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Dissertation title:	The impact of reflective practice for the development of novice soccer coaches
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Comments	Section
	Title and Abstract (5%) Title to include: A concise indication of the research question/problem. Abstract to include: A concise summary of the empirical study undertaken.
	Introduction and literature review (25%) To include: outline of context (theoretical/conceptual/applied) for the question; analysis of findings of previous related research including gaps in the literature and relevant contributions; logical flow to, and clear presentation of the research problem/ question; an indication of any research expectations, (i.e., hypotheses if applicable).
	Methods and Research Design (15%) To include: details of the research design and justification for the methods applied; participant details; comprehensive replicable protocol.
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	Discussion and Conclusions (30%) [2] To include: collation of information and ideas and evaluation of those ideas relative to the extant literature/concept/theory and research question/problem; adoption of a personal position on the study by linking and combining different elements of the data reported; discussion of the real-life impact of your research findings for coaches and/or practitioners (i.e. practical implications); discussion of the limitations and a critical reflection of the approach/process adopted; and indication of potential improvements and future developments building on the study; and a conclusion which summarises the relationship between the research question and the major findings.
	Presentation (10%) To include: academic writing style; depth, scope and accuracy of referencing in the text and final reference list; clarity in organisation, formatting and visual presentation

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CARDIFF METROPOLITAN UNIVERSITY
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CARDIFF SCHOOL OF SPORT

DEGREE OF BACHELOR OF SCIENCE (HONOURS)

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The impact of reflective practice for the development of novice soccer coaches

Dissertation submitted under the discipline of Coaching Science
by
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CARDIFF SCHOOL OF SPORT

CARDIFF METROPLITAN UNIVERSITY
'The impact of reflective practice for the development
of novice soccer coaches'

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List of Contents:

<u>List of Tables</u>

Figure 1- Gibbs (1988) Model of Reflection

APPENDIX A- Ethics Approval by supervisor

APPENDIX B-Participation and Informed consent from

APPENDIX C- Observation Structure

APPENDIX D- Johns (1994) Model of guided reflection

APPENDIX E- Pilot Interview

APPENDIX D- Interview Guide

Abbreviations:

RP – Reflective Practice

DHHS - Department of Health and Human Services

FAW – Football Association of Wales

FA – Football Association

NGB – National Governing Body

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Diolch I chi Mam a Dad am bopeth yr ydych wedi ei wneud imi, yn ddiolchgar iawn.

Abstract

The aim of this study was to explore the ambiguous perspectives surrounding reflective practice combined with discovering the potential impact of reflection upon the development of novice coaches. Therefore, the main intention of the study was to explore, discover, and clarify what impact reflective practice has on its practitioners. After examining such aspects that are involved within the investigation and more individualities surrounding reflective practice it would appear such a study is deemed appropriate to utilize a quantitative methods of research. Methodology such as observations, reflective blogs and semi-structured interviews were conducted to measures the impact of reflective practice. From the results it's clear to identify that reflective practice positively impacted all subjects, however it also clear to see that reflective practice impacted the subjects individually and collectively, reiterates point that the impact reflective practice cannot be solely defined by one specific theme. Future researchers may include other methodology processes to measure the impact of RP, such as video analysis to combat one of the problems associated with RP, memory re-call.

Keywords: Reflective Practice, Coaching, Coach Education

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ii

CHAPTER I

INTRODUCTION

Introduction

1.1   Introduction

According to Kidman and Hanrahan, (2011) the process of evolving into an effective coach is reliant on developing an understanding on ones qualities and actions that coincide with competitor's needs. In contrast to this Jones, (2006) indicates how complex the coaching environment appears to be, nonetheless while coaches maintain to coach they partake in a process of increased experience that will potentially enhance ones skills. It's clearly evident that acquiring such experiences will create an opportunity to learn in and/or after ones practice. In support of this Lyle, (2002) proposed the importance of implementing an evaluation concept in order to asses one's performance. Based on the ideas of (Cassidy, Jones & Potrac, 2004) who illustrate reflective practice as an appropriate tool to implement within a coaching discipline to assist in one's growth. Lyle, (2002) continue to reiterate the importance of implementing reflection to evaluate the self. To support this Gilbert and Trudel, (2006) advocated reflection has an essential element in developing coaches' experience. These reflections can be utilised as a mechanism for coaches to reflect through issues arisen within the coaching environment. From these issues that ascend within the coaching environment which can be reflected upon, as a result of reflection it can be a catalyst for change. Nonetheless, without video analysis, reflecting upon instances that occur during the coaching environment can appear at times problematical due to lack of memory recall.

Reflective practice (RP) has been recognised within several disciplinary fields, including sports psychology (Anderson, Knowles,and Gilbourne, (2004) nursing (Ghaye and Lillyman, 2000) education (Crockett, 2002) has a valuable trait to implement towards enhancing personal and professional development (Cropley, Hanton, Miles, & Niven,(2010). However, what is understood by "reflective practice" varies considerably (Fook et al, 2006). Existing literature indicates a lack of research on the use of RP in sport coaching, nevertheless this remains an evolving field that requires further research, when considering the way in which RP may benefit to develop coach effectiveness (Faull and Cropley 2009). The research literature involving personal and professional development of sports coaches and RP will be reviewed and critiqued.

The investigation intended to explore the diverse literature surrounding RP. Also proposed to examine coaches' use of RP and the impact reflection had

on the participants and their practice. And finally study 'coaches' reflective preferences and impact on participants.

CHAPTER II

REVIEW OF LITERATURE

2.1 Introduction

The following sections will begin with a summary of personal and professional development of sport coaches followed by reviewing the ambiguity literature surrounding RP. The third sections will review the literature that links RP and sports coaching also analyses the complexities and increased engagement in RP. Furthermore, addressing the reasons for and aim of the study.

2.2 Personal and Professional Development of Sport Coaches

Woodman, (1993) put forward due to the nature of sport becoming an evolving competitive environment, following this the role of the coach has further developed, not only instructing a training session, there are additional fundamentals that needs to be considered before, during and after the session to become an effective coach. Sports Coach UK, (2004) suggest approximately around 1.2 million individuals providing sports coaching in the UK. More knowledge and guidance is needed to aid novice coaches to fully recognise how to become accustomed to their potential environment. Smith, (1989) put forward that some outdated literature associated with coaching have identified the coaching environment as a rational, logical activity one that could be anticipated and controlled. Due to the lack of literature surrounding novice soccer coaches or novice sport coaches, it clearly identifies a gap within literature to explore. However, Murray, and Schoenstedt, and Zwald, (2013) have classified "beginner" coaches are those who are either brand-new to coaching or to coaching a particular sport (p.5). The present day coaching process requires an input from several disciplines (e.g. physiology, psychology and sociology). Armour and Potrac (2004) state that considerable amount of the previous literature failed to capture the complexities involved within the coaching environment. Any action involving human being(s) will consist of ambiguities, complexities, interpersonal and a contested environment (Cross and Lyle, 1999). Therefore, with all these complexities and ambiguities, inputs from several disciplines, questions needs to be answered into how can a coach acquire such attributes? Also do respective National Governing Bodies (NGB) offer suitable support for coaches? How can we expect our current generation and next generation of coaches to be or become effective coaches?

An understanding surrounding the chosen field will not always produce an effective coach (UK Sport, 2006). However, how do you define "success" or "effective coaching" as a coach? Different coaches will define "success" or "effective coaching" in various ways. All

coaches must be effective in order to reach target goals (Horn, 2008). Lyle (2002) defined "effective coaching" as the accomplishment of targets reached that are shared by all participants; which are controlled by time and place. Subsequently Lyle (2002) put forward that coaching effectiveness should be adjudged by assessing instances of particular coaching performances. This supports Cote & Gilbert, (2009) definition of coach effectiveness as, "The consistent application of integrated professional, interpersonal, and intrapersonal knowledge to improve athletes' competence, confidence, connection, and character in specific coaching contexts" (p.316). Consequently Cross and Lyle, (1999) state acquiring the necessary attributes to become an effective coach is a continuous process. Completing the required coaching courses, coach for a certain time, doesn't make an elite coach, each coach can continuously develop. Each and every coach has a very unique ability which are dissimilar and complex at the same time, every coach will be at a different development level e.g. experience, qualifications etc. (Kidman and Lombardo, 2010). Each single coach are dissimilar, whom have their own beliefs, values, opinions, at the point where it creates the capacity for individualistic and creative approach to coaching. Reid (1995) put forward that individuals have very different learning styles that is they differ in their desired methods of absorbing, processing and retaining new information and skills. In turn, if one differs in processing new information, it's correct to assume that a coach will apply and translate new information in an individualistic and creative manner, in turn will potentially enhance a coaches attributes. Hence, coaches have identified the need to enhance personal and professional development by accessing and progressing through the coach education pathways. Jones, et al (2004) believe coach education to provide a "basic curriculum" for coaches, the first step on the ladder but a small step regarding the actual development of any coach. The nature of the coaching process links to coach education, significantly the content and delivery of the courses as they provide basic guidelines for coaches, key for their own development and awareness of current information (Jones et al., 2004).

The coaching discipline has transformed dramatically, that identifies coaching as a profession, with accredited qualifications and a real career development structure (Cushion and Nelson 2006). On the other hand, recent literature, (Cushion et al., 2003; Gilbert & Turdel, 1999) have put forward that coach education courses have had inadequate impact on practice. Considering the pedagogical aspect of teaching within coach education, numerous coaches once attended such a course are not adequately prepared for the ever changing coaching environment they may face. Abraham and Collins

(1998) recognised coaching courses and accreditations are now traditional and expected components of any British sport at the same point include more information than ever. Nelson and Cushion (2006) states that current qualifications courses must alter from the outdated lecture theatre methods into dynamic and interactive based learning environment. Cushion, Armour and Jones (2003) proposed if were to produce an innovative course, one shall need to develop creative, dynamic, and thoughtful coaches, at some point broaden content knowledge from multiple disciplines that has traditionally educated within coach education courses. Many practitioners, have put forward that if we don't, that coach education courses will produce the same style of coaches, which has been heavily criticised by coaches and scholars as lacking relevancy and context. (Jones, Armour, & Potrac, in press; Saury & Durand, 1998).   Moreover Jones, Morgan & Harris, (2001) propose that coach education courses are likely to be idealistic, however these coach education courses fail to reach the reality of complexities within practice.

According to Woodman (1993) the core element to improving and developing coaching practice revolves around refining the coach education system. As many practitioners made it clear that the coaching environment is a complex process, similarly expressed by Bourdieu (1996) to be an 'art form'. In knowing this, Cushion, Armour & Jones (2003) stated that despite the lack of guidance and support from the NGB's, coaches are still expected to possess greater knowledge, in order to educate participants. Furthermore, coaches are not likely to contest the existing state of affairs in fear of failing to pass the course (Anderson, 1997). Knowles et al. (2001) put forward that limitations might have a negative impact in combining with the effectiveness of a coach education courses, especially on the courses that might be short in duration and spaced apart by time stages of months or even years.' Cushion et al. (2010) identified that coach education courses are proven to congest too much new information in such a short duration. According to Cushion et al., (2003) coach education programmes should include field experiences that will allow coaches to contemplate with differences, make mistakes, reflect and learn. Cushion et al (2010) continues to explain the whole process of coach development requires an evaluation to conclude what effectively works, for who and why.

Ultimately coaches have numerous ways of learning, however there is no one determined way of becoming an effective coach. Yet, the combination of coach's knowledge and continuous experiences are beneficial for enhancing personal and professional development (Farres, 2004). Borrie e al., (1999) acknowledged a method that would assist towards improving coaching standards by developing an understanding also balanced

assessment that of RP. Many practitioners stated various learning styles might aid the development of coaches, whilst Gould et al., (1990) and Irwin et al., (2004) precisely concluded the combination of diverse approaches to enhancing coach effectiveness. Interactions with expert accredited coaches (mentors, tutors), individual experiences, more importantly they stated the value of RP, that one can learn from their own coaching environment and experiences. Therefore, RP has the potential capacity to become an imperative element within the coach education pathways as it could provide the link between knowledge coaches gained from various observations, individual experiences, education and theory (Nelson and Cushion 2006). Cote and Gilbert (2009) specified extensive knowledge as a considered attribute of those are or to become expert coaches. However, Cote and Gilbert (2009) continue by saying extensive knowledge alone isn't enough to become an expert coach. There are many combination of components that define an expert coach, one's capability to teach specific sports skills, create also preserve individual relationships finally the capacity to learn from ones' environment and experience (Cote and Gilbert 2009). Last of all coaches that learn from their experiencers are able to establish and demonstrate coaches effectiveness consistently (Cote and Gilbert 2009). To sum up it seems to be an emerging connecting between expert coach and coach effectiveness.

2.3 Reflective Practice

RP has been recognised within many diverse disciplines such as education (Smyth, 1991), nursing (Ghaye and Lillyman, 2000), engineering (Adams el al, 2003), sports coaching (Saury and Durand, 1998; Knowles et al., 2001, in press) and sports psychology (Anderson el al., 2004). . Boyd and Fales (1983) defined reflection as "the process of internally examining and exploring an issue of concern, triggered by an experience, which creates and clarifies meaning in terms of self and results in a changed conceptual perspective " (p.58). Anderson el al., (2004) expressed the use of RP on experiences can increase the understanding of the specific environment and practice, in order to fully refine coach effectiveness. Yet, within these diverse disciplines, what really is defined and understood of RP differs significantly (Fook et al., 2006). The long-standing saying "Experience is the greatest teacher" may possibly not be completely accurate, more precisely one doesn't considerably learn from experience compared with if one reflected upon pervious experiences (Farrell, 2006). Boud, (1995) advocated that unless practitioners reflect, effective learning will not take place. Gilbert and Trudel, (2001) identified one's experience can contribute personal and professional development through

developing an understanding of reflection. Within the teaching environment Cruickshank and Applegate (1981), refers to RP as a process that allows teachers to consider what, why, when, where, who, that combination of reflections will determine how to reach specific aim(s) in future. Nevertheless, before any practitioners emerges in the process of RP, practitioners should understand what RP means and its importance, yet as previously stated that their seems to be a sense of ambiguity surrounding determining what RP is. Boud, Keogh and Walker (1985) concur that RP is a process which includes an individual's experiences, potentially leading to a better understanding of one's practice. However, Schon, (1983) refers to RP as a thoughtful process, in which creates the capacity to consider one's experience linking knowledge to practice. More recent, White and Reid (1993) speak of RP as a concept of "reviewing an experience", which allows one to "describe, analyse and evaluate" performance, that eventually informs learning from practice. Simplifying the concept of RP is seeing it within an effective process that supports learning, simultaneously support potential reflective practitioners to make sense of their environment, practice, understanding and lastly critical thinking skills (Ghaye and Lillyman, 1997). RP has often appeared the solution for practitioners to gain better understanding and develop into a more effective coach. Yet, with various definitions and values from diverse disciplines, RP still operates with an overshadow of complexity of what it truly means, as a consequence how can RP be the solution for development. On the whole, RP is understood as the concept of learning "*through*" and *"from"* experience towards attainment new perceptions of self and/ or practice (Bould et al 1985; Boyd and Fales, 1983; Mezirow, 1981, Jarvis, 1992)

It became apparent that reflection and RP had different meanings. It is imperative for reflective practitioners to distinguish between reflection and RP. Osterman and Kottkamp, (1993) defined reflection as "through reflection and analysis we strive to understand the experience". Reflective practitioners not only need to critically analyse/reflect the negatives aspects of ones performances but reflect upon positive aspects as this is equally as important and often neglected. From this areas identified as positive(s) can be built upon further and replicated in future practice.

Reflection and RP do have a connection, where RP is an extension of reflection. Although "reflection" may well create the capacity to analyse current or past event in fine detail potentially gaining new knowledge. Combining reflection with RP will allow a practitioner to associate the new knowledge gained by reflection, with knowledge gained improvements

can be made for future practice, therefore process forms a link between reflection and RP (Reflective Practice Diploma Support Programme, 2008).

After differentiating between reflection and RP, Schon (1983, 1987) stated the different types of methods surrounding RP, which consist of "Reflection-in-action", "Reflection-on-action" and "Retrospective-on-action". Reflection-in-action involves the process of reflection in use during practice, practitioners could then potentially analyse/reflect upon a situation, and use appropriate method(s) to positively affect the circumstances by intervention or adapting the practice as it materialised (Schon, 1983, 1987). Equally Schon (1983, 1987), identified reflection-on-action involving the process of reflection subsequently after practice, in which future practice can altered and improved. Yet, retrospective–on-action has been described as a concept which takes place away from the present action, where one's reflection cannot impact the situation (Cassidy et al., 2004). The combination of all three could potentially lead onto new knowledge, regarding how to improve one's practice.

Gibbs (1988) model (see figure 1) of RP is widely accepted and acknowledgement in literature as effecting, covering many diverse discipline fields (Ghaye & Ghayne, 1998; Knowles el al., 2001)
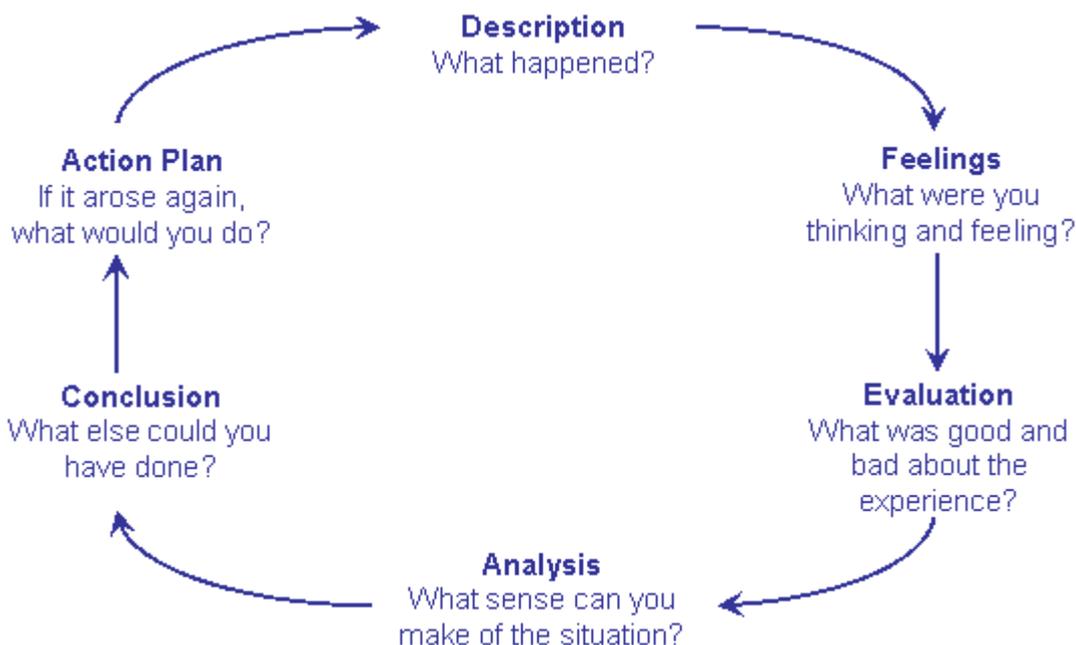
Figure 1 Gibbs (1988) The Gibbs reflective cycle

The model in Figure 1 by Gibbs (1988) demonstrates the continuous cycle process that practitioners learn from experience. Gibbs (1988) model clearly displays the process of RP

broken-down, whereby it potentially encourages practitioners to think over numerous components of the situation occurred, moving onto evaluate it and finally creating an action plan for future practice alongside how to deal with such scenario again and potentially improving coaching effectiveness. Bulman (1994) identified RP within the discipline of nursing from which problem solving and self-analysis emerged as fundamental skills, through the use of Gibbs (1998) RP model.

2.4 Reflective Practice in Sports Coaching

According to Mitchell, (2003) the link between RP and sport has only come to the forefront in recent years, previously in 2002 RP was introduced onto UEFA professional licence certificate, on the coach education in Wales. The concept of RP began to offer coaches a structured framework to prompt learning from practice, which could potentially have an impact on personal and professional development (Irwin, Hanton and Kerwin, 2004). Current literature surrounding RP within sports coaching, is mainly based upon individual thoughts and interpretation (Cushion, Armour, & Jones, 2003).Constantly within literature states that the concept of RP benefits towards personal and professional develop of coaches. Many practitioners propose various positive outcomes if RP is practiced correctly and honestly, according Irwin et al., (2004) it supports the development of enhancing coaching knowledge, at the same time initiating change if needs be (Cushion et al., 2003). As previously pointed out within the paper RP allows the coach to create the capacity of associating links stuck between theory and practice (Douglas & Carless, 2008). Another importance aspect reflective practice potentially impacts surrounds how to cope with the ambiguity and complex nature of coaching (Jones & Wallace, 2005) similarly improving ones understanding of the coaching process (Carson,2008). Kidman (2001) argues if RP has many positive learning outcomes, why doesn't national governing bodies within the UK, that support sport coaches introduce RP in every form of coach education levels. By doing so, it will eventually create the capacity for our current generation also most importantly next generation, develop their own knowledge and behaviour among acquire many other vital attributes. To support this, Galvin (1998) advocated that literature surrounding RP is of a minority, regarding the development of coaching effectiveness within current accredited UK coaching education courses. UK coach education courses according to Cushion and Nelson (2006) mainly emphasises on what an individual knows, concerning their personal knowledge, instead of combining new knowledge gained and

how to implement such theories into real world coaching scenarios. To summarise Cushion and Nelson (2006) conclude, that the concept of RP would be an appropriate method/process to undertake to link between gaining new knowledge from professional experience, observation, implementing theories in practice and education.

Among the different interpretation of RP, Gilbert and Turdel, (2001); Knowles et al., (2001); James and Clarke (1996) investigated practical concepts of RP within a real world sport coaching environment, despite this the research was relatively similar. The study focused on by Gilbert and Trudel (2001) investigated youth sport coaches that used the process of RP over a period of time e.g. full competitive season. In summary the study was based around the concept that coaches selected would reflect-in-action also reflect-on-action in order to learn from experience (Schon, 1987). More importantly the study also educated the chosen coaches of the elements to consider required to correctly reflect. Some of the elements to consider were recognised as issues within a coaching environments, coaches' role within coaching setting, conducting reflection, finally evaluating the session and one's performance. An additional element that resulted in improvements within the reflective process identified by Dewey, (1933) was a reflective discussion.

Bell (1997) expressed the opinion that if an individual desires to improve within practice at any profession, an individual must do more than experience the profession. Considering RP's concept as a whole, it creates the capacity for one to acquire the necessary attributes to detect areas for further development also more importantly make appropriate changes to practice, on the other hand more positively identify good practice. Despite the fact that the literature (Cushion et al 2003; Gibbs 1988; Knowles et al., 2001) supports the use of RP, however there's a small amount of practical evidence to support whether learning essentially occurs in practice as a product of reflection. The imperative nature of RP has gradually evolved within literature of sports coaching, in spite of this Jones, (2006) argues that relevant steps are yet to be taken in coach education.

2.5 Rationale for the study

The ever evolving literature surrounding RP, within diverse disciplines sports psychology (Anderson, et al., 2004) nursing (Ghaye and Lillyman, 2000) education (Crockett, 2002), yet there still appears to have a level of ambiguity surrounding the concept. With the element of ambiguity surrounding the concept, literature has clearly put forward the imperative nature of RP within such a discipline as sports coaching, as identified by Pollard (2002) whom expressed the opinion that RP can potentially maximise ones

development also allow the continued progress of one's professional knowledge .As Knowles and Gilbourne,(2010) suggested the current ambiguity in the literature has prompted further extensive research into understanding of what RP this. Hence, this research will investigate the impact of RP for the development of novice coaches. Sport coaching discipline is an ever evolving field, as regards to continuous development of it coaches, potentially leading towards better coaches and better developing performers. The evidence clearly demonstrates from literature that the implementation of RP is of high importance within ones practice. As identified by Knowles el al., (2001) whom put forward that the concept of RP is developing as an essential element for any practitioner to improve from ones practice. According to Cassidy et al., (2001) there are many positive benefits from implementing and combining RP with practice, whereby its approach can potentially impact how coaches value and modify her/ his environment to become accustomed with diverse personalities, creating an athlete centred approach. Additionally, as literature clearly demonstrates the imperative nature of RP, and its benefits in potentially develop and continuous development our current and next generation and practitioners. In turn, hierarchy governing bodies of UK sport and many other discipline need to recognise the impact of such concepts, and implement precisely the reflective practice processes within a coach education programmes.

2.6 Aims and Objectives

Purpose of this research investigation is to discover the impact of RP for the development of novice soccer coaches. Determining if RP can impact a coach's practice and potentially improve coaching standards. The research will aim at:

- Explore the diverse literature surrounding RP

- Examine coaches use of RP and the impact it had on them and their practice

- Examine the development in ones practice as a result of RP

CHAPTER III

METHODOLOGY

3.1 Justification of a Reflective Practice Qualitative Research

Employing a suitable method for this investigation according to Patton (2002) requires methodological aspects to be considered beforehand such as, previous literature, purpose of the study, the question being investigated and the resources accessible to the researcher. In light of Patton (2002) statement, recent studies by (Cushion and Nelson, 2006; Irwin et al., 2004; Knowles et al., 2001) whom investigation involved utilizing reflective practice as an attribute to potentially develop sport coaches. After examining such aspects that are involved within the investigation and more individualities surrounding reflective practice it would appear such a study is deemed appropriate to utilize a quantitative methods of research. According to Denzin and Lincon, (1994) the utilization of a qualitative approach has been referred to as an approach that attempts to construe a greater understanding of individualities within a specific disciplinary field. While this is the case, this type of approach produces new-knowledge regarding individualised experiences, beliefs, emotional and opinions within a specific disciplinary field. (Poczwardowski, Barott and Jowett, (2006). Diversity and variation allows an investigation to examine in depth issues within range diverse experiences (Maykut and Moorhouse, 1994). Therefore selecting a quantitative analysis approach to the present investigation wouldn't be adequately beneficial to the study as the aim and objectives wouldn't coincide with the numerical results.

Majority of research previously surrounding reflective practice has been conducted through the means of a qualitative methods of study, due to the complex phenomenon of reflective practice, in turn this method of study is best suited (Irwin et al., 2004; Nelson and Cushion, 2006;Knowles et al., 2001). Qualitative research has substantially increase in sport according to Hardy, Jones and Gould (1996) thus, allowing practitioners to obtain in depth knowledge, permitting participants perspectives to be considered. Similarly Flick, (2007) highlights qualitative methods of research as addressing and analysing the real world experiences and knowledge of individual(s) or groups. It's important to clearly conclude what the process of reflective practice allows a practitioner to accomplish, given the present literature its clear to conclude that the process of reflection allows one to assess and value one's thoughts, emotions and actions within a specific scenario. The recent qualitative research studies in Coach Education, (Nelson and Cushion, 2006), Elite gymnastics coaches (Irwin et al., 2004) and Higher education coaching programme (Knowles et al., 2001), however, a small number of literature specifically concentrate on the concept of reflective practice and how it contributes to developing sport coaches.

3.2 Participants

Flick, (2007) outlined the importance of selecting the correct resources within every research. Tongco (2007) relates to the process of selecting the correct resources, as a thoughtful procedure based upon information participants acquire. Tongco (2007) continues to emphasise that the participant's selection process "sampling" is an unsystematic and random process. As a result, sampling participants was based upon, the knowledge on possessed related to the study (Tongco, 2007). In conjunction with relevant discipline knowledge, participants were required to meet necessary criteria to partake in the investigation. At the same time, a further consideration within the sampling process was to maximise dissimilarity within the set criteria, as can be seen by Maykut and Moorhouse (1994) whom emphasises this process benefiting the diversity of personal and experiences in the discipline field being investigated. Participants were selected due to obtaining the appropriate selection criteria. Firstly, participants had to be novice coaches, as previously stated a lack of literature surrounding novice coaches, however Murray, Schoenstedt, and Zwald, (2013) have classified "beginner" coaches are those who are either brand-new to coaching or to coaching a particular sport (p.5). Secondly potential participants had to be actively engaging consistently in a coaching role. There were no restrictions on age groups, therefore maximising the diversity of experiences within the sample.

Lastly, participants had to obtain soccer qualifications, a maximum of Football Association of Wales (FAW) level 2 or Football Association (FA) Module Level 2 during the duration of the research. Participants deemed suitable and meeting the criteria put forward, would be in the best environment to implement reflective practice within their own practice and be best suited for observational analysis also to discuss the reflective blogs during the interview process. Selected participants whom were deemed appropriate for the investigation were four male novice coaches. Participant's age range within the investigation were between 18-27 years old. Selected participants were carefully chosen from university and local football centres. Chosen participants all held qualifications within the set criteria, three held Level 1, whilst the final participants held Level 2 and FA Module Level 1 & Level 2 and all differed in age with a mean age of 21.5 (SD = 3.87), (N = 4) and playing also coaching experiences. All four participants agreed to partake within the investigation, consented written and verbally before the study began, in turn approved individually they understood what was expected throughout the duration of the

investigation also understood their rights. An example of this consent form can be seen in Appendix A.

3.3 Procedure Introduction

3.31 Ethic Approval

During any research investigation it's imperative to consider and understand the ethical apprehensions involved (See Appendix A). As explained by Sliverman, (2011) traditionally ethical procedures include three main consideration during a qualitative investigation. Firstly, includes "informed consent", identified as notifying the participants of the purpose of the investigation, Berg and Latin (2008) concluded that the attainment of "informed consent" as the acquisition of "valid consent", thus implying that participants understand the aims of the investigation also acknowledge that during any stage of the investigation they have an opportunity to pull out without any consequence (Sieber, 1982). Consequently, prior to the investigation beginning "Informed consent" forms were understood and signed by all selected participants. (See Apendix B)

Secondly, Silverman, (2011) reiterated the importance of confidentiality within any investigation process. De Vaus (2001) maintained the aspect of confidentiality is an imperative methodological and ethical issue; as a result of confidentiality participants will become comfortable potentially lead on to discussing difficulties. Hence, the investigation will therefore change or alter any locations, participants name or information to remain participants anonymous guarding against identities (Patton, 2002).

Thirdly, the aspect of trust between the researcher and the participants. Silverman (2011) emphasised the consideration of delicate nature of the reflective blogs and interviews, trust and confidentiality must then be considered at all times during the investigation. In order to create a comfortable environment, reflective blogs will be conducted individually within their own environment whilst the interviews will be conducted in a safe and discreet environment also participants will be given the interview guide beforehand to familiarise with (Jones, Hughes & Kingston, 2007).

3.32 Observations

After informing the selected participants what the study included, (post introduction) the investigation began with three weeks of observation analysis procedure, observing one session per week, for a duration of one hour per session. The observations were formatted using an observation checklist from Cardiff Metropolitan University. (See Appendix C) According to Department of Health and Human Services. (DHHS) (2008) observations can be analysed in two ways, overtly or covertly, overt observations indicates that the participants are aware of what is being observed and analysed, compared to covert observations where the participants are unaware of what is being observed. The procedure selected towards collecting the data was "overt observations", as selecting "covert observations" would raise ethical issue, by means of concealing the observations DHHS, (2008). "Overt observations" was selected as potentially allowing the participants to be aware of what's being observed, participants would conduct themselves naturally. However, aware that some participants might feel under pressure, when knowing aspects of their coaching is being observed. DHHS, (2008) continued by defining observations as a procedure to collect data by surveillance of behaviour, events or noticing physical individualities within their environment.   At the same time, observations can be analysed through a direct or indirect expressed by DHHS, (2008). Direct observation relates to producing data of what participants do within a specific environment. Many types of data can be generated by the use of direct observation such as: facial expressions, body language, eye activity, personal space, gestures and manners (DDHS, 2008; Jorgensen, 1989; Spradley, 1980). Similarly Mulhall (2003) stated that observational analysis is a continuous process that potentially generates further data compared to interviews. Within this investigation there is a clear link between observations and interviews. As can be seen by Mulhall, (2003) whom, illustrates that interviews therefore will connect the pieces together, which eventually were generated from observations. With regard to the benefits of observations DHHS, (2008) stated that data can be collected where and when the session occurs, besides observations do not depend on a participants providing information, moreover it directly allows the research to analyse what participants do instead what they say. On the contrary, there are many observation disadvantages to consider such as potentially incline to the "hawthorne effect", where individuals might possibly perform better or different when they know they're being observed and analysed.

3.33 Reflective Blogs

The selection of participants carefully chosen for the investigation used a flexible reflective blog structure developed by John, (1994) grounded within current literature, an arrangement by John, (1994) potentially aid participants through the reflection process. Participants used the reflective blogs as a procedure that involved individuals reflecting upon one session per week, reflecting upon a key incident that occurred during the session that might have effected personal, team or participants involved in the session. The model structured by John, (1994) consisted of five different sections including description, reflection, influencing factors and evaluation. Additionally each section included multiple questions prompting different answers, of which one different question from each section must answered each week for three weeks. Selecting different questions each week according to Miles, (1998) is intended to aid participants to prompt and generate information from each coaching experience. However, nothing was given to aid participants to remember key events that occurred during the session, as literature emphasised the problematic nature of memory recall that influences the value of one's reflection (Cropley, Miles, Hanton, and Anderson, 2007). A full copy of the reflective pro-forma can be seen in Appendix B. Critiquing the reflective blog procedure was that as a researcher, the procedure failed to educate the participant on how, when, what to write regarding notes, that potentially aided the participants to remember accurately what occurred during their practice. As can be seen by Franks and Miller, (1991) whom highlighted that individuals can only precisely remember only 40% of performance. Franks and Miller, (1993) continue to emphasise that future decision making more often are based upon inaccurate assessments of previous performance. Hence, the imperative nature of this investigation that, coaches need effectively reflect upon previous performance within 24hours, to successfully evaluate past performances.

3.4 Pilot interview

Considering the lack of research and interview experience held by the researcher, a pilot interview was identified in order, to accurately ask the relevant questions, which could generate data for the study before the interview took place (Gillham, 2000). Based upon the findings of (Cohen, Manion and Morrison, 2011; Oppenheim, 1992; Wragg, 1999) proposed that that interview pilot studies have various beneficial aspects towards future studies. Beneficial aspects of such pilot study allowed the researcher to clearly recognise

an estimate time to conduct each interview. Combined with generating valuable experience of partaking in such interview procedure (Gillham, 2000). Significantly the pilot study permitted to alter or modify certain questions or wordage, due to pilot participants failed to understand or failed to provide necessary relevant information (Basit, 2010). The pilot intervierw informed the following changes to the final interview guide.The first interview guide (see appendix C). The alteration included individual sections from: introduction, environment, individual observations (linking from practice), thoughts and feelings, evaluation and finally conclusion questions. This changed allowed for a more in-depth and individualistic responses. (See Appendix D)

3.5 Interviews

The interviews were conducted through a semi-structured procedure as a method of collecting data. Such procedure permits the participants to speak openly throughout the interview, although this is likely to happen through open ended questions (Denscombe, 2007). Yet, further information can be obtained from participants if the researcher requests the participants to elaborate upon interesting responses. (Kumar, 2005). According to May, (1999) the interview procedure is an importance aspect to any qualitative study, as it potentially produces significant individualistic perceptions into coaches experience, thought and emotions.

Prior to the interview the participants had sufficient time to look over the interview guide to familiarise themselves or ask any questions, possibly leading to more accurate responses. The opening section included introduction questions, which were intended to make participants feel comfortable besides building a rapport with each individual. Patton, (2002) supports this by emphasising the need for "neutral questions to build rapport and allow the participants to response in a way that would not be preferred. The aim of interview was to interpret the impact of reflective practice, within one's practice in a soccer environment. Therefore many questions were put forward to evaluate one's perception of reflective practice and its impact on one's practice. The observations section were individual to everyone, that included diverse questions linking to each participants observations, linking into practice and the reasons, emotions, and impact of such incident had on their environment. Furthermore the impact of reflective practice on future practices. During any section of the interview, if participants failed to respond to a question, the researcher would reword or give example to obtain more in-depth data from the participants (Fantana

and Frey, 1998). All interviews were conducted within the same environment however varied in time, also all interviews were recorded by means of a Dictaphone.

3.6 Data Processing

The procedure of data processing identified by Gratton and Jones, (2010), has become an ambiguous field, due to practitioners failing to understand what is required during such procedure. Qualitative research according to Cohen, et al., (2011) includes in-depth first-hand knowledge, therefore the importance of consideration when analysing the transcriptions, at the same time selecting appropriate themes. With regard to the identifying the appropriate method of processing data Drew, Hardman and Hosp, (2008) proposed that there are two main methods to process data, both being inductive and deductive. As a result of such in-depth, diverse and first-hand information generated from the research, it was appropriate that a combination of both inductive and deductive methods to process such data. Lauri & Kyngas, (2005) defined an inductive method being most suitable when there is a limited amount of knowledge about a specific research subject. In contrast, Kyngas & Vanhanen, (1999) defined deductive methods as based upon prior knowledge on the subject in relation to the purpose of the study. The data was analysed through a deductive methodology, in combination with gathering relevant literature to support potential themes. To elaborate the use of themes/coding allows the researcher to consider similarities and differences from diverse participants upon the impact of reflective practice. (Lewins and Silver, 2007). With regard to a combination of both methods, resulted in highlighting obviously themes, however some data can be overlooked, which resulted in any data uncategorised or uncertain upon at first glance can be highlighted through an inductive procedure and placed within appropriate theme (Patton, 2002) All transcriptions were read on numerous occasions to warrant consistency within the data. All interviews were transcribed (by request sent to the participants) then analysed.

3.7 Trustworthiness

Trustworthiness plays an essential role within any research as identified by Lincoln and Guba, (1985). Lincoln and Guba, (1985) continue to reiterate such trustworthiness can only be measured within four distinct categories: credibility, transferability, dependability and confirmability. Accomplishing all four required numerous criteria to be considered, to begin with warranting such research with credibility, comprised of a "participation check"

that occurred to ensure that transcriptions were accurate also relevant in terms of representing emotion, thoughts of personal experiences. Additionally to warrant transferability within such research involved directly combining participant's experiences from the interviews into the results and discussion sections. Furthermore dependability relied on the creation of semi-structured interviews, in turn all four interviews and transcribing were conducted by the same researcher throughout. Lastly, confirmability consisted of information generated through the research combined back to raw data from participants.

CHAPTER IV

RESULTS & DISCUSSION

4.1 Introduction

The aim of this study was to explore the ambiguous perspectives surrounding RP combined with discovering the potential impact of reflection upon the development of novice coaches. Therefore, the main intention of the study was to explore, discover, and clarify what impact RP has on its practitioners. The following section will include the results comprised of a number of subdivisions. The first section will discuss identified themes, to deliver an accurate description, quotes will be used. Secondly a review of the strengths and implications of the study will be reviewed. To sum up, considerations for future research will be discussed, from data collected within this study.

4.2. The impact of RP

4.2.1 – Illustrating the current context before the inclusion of RP

The selected subjects were asked ""Before you initiated this process, how did you evaluate your own coaching performance?". The responses that arose was very similar between subjects, it emerged that none of the four coaches before this study formally evaluated their performances. All four subjects conveyed of informally reflecting prior to the study, although subject 1, 2 and 4 stated they tended to think about the session. For example:

"Just thinking about it, so when I finish my session I tend to dwell on it, if I finish at 9 o clock, I'll be thinking about how that session went, when I've gone home, before I go to bed." (Subject 3).

While one subject referred to evaluating his own performance by the reaction of the participants within his session. He stated:

"*I evaluated my coaching by just, from the reaction of the kids, seeing how they reacted, also how I felt myself as well, as I could feel that something went well or bad watching the kids, if they seemed like can do it or enjoying it I think, I felt I was doing a good job, if I see them not enjoying it or they're struggling or getting to grips with a skill I felt I wasn't doing the job correctly, but through seeing that I try and change the session during it."(Subject 2).*

What needs to be considered is all these subjects selected have relevant qualifications within soccer, and through personal experiences RP is an element within acquiring such qualifications. Which raises a point of why these participants reflect informally, when been given a formal structure by the NGB. Out of all four participants Subject 3 and 4 didn't

know too much about reflective practice until this process, however some subject did touch upon RP vaguely within their coach education course. They state:

"Before being introduced to reflective practice by yourself, I never really knew too much around the subject, remember slightly hearing about it during our coaching courses bit that it really." (Subject 4).

Subject 1 and 2 were introduced to RP by teaching course and university respectively.

It appears to be disconnection between introducing new coaches to reflective practice whilst attending these coach education systems, however it's lost when they leave that environment as they don't really understand it as they've only slightly touched upon it. No good giving a set structure to new participants and telling them to reflect when they don't understand the whole concept.

4.2.2 Alteration the type of reflection.

As previously mention the subjects selected had a vague understanding of the RP concept, however the subjects we're advised employ the concept after one session per week for three weeks.

The aim was to make sure they fully understood the concept and what it can achieve, at the same time information was provided to identify different types of reflection for example Reflection-in-action, Reflection-on-action, Retrospective-on-action., however at no point any instructions were given to the subjects to employ these, targeting to identify if this types of reflection came naturally within a coaching environment. All four subjects expressed that they're reflection change slightly, by reflecting-in-practice more than usual however majority agreed they reflected more after the session.

"It was mainly after the session, as the process went on I did reflect slightly more than I would during the session, but it was mainly after the session." (Subject 1)

"I think I did, as I began to think more about my position as coach and how can I with appropriate methods to aid the participants to learn something new, which resulted in my reflecting whilst I was coaching, by observing certain activities and those involved.(Subject 4)

As the coaching environment becomes and continues to be messy, chaotic and unpredictable, RP strategies continue to emerge as an appropriate method to enhance learning in-action (Jones, 2006).

4.2.3 The impact of implementing reflective practice

Jonker, Marije, Elferink-Gemser, De Roos & Visscher, (2012) advocate that reflective practice such be acknowledged as a fundamental concept, where reflective participants can potentially incorporate experiences with learning, in turn improve future performances. What needs to be considered before discussing the potentially results of the impact of reflective practice is how individuals digest new information and knowledge differently in more an individualistic way. Reid (1995) supported this by stating that individuals have very diverse learning styles that is, they contrast in methods of absorbing, processing and retaining new information and skills. With this in mind the impact of reflective practice cannot be solely defined by a specific theme, in turn the impact of reflective practice is determined by the individual's capacity to understand and apply the concept within a specific environment.

All four subjects clearly demonstrated various impacts of reflective practice, themes were board and individualistic others were reoccurring themes. Themes such as planning (Subject 2 & 4), body language (Subject 1, 3 & 4), and personal development (Subject 2, 3 & 4), development of participants (Subject 1), understanding the environment (Subject 4), increased reflection-in-action (Subject 3 & 4). All subjects stated:

"I think it's useful to reflect on your own practice just to make sure that not only yourself but the children you're coaching are getting as much from that session as possible, you don't want to do a session for the sake of doing a session, you know you want it be a means to an end and you want to see improvements in your own performance and you want to see improvements in terms of the players your coaching."(Subject 1).

Subject 2 suggested:

"It helped me be aware of what I was doing each week, and it helped me being more prepared when I was going into a coaching session because I felt it gave me enough chances to adapt what I was going to do before, I felt I knew what I was going to do a bit more and how I was going to treat people" (Subject 2).

In addition, subject 4 put forward that RP creates the capacity to critically think about their performance:

"Reflecting upon my practice allowed to understand what I needed to improve on and attempt different methods within one session now only apply one for everyone, also on the

other hand it allowed me to understand what I did well and maintain that. Overall the impact it made was it made me a more concise coach" (Subject 4).

From these quotations it's clear to identify that RP positively impacted all subjects, however it also clear to see that RP impacted the subjects individually and collectively, reiterates point that the impact RP cannot be solely defined by one specific theme. Douglas and Carless (2008) suggested that RP permits a reflective practitioner to learn from one's practice and/or experiences, as results adapt or change future performances. Which supports Reid (1995) statement that individuals have different learning styles, as results individuals' vary in the way subjects absorbing, processing and retaining new information and skills. Hence, if Douglas and Carless, (1985) state it comprises of one's ability to interpret one's practice through RP to effect change, also Reid (1995) propose every single individual has a different way to absorb and interpret information, it's evident then to conclude that the concept of RP will impact subjects individually and collectively.

4.2.4 The impact of implementing a flexible reflective blog structure

The subjects emphasised various key themes surrounding the implementing Johns', (1994) model for structure reflection. Subject 1 & 2 emphasised the positive nature of the reflective blogs being flexibility, thereby having the freedom in selecting questions that might suit a specific week or scenario. Subject 1 stated:

"It helped when it came to writing the reflective blogs it meant I had a choice of what questions to choose and actually some questions suited some weeks better than others due to weather conditions, environment and the type of children I had on the day, it was nice to have that choice of questions it wasn't such a rigid reflection." (Subject 1)

However, prior to the reflective blogs personally created a ruling that participants had to choose a one questions from each section during their reflection, also made it clear that during the three weeks of reflection they cannot choose the same questions again. Which subject 4 states:

"However at times some question I already answer were my appropriate to answer due to the incidents within the sessions but yeah it really made me think more, more about what happened? Why did it happened? What lead to it? The flexibility allowed me to be more thoughtful." (Subject 4).

Nonetheless all four subject agreed that the flexibility of the reflective blogs, positively made them think more about their practice and what went on either positively or negatively

in detail. Cropley, Miles, Hanton, and Niven, (2007) supported this by implying that structured models aid one's reflection rather than allowing one's to mull over recant experiences.

4.2.5 Issues occurred when implementing reflective practice

The process of reflection created two key issues that were highlighted by the participants. The participants indicated that the time between the session ending and writing up the reflection was an issue. Cropley et al., (2010) reiterates that those instances will aid a coach's reflection due to reflective practice being based upon memory. Which means if a coach cannot accurately remember what went on, that would mean an inaccurate reflection. Due to the participants having a vague perception of what reflective practice is, and not really formally reflecting on their practice, participants indicated an issue of creating a habit of actually metaphorically speaking sitting down and writing the reflection up.

One of the participants expressed that:

"Yeah, like the time constraints, like I'm not used to doing it was trying to create that habit really, it's something I don't do so it's something extra to do." (Subject 3)

As the stresses and strains of being a sport coach and working within a complex environment, effective time management has become more difficult to accomplish. However, Cropley and Hanton, (2011) state if a subject it determined and committed to learn and improve one's performance and practice, subjects will allocated adequate time to reflect. Yet Driscoll and Teh, (2001) suggest when coaches' fail to manage their time adequately, RP will be the first element forgotten about or brushed aside. Thus, effecting one's engagement and commitment to the study and developing one's performance and practice.

Whilst this suggestion was shared and highlighted by subject 1 and 2 also. However subject 2 acknowledged due to the time between the session ending and the reflection it managed to cause another problem, by overthinking aspects of the practice:

"Think having that space in between I think I elaborated in my mind, things that happened, so like something might have happened at the time it might have been small but in my head I kinda built it up to be a massive thing so like when it came to the time to write it down it was one the main things." (Subject 2)

This again reiterates the importance of either writing little notes down within the session to aid memory or making sure the reflection is within an appropriate time scale after the session took place, to accurately reflect in turn maximise improvement. However, Cropley and Hanton, (2011) state that reflecting between 48hours and 24hours of the session ending might not be an adequate timeframe, as in some circumstances it might take even more time to really understand what, why, when, how, something occurred within one's experience.

4.2.6 Continual implementation of RP

To finalise the findings it was important to consider all that's emerged from the impact of reflective practice, whether it may be positive or negative. It's a fundamental aspect to discuss if the evidence persuaded the participants to continue with reflective practice after the investigation. In which case during the interviews a question was put forward to the participants "Are you going to carry on using reflective practice to aid your personal and professional development?" In response all four subjects positively indicated they would continue with reflective practice. One participant stated:

"Doing this process, this study has made me think a lot more about my experiences and has allowed me to think about what I should continue to do and what I need to do In the future and what I need to stop doing, so obviously if I continue to do these processes then I'm always going to think like that and going to develop myself as a coach." (Subject 3).

However some participants mention due to the time constraints, future reflections might differ:

"Yeah, I think I will, maybe in a different format, maybe because of less time." (Subject 2)

In the present study the subjects indicated several issues concerning implementing RP, it appears that the subject would benefit from RP becoming more manageable regarding personal time, different formatting/structure of reflection and creating a new habit of reflection. Knowles et al., (2006) emphasises on encouraging reflective practitioners to enhance an individual approach to RP, therefore allowing subjects to adapt RP surrounding one's time, learning characteristics, individual practice and environment.   By doing so, Cropley et al., (2007) refered such approach as empowerment, with possibility of increasing one's motivation to engage in the process of RP.

4.3 Strengths and limitations of the study

Within any study it is important to contemplate the strengths and limitations which can aid to facilitate future research. A strength of this such investigation was to explore an area that had limited resources, in contrast reflective practice as a whole remains a board concept that has being widely researched. Whilst the widely researched reflective practice continues to enhance, literature surrounding its impact on novice sports coaches were limited. Therefore, entering into uncharted territory did not allow for comparison with other studies, thus indicating a capacity for new information to be fore fronted surrounding the impact of reflective practice upon novice soccer coaches. A further strength of the study was selecting participants that vaguely understood the concept of reflective practice, thus allowing the concept to be understood more in-depth prior to the study, in turn allowing the concept to potentially impact the novice soccer coaches. The evidence clearly identified that reflective practice aided the participants to create a capacity where learning can come from experiences. Therefore reflective practice can impact the learning opportunities from experiences, thus potentially maximising one's nature to understand the concept and applying such concept within a sporting disciplinary field.

A limitation for the present study was the utilization of the sampling size concerning the selective participants. An increased sample size could potentially increase the extensive evidence. Even though a smaller sample size gathered a more in-depth information, and from the evidence collected in the present study the appropriate sample size was deemed suitable.

A further limitation was evident that the researcher failed to educate the participants, on how to fill the void between memorising key incidents and writing the reflective blogs. Due to the various issues becoming apparent the opportunity to educate the participants on how to reflect-in-action to aid memory re-call. Starved of this individuals memory may be distort resulting as effecting the accuracy of one's reflection.

4.4 Future Research

For the present study to have an increase accuracy within the data collection, there must be a need to delve into how the participants can accurately remember key incidents from past experiences, Franks and Miller (1991) support this by highlighting that our memory is not accurate. Therefore future research the inclusion of video analysis is required, alongside observations, reflective blogs and interviews. By introducing video analysis, the void between memorising key incidents and writing up the reflective blogs will be filled,

thereby aiding one's memory, participants can then watch the session numerous times and refer back to incidents that occurred during the session. In addition to this it creates a more thorough reflection, participants also concentrate on more than just key incidents, a participants may explore one's body language, interaction with fellow coaches or players, tone of voice, instructions etc. In contrast participants may find it difficult to reflect on these whilst attempting to memorise aspect of past experiences.

CHAPTER V

CONCLUSION

5.1 Conclusion

The purpose of the investigation consisted of three objectives, one exploring the diverse literature surrounding RP. Secondly, examine coaches' use of RP and its impact on subjects practice. Thirdly, to study coaches reflective preferences and its impact. Examining these issues could result in developing an appreciation of the value of RP. The outcomes of the present study clearly highlighted the impact of RP within a short amount of time, furthermore the study drew attention to RP being a continual mechanism for developing one's performances. The present study adds to the literature by advocating the positive impact of RP through observations, reflective blogs and interviews. As a result of combining such methods allowed the impact of RP to be measured.

As the coaching environment continues to enhance, coaching will be based upon the need to improve, consequently there is a need to encourage coaches to understand why they coach using a certain approach and/or method. Cross and Lyle, (1999) supported this by stating that to obtain essential qualities to potentially become an effective coach requires an ongoing procedure such as RP. Clearly identified within the present study is the implementation of RP, creating an opportunity to identify and learn from ones' strengths and weaknesses, from ones practice and environment. Hardy and Mawer, (1999) agrees that RP is a more than an adequate mechanism for coaches to educate themselves from each experience, significantly forming a capacity for change to their personal performance.

Furthermore the investigation underlined strengths of implementing a flexible reflective blog structure that clearly prompted thoughts/questions subjects previously weren't considering. A reoccurring issue regarding RP was time constraints, due to the uncontrollable element of when the subject reflected, thus affecting the accuracy of one's reflection. According to Knowles et al., (2001) such barriers i.e. written reflections and time advocates reflective practice as a complex concept regardless of continued guidance. The discoveries from this investigation propose that a so called reflective culture needs to be produced and implemented by NGBs coach education pathways. With regards to RP within coach education (Knowles, et al., 2001;Irwin et al., 2004) state that potential coaches within a chosen field must be introduced to the concept and acknowledge the significance of RP when entering and pursuing coaching qualifications. Within the present investigation a number of participants specified that acquiring such knowledge regarding RP mainly developed from vaguely hearing upon within coach education, others from university and from the present study, however majority of the participants agreed that

they weren't adequately taught about RP within coach education courses. Irwin et al., (2004) suggested that within coach education courses the concept of RP is perhaps overlooked. The question needs to be put forward to NGB's, with all relevant literature surrounding RP and its benefits on developing one's practice, why isn't it adequately taught to aid one's development as a coach? Of course courses emphasise on superior knowledge to develop one's practice, isn't it as important to understand one's performance as well. Cropley and Hanton, (2012) supported this by stating "in order to engage in reflective practice, the 'self' must be considered in terms of thoughts, feelings, emotions, and associated behaviours and discourses" (p. 326). Therefore, if NGBs do not adequately educate potential coaches about personal development through the mechanism of RP, it's likely that coaches will neglect to actively engage in RP. Implausible to assume that NGBs will act upon such constructive criticism from such sources as this investigation. An increased amount of research regarding RP is required, as the process emerges as a necessary mechanism for coaches to utilize. It's evident in the present study that RP does impact those who fully engage in the process, however coach education must emphasise the importance of continually engaging in RP in order to constantly develop. Jones (2006) states the importance of RP for the continual growth of sport coaches. To conclude the investigation provided confirmation that RP has a positively impacted on novice soccer coaches within a limited three week period. This is clearly evident within the investigation, RP should be advisable for any coaches at any level to implement into ones practice.

Future researchers may include other methodology processes to measure the impact of RP, such as video analysis to combat one of the problems associated with RP, memory re-call.

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Appendix A

Date: 18/03/14

To: Richard Cashman

Project reference number: (13/05/053U

Your project was recommended for approval by myself as supervisor and did not need to go through the Ethic Committee on the 25th October,2013

Yours sincerely

Supervisor

Mark Samuels

Appendix B

UWIC PARTCIPANT CONSENT FORM

UREC Reference No:

Title of Project: The impact of reflective practice for the development of novice soccer coaches

Name of Researcher: *Richard Cashman*

Participant to complete this section: Please initial each box.

1. I confirm that I have read and understand the information sheet dated 21/10/2013 for this study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

2. I understand that the participation is voluntary and that it is possible to stop taking part at any time, without giving a reason.

3. I also understand that if this happens, our relationships with the Researcher and, with UWIC, or our legal rights, will not be affected.

4. I understand that information from the study may be used for reporting purposes, but not my identified.

5. I agree to participate in taking part in this evaluation of reflective practice.

Print Name _____

_____
Signature of Participant

_____
Date _____

When completed, one copy for participant and one copy for researcher's files.

Appendix C

SP5067/SSP5068 Peer and Self Assessment Sheet					
White boxes = peer assesed during the session; blue boxes = self assessed during and following the professional discussion					
Area of assessment	**GRADE DESCRIPTORS**				**MARK (Out of 100)**
	0-39 Not yet competent	**40-59 Competent with an action plan**	**60-79 Competent**	**80-100 Outstanding**	
Challenging the learner	The session was designed in a generic fashion and delivered in a way which did not reflect individual differences. Participants consistently were either not sufficiently challenged or found it difficult to engage with tasks which were too difficult.	The session was somewhat generic, with limited evidence of consideration of participants' individual differences. At times during the session participants may have either not been sufficiently challenged or found it difficult to engage with tasks which were too difficult.	The session was appropriate for the group as a whole and there was evidence of consideration of the individuals and the group. The session provided elements of challenge for all participants.	The student clearly took into consideration the individuals and the group. The session provided an appropriate level of challenge for all participants and may have used innovative strategies to do so.	
Session safety (and safety awareness)	Several aspects of the session were at odds with accepted good practice. The student had limited awareness of the risks and was therefore not able to minimise / mediate them. As a consequence, aspects of the session may have been unsafe or had the potential to be unsafe.	Whilst key risks were understood and the session was not dangerous, some aspects of the session were at odds with accepted good practice. Limited awareness of some minor risks meant these were not well managed and had the potential to negatively affect the session.	The session was conducted in accordance with accepted good practice. The student demonstrated an appreciation of the risks associated with the session and took appropriate steps to minimise / mediate them.	The session was conducted in accordance with accepted good practice. The student demonstrated a highly developed appreciation of the risks associated with the session and took well considered steps to minimise / mediate them.	
Decision making during the session	During the session, decisions were not well informed by observation of the context and the individuals involved. The decisions made lacked coherence, perhaps, because the session objectives were not clear and so could not be used to guide the decision making process.	During the session, decisions were somewhat informed by observation of the context and the individuals involved. The decision making processes may have been either overly reactive or overly rigid, making it difficult to move the session towards the set objectives.	During the session, decisions were based on observation of the context and the individuals involved. Decisions were made in light of the set objectives and helped move the session towards them.	During the session, decisions were both timely and based upon careful observation of the context and the individuals involved. Decisions were considered in terms of the set objectives and often led to important and observable positive impacts.	
Coaching methods	The student did not evidence awareness that there is a range of coaching methods available to engage participants in learning. The method uesd in the session was not well suited to the objectives, the activity or the individuals involved and may have had a negative effect on the participants' satisfaction and learning.	The student showed an awareness that there are a range of coaching methods, but those selected may have not been the most appropriate given the session objectives, the activity and the individuals involved.	The student was able to select and implement coaching methods that were appropriate for the session objectives, the activity and the individuals involved.	The student was able to select and implement coaching methods that were appropriate for the session objectives, the activity and the individuals involved. Innovative and creative use of coaching methods may have been a feature of the session, positively influencing the participants' satisfaction and learning.	
Communication with particpants	The student's communication was somewhat random and often at inappropriate for the context and the individuals within it. The student often intervened when it was unnecessary or disruptive, and did so in a way which was unclear or confusing. The overall impact of communication was often negative for the situation and the participants involved.	The student's communication was not always well related to the context and the individuals involved. The student may have intervened when it was unnecessary or not intervened when it was necessary. The overall impact of communication was generally neutral for the situation and the participants involved.	The student's communication was based upon an awareness of the context and the individuals within it. The student intervened at appropriate times and communicated what he / she expected from the participants in ways that with which they could relate and understand.	The student's communication was based upon a highly developed awareness of the context and the individuals within it. The student intervened at times likely to maximise impact and communicated what he / she expected clearly and in ways likely to have positive impacts for the participants.	

Impact on particpants' learning	Due to an under-developed set of coaching skills, the student had difficulty in making a positive impact on the learning of the participants. In some cases, the student may have acted more as a supervisor, or been a barrier to the forward progression of the participants.	Whilst some of the student's coaching skills require further development, there was some evidence of having a positive impact on the learning of some participants.	As a consequence of using an appropriate set of coaching skills, the student was able to make a positive impact on the learning of a number of participants.	As a consequence of employing a well developed set of coaching skills, the student was able to make a positive impact on the learning of a wide range (if not all) of the participants.	
Sport specific technical knowledge	The session was not underpinned by a sufficiently detailed sports specific technical understanding. This may have meant that there were inappropriate or ineffective practices and important technical corrections were either missed or made incorrectly.	The session was underpinned by an adequate sports specific technical understanding.Whilst suitable practices may have been used, better ones were available. Also, whilst important aspects of technique may have been recognised, difficulty was encountered when providing technical corrections.	The session was underpinned by a well informed sport specific technical understanding. An awareness of technique informed both the practices selected and the technical corrections provided.	The session was designed and delivered in a way which evidenced a deep and current sport specific technical understanding (in terms of the practices selected, the corrections offered and the ability to explain and justify the decisions made).	

Reflectiveness	The student was passive within the reflective discussion, making few useful or insightful reflections about the coaching context and their own coaching. The reflections (or lack thereof) indicate that the student may find it difficult to usefully learn from their own experiences.	Whilst the student was willing to engage in the reflective discussion, he / she found it difficult to reflect in a useful way about their own coaching without prompting. With some guidance, however, the student was able to reflect in a way which could lead to future learning.	During the reflective discussion the student made useful reflections about their own coaching. With occasional prompting, the student was able to reflect in sufficient depth for it to be useful for future learning.	The student actively participated in the reflective discussion, making insightful reflections about the coaching context and their own coaching. The reflections shared were indicative that the student is able to usefully, and independently, learn from their own experiences.	
Responsibility for learning	The student relied heavily on the peer assessor in order to direct his / her learning agenda. The desire to actively seek to improve was not readily evidenced and the student struggled to identify ways in which personal learning might be developed.	The student relied somewhat on the peer assessor to direct his / her learning agenda, but was able to make some contributions in terms of developing his / her future performance.	The student was keen to take responsibility for directing his / her learning agenda. The desire to improve was evidenced, and, with a little guidance, the student was able to identify ways learning might be developed.	The student was able to insightfully direct his / her own learning agenda. The desire to actively seek to improve was evidenced and the student was able to identify important ways in which personal learning might be developed.	
Professionalism	The student did not evidence the expected level of professionalism. He / she was tardily presented, had poor attendance, was unreliable when making arrangements and communicating with the lecturer and peers, and was unwilling to accept and learn from feedback.	The student was professional in some aspects of his / her conduct	The student was professional is most aspects of his / her conduct	The student was professional in his / her conduct. He / she was appropriately presented, had excellent attaendance, was reliable when making arrangements and communicating with the lecturer and peers, and was willing to accept and learn from feedback.	

C-3

Appendix D

Johns' (1994) model of guided reflection is a practitioner-based framework of questions designed to highlight the ways in which we seek out and validate experiential knowledge.

Coaches must choose one question from each section, to reflect upon past experience, however coaches should not select the same question the following week within the same section.

Coach Name: **Date:**

Description:
Describe the experience.
What essential factors contributed to this experience?
What are the significant background factors to this experience?
What are the key processes for reflection in this experience?

Reflection:
What was I trying to achieve?
Why did I intervene as I did?
What were the consequences of my actions for myself, the patient or family, the people I work with?
How did I feel about this experience when it was happening?
How did the patient feel about it?
How do I know how the patient felt about it?

Influencing factors
What internal factors influenced my decision – making?
What external factors influenced my decision – making?
What sources of knowledge did / should have influenced my decision – making?

Evaluation
Could I have dealt with the situation better?

What other choices did I have?
What would be the consequences of these choices?

D-3

Learning
How do I now feel about this experience?
How have I made sense of this experience in light of past experiences and future practice?
How has this experience changed my ways of knowing

Appendix E

Pilot Interview

Firstly can I begin with showing my appreciation for your participation within my independent project in my final year.

<div align="center">Introduction Questions:</div>

How are you?

When did you coach last?

- How did the session go?

How as the coaching been since beginning the process?

- Improvement

How did you find the whole process of reflection?

<div align="center">Questions for everyone:</div>

1) With all the information regarding reflective practice been given to you, what would you say reflective practice is?
   - What should we reflect upon?
   - How often should we reflect?
2) As you are aware within the process, the reflective blog does not begin until week 3, as coaches did you reflect upon your session within the first 3 weeks?
   - If so? How? Why? – Refer to answers given in questions 1.
   - If no? Why?
3) Regarding the reflective model given to you in week 3, how did the model facilitate your thinking?
   - What difficulties did you experience with the model used?
   - What did you gain from reflecting this way?
   - As a result of reflection will you do anything differently? Why?
   - Has this made you view the experience differently? If so/not why?

<div align="center">Refer to individual observations</div>

1) Due to the weather conditions in week one of observations, did you change your approach to the session in any way?
2) As a result of reflection, what were findings?

Appendix D

Interview Questions- Subject 1
Section1. Introduction
Purpose:
The aim of this study is to explore the ambiguity perspectives surrounding reflective practice combined with discovering the potential impact of reflection upon the development of novice coaches.
Confidentially
Quotes from the transcripts will be used within my independent project, however all recognizable features will be removed or altered. The last section of the interview will allow you comment on the whole process and the current interview. Appeal for honest responses
Transcript of this interview can be requested if desired
If you're not sure of anything feel free to ask

Section 2. Introduction Questions

1. Age?
2. Have you have any previous experience of playing? Give examples
3. How long have you been coaching? Also could you give me an example of your current coaching vacancy?
4. Currently could you clarify what soccer qualifications you hold?
5. Before you initiated this process, how did you evaluate your own coaching performance? Ask: Give examples?

Section 3. Environment

1. Can we begin by enquiring about your current coaching environment, which you were coaching in for the duration of the process?
ASK: When? Who? What?
2. Before moving on to discuss the impact of reflective practice, I'd like to know what you knew about reflective practice prior to the process.
ASK: Where did you acquire this knowledge? Form or not from coach education system?
3. For the duration of the process could you give me examples of good & bad aspects of your coaching?
ASK: Give Examples? How do you know? What was good?
4. On the other hand, what didn't go as well and needs improvement to you coaching?
ASK: Why? What effect did these have on your practice?
5. Could you tell me how you found using reflective practice?
ASK: Expand? Why?

Section 4: Observations: Subject 1

During week 1 of the observation, the weather conditions was very cold and raining, did you take into the conditions into consideration and adapt or modify your session beforehand?
Ask: What changed? Why?
During week 2, I noticed at times you intervened by stopping the whole group when one or two individual were struggling to execute the new skill?
Ask: Why is that? What could have you done next time?
Week 3 – When explained a new skill or activity which was concise and related to the age group, yet some on the participants still failed to understand, however they remained silent. How can you make sure everyone understands what is expected of them next time?
Ask: Examples?

Section 5: Thoughts and Feelings

1.   Were there any issues during the process of using reflective practice?
ASK: What impact did it have? How did the issues occur? Why did it occur?
2.   Did you reflections change at all during the duration of the process?
ASK: What changed? Why? What Impact did the change have?
3.   Now can you give example of what influenced your commitment and engagement of using reflective practice?
Ask: Why? Impact?
4.   In your opinion, did engaging in reflective practice impact on your coaching?
Ask: Give Examples? How? Why?

Section 6: Evaluation

1.   In your personal opinion, On a scale 1 to 10, 10 being the highest, where would you rate the element of reflective practice within our coaching?
Ask: Why? What impact would it have?
2.   Since reflecting on your practice, how it important would you say reflective practice is? And should it be included more within coach education systems?
Ask: Why? Give examples?
3.   Could you give examples of when you reflected on your practice? For example time-frame after the session?
Ask: Why then? What helped you remember?
4.   From this, of you had to advise the next generation of coaches regarding reflective practice, what would you say?
Ask: Why would you say that?
5.   Are you going to carry on using reflective practice to aid your personal and professional development?
Ask: Why?How?

Section 7: Conclusion

1.   How did you feel the process went?
Ask: Examples? Why? What?
2.   After being introduced to reflective practice, how did you think using this tool contributed to personal and professional development during the process?
Ask: Why? Examples?
3.   As your aware the reflective blogs included Chris Johns' Model for Structured Reflection (1994) that involved multiple questions within each section. What are your thoughts about the flexibility of the reflective blog?
Ask: Impact your reflection? Give Examples? How? Beneficial?
4.   How did you feel this interview went?
5.   Did I influence your answers in any way?

Is there anything else you'd like to discuss?

Thank you for participating in my interview.

Interview Questions – Subject 2

Section1. Introduction

Purpose:

The aim of this study is to explore the ambiguity perspectives surrounding reflective practice combined with discovering the potential impact of reflection upon the development of novice coaches.

Confidentially

Quotes from the transcripts will be used within my independent project, however all recognizable features will be removed or altered. The last section of the interview will allow you comment on the whole process and the current interview. Appeal for honest responses

Transcript of this interview can be requested if desired

If you're not sure of anything feel free to ask

Section 2. Introduction Questions

1.   Age?

2.   Have you have any previous experience of playing? Give examples

3.   How long have you been coaching? Also could you give me an example of your current coaching vacancy?

4.   Currently could you clarify what soccer qualifications you hold?

5.   Before you initiated this process, how did you evaluate your own coaching performance? Give examples?

Section 3. Environment

1. Can we begin by enquiring about your current coaching environment, which you were coaching in for the duration of the process?
ASK: When? Who? What?
2. Before moving on to discuss the impact of reflective practice, I'd like to know what you knew about reflective practice prior to the process.
ASK: Where did you acquire this knowledge? Form or not from coach education system?
3. For the duration of the process could you give me examples of good & bad aspects of your coaching?
ASK: Give Examples? How do you know? What was good?
4. On the other hand, what didn't go as well and needs improvement to you coaching?
ASK: Why? What effect did these have on your practice?
5. Could you tell me how you found using reflective practice?
ASK: Expand? Why?

Section 4: Observations: Subject 2

1. During week 1 of the observation, the aspect of challenging the participants were very good, for example at times you challenged whole group and individually? Why did you chose that method?
Ask: how did you do it? Why?

2. During week 2, I notice a participants becoming frustrated with the performance of his group during a passing activity and decided to walk off? How did you deal with this?

3. Week 3 – Over the last 3 weeks, ive observed your coaching that involves various different coaching styles and method during different aspect of your session? Why have you chosen this approach?

Section 5: Thoughts and Feelings

1. Were there any issues during the process of using reflective practice?

2. Did you reflections change at all during the duration of the process?

3. Now can you give example of what influenced your commitment and engagement of using reflective practice?

4. In your opinion, did engaging in reflective practice impact on your coaching?

Section 6: Evaluation

1. In your personal opinion, On a scale 1 to 10, 10 being the highest, where would you rate the element of reflective practice within our coaching?

2. Since reflecting on your practice, how it important would you say reflective practice is? And should it be included more within coach education systems?

3. Could you give examples of when you reflected on your practice? For example time-frame after the session?

4. From this, of you had to advise the next generation of coaches regarding reflective practice, what would you say?

5. Are you going to carry on using reflective practice to aid your personal and professional development?

Section 7: Conclusion

1. How did you feel the process went?

2. After being introduced to reflective practice, how did you think using this tool contributed to personal and professional development during the process?

3. As your aware the reflective blogs included Chris Johns' Model for Structured Reflection (1994) that involved multiple questions within each section. What are your thoughts about the flexibility of the reflective blog?

4. How did you feel this interview went?

5. Did I influence your answers in any way?

Is there anything else you'd like to discuss?

Thank you for participating in my interview.

Section1. Introduction

Purpose:

The aim of this study is to explore the ambiguity perspectives surrounding reflective practice combined with discovering the potential impact of reflection upon the development of novice coaches.

Confidentially

Quotes from the transcripts will be used within my independent project, however all recognizable features will be removed or altered. The last section of the interview will allow you comment on the whole process and the current interview. Appeal for honest responses

Transcript of this interview can be requested if desired
If you're not sure of anything feel free to ask

Section 2. Introduction Questions

1.   Age?
2.   Have you have any previous experience of playing? Give examples
3.   How long have you been coaching? Also could you give me an example of your current coaching vacancy?
4.   Currently could you clarify what soccer qualifications you hold?
5.   Before you initiated this process, how did you evaluate your own coaching performance? Give examples?

Section 3. Environment

1.   Can we begin by enquiring about your current coaching environment, which you were coaching in for the duration of the process?
ASK: When? Who? What?
2.   Before moving on to discuss the impact of reflective practice, I'd like to know what you knew about reflective practice prior to the process.
ASK: Where did you acquire this knowledge? Form or not from coach education system?
3.   For the duration of the process could you give me examples of good & bad aspects of your coaching?
ASK: Give Examples? How do you know? What was good?
4.   On the other hand, what didn't go as well and needs improvement to you coaching?
ASK: Why? What effect did these have on your practice?
5.   Could you tell me how you found using reflective practice?
ASK: Expand? Why?

Section 4: Observations: Subject 3

During week 1 of the observation, the weather conditions was very cold and raining, did you take into the conditions into consideration and adapt or modify your session beforehand?
Ask: What changed? Why?
During week 1, I notice participants becoming frustrated with the weather decided to walk off? Your chosen method was still questioning the participants. Why did you choose this method?
Ask: What could have you done next time?
Week 3 – I've observed your coaching that at times you bombarded the pariticpants with new sport specific knowledge. Why did you choose that method?
Ask: What impact did it have? How? Give Examples?Next time?

Section 5: Thoughts and Feelings

Moving on to discuss any complication faced during using reflective practice.
1.   Were there any issues during the process of using reflective practice?
ASK: What impact did it have? How did the issues occur? Why did it occur?
2.   Did you reflections change at all during the duration of the process?
ASK: What changed? Why? What Impact did the change have?
3.   Now can you give example of what influenced your commitment and engagement of using reflective practice?
Ask: Why? Impact?
4.   In your opinion, did engaging in reflective practice impact on your coaching?
Ask: Give Examples? How? Why?

Section 6: Evaluation

1.   In your personal opinion, On a scale 1 to 10, 10 being the highest, where would you rate the element of reflective practice within our coaching?
Ask: Why? What impact would it have?
2.   Since reflecting on your practice, how it important would you say reflective practice is? And should it be included more within coach education systems?
Ask: Why? Give examples?
3.   Could you give examples of when you reflected on your practice? For example time-frame after the session?
Ask: Why then? What helped you remember?
4.   From this, of you had to advise the next generation of coaches regarding reflective practice, what would you say?
Ask: Why would you say that?
5.   Are you going to carry on using reflective practice to aid your personal and professional development?
Ask: Why?How?

Section 7: Conclusion

1.   How did you feel the process went?
Ask: Examples? Why? What?
2.   After being introduced to reflective practice, how did you think using this tool contributed to personal and professional development during the process?
Ask: Why? Examples?

3. As your aware the reflective blogs included Chris Johns' Model for Structured Reflection (1994) that involved multiple questions within each section. What are your thoughts about the flexibility of the reflective blog?

Ask: Impact your reflection? Give Examples? How? Beneficial?

4. How did you feel this interview went?
5. Did I influence your answers in any way?

Is there anything else you'd like to discuss?

Thank you for participating in my interview.

Interview Questions – Subject 4

Section1. Introduction

Purpose:

The aim of this study is to explore the ambiguity perspectives surrounding reflective practice combined with discovering the potential impact of reflection upon the development of novice coaches.

Confidentially

Quotes from the transcripts will be used within my independent project, however all recognizable features will be removed or altered. The last section of the interview will allow you comment on the whole process and the current interview. Appeal for honest responses

Transcript of this interview can be requested if desired

If you're not sure of anything feel free to ask

Section 2. Introduction Questions

1.   Age?
2.   Have you have any previous experience of playing? Give examples
3.   How long have you been coaching? Also could you give me an example of your current coaching vacancy?
4.   Currently could you clarify what soccer qualifications you hold?
5.   Before you initiated this process, how did you evaluate your own coaching performance? Give examples?

Section 3. Environment

1.   Can we begin by enquiring about your current coaching environment, which you were coaching in for the duration of the process?
ASK: When? Who? What?
2.   Before moving on to discuss the impact of reflective practice, I'd like to know what you knew about reflective practice prior to the process.
ASK: Where did you acquire this knowledge? Form or not from coach education system?
3.   For the duration of the process could you give me examples of good & bad aspects of your coaching?
ASK: Give Examples? How do you know? What was good?
4.   On the other hand, what didn't go as well and needs improvement to you coaching?
ASK: Why? What effect did these have on your practice?
5.   Could you tell me how you found using reflective practice?
ASK: Expand? Why?

Section 4: Observations: Subject 4

During week 1 of the observation, the weather conditions was very cold and raining, did you take into the conditions into consideration and adapt or modify your session beforehand?

Ask: What changed? Why?

During week 1, I notice participants becoming frustrated with the weather decided to walk off? How did you deal with this?

Ask: Why did you choose that approach? What could have you done next time?

Week 2 – I've observed your coaching that at times your communication included phrase that not appropriate for the age group? For example accelerate and decelerate. How can you make sure your communication can be related to the participants?

Ask: How? Give Examples?

Section 5: Thoughts and Feelings

1.   Were there any issues during the process of using reflective practice?

ASK: What impact did it have? How did the issues occur? Why did it occur?

2.   Did you reflections change at all during the duration of the process?

ASK: What changed? Why? What Impact did the change have?

3.   Now can you give example of what influenced your commitment and engagement of using reflective practice?

Ask: Why? Impact?

4.   In your opinion, did engaging in reflective practice impact on your coaching?

Ask: Give Examples? How? Why?

Section 6: Evaluation

1.   In your personal opinion, On a scale 1 to 10, 10 being the highest, where would you rate the element of reflective practice within our coaching?

Ask: Why? What impact would it have?

2.   Since reflecting on your practice, how it important would you say reflective practice is? And should it be included more within coach education systems?

Ask: Why? Give examples?

3.   Could you give examples of when you reflected on your practice? For example time-frame after the session?

Ask: Why then? What helped you remember?

4.   From this, of you had to advise the next generation of coaches regarding reflective practice, what would you say?

Ask: Why would you say that?

5.   Are you going to carry on using reflective practice to aid your personal and professional development?

Ask: Why?How?

Section 7: Conclusion

1.   How did you feel the process went?

Ask: Examples? Why? What?

2.   After being introduced to reflective practice, how did you think using this tool contributed to personal and professional development during the process?

Ask: Why? Examples?

3.   As your aware the reflective blogs included Chris Johns' Model for Structured Reflection (1994) that involved multiple questions within each section. What are your thoughts about the flexibility of the reflective blog?

Ask: Impact your reflection? Give Examples? How? Beneficial?

4.   How did you feel this interview went?

5.   Did I influence your answers in any way?

Is there anything else you'd like to discuss?
Thank you for participating in my interview.