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

1. **Psychological Readiness to Return to Competitive Sport Following Injury: A Qualitative Study**

Podlog, L., Banham, S.M., Wadey, R. & Hannon, J.C. (2015). *The Sport Psychologist, 92,* 1-14.

The purpose of this study was to examine athlete experiences and understandings of psychological readiness to return to sport following a serious injury in English athletes. Three key attributes of readiness were identified including: (a) confidence in returning to sport; (b) realistic expectations of one's sporting capabilities; and (c) motivation to regain previous performance standards. Numerous precursors such as trust in rehabilitation providers, accepting post-injury limitations, and feeling wanted by significant others were articulated. The results of this article indicate that psychological readiness is a dynamic, psychosocial process and that there are multiple ways in which readiness can be enhanced. Coaches can play a vital role in this process through the provision of social support, reassurance and helping set realistic expectations.

2. **Motivational Factors in Young Spanish Athletes: A Qualitative Focus Drawing From Self-Determination Theory and Achievement Goal Perspectives**

Almagro, B. J., Sáenz-López, P., Moreno-Murcia, J.A., Hernández, M. & Spray, C. (2015). *The Sport Psychologist, 29,* 15-28

This study qualitatively examined how athletes perceive their coach's support for autonomy, as well as athletes' motivation, satisfaction of basic psychological needs, and the 2×2 achievement goal framework of young Spanish athletes. Content analysis of the interviews revealed: the coexistence of various types of motivation for the practice of these sports by the athletes that were interviewed; the presence of integrated regulation among some of these young athletes; and the importance of autonomy support and the satisfaction of basic psychological needs for motivation and athletic commitment. Interestingly, this study found that the combination of

intrinsic motivation with other less self-determined forms of motivation (i.e., different regulations of extrinsic motivation) can have positive consequences. However, the authors propose that as much as possible, coaches should aim to develop a climate that fosters autonomy and self-determined types of motivation.

3. **Developmental Experiences and Well-Being in Sport – The Importance of the Coaching Climate**

Cronin, L.D. & Allen, J.B. (2015). *The Sport Psychologist, 29,* 62-71

This study explored the relationships between the coaching climate, youth developmental experiences (personal and social skills, cognitive skills, goal setting, and initiative) and psychological well-being (self-esteem, positive affect, and satisfaction with life) with youth sport participants. In all analyses, the coaching climate was related to personal and social skills, cognitive skills, goal setting, and initiative. Mediational analysis also revealed that the development of personal and social skills mediated the relationships between the coaching climate and all three indices of psychological well-being (self-esteem, positive affect, and satisfaction with life). The authors suggest that coaches should be trained to display more autonomy-supportive coaching behaviours because they are related to the developmental experiences and psychological well-being of youth sport participants. They also advocate for coaches taking more responsibility and initiative with regards to the personal development of their young athletes.

4. **Cliques in Sport: Perceptions of Intercollegiate Athletes**

Martin, L.J., Wilson, J., Evans, M.B. & Spink, K.S. *The Sport Psychologist, 29,* 82-95

This study examined competitive athletes' perceptions of cliques using semi-structured interviews with 18 (nine female, nine male) intercollegiate athletes from nine sport teams. Cliques are often referenced in sporting circles as having an impact on team functioning, but up to now they had not been studied. Athletes in this study described the formation of cliques as an inevitable and variable process that was influenced by a number of antecedents (e.g., age/tenure, proximity, similarity) and ultimately shaped individual and group outcomes such as isolation, performance, and sport adherence. Further, athletes described how cliques could have either negative or positive consequences depending on the behaviours exhibited by those within them. The authors recommend that coaches should focus their effort on positively managing cliques rather than trying to avoid their formation as they are inevitable, yet can be shaped and moulded. The interviewed athletes proposed that fostering interpersonal relations, promoting increased

physical proximity, and emphasizing individual awareness were practical strategies to manage cliques.

5. **Touchy Subject: A Foucauldian Analysis of Coaches' Perceptions of Adult-Child Touch in Youth Swimming**

Lang, M. (2015). *Sociology of Sport, 32,* 4-21

This paper explores the suggestion that child safety discourses have created an environment in which safety from abuse defines every act of adult-child touch as suspicious, resulting in adults who work with children being positioned as 'risky' and child-related settings becoming no-touch zones. Using a Foucaldian perspective, the authors interrogate this proposition using an ethnographic approach which included observations and conversations with 13 swimming coaches. Coaches confirmed the existing 'no-touch' culture that has become pervasive in swimming and explained how they refrained from any kind of touch, at times at the expense of effective coaching or the building of positive interpersonal relationships with the athletes.

6. **Winning Formula, Man Management and the Inner Game: Commonalities of Success in the Ryder Cup and Super Bowl**

Jenkins, S. (2015). *The International Journal of Sport Science & Coaching, 10(2,3),* 171-184

Using a conceptual framework based on the work of Mitch McCrimmon, this paper examines the Ryder Cup captaincy of Paul McGinley in terms of man management, strategy and tactics, and the Inner Game. For purposes of comparison on these matters, reference is made to American Football coach Pete Carroll. Attention is drawn to how McGinley's captaincy is couched in terms of a discourse of 'management' rather than 'leadership'. This is a stimulus article aimed at making links between sport and business through invited commentaries. It is intended to provoke critical reflection on nebulous use of the term 'leadership'. The article and commentaries provide abundant opportunities for coaches to reflect on their personal philosophy on the topic and how they approach their 'leadership' and/or 'management' day to day challenges.

7. **Gender and type of sport differences on perceived coaching behaviours, achievement goal orientations and life aspirations of youth Olympic games Singaporean athletes.**

Koh, K.T., & Wang, C.K.J. (2015). *International Journal of Sport and Exercise Psychology, 13* (2), 91-103.

This quantitative research study was conducted to examine the gender and type of sport differences in youth athletes on perceived coaching behaviours, achievement goal orientations and life aspirations. Singaporean athletes (61 males and 40 females) who participated in the youth Olympic games were recruited. Results indicated significant gender differences in perceived coaching behaviours. Thereby, male athletes in comparison to female athletes reported higher levels of goal-setting, mental preparation and competitive strategies. Differences in relation to mastery and performance approaches and life goals were found for individual and team sports. It is suggested that coaches and practitioners should considering these differences and adapt their training in relation to goal setting, mental preparation and competition strategies accordingly.

8. Delivery of Psychological Skills Training to Youngsters.

Foster, D.J., Maynard, I., Butt, J., & Hays, K. (2015). *Journal of Applied Sport Psychology,* DOI: 10.1080/10413200.2015.1063097.

This qualitative research study was conducted to explore sport psychologists' adaptation of psychological skills training (PST) programmes to young athletes. Interviews with 12 experienced English sport psychology consultants were inductively content analysed. Results indicated that changes were reported especially in the content and delivery format of PSTs. The four higher-order themes that emerged were consultancy skills, relating to youngsters, delivery medium and maintaining engagement. In relation to practical implementation within youth coaching, this indicates that careful considerations in relation to the content and delivery style of any sport PST should be considered by coaches, practitioners and consultants.

(This accepted manuscript is published online. Yet to appear in print.)

9. Coaching elite athletes: How coaches stimulate elite athletes' reflections.

Hansen, P. O. & Andersen, S. S. (2014). *Sports Coaching Review*, *3*(1), 17-32.

This article followed five national elite team coaches in Norwegian cross country skiing. The author's aim was to capture how coaches and support personnel can influence and stimulate reflection-on-action with their elite athletes. Throughout the article the use of the term mindful learning is drawn upon to establish how its elements can play a role in athlete reflection. Mindful learning is made up of two key elements – Sensemaking (noticing & framing) and Interpretation (evaluation of what's noticed). In this study in-depth interviews were carried out with all 5 of the team coaches as well as 11 athletes to establish how mindful learning can play a role reflective practice. The authors found that coaches should become more acutely aware of how they can influence reflection-on-action in their athletes with their coaching behaviours and actions.

10. The influence of cultural context on rugby coaches' beliefs about coaching.

Hassanin, R. & Light, R. (2014). *Sports Coaching Review*, *3*(2), 132-144.

There is a growing appreciation of the influence of experience on coach learning within the literature. However it is a significantly under researched area. This article provides some insight into how experience as a coach and as an athlete within specific socio-cultural contexts shape a coaches beliefs and dispositions about coaching. The authors used a constructivist grounded theory approach to investigate the impact culture has on a coaches beliefs and dispositions about coaching. 3 rounds of conversational interviews with 3 rugby coaches who each learnt to coach in 3 different countries were conducted. Using Bourdieu's concepts, particularly habitus, as a conceptual tool to construct and make sense of the coaches' beliefs within a particular context, the authors managed to provide a useful insight into what and how coaches learn on an unconscious level. This paper highlights the need for coaches to be aware of their own philosophies, their origins and the potential impact on how they coach.

11. **Changing the face of coach education: Using ethno-drama to depict lived realities.**

Morgan, K., Jones, R. L., Gilbourne, D. & Llewellyn, D. (2013). *Physical Education and Sport Pedagogy*, *18*(5), 520-533.

In order to develop creative athletes there is an inherent need to develop creative coaches. The aim of this paper was to explore the use of Ethno-drama in coach education to evaluate its impact on the learning experience of the student coaches. The authors begin by drawing on the work of Jones and Turner (2006) and their advocation of Problem Based Learning (PBL) within the teaching and learning environment. They highlighted that although PBL aids in student appreciation for 'real' contextual scenarios, these activities lack real world credibility. Within this study the authors used ethno-drama with a group of MSc Sports Coaching students. Here the students were subjected to 'real world' problems (created in collaboration with the drama department at Liverpool John Moores) and then given a set amount of group discussion time to negotiate a 'preferred' practice solution. The focus group interviews concluded that the learning experience of ethno-drama was largely positive as it intellectually engaged the students and stimulated group discussion. However this innovative pedagogy is still within its infancy and needs more rigorous evaluation before being implemented further.

12. **Leadership and Management in Elite Sport: Factors Perceived to Influence Performance.**

Arnold, R.S., Fletcher, D. & Anderson, R. (2015). *International Journal of Sport Science and Coaching, 10*(2-3), 285-304.

The purpose of this study was to investigate the factors that national performance directors (NPDs) operating at Olympic level perceive to influence their role delivery and performance. In doing so, the authors have attempted to fill a knowledge gap due to prior literature being focused

mostly around the experiences of athletes and coaches. Fourteen NPDs of Olympic sports were interviewed and data analysis revealed two general dimensions suggested to influence outcomes. The two dimensions were: self-related factors (i.e., personality, health, skills, experience) and environment-related factors (i.e., development opportunities, operations, personnel). The paper provides recommendations for applied practitioners to help NPDs raise awareness of and address the identified factors to enhance their own and the organisations and athletes' performance. From a coaching perspective, this paper increases coaches' understanding of the role of the NPD and may provide an opportunity for enhanced dialogue and cooperation between these two very important pieces of the performance jigsaw which may not always be optimally aligned.

13. **Club and Players' Pressures on the Motivation, Vitality and Stress of Development Coaches**

Alcaraz,S., Viladrich, C., Torregrosa, M., Ramis, Y. & Gillham, A. (2015). *International Journal of Sport Science and Coaching, 10*(2-3), 365-378.

Drawing from self-determination theory, the purpose of this study was to examine how environmental factors predict youth development coaches' intrinsic motivation and amotivation, which in turn were expected to be related to coaches' subjective vitality and stress. Coaches (n = 311) completed a questionnaire tapping the targeted variables. Structural equation modelling supported a model in which opportunities for professional development and perceptions of players' intrinsic motivation were positively related to coaches' intrinsic motivation and negatively associated to coaches' amotivation. As expected, intrinsic motivation predicted subjective vitality whereas amotivation led to stress. Youth development clubs aiming to maintain their coaches intrinsically motivated should providing them with opportunities for learning and improvement, and being aware of the reciprocal relationship between coaches' and players' motivations.

14. **How Would You Recognise an Expert Coach if You Saw One?**

Wharton, L., Rossi, T., Nash, C. & Renshaw, I. (2015). *International Journal of Sport Science and Coaching, 10*(2-3), 577-588.

This study argues that the investigation of coaching practice and specifically the formation and determination of expert coaching practice reveals a body of research that generally lacks continuity. The auhtors draws on an extensive review of peer-reviewed articles, chapters and books – all published within the last 35 years that address the notion of coaching practice. The key themes to emerge point to the idea that much of the research used to establish conceptual clarity fails to distinguish between highly organised or efficient coaching practice and expert coaching practice. This paper concludes with some suggestions from alternate paradigms and disciplines that suggest that expertise in interceptive sports coaching may be better theorised and suitably identified through a lens of the growing ideas surrounding the concept of 'emergence'.

15. **Does Framing the Hot Hand Belief Change Decision-Making Behaviour in Volleyball**

Raab, M. & MacMahon, C. (2015). *Research Quarterly for Exercise and Sport, 86*, 152-162.

This study aimed to explore how different perspectives and situations impacted on volleyball players' beliefs about hot streaks. Belief in streaks can influence behaviour in sport. For example, belief in the 'hot hand' in basketball can lead to more confident shooters and improved shooting percentage. The study involved two experiments where participants were given a questionnaire to test beliefs in hot streaks and asked to complete a video-based outcome prediction task (i.e. they were asked to suggest which of two volleyball players a playmaker should pass to, drawing on knowledge of prior performance). Two further variables were manipulated in the experiments: the perspective of the participant (first-person vs. third person observer); and the framing of the situation (win-focussed vs. loss-avoidance focussed). In each case, the first-person perspective and the win-focussed framing led to stronger beliefs in hot streaks and increased likelihood of passing to the 'hot hand'. Based on these findings, coaches could manipulate pre-performance activities, such as video review and team talks, and timeouts (e.g. first-person orientation of tactics board, win-focussed narrative) to condition how players distribute the ball to teammates who are most likely to be effective.

16. **Motion Analysis of U11 to U16 Elite English Premier League Academy Players**
Goto, H., Morris, J. & Nevill, M. (2015). *Journal of Sports Sciences*, *32*(12), 1248-1258.

This study sought to describe the running distances and speeds of six groups of academy football players (U11s, 12s, 13s, 14s, 15s & 16s). 81 outfield players were subject to measurement using GPS tracking over the course of a season playing in normal inter-academy matches. Analysis involved calculating the distances covered in five different 'speed zones' (calculated relative to absolute speed, based on flying 5m sprint speed of each player/squad): standing/walking; jogging; low-speed running; moderate-speed running; and high-speed running. The total distance covered by each squad increased steadily with age: from 5648 m/h^{-1} at U11 to 6706 m/h^{-1} at U15. The distance covered at different speeds remained fairly constant across the age groups, at around 48% at stand/walk/jog speed, 43% at low-/mod-running speed, and 8% at high-running speed. The study also compared the data of players who were retained or released by the academy. The retained players tended to cover more distance, particularly at moderate-speed running, compared to the released players. In summary, this study would provide useful comparative data for coaches of elite youth football players who want to match training intensity to game intensity. It also provides some insight into the developmental trajectories of youth with respect to running speed.

17. **Effect of Unilateral, Bilateral and Combined Plyometric Training on Explosive and Endurance Performance of Young Soccer Players**

Ramirez-Campillo, R., Burgos, C.H., Hernriquez-Olquin, C., Andrade, D.C., Martinez, C., Alvaerez, C., Castro-Sepulveda, M., Marques, M.C. & Izquierdo, M. (2015) *Journal of Strength and Conditioning Research*, *29(5),* 1317-1328

This study compared the effects of bilateral, unilateral and combined unilateral and bilateral plyometric training programme on muscle power output, endurance and balance performance in young soccer players aged 11.4±2.2 years. Participants were split into one of four training groups (i.e., control, unilateral, bilateral and combined) and undertook plyometric training twice a week for 6 weeks. Significant improvements were evident in all of the training groups with greater improvements evident in the combined bilateral and unilateral training groups than the bilateral or unilateral only groups. These findings suggest that plyometric training is beneficial for young soccer players for improving power, endurance and balance, however the combination of unilateral and bilateral exercises are deemed the most beneficial for improving performance. Coaches should consider the implementation of unilateral and bilateral plyometric exercises in their training programmes of young athletes.