Cardiff School of Sport

DISSERTATION ASSESSMENT PROFORMA:

Empirical [1]

Student name:

Harley Foley

Student ID:

ST10001198

Programme:

SC

Dissertation title:

The effects of Reflective Practice on Batsmen's performance

Supervisor:

Dr. Brendan Cropley

Comments	Section
	Title and Abstract Title to include: A concise indication of the research question/problem. Abstract to include: A concise summary of the empirical study undertaken.

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[1] This form should be used for both quantitative and qualitative dissertations. The descriptors associated with both quantitative and qualitative dissertations should be referred to by both students and markers.

	Introduction and literature review
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[2] There is scope within qualitative dissertations for the RESULTS and DISCUSSION sections to be presented as a combined section followed by an appropriate CONCLUSION. The mark distribution and criteria across these two sections should be aggregated in those circumstances.

	summarises the relationship between the research question and the major findings.
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CARDIFF METROPOLITAN UNIVERSITY

Prifysgol Fetropolitan Caerdydd

CARDIFF SCHOOL OF SPORT

DEGREE OF BACHELOR OF SCIENCE (HONOURS)

SPORTS COACHING

THE EFFECTS OF REFLECTIVE PRACTICE ON BATSMEN'S PERFORMANCE

(Dissertation submitted under the discipline of Sports Coaching)

HARLEY FOLEY

ST10001198

HARLEY FOLEY

ST10001198

CARDIFF SCHOOL OF SPORT

CARDIFF METROPOLITAN UNIVERSITY

The Effect of Reflective Practise on Batsmen's Performance

Cardiff Metropolitan University

Prifysgol Fetropolitan Caerdydd

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I would like to thank Dr. Brendan Cropley for his supervision of this project, along with his feedback and help regarding the production and writing of the study. I'd also like to thank Jack Bradbury for helping liaise and organise the participants for the study

Abstract

The purpose of this study was to investigate the relationship between the use of reflective practice within a training programme and its effect on athlete performance, in similar fashion to (Faull & Cropley, 2009; Hanrahan, Pedro & Cerin, 2010). In the study, five cricketers and more specifically batsman undertook reflective practice in their training programmes for three weeks. They filled out a guided reflection pro-forma, based on Gibbs (1988) model; this took them through a structured version of reflective practice, enabling the participants to reflect effectively and accurately, on their performance. They were then independently interviewed, in a semi-structured fashion on their experiences with reflective practice, allowing them to talk about how they felt about using reflection and the impacts they perceived it had on them. Following this, an inductive approach was adopted to analyse the data, which arose from and was presented within the interviews. The results showed that reflective practice had beneficial effects on performance, enhancing confidence in a number of participants, through raising awareness that they were performing well. Along with raising motivation because they could clearly see the weaknesses that they needed to work on improving. All of the participants reported that it was very beneficial as a learning tool and that it aided them in player development. However, other participant's also reported that it had a negative impact on performance, through a lowering of self-confidence caused by reflecting on the weaknesses of their performance; as a result reflecting on negative experiences should be treated with caution, if not disregarded. The main implication of the study is that coaches and athletes should implement a form of guided reflection into their training programmes. This is down to the benefits the participants experienced due to using reflective practice, as it raised motivation, confidence and learning within the performer's, ultimately improving their performance.

Chapter One: Introduction

1.0 Introduction

Reflective practice is a skill that is becoming more and more common within the sporting world. It was firstly used in fields such as nursing and education, where studies showed how effective the use of reflective practice, could be to professional practice. For example a study by James and Clarke (1996) showed that applying reflection to nurses' training helped the nurses to generate knowledge about their own practice that they would not have otherwise found out.

Reflective practice has been steadily growing in awareness within coaching and athletic performance for the last twenty years and is regarded as vital towards effective practice (Anderson, Knowles & Gilbourne, 2004; Cropley, Miles, Hanton & Niven, 2007).

As a result, the research into reflective practice has recently developed into looking at its effects on athlete's performance levels. Consequently, there have been a select few studies that have examined the impact of reflective practice on an athlete's performance. Where research is available (e.g., Hauw, 2009; Jonker, 2012) it has been demonstrated that reflective practice can be very beneficial towards an athlete's performance, not only making them more self-aware but allowing them to develop their game. Due to the limited amount of studies conducted in this area, only a select amount of sports and their athletes have been studied using reflective practice as a training method. Consequently, more research into this area needs to be conducted and as a result this study investigates the use of reflective practice in cricket and more specifically; on the performance of batsmen and how the use of reflective practice in their training affects their performance.

Cricket and batting in particular, requires as much cognitive skill as it does physical skill, as Stretch, Bartlett and Davids (2000) explain in their review of batting. With the fairly recent introduction of twenty20 cricket and the IPL, cricket has become a hugely profitable industry, this is thanks to the sponsorship and media attention that the international and national sporting scenes receive, consequently, even more emphasis is being placed on cricket teams and individuals to attain success. This combined with batting's intense and constant use of mental skills, such as concentration and decision making, has led to greater research being placed on how greatly these psychological factors can affect batsmen, with research from Gucciardi and Gordon (2009) demonstrating their mental toughness. As a result, coaches and performer's themselves have been forced to develop new training techniques and skills to enhance their performance, because of this many teams and batsmen have looked into the implementation of psychological skills such as imagery, self-talk and reflection into their everyday life and training. With these training method's gradually filtering into batmen's training regime, more and more high profile performers are

reporting that the use of the psychological skills is aiding there performance.

Therefore, as it is suggested reflective practice can increase athlete performance and batting has such a cognitive construct to it, this study looks at the influence of reflective practice on batsmen and their performance, along with how they found using it, the effectiveness of their method of reflection and where they can take reflective practice to next as an individual. The study reviews current literature on the subject, suggesting where it can add to current research on reflective practice. It then critically analyses its results and compares the study's findings with those of the wider research.

Chapter Two: Literature Review

2.0 Literature Review

2.1 Introduction

Recently, reflective practice has been developed and applied in a variety of fields, such as education and nursing (Burns & Bulman, 2000). This, coupled with Johns (1995) expressing reflective practice's importance as a substantial source of knowledge, has meant that educators have become familiar with reflection being part of the decision making process and implement it to support their understanding of an ever-changing profession (Irwin et al., 2005). These positive effects of reflection have then progressed into the sporting world, particularly the disciplines of sport psychology and sport coaching. It has been used in these sporting fields to enhance the effectiveness of practitioners' delivery (Knowles et al., 2005), similarly to how mental skills such as imagery and self-talk are implemented within athletes training programmes to aid their performance, resulting in reflective practice gaining more credence in the sporting world. However, there is still a need for future research on reflective practice in sport because currently, there is only a small amount of literature that precisely explains the benefits and/or negatives of reflective practice and its impacts.

2.2 Defining Reflective Practice

Defining reflective practice should be treated with caution, as it can be interpreted and conducted in a variety of ways, this is because reflective practice refers to a variety of process and types of thinking, meaning definitions of reflection can restrict the practice of reflection (Hanton & Mellalieu, 2012). However, Knowles, Tyler, Gilbourne and Eubank (2007) defined reflective practice as an approach to practice that enabled the practitioner to make sense of and learn from, the tacit knowledge in action used in everyday work.

Schön (1983) believed that there were two forms of reflection; reflection-on-action and reflection-in-action and that they both linked together (Cassidy, Jones, & Potrac,

2009). Reflection-on-action is where we may think about how we got into a certain position, which in turn links with reflection-in-action; a rapid interpretation of the situation, to re-structure strategies used in action, hence solving problems (Schön, 1987). Schön (1983) believed that reflection-on-action was integral to reflection-in-action (Cassidy et al., 2009). He said that reflection-on-action was a way of generating the knowledge that identifies how our reflection-in-action contributed towards the action itself, along with how to improve this in the future and as a result, they are symbiotic.

In any sense, it is widely agreed that reflection is a complex process, it is not merely thinking about what you are doing or engaging in (Ghaye & Ghaye, 1998), this often leads people who don't know what reflective practice really is, to believe they are executing reflection when they often are not (Scanlon & Chernomas, 1997). As a result, it requires training and guidance to acquire the necessary skills to be an effective reflective practitioner (Cropley, Hanton, Miles & Niven, 2007).

2.3 Benefits of Reflective Practice

When used appropriately, reflection can enhance both personal and professional development (Anderson, Knowles & Gilbourne 2004). The reason for this, is that the literature on the subject shows reflective practice to be a vital component of improving levels of competency within not only athletes (e.g., Hanton, Cropley & Lee, 2009), but coaches (e.g., Knowles, Gilbourne, Borrie & Neville, 2001; Irwin, Hanton & Kerwin, 2004) and nurses (e.g., Johns, 1995; Ghaye & Lillyman, 2004), along with a variety of other professions. Therefore reflection can be described as; examining and making sense of situations and actions leading to a developmental insight into values and theories that appraise everyday actions (Bolton 2012; Oelofsen 2012).

As stated, reflection has been used in a variety of professions, one of which is management. Raelin (2008) encouraged reflective practice in the workplace and showed that integrating it into the workplace, helped challenge assumptions workers had that help back operating techniques. Reflective practice is also proven to generate knowledge; James and Clarke's (1996) article revealed that reflective

practice can enhance three types of knowledge: Technical, practical and critical knowledge, which relate to standards and competencies of practice, personal meaning and social, political and economic factors respectively. This is backed up by Johns (1995) and Anderson et al, (2004) who refers to reflection as craft knowledge. Johns (2004) furthered his work and showed that reflection can develop new insights in how we view the world; however he re-emphasised his view that it's necessary to have a model of reflection to start with and encouraged the use of his own model.

Within education and learning Schön (1987) suggested that reflective practice allowed learning by doing and developed the ability for continual learning throughout their career. As a result, he argued that professional education should be centred on the practitioner's ability to reflect on practice, this is something that has also been argued for in the world of sport's coaches.

Reflective practice is a key contributor towards effective practice within the coaching context; many articles have shown this (Anderson et. al., 2004; Cropley, Miles, Hanton & Niven 2007, 2010). An effective coach may improve their athletes' well-being, their performance and the quality of their learning experience (Anderson, Miles, Mahony & Robinson, 2002). Martens (1997) proposed that effective coaches transform experience into knowledge through reflection. Kidman and Hanrahan (2011) suggest this is because when a coach self-reflects they take ownership of their learning, in turn strengthening their abilities to retain key skills and to make effective decisions.

2.4 Athletic Development and Reflective Practice

Furthering the research in reflective practice are studies that investigated reflections role in athlete performance. One study that did such was that of Allen, Jones and Sheffield (2010), who used post competition reflection on the positives of golfers' putting performance. The study suggested that reflecting back on the positives of performance is a useful strategy for developing internally and personally controllable attributions within sport performers. Although this suggests there are benefits to athletes using reflection, the study failed to allow the participants to reflect on negative experiences, this can not only give a false picture of reflective practice, but

it means that future research needs to look at reflecting on both the negatives and positives of performance.

A similar study by Hanrahan, Pedro and Cerin (2009), who implemented reflective practice in dance performer's daily routine for nine weeks, also showed positive results on performance. They found that reflection could be useful as a technique to increase performance and maintain effort as participants became more aware of their strengths and weaknesses and because of this, they themselves perceived reflection as a positive tool to enhance their performance. A key finding from this study was that the participants found there were no negative effects to reflective practice, however further investigation is required to discover if the perceived benefits from reflection directly caused an actual increase in performance. Also, both Hanrahan et al. (2009) and Allen et al. (2010) have key limitations to their studies. Firstly, neither of them explains the potential cause and effect relationship between reflective practice and the development of athlete characteristics. Not only this, the two studies' understanding of reflection doesn't seem to be much more than just an evaluation of performance, which cannot really be accurately described as reflection meaning that the findings are very questionable.

Jonker et al. (2012) suggested that the use of reflection can play a key part in elite youth athletes enhancing their performance and progressing to senior international status. The study showed that the athletes, who had higher levels of reflection as a youth athlete, were the ones that became internationals at senior level, thus emphasising the value of reflection in attaining high performance levels, even at youth level. Although, the study used self-reported reflection, which is a limitation as the self-report questionnaire is widely prone to bias from athletes (Gratton & Jones, 2004). To add to this, the study didn't directly implement reflective practice into an athlete's training programme. As a result, future studies should use athlete reflections from events that have only recently happened and are fresh in the performer's mind, rather than relying on the athlete to recall when they may have used reflection and if they felt this was beneficial.

One study that did that and contributed to the reflective practice and athletic development literature, is that of Faull and Cropley (2009), who integrated reflective

practice into a triathlete's training programme with the intention of it increasing his athletic performance. They aimed to do this by heightening the athlete's evaluative skills and increasing his self-awareness. This study was conducted by firstly giving the athlete a basic understanding of reflective practice, they then asked him to reflect on his training over a 30 day period. The feedback by the participant was positive, with Faull and Cropley (2009) finding that reflecting on both the positives and negatives of training as beneficial and that by the end of the process the athlete had actually started to reflect during training. This was because the reflection sessions enabled strategies and triggers to be more easily recognised. The study had implications for future research as it showed that reflective performance could aid performance, not just that but also how easy the reflective cycle was to complete. The questionnaire took just fifteen minutes and as the triathlete involved in the study said "who hasn't got fifteen minutes in there day", meaning that Faull and Cropley (2009) had achieved positive reflection results on performance but also with a relatively simple and quick method.

A study by Hauw (2009) involving elite French acrobats supports Faull and Cropley (2009) and Jonker et al.'s (2012) work; here a form of reflective practice was implemented in the athletes training regimes. Hauw (2009) reported that athletes reflecting on how they were feeling and what they were thinking during a performance allowed for them to work closely with the performance analyst and explain why they performed in the manner they did. These results implied that reflective practice can model the learning and development of elite athletes.

This is a theory that Richards, Mascarenhas, and Collins (2009) also found to be true with elite hockey players, using reflection to facilitate performers engaging in their own development. The use of reflective practice by the players in their training sessions enabled players to share an understanding of certain situations within a game. This meant that each individual was able to gain appreciation of what and how team members contribute towards the team and resulted in an improvement in the performance environment. Both Jonker et al. (2012) and Hauw (2009) studies have their limitations, with Jonker et al. (2012) relying solely on self-reported reflection and Hauw (2009) using a specific form or reflective practice; course-of-

experience, that involves using third person performance analysis alongside reflection. As a result, it cannot be assumed from Hauw's (2009) study that reflective practice aid's a performer as they use other forms of assistance in the study to support the acrobats. Consequently, the research conducted does not have conclusive proof that reflective practice alone has a facilitative impact on athlete performance. This is because, a majority of the literature (e.g., Richards et al., 2009; Hauw, 2009 & Jonker et al., 2012) cannot be generalised across all sports and athlete's as they vary in their methods of reflection and may not represent true and accurate use of reflective practice.

However, when used effectively reflective practice can allow for the individual to develop and increase their knowledge of themselves and their performance (e.g., Faull & Cropley, 2009). Another paper that also agrees on reflective practice's worth as a learning tool is by (Martindale & Collins, 2007) who see reflection as a method for appraising your own practices and developing knowledge. Reflective practice allows for this development through focusing on individuals behaviours within practices and is based on learning from your own experiences (Cropley et al., 2010).

Martindale and Collins (2007) go on to talk about how a reflective practitioner is a decision maker, as they are required to make a lot of judgements and decision's in their field. This relates closely back to the work of Johns (1995) and Anderson et al. (2004), that reflective practice can give you a craft knowledge; a combination of knowledge, be it empirical, ethical etc. to allow the practitioner to have a wider understanding of themselves and their environment.

Despite such recent insights, there is still not a definitive understanding of how we can develop and engage in reflective practice and its skills, along with a lack of knowledge in regards to the effects and benefits reflective practice can have on athletes and their performance (e.g., Carson, 2008; Cropley et al., 2010). As a result, further research needs to be conducted between the use of reflective practice and its impacts on sports performance.

2.5 Developing Reflective Skills

There have been a variety of studies conducted that aim to improve the effectiveness of coaches' reflection, looking at how coaches can best use reflective practice within certain environments (e.g., Knowles, Borrie & Telfer, 2005; Gilbert & Trudel, 2005).

A study by Cropley et al. (2010) showed that engagement in reflective practice is a lot more effective if it is part of a structured process, which re-affirms the view of Johns (2000), as practitioners are thought to be more confident in their own reflection if they have a guideline or model to go by. In this study by Cropley et al. (2010) an adaption of Gibbs' (1988) model of reflection (See figure I) is used. The use of this is to structure participant's reflections, allowing the participants to fully explore the process of action, reflection and learning, whilst also enabling them to reflect in a much more structured way.

A study that similarly used these structured processes outlined by Cropley et al. (2010) to be used for reflection was Hanton et al. (2009). They studied six participants and found that reflective practice is a lot more facilitative if conducted in a group environment, as it allows for participants to talk to others about their reflection, rather than relying on their own knowledge of reflection, which may be inadequate. This relates back to Knowles et al.'s (2001) suggestion that self-confidence could aid reflection, as participants will be more confident in their own reflection if they are reflecting with others. Although this evidence may suggest that reflection should be in a group environment, this may not be the case as Anderson et al. (2004) explained, reflection can cause the participant to experience feelings of discomfort. Consequently, these would be exacerbated in a group environment; therefore there is no definitive answer currently, on whether group or individual reflection has more beneficial results. Moving on from this, by the end of Hanton's et al. (2009) research, participants found that they could reflect on their own, without a model. This suggests that participants cannot simply be told to reflect, they need some guidance on how to best use reflection skills and where they can then develop

their own reflection skills. As a result future studies should ensure that some guidance for reflection is given to participants, as this will allow for appropriate and detailed reflections.

Gilbert and Trudel (2005) had previously conducted a study with similar aims; one of which was to find the conditions that best suited coach reflection. This resulted in them finding four key factors influencing reflection; one of these is peer access, which is supported by Hanton et al. (2009). Another is the coaches' stage of learning, they found that the further along in development the coach perceived themselves, the less they used coaching tools (i.e. reflection). The final two conditions were the issue's characteristics and the environment, issue characteristics refer to the type and complexity of the issue, so for example, if a coach had an issue they conceived was easily resolved they would neglect reflection, however if it were a complex issue they would more likely use reflection. Lastly was the environment, this talked about the types of resources and facilities available to the coach. If these were of high standard and the coach had a strong support structure, e.g. from the parents or a sporting association, then reflection was seen to be much more common.

One study that went beyond traditional reflection development methods was by Carson (2008), whose aim was to find how video could aid the reflection process for coaches. He found that reflection was more accurate when using video as this did not rely on memory so much; however a problem with this study is that it is not always possible, or practical, to record practices or sessions by camera for reflection. The practical implication of this is that reflection could be more effective if it had video analysis to accompany, therefore the use of video analysis should be encouraged, where possible. However access to video footage is limited for most sport's team, consequently having a video recording of sessions should also be promoted.

These studies show that although reflection clearly can help improve sports coaches' practice, there are a variety of conditions that may affect their level of reflection; this is shown in Gilbert and Trudel's (2005) research. To add to this Anderon et al. (2004)

and Knowles et al. (2001) discuss how reflection can impact confidence levels and cause feelings of vulnerability for the practitioner. Not only this, but also that coaches may not have the accessibility to these conditions, using Carson (2008) as an example. However, these studies do not directly assess the benefits reflection has for practitioners, nor do they give precise information on the application of reflective, in terms of how and when to use it.
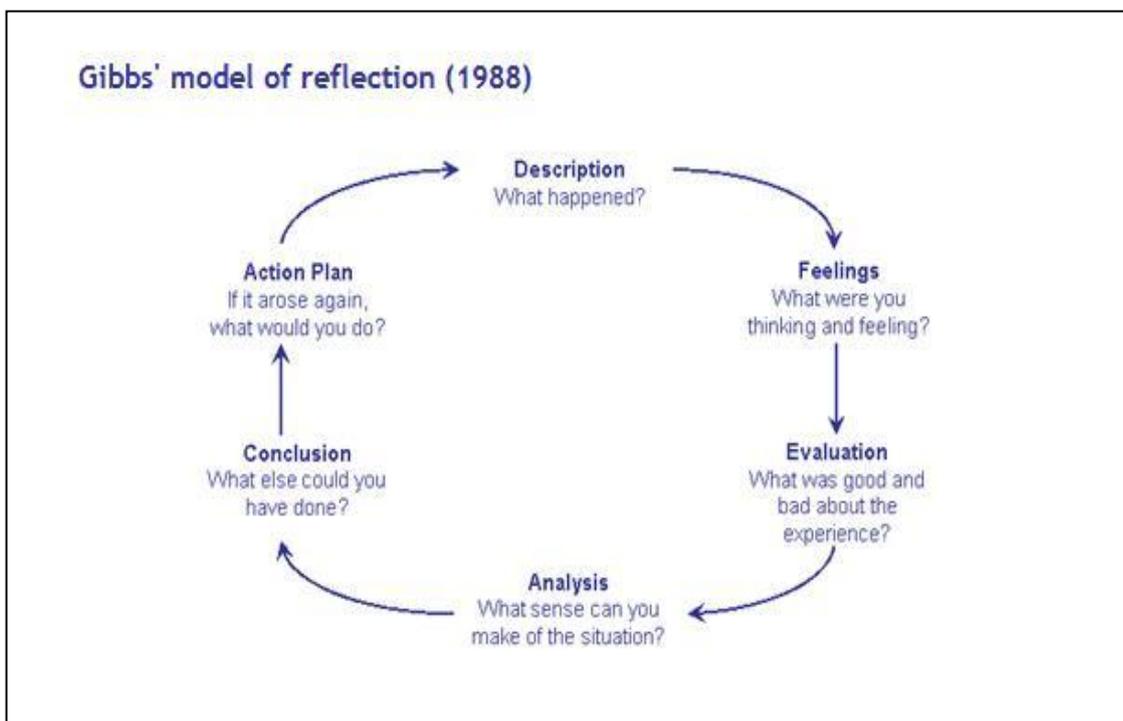
Two studies that agree with the lack of accessibility to reflective conditions that Carson (2008) referred to are Knowles, Borrie and Telfer (2005) and Knowles et al. (2006). Knowles et al. (2006) found that there is a significant difference between coach reflection between coaching students and post-graduates. Once in coaching employment, the coaches had trouble keeping up high levels of written reflection and were forced to adapt methods, often using informal, verbal reflection. Knowles et al. (2005) analysed the use of reflective practice in six national governing bodies' coaching award programmes and found that none had direct structures or processes for reflection. These studies coupled with Rowley, Earle and Gilbourne's (2012) view that reflection doesn't directly answer problems, it gets you thinking in more depth and it is this in depth thinking that leads you to learn from experiences, suggests that practitioners are not getting enough education on how to adopt effective reflective practice. Evidence to support this is included in athlete centred reflection, who, because they are educated fairly significantly on reflection and are given the appropriate tools to aid their reflection, show positive results regarding reflection and performance levels (e.g., Faull & Cropley, 2009; Jonker, Elferink-Gemser, De Ross, and Visscher, 2012; Rowley, 2012).

2.6 Reflective practice and structure

As mentioned, there have been models of reflection used to aid practitioners with their reflections. Johns' (1994, 2000, see figure II) model of reflection is useful for more complex decisions as it enables the practitioner to systematically go through their experience whilst enabling them to identify what is important and reflect upon the feelings brought up (Johns & Freshwater, 1998). A more popular model to use is Gibbs's (1988, see figure I); this model is simple and encourages a clear description of the experience. An advantage to this model is that there is a significant influence

towards the practitioner's feelings, which is vital as most reflections and decisions are based on one's feelings (Callaghan 1988). Consequently, Gibbs' (1988) model provides a concise representation of the dynamic reflective process (Knowles, Gilbourne, Borrie & Neville, 2001). As a result, this model is predominantly used in studies using reflective practice as a guideline for practitioners' reflections (e.g., Faull & Cropley, 2009; Knowles et.al, 2006).

Figure I – Gibbs' model of reflection (1988)

Gibbs' model of reflection (1988)

Description
What happened?

Feelings
What were you thinking and feeling?

Evaluation
What was good and bad about the experience?

Analysis
What sense can you make of the situation?

Conclusion
What else could you have done?

Action Plan
If it arose again, what would you do?

Figure II – Johns' structured model of reflection (2000)

Looking in

- Find a space to focus on self
- Pay attention to your thoughts and emotions
- Write down those thoughts and emotions that seem significant in realising desirable work

Looking out

- Write a description of the situation surrounding your thoughts and feelings
- What issues seemed significant?
- Aesthetics
    - What was I trying to achieve?
    - Why did I respond as I did?
    - What were the consequences of that for the patient/others?
    - How were others feeling?
    - How did I know this?
- Personal
    - Why did I feel the way I did in this situation?
- Ethics
    - Did I act for the best? (ethical mapping)
- What factors (either embodied within me or embedded in the environment) were influencing me?
- Empirics
    - What knowledge did or could have informed me?
- Reflexivity
    - Does this situation connect with previous experience?
    - How could I handle this situation better?
    - What would be the consequences of alternative actions for the patient/others/myself?
    - How do I feel now about this experience?
    - Can I support myself and others better as a consequence?
    - How `available' am I to work with patients/families and staff to help them meet their needs?

2.7 Aims and Rationale

The purpose of the study was to gain an understanding of the impact that the use of reflective practice has on a batsman's performance in cricket. Only a few projects have looked at the influence of reflection on sporting performance (e.g., Faull & Cropley, 2009; Hauw, 2009, Jonker et al., 2012). These studies had the intention of increasing levels of performance and all of them have shown relatively positive correlation in there results, however, a majority of research including these three studies, has only looked at the impact of reflection on individual sports. Not only this, there has been limited research using reflective practice in any form of a cricketing context, coaching or performing. Consequently, implementing reflection within a batsman's training programme, a team setting, would be of great contribution to the wider literature, especially seeing as batting is an individual construct of cricket and therefore is an ideal situation to apply reflective practice within a team environment. Cricket is also an appropriate choice for the use of reflective practice as it and more specifically batting is a skill which naturally involves many cognitive functions already, including decision making and interpreting stimuli (Weissensteiner, Abernethy, Farrowd, & Gross, 2012). The implications of this study would suggest whether or not reflective practice should have a more permanent role in the training regimes of batsman and if generalised all sports performer's in general. However more studies would have to look at this in the future. The study will also create a wider understanding for coaches and athlete's alike on the impact that reflective practice has on sport's performers and more specifically batsman. More specifically the study will also show if reflective practice allows performers, to gain a greater understanding of their own game, if they can learn from their mistakes and/or successes because of reflection and if amateur reflective practitioners can reflect effectively and efficiently when only given a model to abide by.

Consequently, the main aim of the study is to establish whether the use of reflective practice has any impact on batting performance, this will help support current literature, providing an example of whether reflective practice can be beneficial or not

within the field of sport performance. Due to reflective practice's qualitative nature, both a repeated reflective guide and follow up interview will be used. This will enable a vast amount of data to be collected and if any trends arise, there will be a large amount of informational data to support them. As mentioned, Gibbs (1988) model will be used and the participants will follow this guide in their reflective diaries, where they will write down their own reflections on a session. After completing all of their guides, a one on one interview will be conducted, to discuss further and gain a greater understanding of, their experiences and reflections.

Chapter Three: Methodology

3.0 Methodology

3.1 Participants

Five participants were chosen for this study, this was an appropriate number for this qualitative study as it was enough people to give a variation of feedback and useful data whilst not being an overwhelming number that would be hard to keep in contact with and organise effectively. This is in similar fashion to Knowles et al. (2006). The participants were purposively selected from a university cricket team; in an attempt to gain a more experienced sample that were likely to be able to engage in the process more successfully. The participants were all male and aged between twenty and twenty one, with at least ten years playing experience and five years of county cricket and one participant having international experience. This is a form of purposeful sampling; this is the process of selecting certain participants, because they are information rich and offer useful manifestations of the phenomenon of interest, in this case batting (Patton 2002). To acquire the participants for the study, firstly the coach of the team was approached and made aware of the situation and then I asked players whether they would be interested in being involved in the study. Due to the playing status of the university from where the participants were selected, it also meant that they were all county level players; which was beneficial as it meant they were experienced player and knew there game well enough to conduct reflective practice on their performance.

3.2 Reflective Pro-forma

An advantage of using the pro-forma was that there is little opportunity for bias and as a result it will produce highly structured qualitative data (Gratton & Jones, 2004)

The pro-forma itself was a guided reflection pro-forma adapted from Gibbs (1988)

model of reflection, this was because it is the simplest model and therefore best for performer's that are not familiar with reflective practice to base their reflections on. It firstly asked for a description of the experience being reflected on and then what feelings arose due to the experience. It then asked for an evaluation and analysis of the experience; what was good/bad about it and why this may or may not have occurred. After this it asked for a conclusion of the situation, asking what had been learnt and any implications and consequences this lesson may have bought to light. Lastly, it asked the participant to think on what they might do next time and build an action plan in response to what they have reflected on. At the end of each pro-forma the participant fill out they will be asked on how they felt about reflecting this way and if they had any issues with it or gained any benefits from it.

3.3 Interview guide

After the study had been conducted one on one, semi-structured interviews took place, and this enabled the participant to talk about their reflections in a more in-depth nature. This allows the researcher to observe feelings and thoughts that took place in a previous point in time (Patton, 2002). It was an informal and semi-structured interview as this allowed the participant to elaborate further on their own, meaning that the participants could reveal further insight into their attitude and behaviour experiences (Gratton & Jones, 2004). It asked the participant to explain the reflective practice they undertook and what they reflected on, what their impression of reflective practice was and whether writing it down was a good process. The topic of conversation then went on to their overall opinion of reflective practice and if they felt there were any benefits or negatives of it, based on their performance. Finally they were asked if it affected their strategies or triggers, how they could develop their reflective skills and if they would continue using reflective practice. The interview also gave the participant the chance to verify their answers from the pro-forma as these may have been misunderstood by the investigator.

3.4 Procedure

Participants were approached and personally asked if they would take part in the study. Before the participants were given the reflective pro-forma there was a brief

meeting to explain the pro-forma, what it entailed and how to fill it out; therefore each participant had the same information on how to complete the pro-forma. Here the participant got a chance to raise any concerns they had regarding the pro-forma and any other queries related to the study. They then filled in an informed consent form before going any further with the study. After this, they filled out the pro-forma; which guided them through a reflective account of their training/performance after every training session, approximately once a week, for three weeks. The pro-forma approximately took fifteen minutes; this was carried out, on average one to two hours after the session as reflection immediately after performance can lead to inaccurate reflection (Faull and Cropley, 2009). The questionnaires were collected every week, after the participants filled these out for the three weeks, a one on one interview was conducted with the participant and again recorded. This interview went over the reflective diary and asked the participant their opinions, thoughts and feelings of the reflective process. It was semi-structured, with questions the participants could elaborate on; the reason for this is that it allows themes to emerge that otherwise might not have (Gratton and Jones, 2004). The interviews were conducted and recorded by the same researcher, with a dictaphone used to record all the interview's and a transcript of the interview's was made using these recordings.

3.5 Data analysis

Due to the exploratory nature of the investigation, an inductive approach was taken. This inductive approach was to allow the important themes to emerge from the data without presupposing what these themes may be (Patton, 2002). In this case, the interviews on reflective practise were conducted without any predisposition as to what information would arise from them and then the themes were realised when the data was studied after the completion of the research. As a result, data was in the form of quotes from the participants in both the interviews and from the pro-forma's. The pro-forma's and interviews were analysed and cross-referenced to ensure full understanding of the participants view was gained. They were analysed to see if any of their answers were similar or any themes appeared to arise from the data. This meant that data came in the form of trends and themes that derived from within the pro-forma's and interview's, these themes were then categorised in accordance to the current relevant literature on reflective practice. The data was analysed this way

as it was a better approach to be able to organise the trends that arose into a presentable and understandable format, allowing for reader's to fully engage with the findings.

3.6 Trustworthiness/Data reliability

Lincoln and Guba (1985) divided trustworthiness into four criteria; credibility, transferability, dependability and conformability. It is important that these were at least met to the highest possible ability, if not entirely achievable. This is because these four factors account for how reliable the study is and if these are met to the highest possibility then they study's findings can be generalised and transferred to other areas. Credibility was maintained as participants were given a copy of the interviews, in the form of a transcript to confirm that what they said was taken in the correct manner by the researcher. They were asked to confirm these were accurate and asked to send them back with confirmation of their credibility. Confirmability was met as the data is accessible via both the pro-forma's and the transcript of the interviews. Consequently, when presented with data and trends that emerged from the pro-forma's and interviews, it is easy to find where the evidence for the theme is, as it is written down in a copy of the transcript and/or pro-forma. Dependability was not fully achieved as there were only five participants completing the guide's over three weeks, this cannot fully justify a consistency in the findings, however the fact that the participants were not merely completing a one-off reflective diary means that there was some dependability to the study. Lastly, transferability, this was met as the method from the study can easily be replicated in other settings. A similar study can be conducted across most if not all sporting environments, meaning that the findings should be easily transferable to other settings and that researcher's in these fields should be able to build and expand upon the current study. The anonymity of the participants was as secure as possible, with no names to be used, however a disadvantage of the method is that it is a personal account of reflection on their own performance, so it is difficult to ensure complete anonymity as the participants were portraying their own personal thoughts and feeling throughout the study.

Chapter Four: Data analysis

4.0 Data analysis

4.1 Introduction

The information gathered from both the reflective pro-forma's and the interviews with the participant's, was studied and the data was interpreted into themes. Consequently, five themes arose from the data; these five themes are presented as: timeframe after performance reflection was undertaken (theme 1), strategies and triggers (theme 2), influence on confidence (theme 3), increase in motivation (theme 4) and future personal reflection (theme 5). Evidence for these is presented throughout, in the form of quotes from the transcripts, which help to clarify the results.

Theme 1: timeframe after performance that reflection was undertaken

As shown in table I below, each participant was asked whether they felt there was an ideal time for reflecting after performance, if they thought there was too long you should wait before reflecting on performance and the time they took before reflecting on their own performance.

Table I: Table showing Participants opinion's on the timeframe for optimum reflection

Participant number	Ideal time of reflection after performance	Maximum time before reflection becomes fallible	Time participant took after performance before reflecting
1	60 minutes	90 minutes	60-90minutes
2	30-90 minutes	120 minutes	60 minutes
3	60 minutes*	120 minutes	30-60 minutes
4	60-90 minutes*	120 minutes	60-90 minutes
5	Up to 60 minutes*	120 minutes	5 minutes

*Participants also said that an ideal time was down to personal preference; however they felt this was the ideal time for reflection

All the participants felt that the ideal time to reflect on their performance was within a time frame of thirty to ninety minutes, the main reason for this was that they felt this left enough time for you, as a performer, to compose yourself following the performance, however it wasn't too long that you actually began to forget aspects of the performance itself. One participant supported this by saying that, by waiting

sixty minutes after performing before reflecting. "Everything's fresh in your mind but yet you've had time to sit down and think properly about what you've done and it doesn't go out of your head." Another participant further backed this up, he commented by saying that by waiting thirty to ninety minutes before reflecting on your performance:

> You've still got a good memory of everything you've done, you
> remember all your details, but you've had time to just stop and
> thinking about what you did as well... you can look at both
> positives and negatives quite easily.

All participants were also somewhat in agreement as to the maximum time that should be allowed to pass before reflecting on your performance. Two hours was the common theme throughout the participants' answer's as this participant demonstrated: "I'd say no more than two hours after the session, then after that, you know, you're starting to think about other things." Not only this, but the participants were also in agreement as to why it was vital that you shouldn't leave it over two hours before reflecting on performance. They all referred to how leaving it longer than two hours would lead to inaccurate, wrong and even made-up reflections, as this participant explained:

> I think if you left it (reflecting) over two, two or three hours, the,
> probably the emotions that actually you'd had, what you'd
> actually done becomes a bit distorted and you'd find you're
> more making up things than remembering it clearly.

Lastly, four of the five participants' also agreed on a minimum time that should be allowed before carrying out reflection. These four all stated that at least thirty minutes, if not an hour, should be left before reflecting, acting as, what this participant described, a "cooling down period." A fellow participant agreed with this:

> I think if I'd of done it (reflected) straight after I'd of been a bit
> too hyped up to actually reflect properly… I need time to
> let the session sink in and actually try and remember what

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happened, so yeah I'd give it about an hour before I started
each time.

Consequently, the theme suggests that although three of the five performers said that an ideal time would be down to personal preference, they all thought that an hour was an optimal timeframe, between completing performance and then reflecting on it. As well as this all the participants agreed that over two hours was too long to leave after performing before reflecting because, as two participants explained, "Your mind starts to go onto other things, starts worrying about other things "and "it (your performance) starts to go out the memory."

Theme 2: Reflection as a learning tool for strategies and triggers

All five participants expressed that reflective practice allowed them to develop their strategies and triggers and as a result, this acted as a benefit to their performance. These were all participant specific strategies and triggers; this is because the participants all bat differently and in different fashions. However, all of them found that the use of reflection, not only allowed them to have their varying strategies and triggers in the forefront of their mind, but it improved their performance in doing so. This is something that strongly relates to the study's aim, as it suggests that reflection can improve the participant's performance.

For example, one participant said, "If you've got a like a question saying why, why did you feel you performed the skill so well, then that's the trigger you're going to go into the next one (performance) with." He later went on to talk about the effect this had on his performance, "It improved my whole game, not just like the one skill but by highlighting that the week before and going into the week after like, I had that trigger in my head and that really helped me." Another example of this is given by another participant, who spoke of how it specifically helped them to execute shots:

I need to keep my head in a neutral position, is what I
wrote down in my, in my reflective diary... every time

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> (whilst performing) I was telling myself I was saying, keep
> your head in line down with the, down with the other set
> of stumps down at the other end and every time I kept my
> head in line with the other set of stumps... I never missed
> it, so that's how, that's how I think, that's how reflective
> practice can help as a trigger.

The other three participants all reported similar incidents through the use of reflection, providing positive evidence that the use of reflective practice helps to improve performance. The main reason that the participants suggested for this was that, by having it written down, they could easily refer back to it, re-enforcing it in their own mind, allowing them to recall their strategy or trigger more effectively when next performing.

An example of this is explained by this participant, who said "I wrote down I need to move off middle stump onto off stump every time. If you're thinking of that coming through, you can start to focus on your batting." This showed that by writing down his reflection, the participant was much more likely to execute his trigger with more effect. To back this up further, one participant went on to explain the effect reflective practice had on his trigger and if it was of benefit to him as a performer; "by highlighting that (his trigger) the week before and going into the week after like, I had that trigger in my head and that really helped me."

Theme 3: Reflection's influence on confidence

Another theme that arose was that, the use of reflective practice had a significant influence on the participant's confidence; both positively and negatively. Although three of the participants found that using reflective practice increased their confidence; one found it lowered his self-confidence. To add to this, the final participant found that reflection both increased and decreased his self-confidence in separate incidents.

In regards to talking about the negative aspects of his performance, one participant said, "Reflective practice allowed me to look back, see what had gone wrong and

just exactly know where I needed to go", which he said gave him the confidence to move forward with his game. However, he also mentioned how, "Seeing them (the negatives) how they actually made you perform poorly, as such, makes you sort of think well why am I doing that, and I understand that's a positive but at the same time you can lose confidence." Another participant shared this view that reflecting on the negatives of a performance was detrimental towards self-confidence, he stated that "because I'd thought about it (the negative) so much, um, I thought perhaps maybe that that was a weakness and maybe something that I couldn't perform well".

On the other hand, the three other participants found that reflection was increasing their self-confidence, with a certain participant gaining confidence from knowing that he'd improved on his perceived weaknesses. He stated that reflection gave him more confidence in his ability to perform because, "by knowing then that I have prepared well or I'm concentrating well then my performance, I found has obviously increased". As mentioned, one of the participants also found that the use of reflection gave him more confidence; this was because he could see the things that he did well during the session written down and by talking and reflecting about his strengths, it built confidence in him. This in turn will increase performance levels as an increase in confidence level will lead to an increase in performance as one participant stated earlier.

Theme 4: Increase in motivation

Another theme that arose from the data was that the use of reflection increased motivation in three of the five participants, with the other two participants failing to report any influence that reflection had on their motivation.

The three participants that had an increase in motivation also all agreed on the reason as to why reflection led to this increase in motivation. This reason for this was that, realising the factors that you could do better in your performance yourself, along with creating an action plan on where to go from there, led to the participants' will to want to improve their game increasing. Evidence of this is from one participant, who said; "Things that you haven't done so well you say to yourself, well look I need to get this, get this started and that motivates you to want to go out and actually do it

better." This is further supported by another participant, who suggested a similar hypothesis, "I could see from the previous session what needed to be done so it gave me a bit more motivation to achieve." As a result, this suggested that because the participants were more aware of their weaknesses, they became more involved with improving them, which is supported by one participant's view that reflection "Makes you a little bit more aware and understand yourself a little bit better." Consequently, the use of reflective practice in the participants' training schedule has led to an increase in their motivation levels, as they are more aware of their game resulting in a greater feeling of self-involvement and intrinsic motivation.

Theme 5: future personal reflection

How often they would reflect

The participants were all asked whether they could see themselves reflecting on their own accord in the upcoming season and what could aid them in future reflections. All five of the participants did say that they would use reflective practice in one form or another; however they differed on how often they would reflect. Two participants said that they would reflect upon every performance, with one of the participant's providing this statement as evidence; "I suppose I probably would try it (reflective practice) if it keeps going the way it is now, um, I probably would continue to try it after probably every performance." Another participant shared this view but also went on to talk about how "No two sessions are the same" along with the benefits of reflecting on every session; "If you're doing it every session then you pick up on the things that, you do well week in week out and you pick up on the things you do wrong, week in, week out."

Conversely, three participants said they would only reflect on what they would perceive as a negative experience, or as one participant referred to a "major incident." The major reason for this was that they did not see any benefit in reflecting on the positives of their performance and as a result, would only reflect if something in their performance let them down. This statement by one of the participants demonstrated this; "I'd probably use it after a negative game . . . if I know I've done

something right, I know it, I don't need to reflect on it." Although these three participants can clearly see the benefits of reflective practice, as a further quote from a participant showed; "If I could implement reflective practice properly then it would be very beneficial after a negative performance or a poor performance," they still feel that they would only use reflective practice on negative aspects of performance.

How they could progress their reflective practice

Moving on from this, the participants had similar views on how they could progress their reflective skills and their use of reflective practice. Two participants' said that they could develop their reflective skills by reflecting in a more in-depth nature and one participant would seek this through "Little probing questions that were able to take off in different directions and let you think a little bit more in depth."

Three of the participants all suggested both the use of video analysis alongside reflection and reflecting with another person. One participant stated that it shouldn't just be reflection with anybody, he said "If you've got someone who you share a good relationship with, player wise or coach wise" then joint reflection with them would be of benefit. Another participant proposed a benefit of reflecting with another; "They can let you know if you, if they thought you had done something wrong, when you probably thought you hadn't." Consequently, reflecting with another was seen as a significant way in which participants could develop their reflective practice.

Lastly, these three participants again all referred to using video analysis to accompany their reflective practice. One Participant spoke of how it would useful to compare your own reflections with the video analysis, almost using it to assess his reflective skills. However, another participant's opinion of how video analysis would aid his reflection was aligned with a different participant's view, that it gave you the "capacity to watch yourself back . . . and realise you do things you didn't know you do and you can then take that away with you." Unrelatedly to the study, one of the participants used video analysis during the study's timeframe and said that the benefits of reflection would be greatly enhanced, if reflective practice could implement video analysis within it. He went on to mention that both had "Been a huge help to me over the last couple of weeks." The participant's views, especially

those of the three participants who referred to video analysis, suggest that they already see and have seen benefits in the use of reflective practice on their performance and are thinking of way to further improve their performance through furthering their reflection skills. Otherwise they would see no point in developing reflective practice, this participant clearly found that reflective practice had a positive impact on performance as he said "I'll develop my game more if I reflect upon each innings."

Chapter Five: Discussion

5.0 Discussion

The major purpose of this study was to conduct an inductive investigation, into the use of reflective practice in a batsman's training programme and discover if it had an impact on the participant's performance. As presented in the results, five main themes emanated: (1) the time-frame until reflective practice was conducted, (2) reflection as a learning tool, (3) its impacts on confidence, (4) how reflective practice increase motivation and (5) the participant's use of reflection in the future. The theoretical implications of these are then discussed and compared to current literature, leading onto a detailed explanation of the practical implications that the results of the study suggest. Following from this, future research directions are proposed based on the findings of the study, then lastly the strengths and weaknesses of the study are critically analysed.

5.1 Theoretical implications

The study found that reflective practice was found to be a learning tool for the participant's, it was generally a learning tool that helped aid their strategies and triggers, these are their specific movement's and techniques within performance; for example one participant talked about reflection helping him to move his feet at the appropriate time. This finding corresponds with Hanton et al, (2009) who, when reflective practice was used in a deliberate and critical fashion, deemed reflection created a course of learning. Their research suggested that reflection was the key to learning from your actions and experiences, in similar fashion to this study's findings where the participants said that reflection helped them to develop strategies, to aid their performance and allowed them to focus on their triggers during performance. Rowley et al, (2012) further support's the findings of this study, as they also found that using reflective practice enabled the practitioner to learn from their experiences, as it challenged their negative thoughts and emotions. This is similar to two participants in this study, who had a negative experience when they first used reflective practice, then learnt that overcoming these negative emotions was a positive process and as a result benefited from it. Consequently, this study implies that reflective practice can be used as a learning tool for athletes to develop their

performance further.

Another implication is the impact that reflecting on weaknesses and negative experiences had upon participant's confidence levels, because in certain situations it affected participant's self-confidence levels, both positively and negatively. The study showed that almost half the participants found reflecting on negatives to be debilitative to their confidence, where the rest found that it led to a positive impact on confidence levels.

For example, similar to Rowley et al, (2012), this study found reflection caused some participants to have challenging thoughts and feelings of their own performance, reducing their self-confidence. This has also been found by Knowles et al, (2001), who explained that reflecting on a negative experience reduced self-confidence. Not only this, Anderson et al, (2004) suggested that the examination of yourself and broader focus on your weaknesses that reflective practice creates, can lead to feelings of discomfort and vulnerability due to reflection's open and questioning nature. This is further supported by Cropley, Miles and Peel (2013) who found participants were reluctant to engage in reflection due to these feelings of vulnerability. The participants in the current study, who also felt this, suggested this was because they could actually see their weaknesses written down and the realisation of this caused them to questions themselves. Raelin (2001) also suggested this, stating that reflection can mean practitioner's experience feelings of insecurity and self-doubt. This self-doubt is precisely the reasoning that participant's in this study gave for their reduction in confidence, as a result this further support's current literature on reflecting on weaknesses, while also implying that it may be more beneficial for the performer's to not increase their knowledge of their benefits, as they are better off not knowing. Research on sport confidence hints at this (Hays, Maynard, Thomas & Bawden, 2007; Vealey, 2010), as only the elite can build confidence from feelings of self-doubt, therefore, where confidence is concerned, reflecting on negative experience may be inappropriate for a number of performer's.

Conversely, the other participant's showed there can be an importance to reflecting on negatives, suggesting that although this may lead to feelings of discomfort and lack of engagement in reflection because of this (Cropley et.al., 2012), it is vital that certain performer's reflect on the negatives. This is because it not only motivates the

athlete to improve their weaknesses and improve their game but it encourages the athlete to actively engage in problem based learning (Faull & Cropley, 2009). This gives the athlete a sense that they have a huge input towards their training and improving their game and as the current study shows, this can ultimately mean that the athlete's performance will increase. Therefore, similar to this study, where participants said they were much more likely to reflect on the negative's rather than the positives in the future, the top athlete's want to reflect on and improve the negatives. These findings are supported by Cropley et al, (2010) whose participants said they spent less time reflecting on what went well and were generally looking to reflect on aspects of performance they can change for next time. This implication suggests that reflecting on negative experiences can be both a help and a hindrance for performers and it is down to the personality traits of the performer, on whether or not reflecting on the negatives will be facilitative or debilitative to confidence. As a result the performer's self-confidence characteristics should be considered before implementing reflection upon negative experiences.

However, when referring to reflecting on the positives of performance the participant's all agreed and reported an increase in self-confidence; this finding is in agreement with current literature; including Faull and Cropley (2009) who found that in their study the performer's confidence level increased as he was focusing on the positives and strengths of his performance more often than usual because of the reflective practice he was using in his training programme. The participants in the current study also gave an increase in self-awareness as an antecedent to increasing self-confidence; this supports the current literature on reflection and self-awareness. Loo and Thorpe (2002) found that the reflective journals their participants filled out promoted an increase in their self-awareness and recognising weaknesses, a theme also shared by Cropley et al, (2007); who found that reflective practice developed self-awareness through generating knowledge-in-action leading to a heightened awareness of the practitioner's interpersonal and professional skills. This was because they studied their own practices along with the thoughts and feelings that link with their actions. Linking this to the current study, the participants were more self-aware as they discovered weaknesses, how they felt about these and what they could do to improve upon them, while also talking about their

strength's leading to an increase in their confidence.

As a result, it is much more important to focus the use of reflection on the positives of performance, as this had beneficial results for all participants. This is because all of the performers reported an increase in confidence down to this use of reflection, whereas it was only a select few who experienced benefits from negative experiential reflection. Not only this, but it also allowed them to feel self-involved and was associated with causing facilitative feelings towards performance more than reflection on negative incidents. Consequently, the direction of future literature should head in the direction of mainly reflecting on the positives and focus on them more, whilst also discovering which type of individual benefits from reflecting upon negatives, as there can be benefits to this.

The final theoretical implication is that of reflective practice increasing athlete motivation. In a non-sport context, Loo and Thorpe (2002) found that as participants recognised difficulties in their environment because of reflective practice they were stimulated to take specific actions, motivating them to improve these difficulties. This support's the current study's findings as participants were motivated to improve their weaknesses, after they had discussed them in their reflections. Participants put this down to the fact that they could see their weaknesses written down, seeing them written down caused a conscious need to improve upon these and put extra emphasis on them to try and work on them. Richards et al, (2009) also found this after their hockey players reflected, in the form of reflective sheets, they were empowered as they understood their weaknesses more and it led them to challenge and improve their weaknesses; increasing their motivation to do so. This supports the current studies finding that reflection caused participants' motivation to increase as they made an increased conscious effort to improve the weaknesses that they had reflected on. As mentioned, they did this through a recognition of the weaknesses and as one participant referred to, the fact that you know these weaknesses because you are the one writing them down shows that you have the ability to improve them too.

5.2 Practical implications

A main practical implication was that of how much time should be allowed to pass after performance, before then reflecting upon that performance. It was suggested in this study that reflection should be carried out an hour after performance, with a maximum time of two hours after as otherwise reflections become inaccurate and false. However, this finding is of differing opinion to that of the current literature. In a similar study, Faull and Cropley (2009) reported that if a training session was in the morning then the participant waited until later that night until reflecting upon it; considerably longer than the one to two hours the current study suggested. Two studies that further differed from this studies finding on time of reflection, were that of Knowles et al, (2001) and Hanton et al, (2009), both these studies reported that their participants were reflecting on experiences a few days after the experience took place, in one case a participant in Knowles et al, (2001), waited a week before reflecting on their session. Consequently, the current study suggests that it is better to reflect sooner rather than later as otherwise, memories begin to get distorted and reflections can inadvertently become inaccurate and aspects can be forgotten entirely.

As well as this, the use of video analysis alongside reflective practice was discussed in the study and was seen to be of great benefit. A study by Carson (2008) adopted such a method and his findings support the current study's implication that video analysis will aid the accuracy and effectiveness reflective practice. Carson (2008) found that reflection using the video analysis increased both coaching effectiveness and cognitive understanding of the coaching process, with the use of video analysis enabling practitioners to highlight both strengths and weaknesses that they would not have been aware of had they used traditional reflection methods. Along with this it reduced the emphasis on reflecting by memory and reduces the chance of inaccurate reflection's that would have otherwise happened if the time until reflecting is left too long. This aligns with the participants' opinion in the current study, that it would help them develop their reflective skills and consequently, video analysis should be used alongside reflection where possible. Three of the five participants

said that using video analysis would help them to reflect more effectively, this is because they could then compare their reflection's to the video and also be made aware of certain aspects of their game they cannot see or analyse properly, without having video footage to refer to.

Participant's also suggested that reflection with a significant other would be beneficial to them and their reflective skills. Reasons for this included; having another set of eyes on your performance is always beneficial and having a coach reflecting with you, can give you a greater insight and awareness of your game. Not dissimilar to this was a finding by Hanton et al, (2009), who reported that a number of their participants decided to reflect with other's when looking at their negative's, as they felt it would be more beneficial to them. Therefore it may also be beneficial if performer's also reflected on positives as well as the negatives with a significant other, to create a more insightful level of reflection.

In terms of confidence the current study has brought to light two practical implications, firstly that reflection on a performer's strengths from a session can increase the performer's self-confidence, a finding supported by a combination of studies (Hanton et. al., 2009; Faull & Cropley, 2009 & Neil. et al., 2013). This coupled with the fact that reflection can heighten an athlete's self-awareness, suggests that reflecting on positives should be a major part of the reflective process. This strongly suggests that not only should coaches build reflection into an athlete's training and competition programme but that the reflection should be based majorly on positive aspects of performance.

Consequently, the main practical implication is that reflective practice should be implemented in athlete's training regimes. This can apply to coaches along with athlete's, as coaches should be encouraging their athlete's to reflect and consequently, should implement a reflective practice aspect into their athletes training programme. This is because, this study specifically shows that reflective practice can increase both confidence and motivation in a performer, whilst also allowing the participants to develop strategies and triggers; all of which can and did lead to an increased performance level. This implication is further emphasised by the current sporting literature on reflective practice (Richards et. al., 2009; Faull &

Cropley, 2009; Rowley et. al., 2012; Neil et. al., 2013), all of which support the use of reflective practice in training and show that it benefits the performer.

5.3 Strengths and limitations

This study, has a variety of both strengths and weaknesses, these are discussed critically, starting with the strengths. One of the strengths of the study is that there has been very little investigation into the use of reflective practice and cricket. This is a strength because only a small amount of research linked to reflective practice has been based around cricket and batting, consequently this study contributes to the literature as there is a void in literature on this specific topic. Another strength of the study is its qualitative approach, the in-depth and open-ended nature of the interviews with the participant's meant that follow up questions could be personalised, resulting in varied answers for each participant and the data that was gathered being very rich in information (Patton, 2002). A final strength of the study is that the participant's all followed a structured guide of reflection and reflected on incidents that had happened in the immediate past. This meant that reflections were appropriate and accurate, resulting in true representations of their opinions on, not only their performance, but also reflective practice as a process, to be presented.

However, there are also weaknesses to go alongside these strengths, one of which is the sport type. Cricket is a fairly unique sport, with a very specific skill set; consequently, it is hard to be confident that the findings in this study will directly transfer into athletes of other sports. This is because they will have a significantly different training programme which will perhaps involve less cognitive skill and more physical actions. Another weakness is the amount of participants, although five was justifiable in its amount, it is naive to say that these five participants will share the same feelings on reflective practice that other's do. Therefore, it is unrealistic to say the finding's definitively proved or disproved specific theories related to reflective practice. The length of the study is also a weakness of the study, the participants only reflected on their performance for three weeks. Consequently, because of the limited time, their opinions may not be entirely accurate as they may not have had enough time to develop their true thoughts and feelings on reflective practice. Also,

the small length of the study means that there may have been strength's or problems with reflection that weren't allowed time to arise as the participants didn't get to use reflective practice long enough for them to be a factor.

5.4 Future research

As a result of these implications, many directions in which future research based on reflective practice have been created. Firstly, the ideal time that reflection should occur after performing needs to be researched in greater depth as currently there isn't a specific time that needs to be left nor is there a maximum time. This will mean that practitioners and performers alike will learn of an ideal time to reflect, allowing for reflections to be more accurate and effective.

 Along with this, further research into the affects that reflecting on weaknesses has on a performer needs to be conducted, as currently it is unclear whether it is beneficial or debilitative. From this, an investigation into why some people react positively and others negatively, when reflecting on weaknesses would also contribute to the wider literature. This will allow researchers to see if there is a certain personality type or characteristic, which is more receptive and facilitative to reflecting on negatives, developing this further onto creating a guideline that determines whether an individual would benefit or not from reflecting on negatives.

Furthermore, studies that use reflective practice as a paired exercise, either with a teammate or coach, would be useful as participants in this study suggested that this would be highly beneficial. Lastly, similar studies to Carson, (2008) should be conducted, but with the video analysis being used to help aid the performer's reflections rather than a coaches. Investigating these further will allow for knowledge to be created on whether reflection can be developed further, into forms or types of reflective practice, along with whether a certain type or form can be more beneficial to performers than another.

Chapter Five: Conclusion

6.0 Conclusion

The purpose of the study was to gain an understanding of the impact that the use of reflective practice has on a batsman's performance in cricket. The study assessed whether there were any positives and/or negatives to reflective practice regarding batsmen's performance, along with any other effects that reflection had on the participants. This has been answered to an extent, with clear evidence that reflective practice had a positive effect on batsman's performance, but then also that it can be debilitative to their performance, at times lowering their confidence. The study has shown that in some cases, reflective practice is shown to have increased performer motivation and that it had a positive impact on their strategies and triggers. These findings suggest that reflective practice does have a facilitative impact on batsmen's performance; by aiding the improvement of their strategies and triggers and also raising confidence and/or motivation levels. However this was not completely generic, with finding's that also suggested that reflective practice can be debilitative towards athlete performance, due to decreasing self-confidence when weaknesses in performance are identified.

Therefore the study contributes to literature as it suggests that there can be benefits but also negatives to athletes performance, when implementing reflective practice into a batsman's training programme. With an especially significant link between reflective practice and self-confidence highlighted; both positively and negatively, the confidence levels of performer's should be considered when future reflection studies are conducted. The practical implication of this is that reflective practice should be encouraged within athlete's training programmes and that It can be used to increase their performance levels. Along with this, the study suggests that reflection should be performed no more than two hours after performance, although this is contrary to similar literature on the subject (e.g., Hanton et al., 2009; Knowles et al., 2001). As a result, reflective practice should be further studied in the sporting performance area, studies looking at the time reflection should be used, its effects on confidence and the use of video analysis alongside reflection, would be most beneficial to the wider literature.

Chapter Seven: Reference List

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<u>APPENDICES</u>

Appendix A

Pro-forma

Player Name: **Date:**

Description: What happened during this nets session / batting innings? What essential factors contributed to your performance?
Feelings: What were you thinking and feeling before, during and after? What impact did these have on your performance during the session (e.g., decision making, shot selection, execution of shot)?
Evaluation: What was good about your performance in the session? What was bad about your performance in the session?
Analysis: Why did the performance happen as it did? Why did the good and bad things happen? Why did you perform / behave as you did? What influenced your decision making?

Conclusion:

1. What have you learnt from this experience?

2. What implications may this experience have on future performance?

3. What other options did you have in order to improve your performance during the session?

4. What would the consequences of those options be?

Action Plan:

What will you do next time to maintain the strengths and improve the limitations of this experience? Why

What further learning is required in order to do these things?

Reflecting on Reflections:

How did you find reflecting on your experience? Why?

What issues did you experience with reflecting and using the pro-forma?

What benefits have been gained from reflecting in this way?

Appendix B

Example Interview Transcript

Interview 2 – Participant 2

Interviewer: Ok, welcome this er, participant two, interview two, following on from the reflective diary studies. Do you want to briefly describe how you used reflective practise and what you used it for?

Participant 2: um, put some notes down on thoughts and feeling after the session, er, how it went and that probably what I went to start with.

Interviewer: What sort of things would you use it on?

Participant: What as in, oh ok, how I felt when I was in the practise, what actually went on in the practise so I described scenario situations, how the scenario and situation made me feel, how good I was as a player, er, and like outside situations that occurred to me.

Interviewer: Ok, so what were your initial thoughts on reflective practise?

Participant: I found it quite difficult to start with, to use it, um,

Interviewer: Why was that?

Participant: Because I'd never done it before properly, I'd never really sat down, though about what happened and tried to evaluate it and I'd never sat down and gone over what I did before.

Interviewer: Ok

Participant: So yeah

Interviewer: So you, you thought it was quite hard initially?

Participant: I thought, yeah I thought it was quite difficult initially because I didn't want to put myself down, I didn't want to make myself seem as if I'd done really, really well, I didn't want to over compensate for anything, um, I think it was quite hard to, to remember what I'd done as well, um, so yeah

Interviewer: Would you say that your impression of reflective practise changed throughout the course?

Participant: Yeah, after the first one I found it really difficult. After the second one I quite enjoyed doing it, I mean I've done it, er, well when I did it I found it difficult but then the second time I found it a lot easier because I knew what I was looking for, I knew what I was trying to remember, um, and it actually made me think from the first one what I actually wanted to improve on in the second one. So it was a lot more enjoyable to do it form the second one because I could see the improvement that it helped me with.

Interviewer: Ok, so what sort of things did u start to change in your

Participant: My attitudes towards the practise, because in the first one I knew that I didn't really enjoy it and that I hadn't tried and actually reflecting on that made me actually think then why haven't I done it, what should I do to improve, so my attitude improved, the way I played changed because I knew that I couldn't do what I did last time, because it wasn't very good at all. So yeah my attitudes, my technique and the actual way I approached the session changed quite considerably.

Interviewer: Ok, what sort of time frame is good, or would you recommend from finishing a session and reflecting on it?

Participant: um, from finishing a session to reflecting I took probably over an hour, that was due to getting away from the session etc. but at the same time, just play it over in your mind what happened. I think if I'd of done it straight after I'd of been a bit too hyped up or to actually reflect properly, um, I need time to let the session sink in and actually try and remember what happened, so yeah I'd give it about an hour before I started each time.

Interviewer: Do you think there's too long a time to wait?

Participant: Yeah, I think if you left it over two, two or three hours, the, probably the emotions that actually you'd had, what you'd actually done becomes a bit distorted and you'd fine you're more making up things than remembering it clearly.

Interviewer: Ok, would you say that there's an ideal time then, because of these?

Participant: Yeah I'd say between probably half an hour to an hour and a half is about the right time.

Interviewer: and, and why do you think that?

Participant: um, everything's fresh in your mind but yet you've had time to sit down and think properly about what you've done and it doesn't go out of your head basically.

Interviewer: Ok, do you think writing it down was a good process rather than thinking about it or reflecting in a different way?

Participant: um, yeah writing it downs a good idea, I, before I wrote it down I tried to play it through in my head, I found writing it down a little bit more difficult than I would speaking to someone, only because the way you describe things speaking I think is a little bit different to writing it down. But again I didn't have a problem with it, at all.

Interviewer: Ok, so what sort of impact did writing it down have as opposed to you

thinking about it or.

Participant: Um, writing it down, you obviously saw it on paper and you were able to, it sounds bad but you were almost able to change what you've written, if you say it to someone or say something to someone, that's it that's what you've got down, but if you write it down, you might look at it and go, well did that happen or did that happen, your able to change things, um, I only did that once and then I changed it back because I knew obviously that was the wrong thing to do, so yeah I enjoyed writing it down because you can actually be very descriptive if you write it down rather than just talking.

Interviewer: Ok, so what sort of things did you write about?

Participant: Um, most of the time I wrote about my attitudes and my emotions towards the, the actual practise and towards what I'd done. Um, I wrote down how outside factors affected me, in the practise, um, I didn't write that much about technique, because I thought, for me a reflective is more about what's happened rather than about the intricacies of how I didn't play a shot straight etc. etc. it's more about the situation as a whole rather than going, right im . . .

Interviewer: Ok, so would you say, that's why, that's why you wrote about those sort of things rather than about technique?

Participant: Yeah, yeah so I wanted, I wanted more of an overview of the session, because to me the training isn't just down to exact things, its more about the whole session, er, the session as a whole.

Interviewer: Ok, so like psychological factors . . .

Participant: yeah

Interviewer: . . . rather than just movement?

Participant: Yeah, rather than just plain biomechanics or technique

Interviewer: Ok yeah, so do you think it was good to have um, to have a bit of a guide at least to get you started on reflection?

Participant: Yeah I think, I think if you'd just asked me to write down one thing, I don't think I could of got a lot out of myself if that makes sense because, for reflection you I think you need guidance, you need topics to be able to reflect upon, because there's, because there's different levels of reflection I suppose, um, I know in one of them you asked about attitudes, you asked about factors that had helped you, what you thought was good, what you thought was bad. I think if I hadn't had that guidance my reflections would have been very, very basic.

Interviewer: Ok, so it helped you along with the process?

Participant: Yeah, absolutely yeah, it helped me focus on different thing yeah.

Interviewer: So more specifically, what sort of thing were you writing about, I mean you said you were, er, writing about thoughts and feeling about the.

Participant: Yeah so, the, the main points I mentioned were emotions, my attitude, a little bit of technique, er, the factors that were affecting me outside of those, so other players, other people, um, how I thought the session went, um, improvements that I could of made, but I also talked about, especially in the reflective part, what happened in previous sessions, to make me reflect and change into the next session.

Interviewer: and do you feel this had an impact on the next sessions?

Participant: Yeah, absolutely, after the first session I reflected I could see a lot of different things that I needed to tweak or change, that would actually, eventually you'll see it in the, the um,

Interviewer: the guides

Participant: Yeah the guides, that my second and third sessions had changed much for the better, because of that first one I'd reflected on.

Interviewer: Ok, so as an overall picture of reflective practise would you say it was beneficial to you as a performer?

Participant: Yeah, absolutely yeah, I enjoyed doing it in the end. The first one, I said, difficult to do as I hadn't done it before particularly, the second and third I saw in reflective practise a massive improvement in what I'd done because I was able to go back, look over what I needed to improve and actually implement that in the sessions.

Interviewer: Ok, so what sort of things did it benefit?

Participant: er, the main thing it affected was my attitude toward net practise, because normally I'm not that big a fan of it . . .

Interviewer: Ok

Participant: . . . but actually I saw the benefits it can, can help. Like the first session I just went out there and tried to hit the ball as hard as possible, and etc…just tried to play my own game, whereas from the first session I saw that that didn't really work as I got out a few times and I didn't really enjoy myself, so

Interviewer: So how, so how would you say that you were able to see that it was different?

Participant: um, what so, following through to the second session, I was able to see that the person I batted with would help me change my game, um, the scenario that we had helped me, so I could see from the reflections that different situations within the nets were able to change my attitudes and emotions.

Interviewer: Ok, um, so why do you feel the process allowed you to sort of think

about those things and improve upon yourself like that?

Participant: um, I think the process enable me to get out of my head what I'd done and eventually enabled me to see where I needed to go, to improve myself. So the idea of changing my attitude, trying to enjoy myself or trying a different like tactic or something against a different person I could actually see how I'd improved and that actually gave me a bit more confidence a bit more motivation, knowing what had been going wrong, rather than just, the next session just going there and doing exactly the same thing, I could see from the previous session what needed to be done so it gave me a bit more motivation to achieve.

Interviewer: So you'd say that using reflective practise was that improving your confidence and motivation?

Participant: Yeah absolutely, yeah completely.

Interviewer: How, how did it do that?

Participant: Um, it, it allowed me to, to know what I needed to do, sometimes when you go to a net session you think, ah well I'll do this see if this works, but actually reflective practise allowed me to look back, see what had gone wrong and just exactly know where I needed to go, rather than just guessing.

Interviewer: Ok, so it was allowing you to specifically realise what was happening in your session with your game?

Participant: yeah.

Interviewer: Ok, would you say there were any negatives to reflective practise, and the, and the process you used?

Participant: Um, the one I came across, was the first one again, whilst it did motivate me it also did dishearten me slightly because I saw, not how bad it was but I saw the negatives of my game, normally you just concentrate on the positives, but reflective

practise you have to get as much down as you can, you have to get the negatives, the positives, so, sometimes seeing those negatives you think, oh, can I improve that or am I going to do better next time. I think that's the only negative I ah, um, I think the positives far outweigh the negatives.

Interviewer: Ok, so why would you say that, it was quite negative that reflection brought to light, you're, well what you suppose, weaknesses in your game?

Participant: Yeah, I think, I think the problem for me personally was that it brought to light the negatives, I know the negatives anyway but seeing them written down and seeing them how they actually made you perform poorly, as such, makes you sort of think well why am I doing that, and I understand that's a positive but at the same time you can lose confidence, so you're thinking well I don't know if I can improve that or I've always done that, then why is it wrong. Um, yeah so.

Interviewer: So it was a bit of a downer whereas you could see the positives in your performance would give you confidence it would work the same way with the negatives?

Participant: Yeah

Interviewer: Ok. Would you say that reflective practise was a learning tool for you in terms of your strategies and triggers whilst you were batting? I mean you mentioned earlier that you didn't really use it much for technique, but would you say that it could have been?

Participant: um, it definitely, it wasn't there for technique but for strategies it was huge. Like in the first one, in my interview, I mean in my er,

Interviewer: Guide

Participant: Guide, I spoke about the scenario's that I play, I batted with another batsman in the second session, where we created a scenario, we concentrated on match situations like running, and I saw from the first session where I went all out to

hit the ball, to the second session and the third where I did the same scenario because of the second session, that it improved me hugely having seen the reflection of yes we did this scenario and we did, we concentrated on this and therefore I performed a hundred times better and that made me do it again in the third session so it kept me going basically.

Interviewer: So, what did reflection do that made you have that mental change and so on?

Participant: It made me saw, or see the positives of that scenario and that way of practising, I say normally I go out to hit but the person at the other end, of the second session was telling me, who had more experience than me in cricket, told me, what to do, how to do it, why to do it and that reflection on that, especially the third session after the second made me feel a lot more positive about how I was as a, as a player and it made me remember the attitudes I had in the second session and how well I played in the second session, er, so the reflection ultimately improved me to the second and third session.

Interviewer: So your telling me the reflection had an effect where you might have been able to open blinkers sort of thing, you were able to see more of what happened?

Participant: Yeah, normally I'm sort of one minded, one channelled, this is how I'm going to do it and that's what I did. Yet the reflection of that person helping me, the reflection of my success in the second session and the third session made me actually think well actually there's a different, theres a side to what I should be doing.

Interviewer: and would you put that success which you had in the second and third session down to reflection?

Participant: Yeah, I think if I hadn't of thought about it afterwards and I'd of just ignored or I'd of just gone home and not done this, then I think I'd of forgotten and I'd of just gone back to my old ways, whereas writing it down, rethinking it over actually reaffirmed my belief that it helped me in the sessions.

Interviewer: Ok good. So how would you develop your reflective practise skills to the next level?

Participant: Um, I think the idea of refining, what I, what I reflect on would be good for me, er, what I wrote down was quite broad and actually I think reflecting on different, er, criteria so maybe technique, strategies, attitudes, beliefs, performance those sorts of things. I think if you can reflect on them very specifically you're able to improve those parts of your game a lot more, like, write into them.

Interviewer: So you'd like to, be able to, work out which, like you said specific parts you would be ideally reflected on?

Participant: Yeah

Interviewer: So, how do you, how do you think you'd be able to do that?

Participant: um, from looking at the guide we had, I think there are definitely specific words and triggers that got me thinking a lot better than other ones did. So for example, like the attitude or what performance you had, u, and just trying to, what, what I was thinking just those sorts of mental ideas and I think if I could zone in on a few of those words that I knew triggered me, then I think my reflective practise could be a lot more beneficial.

Interviewer: So, what sort of things, aid, would you say aid this, would you say a more in depth guide or maybe

Participant: Yeah I think a more in depth guide would of helped me just that little bit more, the guide was good, because it got me very broad, but I think if I was going to do it very professionally and very as if it was going to help me a lot I'd need it just a little bit more in depth

Interviewer: Ok, so would not think, as early on, this might be too in depth or

Participant: Yeah, if I hadn't , if, I, I'd need a few more sessions of doing it broadly, being able to know my game, being able to know how to reflect properly before then going in depth because otherwise I think then it would be too much information too early and it would confuse me basically.

Interviewer: Ok, you said, you'd like to know how to reflect properly, would you say that you'd like to be taught or a couple of like, sort of like, sessions to be helped with that or

Participant: Yeah I think the idea of being helped with it, being probed, especially like this, er, even if I was writing it down, just little probing questions that were able to take off in different directions and let you think a little bit more in depth would be good, um, I don't mean properly as in I'm going to write a thousand word essay. . .

Interviewer: Yeah

Participant: but I mean just being guided a little bit more would help.

Interviewer: Ok, um, do you think you could and would start to use reflection in the future cricket season coming up or more of your game?

Participant: Yeah, I think I would, I'd probably use it, it sounds very contradictory of what I said earlier, I'd probably use it after a negative game, I think the positives, I run on being positive and if I know I played well, if I know I've done something right, I know it, I don't need to reflect on it, I don't need to re-affirm it, because I've got it in my head that I've done well. I think, I'd have to learn how to do it, but if I had a negative game I'd need to learn how to reflect, why has it, what can I do to improve it, what factors affected me and that's very contradictory to say as it was negative earlier because I lost confidence but I think If I could implement reflective practise properly then it would be very beneficial after a negative performance or a poor performance.

Interviewer: So you think your better of realising you why you might of done something poorly, than realising and telling yourself why you did something well.

Participant: Yeah, personally for me, because again I, I know when I've done something right and I know why I've done it right but negatively I just try and forget about it and I think that's very detrimental to my game whereas I think reflective practise would bring it to the front and I'd actually be able to combat it if that makes sense.

Interviewer: Ok, would you use it for things that, little things go bad or when big things go bad?

Participant: Um, I'd probably use it, probably for both, I mean again, technique for me isn't my strongest point in cricket I don't play on complete technique, um, I probably should and reflect on that just a little bit because I know it can get me out and it can cause me problems, but for me I think reflective practise is more used for a broader aspect, that's personally like my attitude towards what happens, er, maybe the situation, why it happens and just my emotions basically. I think those, those broad topics are better for me than writing the specifics.

Interviewer: Ok, so you wouldn't, you wouldn't use sort of on a time scale, maybe once every two weeks, once a week, you'd use it just specifically for situations then?

Participant: Yeah, I think where I played poorly or what I think I need to improve on I need to look at what I've done, if there's, especially if there's a blaring obvious mistake that I've made, that reflection should bring it to light and should allow me to change myself.

Interviewer: and, and this is purely because you feel you need to know why you made mistakes and you don't really feel, because you realise, you know when you've done something right, stuff like that.

Participant: Yeah I need to realise why I've done something wrong and what happened because of it

Interviewer: So would you encourage other athletes to use reflective practise and if

so what would you say to them?

Participant: Um, I would encourage them, I'd say you have to be very critical of yourself, you have to be careful with what you write, because you can either big yourself up or you can put yourself down too much, you've got to be very specific and you've got to know what you've done. I think that with reflective practise you've got to know that you're going to do it, I don't think it's something that can be put upon you after, say now reflect on that, because then your put under pressure to remember.

Interviewer: Ok

Participant: I think if you know you're going to use reflective practise you must use it, um, yeah.

Interviewer: You mentioned um, you can be overly critical, how do you find the balance between, between being critical of yourself but not overly critical?

Participant: Yeah, um, writing the truth, I know that sounds very, very obvious, but actually sometimes it's easy to make up what you've done or what you haven't done, er, it's easy to see you hit fifteen good shot and got out five times, you can forget the five times you've been out in the net session and you just concentrate on those fifteen good shots, yet you've got to find that balance, you've got to say yes I performed well at this point, yep, this happened that was, that was bad, um, it's just finding that happy medium I suppose of putting them both in, but not feeling over confident or not just saying everything happened badly.

Interviewer: Ok, um, ok so you also mentioned that, you need to know during a session that you're going to reflect on it, why do you think that would help?

Participant: Um, I think that if you, if it was sprung upon you after the session, I think the pressure you've just been through having a practise, the concentration you've just had having a practise would sort, sort of blur the mind of what happened I think. When I did it, I knew obviously I was going to reflect on it, I was able to then

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concentrate on what had gone well what had gone wrong and I was able to remember much more clearly why I was doing what I was doing so, reflective practise I think has to be known it's going to be done, I think then you're able to concentrate on what you're doing but at the same time the reflections are a lot better because you know you're going to do it eventually.

Interviewer: Ok, so because you knew you were going to be reflecting afterwards you were constantly reflecting throughout the session already?

Participant: Yeah, yeah I was able to actually evaluate myself throughout the session. I do that to a degree anyway but because I knew that I was going to be reflecting anyway, I think it enabled be to remember things that had happened, it enable me to actually think that when, when I was playing, ok I'm going to be reflecting on this, this is natural, this is a moment that I need to remember or that I need to be able to explain and build upon in the guide.

Interview: and you'd say this would be more beneficial for people to, when they are reflecting to reflect during the session

Participant: Yeah so if they, if they reflect during, if they reflect after I mean that's a wealth of information that's going to be built up throughout the time it's not just going to be a, alright I've done my session, let's sit down, lets so it, if, its like revising if you constantly go over it, it's going to be in your head and you just know what you want to write and what you don't want to write.

Interviewer: Ok, thank you very much.

UWIC CONSENT FORM

Title of Project: The effects of Reflective Practice on batsmen's performance

Name of Researcher: Harley Foley

Participant to complete this section: Please tick box.

1. I confirm that I have read and understand the information sheet provided for this study.

2. I understand that my participation is voluntary and that I have the right to withdraw at any point during the study, without giving reason.

3. I understand that information used in this study will be confidential and used for this study's purposes only.

4. I am free to ask any questions at any time before or during the study.

5. I understand that any quotations I have said will remain anonymous during the study.

_____

Name of Participant

_____   _____

Signature of Participant   Date

_____

Name of Chief Investigator

_____   _____

Signature of Chief Investigator   Date