soccer player performed a computer-based test battery measuring the attention window (AW), perceptual load (PL), working memory capacity (WMC), and multiple object tracking (MOT). The player’s also completed tests on their physical and technical soccer ability which included; sprint, change of direction, dribbling, ball control, shooting, and juggling. Positive relationships were found between AW and dribbling ability and WMC was positively associated with dribbling, ball control and ball juggling. Furthermore, the cumulated score of all cognitive measures was found to correlate to their motor test score. These authors suggest that there is a need for more studies, preferably longitudinal, to enhance the knowledge and understanding of cognition-motor skill relationships. In this way practitioners can be more aware of these factors in talent identification, talent development and performance environments.