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Student name:	Michael James Johnson	Student ID:	St20018956
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Supervisor:	Dr. Brendan Cropley

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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"An Examination of the Developments in Coach Education: A Case Study in Football."

(Dissertation submitted under the Coaching area)

Michael James Johnson

St20018956

AN EXAMINATION OF THE DEVELOPMENTS INTO COACH EDUCATION: A CASE STUDY IN FOOTBALL.

Cardiff Metropolitan University
Prifysgol Fetropolitan Caerdydd

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Contents

1   <u>Acknowledgements</u>

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2 <u>Abstract</u>

The aim of the study is to examine an 'A Youth coaching qualification in football', research the integration of pedagogical approaches, the changes made compared to previous courses and whether they prepare candidates for the complexities of day to day coaching.

Four coach educators from levels one to four who had worked (at the time of the study) on the A Youth qualification to be examined, will participate in semi-formal interviews. The findings highlighted the benefits of the integration of pedagogical approaches (mentoring, problem based learning and reflective practice) and the effect it has on candidates' coaching and personal development. As well as this, further findings identified the particular changes to the course had a positive impacted on the candidates' experience of the course. Finally, these combined result in better preparing candidates (coaches on the course) for their club environment and the complexity of coaching.

CHAPTER ONE

INTRODUCTION

3   Introduction

The coaching process has become subject to rationalistic conventions that are not in line with the reality of coaches' experiences (Jones, Edwards, & Filho, 2014; Jones & Wallace, 2006). Various researchers have suggested that coaching is a much more complex and ambiguous process (Jones & Wallace, 2005) that is influenced by socio-cultural issues (e.g. Hardman, 2008; Bowes & Jones, 2006). As a consequence in order for coaches to be educated appropriately, they must be able to understand and manage the ambiguity surrounding the coaching process, meaning coach education approaches need to retreat from the rationalistic "how to coach" procedures to a more holistic interpretation of the coach, as a result reflecting the reality of coaching (Hussain, Trudel, Patrick, & Rossi, 2012).

Coach education courses have suffered from not having a clear and concise understanding of the role of the coach in managing and organising the coaching process. (Adams et al., 2015). The proposal that coach education has turned into being de-contextualised from practice has resulted in some authors concluding that the evaluation of coach education is one of the most unrelenting issues in sports science research (Chesterfield, Potrac, & Jones, 2010; Cushion et al., 2012). The ever growing problem for coach education courses is the lack of agreement to what effective coaching should look like, it has been heavily debated that the aim of coach education should be to develop candidates' quality of mind so they have the appropriate tools to deal with the dynamics and uncertainty of their coaching environment (Morgan, Jones, Gilbourne, & Llewellyn, 2013). Currently coach education courses are heavily tutor led whereby a specific way to coach is proposed, resulting in the creation of robot like coaches who coach in the same specific way (Chesterfield et al., 2010). Coach education methods have been heavily scrutinised in the past for not preparing candidates for the unpredictability of their coaching environments (Adams et al., 2015 & Chesterfield et al., 2010). Consequently, both formal and informal methods to coach education have been deemed essential to sustain and improve the quality of sports coaching (Mallet, Trudel, Lyle, & Rynne, 2009). Coach education must be regarded as a continuous venture that can be both formal and informal (Stephenson & Jowett, 2009). Even though more emphasis has been placed on formal approaches to coach education through awarding bodies (e.g. Sports Coach UK & other National Governing Bodies).

The demand for the delivery of coach education courses has drastically increased over the past two decades (Cassidy, Potrac, & McKenzie 2006; Cushion, Armour, & Jones

2003; Trudel & Gilbert 2006) meaning that the types of methods implemented on courses has and will continue to be placed under the microscope. As a result, this study will offer an examination into a specific coach education programme and the potential impact that the different pedagogies adopted by this programme have had on coach education and development. The value of such study lies in examining the value of pedagogical approaches, previously un-examined in the context of sports coaching, incorporated into a newly created A Youth Football Licence course. Such research is thought to offer an understanding of the practicalities and the potential efficacy of different approaches to coach education that have the potential to overcome the existing criticism(s) of such programmes.

CHAPTER TWO

LITERATURE REVIEW

4   Literature Review

4.1   Conceptualising the Coaching Process and Coach Education

It has been recently debated that the assumptions of the coaching process do not compare with the reality of what coaches experience everyday (e.g., Jones et al., 2014; Jones & Wallace, 2006). The coaching process has previously been defined as a planned programme of preparation and competition (Cross 1995; Lyle, 2002). This does not, however, consider the complications of what coaches deal with in day-to-day coaching, such as the coach-athlete relationship, organisational issues, micro-politics and contextual factors. In line with early definitions, in attempts to throw order on sports coaching, a number of researchers attempted to model the process of coaching (e.g., Fairs, 1987; Franks et al.,1986; Sherman et al.,1997; Lyle, 2002). However, more recently coaches and researchers alike have been dissatisfied with these models due to them reducing the coaching process to only one aspect (e.g., training intervention) without considering other aspects such as the social and cultural elements of the process (Cushion et al., 2006). A clear understanding of the coaching process has consequently been missing, possibly resulting in why coach education courses are not fully preparing coaches.

Popular coaching models suggest that coaches should run through a series of orderly and interrelated steps (e.g., Fairs,1987) involving a number of interpersonal relationships between themselves and the athletes (Lyle, 2002). Borrie and Knowles (2003) stated that in order for an athlete to learn and improve on a specific skill, the coach must run through a series of phases to help them to do so. Reducing these models to only consider one aspect of the coaching process means, in one sense, that they fail to determine the difference between performance and participation coaching (Lyle, 1999, 2002). Cushion (2007) stated that all models can be criticised due to a number of different aspects but coaching scholars and practitioners need to better demonstrate the coaching process in terms of its dynamic, complex, messy reality, while presenting it in an manageable format that coaches are able to understand where and how such information can 'fit' into their day-to-day coaching environments (Cushion et al., 2006).

The aim of coach education courses are to improve coaches' 'quality of mind' ensuring that they are fully equipped to manage both the problematic and vigorous demands of day-to-day coaching (Jones, 2000; Cassidy et al, 2009). Not having a clear understanding of what the coaching process is and how it should look like in practice is potentially the reason why coach education courses have been criticised in the past.

Having further clarification of the coaching process as a multidimensional integrated process is a necessary step before promoting realistic guidelines for good practice (Mathers, 1997; Cushion et al., 2003; Lyle, 2002). In order for coaches to be educated, developed and supported in understanding and managing the complexity of the coaching process, the methods to deliver coach education should focus more relatively on the reality of coaching rather than the rationalistic approach of "how to coach" (Hussain, Trudel, Patrick, & Rossi, 2012).

As our knowledge of the coaching process becomes more advanced, coach development could be regarded as a daunting experience (Armour, 2004). The amplified complexity of the coaching process will mean coach education courses could become very hard to replicate straightforward guides and concepts of how to coach (Cushion et al., 2006). This means that the environment and structure of coach education courses should focus more on how coaches actually 'coach' and not solely on what they coach, providing them with the appropriate tools to work effectively in the context of their coaching practice. Promoting critical thinking, permitting coaches to grow and improve their own operational expert toolbox, this should therefore be at the forefront of coach education aims and objectives (Cassidy et al., 2004).

4.2   Critiquing Coach Education Programmes

The lack of understanding and clarity of the coaching process has resulted in coach educators teaching candidates on courses to only coach in a determined way, without considering the different coaching methods that could be implemented in different scenarios (Cushion et al., 2003). It is thought that coach education courses do not provide candidates with the appropriate tools to coach with effectively within their personal coaching environments, where they have to coach on their feet and deal with problematic scenarios. Indeed, formal methods within coach education have been heavily criticised in the past for not preparing coaches for the complexity of coaching, whereby formal approaches are less esteemed compared to informal approaches such as experiential learning (Trudel & Gilbert, 2006). Other criticisms have been the duration of formal coach education courses, lasting usually several months and often years apart with very little follow up, meaning limited opportunities are given for new coaching knowledge to be implemented (Nelson et al., 2006). Indeed, participants in Adams et al.'s (2015) research stressed that usually on courses you attend the first day then by the time you come onto the next part of the course you have forgotten everything from that first contact day.

Meaning the improvement and development of candidates' coaching practice is hindered by the distance between each contact day.

Particular content delivered on the courses has been suggested as an area for improvement. Coaches are successfully completing courses with the tactical and technical awareness of their sport but with very limited understanding of the pedagogical and socio-cultural characteristics related to what their roles and responsibilities are within in the coaching process (Nelson et al., 2006). Some of the theory content is seen as being too distant from what coaches' experience in their everyday practice (Adams et al., 2015). This results in coaches delivering sessions that are not specific to the players that they are coaching, in a way that is not challenging and engaging. Chesterfield et al.'s (2010) research into the opinions and impressions candidates had of an A Licence football qualification, found that a lot disregarded some of the content and methods delivered on the course instantly due to not being provided practical examples of these methods within their coaching environments. Others adopted a trial and error approach where they tried to implement some of the approaches into their club sessions but once again overruled them overtime. Ultimately all the candidates on the course felt that the strategies and methods put forward by the educators were on the whole not suitable for each of their respective club environments (Chesterfield et al., 2010).

In line with the findings of Chesterfield et al. (2010), coach education courses have also been criticised for the didactic methods of delivery and the unrealistic implementation of the complex reality of practice adopted (Jones, 2007; Turner, 2006). As a result, it has been suggested that coach education courses tend to produce directive, autocratic and prescriptive coaches (Adams et al., 2015). The enhancement of technical and tactical knowledge is highly focused upon within coach education, but with little devotion towards coaching as a process (Vargas-Tonsing, 2007). Traditional formal coach education courses have been delivered as a process where knowledge is distributed, learnt and applied in uniform to the candidates, without considering each of the individual's coaching process' and practices (Adams et al., 2015).

Further criticisms of coach education courses have been of candidates having to coach one another as part of the assessment process. Although the opportunity to practically coach is available, having candidates coaching one another is unlikely to imitate typically what the coaching context is within each of the candidates' club environments, ultimately not preparing them appropriately (Nelson et al., 2006). Coaches attending higher coach education courses will have obtained a particular qualification(s) in order to be accepted on the course, but each individual candidate will arrive with their own

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coaching experiences, environments and level, meaning that the quality/consistency of coaching practice and knowledge that is portrayed will be varied on the different levels of coaching programmes (Nelson et al., 2006). For example to complete a C licence football qualification (level 2 UKCC) candidates just have to attend the course, no formal assessment is given. Meaning some candidates who have completed the C licence course will automatically feel that they are ready to attend/complete the higher level qualification (B Licence course), when they might not actually be at the appropriate coaching level to progress. In the first few days of coach education courses the coach educators will deliver a number of different sessions, these are presented in a perfect scenario situation whereby they have the right number of participants, equipment and appropriate facilities available. This is therefore unlikely to prepare candidates for the unpredictability of their everyday individual club/coaching sessions (Nelson & Cushion, 2006).

Sport Coach UK (2013) states that coach education courses introduce the delivery of what roles and responsibilities are needed to be a coach along with what key aspects are needed to be effective. Although the understanding of what it takes to be an effective coach will not be applicable to all coaching sessions and environments. Meaning that new approaches are needed whereby coaches are permitted to participate in methods that display the complex reality of coaching (Morgan et al., 2013). Courses need to set tasks where candidates need to make situational judgements during their coaching practice, this is likely to result in the course candidates having a better understanding of the pragmatic constraints of coaching contexts (Cushion et al., 2003). In light of this designers of coach education courses need to understand that coaches will interpret situations differently to one another and therefore may intervene at different points during a coaching session. Finally, it is thought that candidates should learn about coaching in the "swampy lowlands of practice" (Schön, 1987, p. 3) where different day-to-day coaching problems can occur and being able to deal with them in the best possible way. Improvements like this need to be made to coach education in order to enhance candidate engagement, learning and subsequently their coaching practice.

4.3 Altering Coach Education Pedagogy to Improve Educational Outcomes

Many pedagogical approaches have been proposed as approaches that could improve the delivery of coach education such as: problem based learning (PBL), reflective practice, and mentoring. It is thought that such approaches could benefit a coach's learning and development. PBL can be defined as a teaching method that allows coaches

to practice realistic and challenging scenarios that promotes tutor questioning and challenges coaches to use critical thinking (Jones & Turner, 2006). PBL involves students having to work in groups and analyse given scenarios, collectively determine what their learning outcomes are before returning to discuss their ideas/thoughts, resulting in them refining their acquired knowledge (Morgan et al., 2013). Therefore, PBL does not just solely focus upon problem solving, but uses different problems/scenarios and issues to increase students' knowledge and understanding and facilitate their learning (Morgan et al., 2013). PBL can be integrated into coach education programmes whereby common coaching issues/real life problems are put forward for the candidates to manage and collectively generate solutions (Jones, 2006). In order to make the scenarios unpredictable and more realistic to the reality of coaching, interruptions could be included into the exercises to get the candidates to think/coach on their feet and reflect-in-action (Cassidy et al., 2004). In line with this suggestion, another approach that could be included within coach education courses more specifically is reflective practice *(*RP*)*.

RP is to consider how practice can be assessed and therefore how knowledge can be produced to inform and develop the effectiveness of future practice (e.g., Anderson, Knowles, & Gilboume, 2004; Cropley et al., 2007; Schinke et al., 2006; Tod, 2007). RP is an approach to professional development that influences coaching practice in a number of positive ways, such as aiding coaches to enhance their elite coaching knowledge (Irwin et al., 2004); instigate change (Cushion et al., 2003); linking theory to practice (Douglas & Carless, 2008); understanding how to manage and deal with ambiguity of practice (Jones & Wallace, 2005); and to expand the understanding of the coaching process (Carson, 2008). Numerous authors have stressed that reflective practice is a prized educational tool that helps coaches prepare for the messy and unpredictable challenges of coaching (e.g., Cassidy, Potrac & McKenzie, 2006; Cassidy et al., 2009; Gilbert & Trudel, 2001, 2005; Jones, 2006). Training sessions have moved away from the traditional environment where only athletes learn, to an environment where coaches' professional learning and development takes place as well (Cushion et al., 2003; Gould et al., 1990; Gilbert & Trudel, 2001), whereby the process of mentoring can occur to aid the development of coaches (Merriam, 1983; Cushion et al., 2003).

Mentoring is seen as a process where a person with greater experience guides a novice within a profession (Alleman et al., 1984). Mentoring is an ongoing process within sport (Bloom et al., 1998) whereby coaches experience it as part of their athletic careers before continuing to carry out the process of mentoring into their coaching careers. The

coaching literature regarding the process of mentoring is limited, although positive elements of mentoring for sports coaches have been identified and acknowledged (e.g., Bertz & Purdy, 2011; Bloom et al., 1998; Cushion, 2006; Dickson, 2001; Gould et al., 1990; Jimenez et al., 2009; Jones et al., 2003). Mentoring challenges coaches to refine their coaching methods, resulting in the development of their technical, tactical, physical and psycho-social knowledge, the acquisition of this knowledge helps coaches to shape both their coaching style and philosophy (Bloom et al., 1998).

Adams et al.'s (2015) research into what coaches felt was necessary within football coach education course acknowledged that apart from focusing just solely on developing practices, a number of different outcomes are needed, such as improving their critical thinking (meaning coaches are able to be more innovative in their actions and practices) and their decision making (coaches being able to understand and learn when and where to make correct decisions effectively). In the past assessing the above skills set would be deemed as too difficult, but integrating PBL, assigning individual mentors to each of the candidates and promoting reflective practice on, during and after practice are key to providing a high performance learning environment for coaches to improve (Gilbert, 2009; Lyle, 2002; Mallet et al., 2009). Most definitely integrating such aspects within coach education programmes would start to move candidates away from the norm where they are removed and or not included in the learning process (Chesterfield et al., 2010). Although participants of Adams et al.'s (2015) study determined that some parts of formal learning were beneficial, giving the candidates the opportunity to understand the content they have just been taught and make sense of it in their own practice is essential. One of the major challenges when designing coach education programmes is the inclusion of practical application, whereby theory is incorporated into practical scenarios (Gilbert, 2009). Recommendations for coach education are to have clear and concise aims and objectives that are achievable through a candidate-staff-ratio of 1:4 (Chesterfield et al., 2010). Having more coach educators on the course than candidates allows the integration of mentoring, whereby each candidate has their own tutor to approach at any time both on and off course. Participants of Adams et al.'s (2015) study stressed that mentoring would be useful within coach education and could be one of the most influential factors as they develop as coaches, along with having it implemented into their club environments whereby they receive critical feedback on how they coach outside of the coach education course. Increasing candidate involvement, especially in formal elements promotes

question and answer, critical discussion and shared reflection making the candidates feel much more involved and empowered in their own learning (Bolger & Somech, 2004).

4.4   Rationale for Future Research

As a result of the criticisms orientated towards coach education programmes a number of suggestions have been made to improve them regarding the different types of pedagogy that could be incorporated. However, in spite of such suggestions, there is little to no evidence that details whether such pedagogies actually work in the context and practice of coach education. Consequently, if we are to understand how coach education could be improved and make appropriate use of PBL, mentoring and RP research is needed to examine them in action. A newly designed A Youth coach education programme offers an ideal context in which to examine such pedagogies as they have been integrated into the course design (cf. Adams et al., 2015).

Meaning the rationale behind this study is to research the newly created A Youth coach education programme in what future directions are being taken to improve coach education. Potentially resulting in changes to other coach education courses.

4.5   Aims

As a result of the preceding discussion of the current literature and knowledge concerning the education of coaches, the aims of this study are three-fold:

- To discuss and examine the value of the pedagogical approaches incorporated into a newly created A Youth Football Licence course[3], such as problem based learning, reflective practice and mentoring and how they are incorporated into context learning.

- To investigate what is different about the A Youth Football Licence course compared to other previous courses.

- To explore whether the A Youth Football Licence course better prepares coaches for the complexities of day-to-day coaching.

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[3] For details regarding the A Youth Football Licence course being considered as part of this research see Adams et al. (2015)

CHAPTER THREE

METHODOLOGY

5 Methodology

5.1 Conceptualising the Research Paradigm

To achieve the aims of the research/study and in line with the interpretation and assumptions of this research, the process of qualitative research will be adopted. The use of qualitative research methods provides to the reader the thoughts, feelings and experiences of the participants (Gratton & Jones, 2004). Qualitative data results will not fully emulate previous research but in frequently research can create common information, although never identical due to the nature/type of research being carried out. Qualitative research can withhold a meaning to provide both detailed and meaningful descriptions of human behaviour (Thomas & Nelson, 2001). Therefore, the nature of this study being both a social and interactive one, qualitative research has been determined the most appropriate type of method to be used, in the best interest of the study (Turner & Nelson, 2009). Making best use of the data collected from the research will ensure that both a duty and ethical obligation is provided (Crosswaite & Curtice 1994).

5.2 Participants

Participants who took part in the semi-formal interviews were selected on the basis that they met a pre-defined criteria (e.g., purposive sampling) and were considered as "information-rich" cases and that they offered useful indications of the phenomenon of interest (Patton, 2002). Four coaches were selected to participate, who were all coach educators from levels one to four and had worked (at the time of the study) on the A Youth qualification being examined. The participants were selected from the coach education staff of the NGB running the A Youth qualification. It was thought that selecting the coach educators would give a different perspective of the efficacy of the course pedagogy and allow for comparisons to be made across other courses that had not integrated such pedagogies into their practice. The participating coaches were all male who ranged in age from 35 to 38. (M = 37; SD = 2.1) and had worked as coach educators from between 8 to 17 years (M = 12.8; SD = 3.1). The four coaches were contacted and informed about what their contribution would be to the study and what the study/interviews would entail. They were asked to complete written, informed consent prior to their participation.

5.3   Interview Guide

Due to the detail of data that was needed for this study, semi-structured interviews were conducted with a flexible interview guide. This allowed the participants to raise any new issues/information that had not been included in the original standardised interview questions and that would be useful to the study (Appendix A). A list of general areas and topics were discussed before an interview guide was completed in advance to the interviews based around the aims of the study, but any new topics that emerged during the process of the interviews were probed and explored to see if they were useful to the study. This approach is thought to permit larger freedom of the order of the questions and time given to each of the topics (Potrac et al., 2002). Questions that were asked during the interviews were made concise, non-leading and concentrated on the aims of the study and promoted evaluative responses. In order to ensure that the interview ran smoothly and the amount/quality of information collected was good, a number of probing questions were integrated into the interview guide (Patton, 2002). The general questions asked had to be extensive enough to contain the interviewee's experiences of coach education but also to summarise the differences between the newly created course and previous coach education courses (Morgan, 2006). These type of questions were developed through the extant literature and in direct relation to the aims of the study. For example questions ranged from "What are your experiences of coach education, do they have an impact on the quality of coaching?" to "What is different about the A Youth course than other qualifications you are aware of?"

To test the reliability and efficiency of the interview guide a pilot study was carried out, using a matched sample participant. Several changes and refinements were made to the organisation of the interview guide to ensure that information could be gathered allowing the aims of the study to be met. For example, making sure questions that were based around the same topic/area were grouped together, allowing the interview to flow and to have the appropriate structure/organisation. The final interview guide and content of the questions focused on four different areas: (1) *Confidentiality* - this section mainly introduced the interview to the interviewee and explained any issues arising around confidentiality, audio taping and a deceleration of the individual's rights; (2) *Introduction to Interview – General around Coach Education* - this section included questions on what needs improving within coach education, the impact it has on the quality of coaching and the participant's view on the current state of coach education; (3) *A Youth Course* - this

section was aimed at finding out as much information about the A Youth course as possible, such as which aspects are beneficial, how the course helps the candidates develop as coaches and the participant's general impression of the course; and (4) Reliability and *Validity of the Interview: Conclusion* - this final section included questions where the participants were be able to provide feedback on the interview, such as their experience as a participant, how they felt the interview went and were there any areas that were not discussed.

5.4   Procedure

After ethical approval had been granted by the CSSREC, to discuss the aim and meaning of the study, the participants were contacted directly via email and then telephone, also to raise issues such as confidentiality, privacy and the voluntary nature of the study. Consent from the participants was taken (Appendix D), and an interview preparation booklet (Appendix B) was sent directly to each participant prior to the interview, so that they were able to familiarise themselves with the topics that were to be raised within the interview and thus prepare themselves for the content of the interview and facilitate recall of data (cf. Jones, Hughes, & Kingston, 2007). Interviews were conducted face-to-face in a comfortable and convenient place for the participants to avoid environmental bias (Patton, 2002). All interviews were audio-recorded using a dictaphone before being transcribed. After all interviews had been transcribed, a transcript was made available for each participant to verify understanding and accuracy, also to ensure that there was congruence between the interviewer's interpretation and the participant's intention. The interviews lasted for an average of 48.63 minutes and yielded a total of 76 pages of single spaced transcript.

5.5   Data Analysis

A mixed methods procedure of both deductive and inductive content analysis was used to analyse the qualitative data obtained from the interviews (cf. Hammersley, & Atkinson, 1995, Thomas, 2003). In order to do this a number of steps were taken. First, all transcripts were read repeatedly to ensure familiarity with the overall content gathered. Second, pre-determined categories, dictated by the aims of the study and the extant literature were established (Hsieh & Shannon, 2005). The raw data was then organised into these pre-determined categories through a process of reviewing each transcript by

hand and highlighting any issues raised in relation to the specific theme. Any data that was labelled as raw quotes were used to support the different main themes (cf. Patton, 2002). Third, on completion of the deductive analysis the transcripts were reviewed once again with a view to identifying any themes that had not been previously identified in an inductive manner. These themes were then added to the pre-determined themes, were inspected and ranked upon their importance/relevance to the study, before the final themes were confirmed. Last, a final review of the transcripts was made in light of the final themes to ensure no information had been overlooked (cf. Hsieh & Shannon, 2005).

5.6 <u>Trustworthiness</u>

Methods suggested by Lincoln and Guba (1985) and Patton (2002) were followed closely in order to declare credibility (such as information received is trustworthy, convincing and reflect reality) and transferability (such as information that have broader applications and are seemed as significant of shared realities). Credibility was maintained throughout the study by only having one interviewer, who had an understanding of how to use qualitative research methods and, had familiarity and knowledge of coach education through being an active and qualified level 3 football coach.

Football coach education mentors were interviewed to ensure the data collected came from the appropriate sources and was specific to the course being reviewed. Trustworthiness of the data collected through the transcripts was reliant upon an audit trail being completed and related back to the methodological approaches that were adopted. Throughout the interviewees were given the opportunity to review the researcher's understanding of the data collected from their interview. Each participant received a transcribed copy of their individual interview to ensure they precisely represented their views and opinions.

CHAPTER FOUR

RESULTS

6   Results

Due to the complex nature of the investigation the results are divided into three sections permitting the reader to empathise with the depth of data collected. The three sections will outline the specific aspects that emerged from the interviews relating to the research questions: i) the value of pedagogical approaches incorporated into the A Youth Football Licence course; ii) the differences about the A Youth Football Licence course compared to other football coach education courses; and iii) whether the A Youth Football Licence course better prepares coaches for the complexities of day to day coaching.

Each of the three sections are subdivided into higher order themes, deduced from the interview transcripts, sequencing the findings of the research study in a significant way for the reader to understand (Anderson et al., 2004).

6.1   Pedagogical Approaches

6.1.1   Mentoring.

Three out of the four interviewees , have mentored candidates on the A Youth Football Licence course meaning they were able to be clear about the integration of it into the course, the process of it and the benefits of having it as a major aspect of the course. For example, one interviewee said, "Mentoring is key and I think that the mentoring process is hugely beneficial." In agreement another interviewee highlighted, "The fact that we mentor now on courses I think that's a huge step forward, that's really important I believe."

Mentoring is an aspect of football coach education that has been introduced to some of the higher qualifications such as the B, A (youth and senior) and the Pro Licence courses. Mentoring is closely linked to how the candidates are assessed on the A Youth Football Licence course with assessment processes being split up into four different sections (e.g., individual, individualised, team training and 11v11 assessments). These assessments are carried out in each of the candidates' club environments so they are familiar with their surroundings and the players they are coaching. For example, one interviewee explained, "Each candidate can have a mentor that can come out to their club around three plus times to help them with particular tasks they'll get set." In agreement, another interviewee highlighted: "They (candidates) do something called an individual into an individualised session, the mentor would arrange to meet the candidate to do the

individual/individualised sessions, then they would then go and support/mentor them." Each candidate has to do eight sessions for each section of the assessment process, meaning that they have to do in total thirty two sessions where at least four of those thirty two sessions the candidate's mentor will visit them within their club environment. The sole purpose of mentoring is to support the candidate through the assessment process and provide feedback on their coaching practice so they are able to improve, which one interviewee revealed, "We always give them three points to focus on." In agreement another participant added, "I think mentoring is a very open relationship and we give the coaches a tool of how to coach." An additional interviewee revealed the way in which they mentor:

> "How we mentor and making sure that there are loads of positives coming out of the session and them (the candidate) working on the things that they need to work on and how we feedback to them to look at what they would do next time, it helps them grow as coaches."

The A Youth Football Licence course promotes candidates to voice their opinion, question what they are being taught and put across their ideas, creating relaxed and open environment where tutors, mentors and candidates are seen as equals. Regarding this one interviewee added:

> "If you build a rapport with them (candidate) and a relationship, they feel like they're being assessed but being supported as well, I think that really helps out the relationship rather then it being oh he's assessing me, they're actually discussing things and have a very open dialog."

In relation to this one interviewee agreed, "Our mentoring programme builds up a very positive trust, it builds up the respect of a working environment, everyone is given a fair and equal opportunity to be expressive." Consequently, all interviewees agreed that mentoring is a very beneficial part of the A Youth Football Licence course and it helps the candidates through the process of their assessment and helps them improve their coaching practice.

6.1.2 Problem Based Learning

This type of pedagogical approach emerged from the participants' comments in all of the interviews, that problem based learning (PBL) is something that is heavily used on the A Youth Football Licence course. PBL is incorporated through both theoretical and practical tasks, helping the candidates prepare for the complexities and uncertainties within their day-to-day coaching. One interviewee revealed the process of PBL on course, "We try to give them a set of problems for example and just give them some tools in which to think about the problem." Another interviewee also discussed the process, "There will be a specific theme and you'll move into group work based on that theme and then present back your solutions." The A Youth Football Licence course is aimed at coaches who are working within elite academy settings, to fulfil this aim the problems that the candidates are faced with are centred around what they would face in an academy. One interviewee revealed an example of a theoretical problem that was set for the candidates on the course:

> "So this morning they had to plan a six week meso-cycle curriculum for a specific age group and they had to outline to us as tutors obviously what they would do on one week and the detail of it, in terms of the physical layout of it, what the technical/tactical outcomes were, how they embed psycho-social aspects into it".

Due to the course being aimed at coaches who are working in an academy setting, the problems that are presented to the candidates vary from theoretical (such as presentations on physical/technical/tactical and psycho-social aspects, designing training programmes and formations) to practical tasks (such as delivering an individual/individualised/team training and/or an 11v11 session). An interviewee described what task(s) are set whilst someone is delivering a session, "When practical sessions are on we keep giving the candidates tasks, things to look at, things to feedback on based upon the practical." In these scenarios where candidates are expected to problem solve they are supported by their mentors and tutors, as one interviewee revealed:

> "So you set a problem for them (candidate) to solve, if they can't solve it then that's what mentoring is about, dip in some open questions, step out and see if they can come up with the answers again, whether that be a game, presentation in the classroom or out on the pitch."

This shows how closely mentoring and PBL are closely linked and that the pedagogies complement each other suggesting that coach education course may benefit from equal integration of both approaches.

6.1.3 <u>Reflective Practice.</u>

A common theme that emanated from the interviews was the importance of candidates using reflective practice both on and off course, as one interviewee stated:

"Reflective practice is key, it's making coaches understand how important what you did before, can you adapt and improve while things are active in real time but then afterwards okay reflect on the whole session and what went well and what can I improve on."

Reflective practice is integrated into the course throughout, for example reflecting on a task/problem that the candidates have been set, reflecting on a session that a tutor/mentor has delivered and reflecting in action. One interviewee revealed part of the process the candidates go through in relation to reflective practice, "At the end of each presentation we get the candidates to put something down straight away in a log book, something they'll take away from that last hour, that last hour and a half whatever it is." In agreement, another interviewee highlighted, "After every session they write down what they took from that particular module, they'll reflect on it and they've got books that they fill in." Reflective practice is a useful tool to help further strengths of practice and highlight what needs to be changed and improved. There is different ways of engaging in reflective practice, on the A Youth Football Licence course candidates are encouraged to engage in regular reflective practice but in a way that suits them. On course candidates are provided with different ways of reflective practice as one interviewee indicated, "We give them two or three different examples of different reflections and talk to them about the importance of it and what the key things are." In agreement another interviewee added:

"He (course tutor) gives them three different examples like Gibbs' model, Driscoll's model, it's just like two or three different models that he uses, but he's also said you can just take the best bits of both and find your own way with it."

On every session that the candidates deliver they have to reflect on their practice, as one interviewee revealed, "So there is eight individual sessions, eight individualised sessions, eight team training sessions and eight eleven versus eleven sessions. So they end up reflecting on thirty two sessions and those would obviously be supported by the mentor." One interviewee revealed a different way of how the A Youth Football Licence course gets the candidates to engage in reflective practice, they stated:

> "We would do a session and we'll put ourselves in front of the candidates and they'll tell us what they thought and they'll critique it, so we're putting ourselves out there and say well we're the guys running the course, we're comfortable enough and we'll listen and we'll debate."

Incorporating reflective practice as part of the assessment process further promotes the importance of the candidates to engage in reflective practice before, during and after sessions.

6.2   The Differences in the A Youth Football Licence Course

6.2.1   Course delivery/structure

Previous coach education courses were criticised as candidates would not gain much further knowledge and due to them not catering to the needs of the candidates. A common theme that emerged from all of the participants was that the A Youth course is centred around the candidates' needs as one interviewee stated:

> "I think this course (A youth) has been one of the best I've been on, I think we're quite clear with the outcomes of the course, I want to be able to help people become employed, want to help these people get jobs."

The A Youth Football Licence course differentiates from the general delivery of usual/most previous coach education courses, where candidate involvement and interaction is not considered. All interviewees stressed how different the A Youth Football Licence course is and how beneficial the change of structure and delivery has been for the candidates. For example one interviewee stated, "I think the A youth licence is very different to most formal coach education courses because what we've tried to do is make it really player centred and player focused." This interviewee went onto say, "So it's very much based on the

individual needs of the person opposed to in the past where you had just a tick checklist of competencies." In agreement another interviewee revealed how different the course is in terms of candidate involvement and interaction, "We involve a lot of discussions, we involve a lot of tasks with the candidates, on course tasks things like that, group work and interaction." Furthermore an additional interviewee stated, "Debate is always good, they can be the most powerful lectures when it's driven by the candidates on the course." One of the major differences of the A Youth Football Licence course compared to previous courses is task that the candidates have to complete/engage in on the first day of the course, which an interviewee publicised:

"The first contact residential we do a lecture to start off with on their football philosophy, which isn't really their playing philosophy, it's just what are their core values and principles are essentially and get them to present that to the group really at the very start."

These major differences and changes to the A Youth Football Licence course allows the candidates to facilitate/feel more involved in their own development/learning.

6.2.2 Assessment

Topics relating to differences in assessment was a theme that emanated from all of the participants in the interviews. All four interviewees were assessors on the A Youth Football Licence course meaning they were able to be clear about the process that the candidates have to engage in to pass the course. Usual assessments on coach education courses are carried out on single day, one interviewee revealed the difference in what the assessment(s) are for the A Youth Football Licence course, they stated, "There are eight individual sessions, eight individualised sessions, eight team training sessions and eight eleven versus eleven sessions" this interviewee went onto to say "I said to the candidates at the start there's no rush to get you through, whether they pass or fail it doesn't really matter because you (mentor) just go out and revisit them again." This shows that this particular course gives the candidates not just once chance to pass their assessment and that there this is a different outlook on the assessment process. As one interviewee revealed, "It's not an assessment it's a mentoring opportunity so it might take one candidate one session as they nailed it and it might take one candidate three, four, five sessions it doesn't really matter." In relation the interviewee went on to say, "You've (mentor) got three years after the course finishes from start to finish to work with that

candidate as long as they need to get through the course." Main assessments are done off course in the candidates' club environments, on course assessments are done in a slightly different way compared to traditional coach education courses, as one interviewee explained:

> "The biggest change for me for the A youth is a buddy system in place for some assessments. So the lead coach coaches the theme and the assistant coach affects the opposition to challenge the coach who is working. Its new, new in this country, generally you've been on your own in assessments."

This interviewee went on further to say, "So they'll help each other but if one doesn't turn up then it doesn't matter as they'll both have a part of the session that they'll coach, but they'll plan together and they'll help each other." Conversation surrounding assessment emphasised why candidates work in pairs for on course assessments and get multiple chances to pass their off course assessments due to how many different sections there are.

6.2.3 Modules/Disciplines

Themes surrounding the subject of modules and or disciplines was a common occurrence in all four of the interviews. One of these themes was the implementation of a four corner discipline model introduced to the course where the candidates are expected to be able to prepare their players technically, tactically, physically and psychologically. For example, one interviewee revealed:

> "The aim of the A youth licence is looking at the whole package from a technical, tactical, physical and psycho-social perspective, how do you get in and work with the player in different ways to work in a more multi-disciplinary perspective."

Candidates are encouraged to use all four of these disciplines both on and off of the pitch, where they are able to dip in and out of each of these disciplines throughout their coaching practice. This interviewee went on further to say, "So if you've got a learning objective around something technical, how can you bolt in something that has a pyscho-social aspect to it as well." Emphasising how important and beneficial the four discipline model is another interviewee stated:

> "Of the four corner model we all have a better understanding of how we can expand our knowledge and intelligence of not just of the game but people and the importance it's about what happens off the pitch as well as on it."

Another theme that emerged from the interviews surrounding modules and or disciplines was the incorporation of new modules delivered on course, including a new module that would benefit the candidates both on and off the pitch. One interviewee explained this new module, "We also do a lecture on how to use presentation skills effectively, give them some simple tips on how to actually present with it." In agreement, another interviewee stated, "We identify how we can stretch each individual, improving their presenting skills then they'll become a better communicator." These comments revealed the aim of the course is to provide the candidates with the right tools/set of skills to improve their coaching practice and not just their content knowledge regarding the sport.

6.3 How the A Youth Football Licence Course Prepares Coaches

6.3.1 Academy Environment orientated

This type of theme surrounding how the A Youth Football Licence course prepares the candidates was discussed by all of the interviewees. One interviewee revealed the main aim of the course, they stated, "You're aiming this one (A youth) at twelve to twenty one year coaches who are working in an academy with predominantly elite players." In agreement another interviewee stated, "It's given them a broad perspective of what your job role is within an academy, we're able to apply it specifically to the workplace ….one of the more beneficial parts of the course taking them to other academies." This interviewee went on further to reveal which academies the candidates have been taken to, they stated, "Shown them how Man City have done it, we've taken them to Cardiff City, we've taken them to Swansea city so they've got a look at all academies work and we've linked them all in with particular tasks." Something that is completely unique to the A Youth course and is not part of any other coach education course. This is a swing in the right direction where the course is orientated and made specific to the candidates' coaching environments, in relation one interviewee stated, "It does give them (candidates) a better chance to do things that they're going to do back at their clubs that they do on the course." Making the course specific to what to aspect within an academy setting prepares the candidates to accomplish anything within their club environments.

6.3.2 <u>Tools for coaching</u>

This type of theme that prepares the candidates emerged from the interviewees' comments in all of the interviews, these (tools) ranged from intervention strategy to manner/personality around the session. One interviewee explained the types of tools that the candidates get taught on the course, "like how to question players, how to give feedback, how to reflect on yourself, how to help people/players reflect." In relation to this another interviewee stated a few more, "how much we get the candidates interact with players, the type of intervention strategy we use on the A youth licence." In agreement another interviewee stated:

> …"(the course) gives the coaches an understanding they can learn again about different coaching styles, interventions, the types of feedback that the coach is given, when they were given it, where they were given it. So it's a constant learning environment."

These types of coaching tools are used throughout a coaching session, one interviewee revealed how these can improve the candidates coaching practice, they stated, "Minimising the amount of intervention time, you're maximising the amount of play time, you're maximising the amount of learning…choose the select intervention strategy to guide the players into where you think those players need to develop." This interviewee went on further to explain that these coaching tools were present on traditional/pervious coach education but were portrayed in the wrong way and created bad habits without the coaches/candidates even realising, they stated, "They don't really think about the practice being the teacher and they don't think about the impact of how long interventions are, how long is the ball actually rolling for in a practice." Being able to use these variety of coaching tools within sessions prepares coaches/candidates to be effective within an academy setting/environment.

CHAPTER FIVE

DISCUSSION

7   Discussion

In order to gain a better understanding of the potential efficacy of a new coach education course on the learning and development of football coaches, this study aimed to review the influence of pedagogical approaches has on course candidates' development and the changes to this course has in preparing the candidates for the complexity of coaching. Following interviews with the course tutors it emerged that the incorporation of pedagogical approaches (Mentoring, PBL and RP) aids the development of coaches and their practice, whilst a number of other changes to the course assists in preparing candidates for their individual club environment. Consequently, this discussion will focus on the meaning of these findings, what theoretical and practical implications these have and what future directions and research could be carried out.

7.1   The Influence of Pedagogical Approaches

7.1.1   Mentoring

Mentoring was regarded as an essential and highly influential part of the A Youth course. The value of mentoring can help guide coaches to refine their skills, grow and develop in their specific environment, to minimise mistakes and build further knowledge (Bloom et al., 1998). The use of mentoring can be separated into two specific outcomes, career support and psychological support (Gibson 2004; Kram 1985, 1988). Career support would entail refining and improving the coach's practice, whereas the psychological support would aim to increase the coach's confidence in their practice. Mentoring on the A Youth course facilitates these two outcomes, career support is provided throughout the course whereby the mentor visits the candidate within their club environment and provides critical feedback on the candidate's coaching practice. Taking these specific points on board the candidate is able to revaluate what they are delivering and make changes to their coaching practice. To ensure psychological support is provided on the A Youth, when providing feedback on the candidate's practice the mentor will aim to withdraw strengths within the practice, this strengthens the candidate's confidence that what they are delivering is of good quality and or they are moving within the right direction in terms of their development (Parsloe, & Leedham, 2009). Receiving mentoring whereby the mentor visits the candidate's club environment during the A Youth course allows for the candidate to test whether they have fully understood what they have been taught and

whether they have implemented this correctly within their practice according to their players and their coaching environment. Compared to on previous coach education courses candidates would receive this type of feedback on their practice but within the constraints of the course, creating an unrealistic environment whereby everything is available (Nelson et al., 2006). Participants in Adams et al.'s (2015) research suggested that mentoring had been one of the most influential features in their development as a coach, that it should be part of all education programmes and it should happen within the candidates' club environment too. On the A Youth when candidates are visited by their mentor within their club environment they are also assessed on one of the four sections of the assessment process (e.g., individual, individualised, team training and 11v11). Although this is more seen as an opportunity to receive feedback on their practice meaning the candidate feels more at ease rather than feeling under pressure because they are familiar with their surroundings and their mentor.

7.1.2 <u>Problem Based Learning</u>

Results claim that PBL can revolutionise coach education courses. The benefits of using PBL within coach education courses are: (1) improve coaches' abilities to make decisions and solve problems; (2) have a raised awareness of the complexity of sport coaching; (3) exposure to numerous bodies of knowledge; (4) increased ability to extend their learning further than the portrayed problems and to think across disciplines holistically; (5) an increased awareness of theory to practice, which will lead to (6) coaches who able to learn efficiently throughout their coaching career (Boud & Feletti, 1991; Drinan, 1991). Schempp & McCullick (2010) research identified nine distinctive coaching skills that separate expert coaches from novice coaches. Of these nine, one being problem solving. In order for coaches to engage their players in problem solving they must first understand what they would do in a scenario where those players are unable to solve the proposed problems. The integration of PBL within the A Youth course displays all of the above benefits in a number of different ways. Whereby candidates are presented with complex and challenging problems that they may face back within their club environment. As previously stated on course candidates were asked to provide a six week meso-cycle for a specific age group. This task gets the candidates to make decisions by deciding what types of sessions they would put on each day increasing their awareness of what they would have to complete within an academy setting. It engages candidates to consider

other disciplines that they would incorporate within the six week cycle, increasing their body of knowledge and how their proposed six week cycle would affect the match performance of their players. Participants in Adams et al.'s (2015) research suggested the proposal of reality based problems in both group and individual scenarios and within the literature which is fundamental to coaches when working in an high performance coaching environment (e.g., Gilbert, 2009; Lyle, 2002; Mallet et al., 2009). Compared to on previous coach education courses where candidates were not asked to solve or deal problematic scenarios but were presented with tasks that were more generic, consequently not preparing the candidates for the unpredictability of their everyday individual club or coaching sessions (Nelson & Cushion, 2006). On the A Youth candidates are presented with these theoretical and practical problematic tasks but then are asked to link them and how they would affect each other. For example within the theoretical task of creating a six week cycle they would then presented with a conundrum that their team has just played the day before, how would that affect the six week cycle now and what session would they deliver the day after before being asked to actually deliver that session. Engaging in both theoretical and practical tasks expands candidate's coaching repertoire, practice and develops them into coaches who have the whole package.

7.1.3 <u>Reflective Practice</u>

Schempp and colleagues (2010) research also identified another distinctive coaching skills of self-monitoring, which can relate to the use of reflective practice. The value of candidates engaging in reflective practice on and off course can act on the concept that knowledge is implanted in experiencing their work and that they can use that knowledge to evaluate possible alternative paths of action to sustain effective future practice (cf. Amulya, 2004; Flemming, 2007). Reflective practice can help coaches make more sense of difficult and complex situations that they are faced with by creating connections between theory knowledge and practice and raise knowledge-in-action (e.g., during a practical task or session) into realisation (Anderson, Knowles, et al., 2004). Knowles et al. (2005) highlighted that reflective practice should be an influential aspect within coach education and training. The emphasis of the candidates engaging in reflective practice on the A Youth course supports the above points, whereby candidates are asked to reflect after each theory lecture what they specifically took out of it and after every session that they deliver both on and off course (reflection-on-action) Meaning that they are able to link the theory to practice and how they affect each other within their individual environment.

Having candidates reflect after they deliver a session allows for them to record what they thought during that session, thus affecting potential changes to their practice and improve the quality of the session(s) that they deliver. Having candidates regular reflect on their practice will naturally encourage them to reflect while their practice is in motion (reflection-in-action, i.e. while an event is occurring during competition or a training session) (Cote & Gilbert, 2009). Reflecting-in and –on action are signified as the reflective conversation. The more situated (Lyle, 2010) the reflective conversation is, the generated knowledge will be more significant for the coach (Cote & Gilbert, 2009) Previous coach education courses candidates were only asked to reflect post session, only on some of those sessions and never after a theory lecture on course. Resulting in there being no connection between theory and practice in terms of how one affects the other. Additionally not reflecting on all sessions, the connections between sessions was lost meaning that a problem or limitation that occurred during a particular session would not be addressed in the next session.

7.2   Impact of the A Youth on Coach Development and Learning

Results show that the changes to the A Youth Football Licence course such as the delivery and structure, assessment and modules and disciplines have been regarded as very beneficial and influential to the candidates' development and learning.

Changes in delivery and structure range from aiming the course around the candidates needs in helping them become employed to more candidate involvement and interaction. The value of having the course being based around the candidates' needs such as being academy orientated and being based around the players that they are working with allows for candidate learning and development. Participants in Adams et al.'s (2015) research stated that normally on courses candidates are delivered to when they should be at the centre of the learning process and should have a more active part to play. Normally where they are often removed from the learning process (cf. Chesterfield et al., 2010). The A Youth course combats these criticisms by having all theoretical and practical information made specific to an academy setting which all candidate are either currently working in or aiming to work in. To further combat these criticisms candidates are taken on trips to professional football academies such as Manchester City FC, Cardiff City FC and Swansea City FC where they are shown how the academies deliver different aspects, these aspects are then linked back into the tasks that the candidates have been set on and off course.

The theory that is presented to candidates on course (A Youth), candidates are encouraged to question and challenge what they are being told, the value of this means that candidates are able to understand it more and make sense of it in terms of their own individual coaching environment. Where they can start to implement new and different aspects they had not done before to provide an environment where players can improve, learn and be constantly challenged. Which refers to the work of Vygotsky's (1978) concept of scaffolding players within a zone of proximal development (ZPD), where an environment is created where opportunities are provided to maximise the players' development. Changes in assessment include having assessments carried out in the candidate's club environment and given multiple opportunities to pass each section of the assessment process. The value of candidates being assessed within their club environment makes them feel more relaxed and less under pressure as they are familiar with their surroundings and who they assessor is (mentor). Compared to, participants in Chesterfield et al.'s (2010) research revealed that in previous coach education courses as coaches they would change during their assessment, such as the duration and the amount of their interventions because the of impression of how the assessor would want them to coach. The A Youth course resolves these limitations by not focusing on what the candidates coach but focusing more on how the candidates coach, having the assessment carried out in the candidate's club environment supports this as long as they achieve the aims and objectives of the session. To further create an environment where the candidates feel more relaxed and less under pressure, they are given multiple opportunities to pass their assessment.

Changes into what modules are delivered on course include a new module focusing on improving the candidate's presentation skills and changes to what disciplines are used on course include incorporating technical, tactical, physical and psychological aspects into theoretical and practical sessions or tasks. The value of incorporating a new module focusing on presentation skills aids the candidate both on and off of the field, where they might have to address their players, other members of staff and or other people associated with the club. Meaning that communication skills are essential, a coaching skill that can differentiate expert coaches from novice coaches (Schempp & McCullick, 2010). Participants of Adams et al.'s (2015) research stressed that coach education courses need to focus on developing more than the candidate's practice competence and look to develop them more generally. The value of integrating multiple disciplines into the course (A Youth) allows for candidates to improve and further their practice, for example if the aim

of a session is based around something technical, how candidates can incorporate something that links to psycho-social. Compared to on previous coach education courses these disciplines would only be touched on and not shown how they would be applied in a youth setting (Adams et al., 2015).

To further create an environment where players can improve, learn and be constantly challenged, candidates are provided with and shown the appropriate tools to coach. These coaching tools range from intervention strategy to getting players to reflect on their performance. On previous coach education courses these would be provided but encouraged too much to the point where candidates would overuse them and create bad habits (Chesterfield, 2010). The A Youth combats this but showing how much these tools should be used, the value of this is that candidates are able to understand that over using these tools can hinder their coaching practice and the experience for the players. For example candidates are shown how they can minimise their intervention time by being more simple and concise in what they say and in a way that the players understand, which maximises the amount of playing and learning time. Participants of Adams et al.'s (2015) research suggested reducing the time spent in coach intervention would without a doubt give players more time to play. Candidates being able to use these coaching tools effectively will improve the candidates' coaching sessions and they ensure that they get the best out players they are working with (Schempp & McCullick, 2010).

In light of above points the practical implications for other coach education courses would be to integrate pedagogical approaches within most to all courses where candidates are supported through mentoring, are able to deal appropriately with different scenarios through the use of problem based learning and can improve their overall practice by engaging in regular reflective practice, not just alone but with other coaches and possibly players (Cote & Gilbert, 2009). Other practical implications would be ensure that the candidate's experience on coach education courses is the best it can be, through changes to the delivery and structure of the course where everything is orientated to the candidate's club environments and candidates are able to voice their opinion regarding what they are being taught. Also through changes to the assessment process where they are carried out within the candidate's club environment. Final implications would be to ensure candidates feel prepared to coach within their environment through providing the appropriate coaching tools and introducing the use of other disciplines. This could include candidates shaping their players' learning experience through interaction, instructing and organising their players (Sfard, 1998).

7.3   Strengths & Limitations of the Study

The participants of the current study is a strength, as all participants had experience of coach education both as a candidate and as a tutor/educator (level one to four) and had worked (at the time of the study) on the A Youth qualification being examined. Meaning they were able to provide detailed and insightful information/data on the course being examined. All participants met the pre-defined criteria but it can be said that the sample size of four participants could have been higher to widen the range of the data received. This suggestion is because of a purposed limitation of the current study. The use of semi structured interviews is another strength of the study as the participants were given the opportunity to express themselves and talk about areas/topics that had not been brought up or would be useful to the study. A suggestion relevant to similar studies would be to interview more participants and even interview the actual candidates on the A Youth qualification being examined, this suggestion could widen the variety of data received.

7.4   Future Directions

Based upon the findings of the study which reveals that coach educators feel these changes to a youth based coach education course are beneficial and based upon the limitations of the study, future directions would be to interview candidates on these courses. Where their opinions and thoughts to these changes are researched and whether they find these changes beneficial to their own and other candidates' development. Candidates should therefore be interviewed across a number of different coach education courses where these changes have been made specific to coaching within a youth environment.

CHAPTER SIX
CONCLUSION

8   Conclusion

Coach education has been heavily scrutinised in the past for not representing the reality of the coaching process, instead been heavily focused on the values of techno-rationality and its near artificial commitment with the complexity essential with coaching practice (Jones et al., 2012; Morgan et al., 2013). NGBs have suggested the development of different education pathways tailored to youth coaching might be a way to tackle these problems and issues through helping coaches to develop both their specific knowledge and capabilities required to deal with the ever-changing and challenging environment of sports coaching (Cushion, Ford et al., 2012). In light of these themes the purpose of the current study was to inspect how a newly created youth coach education programme in football prepares candidates through the integration of pedagogical approaches and changes that have been made compared to similar and previous courses.

From interviews with coach educators who had worked (at the time of the study) on the A Youth qualification, the findings of this study provided useful insights into how coach education courses can be and possibly should be delivered. Findings specifically suggest that the use of pedagogical approaches facilitates and prepares candidates, improves their learning and practice. For example candidates are given the opportunity to coach in different and problematic scenarios, meaning their able to incorporate their philosophy, behaviour and personality into the session(s) that they would do in their club environments. Allowing candidates to develop a better understanding of why they do the things they do, what impact it has on a session and /the players and how they can be more effective. Other findings suggest that changes in the structure and organisation of youth coach education courses provides a more valuable and meaningful experience for the candidates where they are able to voice their opinion on different matters and make it specific to the environment in which they work. Finally further findings recommend that providing candidates with the appropriate tools to coach and when, where and how to use those tools allows candidates to improve their practice and get the most out of the players that they are working with.

Future research should focus on the development of more youth coach education courses and the integration of pedagogical approaches, changes in how the courses are delivered, ensuring the course(s) are orientated around the candidates' needs and provide

the appropriate coaching tools. Before researching whether these incorporated changes are beneficial to the development of coaches for different sports.

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10 Appendices

10.1 Appendix A - Interview Guide

Section 1: Introduction:
I would just like to get the ball rolling by asking you some introductory questions……
1. What are your experiences of Coach Education, do they have an impact on the quality of coaching?

2. How would you describe the current state of Coach Education?

PROBE: a) Why?
         b) Can you provide examples?
I wish you to use some of the comments you have expressed so far to help you through the rest of the interview.

Section 2 – Course Specific (A Youth)
Thanks, for that, I would like to now focus specifically on the newly created A Youth Licence football course.
1. What's different about the A Youth than other qualifications you're aware of (e.g. A Senior)?

2. What have your impressions been of the A Youth course?

In terms of:
PROBE:
- Engages the candidates?
- The learning experience the course offers?
- The impact it has on practice and/or philosophy?

Is there anything else that you would like to add to your impressions of the A Youth Licence course?
3. What aspects are particularly beneficial to the candidates?

PROBE:
- Why?
- Mentoring:
    - Off Course.
    - Process.
    - Impact.
- Use of ongoing reflections.
- On course tasks.
- PBL – Use of scenarios where candidates have to solve the issues (e.g. the analysis task; the practical psychology task).
- Learning groups – using social learning where coaches learn from each other.
- Nature of assessment:
    - Individual.
    - Individualised.
    - Team Training.
    - 11v11.

4. How would you say this course helps the candidates develop as coaches?

PROBE:
- Can you provide some examples?
- Does it prepare coaches better than other courses, how?

5. What needs to improve within the A Youth course?

6. Anything that we have not discussed that you want to add?

Is there anything more that you would like to add/comment on?
Any more areas/topics that we have not discussed around the A Youth Licence Course?

Section 3 - Reliability and Validity of the Interview: Conclusion
That pretty much raps up the interview, but before we finish, I would like to ask you some final few questions…..
1. How did you find the interview process and the information that you received prior and during the interview?

2. During the process of the research/study did you feel at all pressured in any way of talking about topics that were uncomfortable for you?

3. How would you rate your experience as a participant? Fair?

4. Overall how did you feel the interview went?

5. Did you feel that you were fully able to express your opinions and thoughts on the topics brought up in the interview?

6. Did I at any point influence or lead your responses in any way?

7. Do you feel that there were any topics/areas that we failed to discuss?

8. Are there any comments/suggestions you have about the interview?

Thank you for taking time out and your efforts in participating in this study and this interview.

10.2 Appendix B - Interview Preparation Booklet

Sport Coaching: Examination of the Developments in Coach Education - A Case Study in Football.

Thank you for agreeing to participate in this study and subsequent interview that I will be running to gather data for my dissertation research.

The following booklet will introduce you to the topics that you will be asked to discuss in the upcoming interview about the recently developed A Youth Football Licence course. Hopefully this booklet will help to prepare you and what to expect from the interview and any concerning issues pertinent to the study.

Background to the Research

It has been well publicised that coach education has been heavily scrutinised and criticised in recent times, such as the impact that it has on the candidates and the experience they have during the course. A number of authors have suggested multiple pedagogical approaches to improve coach education courses such as problem based learning, reflective practice and mentoring. Such processes are thought to generate knowledge and understanding, which will helping help coaches within their day to day club environments.

However, the newly created A Youth football licence aims to combat these criticisms of coach education being something that coaches take for granted and do not prepare them for the reality of coaching. Aiming to give candidates of the course a more valuable experience where they can learn, develop and assess themselves to improve/become better coaches.

In attempts to link all of the information the interview will concentrate on your personal experiences of coach education over your coaching career and in detail about the newly created A Youth football licence course.

Interview Format

In the interview you will be asked to discuss a number of issues relating to coach education, the impact that it has on coaching, the newly created A Youth licence course and what makes it different to the other courses. Importantly, all personal information will remain confidential. In preparation for the interview make sure you are familiar with what types of questions will be asked, here are some of the questions that will be raised during the interview. (*please feel free to make any notes under each section if you feel you need to do so*):

- What are your experiences of coach education?

- The current state of coach education?

- Opinion/impression of the newly created A Youth Licence course?

- How does the A Youth helps the candidates develop as coaches?

- Any improvements needed for the A Youth?

Importantly, it is necessary for you to draw on of your experiences and familiarise yourself with some of the topics and areas that will be discussed/raised during the interview. I fully appreciate you taking your time to not only participate but to also prepare for the study. This will make the interview process a lot smoother and natural. If you have any questions or queries regarding the study and/or the interview, please do not hesitate to contact me before the interview date.

Thank you once again for your participation,

Michael

10.3 Appendix C – Participation Information Sheet

Cardiff Metropolitan University

An examination of the developments in coach education: A case study in football

Participation Information Sheet

Background:

The study/research is an attempt to understand what changes are being made to improve football coach education courses. Coach education courses currently do not prepare aspiring coaches for the reality of everyday coaching, a review of the newly created WFT/UEFA A Youth Football licence course will carried out to evaluate this.

The use of interviews will be carried out to reveal the relevant data/information regarding the subject area.

Your participation in the Research Project

Why have you been asked to be a part of the study?

You have been asked to be a participant in this study as it is understood your participation/contribution will be of benefit to the research and you are a mentor on the course to be researched. The study will gain the appropriate information/data needed through a series of semi-structured interviews with you and other participants.

What would happen if you agree to be a part of the study?

If you confirm to be a part of the study, three different things could happen:

1. You will be asked to confirm being part of a semi-structured interviews concerning your role as part of the WFT and the structure of the current coach education courses.
2. The information/data collected in the interviews may be used for further research.

Potential Risks?

We feel that there should not be significant risk to your participation in the study, although if you are unhappy with your participation you do not have to take part. All you will need to do is tell us that you no longer wish to be part of the study. You will be provided with a preparation booklet to allow you to make a more informed choice about your continued participation.

Your Rights

Being part of the study does not mean that you have to surrender any legal rights.

What happens to the results of the evaluation?

All data and information will be collected then stored safely. In order to protect your identity the information will be coded appropriately and each participant will be coded to compare measurements.

What happens next?

If you are happy to be a participant of the study you will need to inform us by completing a consent form.

Protecting your Privacy:

All of your information will remain private throughout the study and will be secured safely away, including consent forms along with the data collected during the study.

If there are any questions about the research/study or on the methods used during the study, please contact us.

Project Researcher:

Michael Johnson

Email: st20018956@outlook.cardiffmet.ac.uk

Project Supervisor:

Brendan Cropley

Email: bcropley@cardiffmet.ac.uk

10.4 <u>Appendix D - Consent Form</u>

An investigation into the examination of the developments in coach education: A case study in football.

Name of Researcher: Michael Johnson

Participant to complete this section:

1. I am fully aware of the study to be carried out and of my involvement.

2. I fully understand that my involvement in the study is voluntary and I can withdraw from the study at any point without reason.

3. I fully understand that the data/information obtained about myself may be used as part of the study but I will not be identified.

4. I agree to take part in the study.

Name of Participant: Date:

_____   _____

Participant Signature:

_____

10.5 Appendix E - Example of Interview Transcription

Interviewer: Okay, so just some introductory questions just to get the ball rolling sort of thing. What are your experiences of coach education and do you feel they have an impact on the quality of coaching.

Interviewee B: Yes without doubt, I first did my B intensive course back in around the millennium as an ex-player. I was coming to the end of my career due to injury but I never finished it, regrettably. So I then came back on the course in 2008/09 and during that course I was starting to understand the rewards and benefits of coach education and how far the course had come from an 8-9 year period. During that course I was sort of signposted into potentially being a member of staff of the department, which was an area I was looking to go down. I've now worked for the department for 5 years and I've gone from delivering level 1 to working on level 4 with the A youth and A senior and I've had to be diverse because I wasn't much of an academic being an ex-player but what I think what I have bought into is having an education and schooling of being a player, buying into the academic and learning strategies.

Interviewer: Bring it into what you're going to be coaching?

Interviewee B: Yes, so where I've been, where I am now and where I want to be but also where football was and where it is now. So yes the benefits of it are massive but it's very difficult to have an impact on an individual, you've got to try and mentor and encourage the candidates to have a buy in, I use my own experiences to hopefully improve that buy in.

Interviewer: Okay, how would you describe at the moment the current state of coach education and why?

Interviewee B: It's most probably at a level that most people thought it never would be, it's sitting at a very high regard with people all over Europe and the world and that's obvious by the quality of candidates coming on the course and it shows how diverse the course can be because accommodating people from academy football right through to world cup winners and some of the best footballers that have graced football pitches, but what it does is supports everybody to be the best they can be and what our model delivers each candidate to have an opportunity to be the best they can rather than us clone them to be the best Welsh coaches. So as a model at the moment it's the best it is at the moment but it's still not the best it can be, it's an every changing environment, football is an ever changing environment and our courses change and adapt appropriately as and when they need to be.

Interviewer: Okay are there any examples in where you've seen the changes in what the current state it is now to maybe when you say you did it in 08/09?

Interviewee B: I think society changes, people change, modern trends, money makes football change, so you have to change and adapt most probably to the first 3 because of the financial issues in football. So like I said it's an ever-changing environment, so people change, people stretch themselves by combatting and outdoing their opponent by doing different formations, different strategies and patterns of play and sometimes in some areas of football it'll go full circle where will they bring back in an out and out defender out of your 11 players, at the moment every player got to be able to play because of playing out from the back, but there's been criticism that players can't defend well now and that's why they said Watford beat Blackpool 7-2 on the weekend. That maybe be an example, so would clubs employ positions specific defending coaches to give every player, whether you're a number 9 or number 5 qualities anywhere on the pitch to defend properly.

Interviewer: So maybe have more of the option to have player specific coaches?

Interviewee B: I could make a very broad statement here and say I don't know what tomorrow's going to be but as a coach education department we've got to potentially predict what the future is going to be, we know what's worked in the past, we know what's working now but we've always got to be that one step ahead because our models have got to be better than the English FA, the Scottish FA, the French Fa, the German FA, we want to attract the best to and the best that come on here will make our courses better because the course(s) will become more interactive and we give the coaches the tools how to coach, they go an deliver what they want to coach because otherwise everybody would coach the same.

Interviewer: Okay moving on now to specifically about the A youth course, what is different about the A youth course compared to other qualifications that you're aware of, for example like the A senior?

Interviewee B: If I talked from my own personal perspective, A senior you're generally working with players the readymade model, with the A youth and how it's changed and from having the model of 5-21 then it is about developing more players, better players and players with more and better multiple tools to reward them to when they have the opportunity to step into the senior game. Now this course will change, it will change next year because they might look where actually in football do you become an adult at 16, well by the rules you do but you haven't got all the tools by the age of 23, you most probably don't have all the tools or as many tools you're going to have until you're about 27, that's when you hit your peak. So what the A youth model gives you is a broader outlook on

where you would like that player to end up, you want to create a world cup winner and champions league player and a premier league winner and you got to give them as many tools you can to get them to that model. If they can't get to that point then at least you've given them as many tools to be adaptable to whatever level is going to best suit them and that's what the A youth model gives you.

Interviewer: Ok so, what I've guessing is it's been positive so what has you're your general impressions been of the A youth course?

Interviewee B: As a tutor it's broadened my knowledge and my understanding of players at different level with age and ability, how you've got to stretch some players or hold players back and be patient. I think being patient and being adaptable with young people of the four corner model of technical, tactical, physical and psycho-social, the last being the most key for me because players will be in an environment because they can play but it's that psych and social that takes them to whatever level they're going to be, whether it's a high level, a level that's okay or whether they underachieve because it's pressure from the club or home life, school life whatever, I think that psych and social is evident in the A youth course on what positives outcomes can come from an individual.

Interviewer: Okay what have your impressions been from the A youth when it comes to engaging the candidates who are on the course?

Interviewee B: I've used the word already, it's a very interactive course, there's a model and a template that we work to but it's about what they do, what they achieve and what they can achieve at their clubs. So again it's not cloning whether it's our Football Leaders, C certificate, B certificate or A senior or Pro licence, we're giving candidates tools to then adapt, but they've got to justify they're delivering this this and this and why are they doing it because they're outcomes need to be or would like to be this this and this but the A youth model actually gives the candidate the opportunity to express themselves.

Interviewer: Okay so what's the learning experience like for the candidates when on the course?

Interviewee B: Number 1 is relaxed, they feel welcome and everyone is given a fair and equal opportunity to be expressive and that's as clear as I can make it.

Interviewer: So you just give them every opportunity to get the most out of the course?

Interviewee B: Yes and for example this morning on the course there was an hours task, there was groups of 5, 3 had to give feedback, 3 five minutes as part of their feedback. We chose those candidates because sometimes in groups some people are good delegators, some people are good communicators, some deliver better practically, so we identify how we can stretch each individual, so like a player you look for more players better players,

more coaches better coaches and if better coaches better players, that's one of our mottos. So by stretching somebody this morning, a candidate morning improving their presenting skills then they'll become a better communicator in other ways and have mutli skills when working in their own environment with players, press, anybody.

Interviewer: So maybe just like round them as person, maybe take their strengths obviously further but maybe with their weaknesses or areas for improvement that much further.

Interviewee B: Yes, what they're good at but what they need to improve at, we need to stretch them on both avenues.

Interviewer: Okay so what about the impact maybe it has on their practice or their philosophy within the course, does it have an impact on either of those two?

Interviewee B: I think that it has a positive impact that they will adapt and change their beliefs of the game but they also know that maybe they come there with a philosophy from the club but some of the coaches will go away and start to start probe in their environment to actually ask and challenge question of their management team or technical director within their environment that why are we doing this. Okay that's fine, have we tried doing this because maybe we might better ourselves because I've heard something somewhere being used a skill or technique and it's had a positive reward. I'm not saying it would work here but we've got to try something to make ours better.

Interviewer: So would you say to look at maybe different options almost?

Interviewee B: Yes everybody using more skills and little bits of knowledge that they've picked up on course that can actually still meet the philosophy but have a slight change and a growth and adaption of where they are because that's the same as results, if a player only runs 8 yards when he should of sprinted 10 yards that could be that extra 2 yards difference in you winning or losing that game.

Interviewer: Small margins but big effect?

Interviewee B: Yes, with bigger rewards.

Interviewer: Okay so you're just looking at maybe someone who is in a good place within their coaching and just taking them that little bit further, like you said can they stretch themselves and improve?

Interviewee B: I think simply you might have a coach who comes here with a certain coaching style and they adapt and have 2, 3 or 4 different coaching styles, they'll have a dominant one but they can dip into the others because not all players are very much the same and maybe that was the reason why they weren't getting results from their environment because their coaching style was affecting the 8 out of the 14 players, now

they're dipping into other coaching styles and changing their manner and their pitch but now they're affecting 13 out of the 14 because there's going to be times where you hold your hands up and say I'm never going to be able to hit this kid (affect this kid, help this kid learn/develop) because he's his own little animal but maybe in time he may come in and buy into it and the more tools and better tools you've got then more better rewards.

Interviewer: Okay, what aspect do you feel are particularly beneficial to the candidates and why? That we haven't maybe discussed already.

Interviewee B: I think, I touched on it that the course very much hits, you've got your technical, tactical and physical that has always be part of the game but I think the psych and social part really rewards those 3 because players will run better and further if they're happier and they actually feel enthused to actually get rewards. They will want to improve their technique if they're socially happier for example and of the four corner model we all have a better understanding of how we can expand our knowledge and intelligence of not just of the game but people and the importance it's about what happens off the pitch aswell as on it. It hits everything across the spectrum and it'll improve because we're all taking notes, we challenge each other and say could we try this could, could we do this. So this course will get adapted and changed over the next couple of years because it's got to change with the game and people's understanding of it.

Interviewer: So maybe you're saying of that is coaches obviously have to affect the session that they are doing and they've got to worry about if that child has just come into the session, what frame of mind are they in, what's affected them to when they go into that session?

Interviewee B: And there's something's that you'll never know but you've got to be able to stand back, assess and go in and I think the A youth model gives people a better improved understanding of how to work with everyone, that's a key one for me.

Interviewer: Okay so what about mentoring on the course, such as off course or the process of mentoring, do you feel that's been beneficial?

Interviewee B: Yes, having been the guinea pig for mentoring myself within the department on whether it has the rewards, I have been on both sides of it. I think mentoring is a very open relationship and again it's not about us cloning, we give the coaches a tool of how to coach but what they coach is up to them. What we will stretch them on is why have you done this, hopefully they've got the answers. So within my mentoring relationship will all my candidates I've improved my life skills from the course, if I get better and become a better mentor they'll become better coaches. So I've improved my life skills away from the job and those skills that I've improved away from the job have

improved my skills on the job, so a better listening skill, have a better understanding skill of differentiation of the environment you're going to work in. So what works at Wrexham might not work at TNS, might not work at Cardiff but they're looking to still get the same principles and similar outcomes you got to be that little more diverse because of those personality traits. Our mentoring programme builds up a very positive trust, it builds up the respect of a working environment the department that we're supporting them with because we're given the support and development as a coach educators, as tutors and mentors to help reward and grow the individual as a coach and also help them grow as a person and also their cultural environment.

Interviewer: So would you say it doesn't just develop the candidates as people but it develops people like yourself who are mentoring them?

Interviewee B: Yes, I'm going to make mistakes as a mentor too, so you've got to be very honest and open and say I'm going to challenge you with something but it's not because I'm saying I'm right, I'm going to challenge and stretch you to see what you'll respond with, I might then learn something from that myself but because I'm your eyes and ears at that time.

Interviewer: People are afraid of that.

Interviewee B: Yes, it's helping people become relaxed, respectful and have trust but it's building that relationship that honesty, that politeness, that professionalism, that letting the candidates know it's not only going to help them become better but I'm going to improve aswell. So on next year's cycle they'll of helped me become a better mentor for a new candidate next year.

Interviewer: Just like an ever growing cycle?

Interviewee B: Yes, you got to be and show you're resentful of that aswell.

Interviewer: Okay moving off mentoring what about ongoing reflections that's the candidates have to take part in, whether that's on course or off course?

Interviewee B: We promote it on all of our courses, so the A youth licence isn't any different but that reflective practice is key and again bit like mentoring relationship we've got to let candidates know actually when I mentor I go away and reflect whether or not what I've said, how I've said it, when and where I've said it, so I understand why I've said it so the next time I come back in I'll have of learnt from that.

Interviewer: So like the quality of feedback you've given?

Interviewee B: Yes, quality and quantity because sometimes you can speak for too long, that's problem one of my negatives as sometimes you would go on too much when you should….

Interviewer: Said more simple stuff?

Interviewee B: Yes and I've improved at that, so it's the same process for me.

Interviewer: As the mentoring, it's just an ongoing process that both of you are going try and develop as much as possible?

Interviewee B: Yes and it's making coaches understand that how important is what you did before, can you adapt and improve while things are active in real time but then afterwards okay reflect on the whole session and what went well and what can I improve on. Yes you need to look at things that didn't go well.

Interviewer: But still need to focus on the strengths?

Interviewee B: Yes it's the strengths and the improvements because nothing is ever perfect and there is always something that you can get better.

Interviewer: So for example you could have a strength that maybe created a negative would you say?

Interviewee B: Yes sometimes, very much so. Being too enthused, trying too hard to be the best or to get something out and that might be your pitch or your tone, being too involved in the session, is there a time to just step out.

Interviewer: And just let them get on with it?

Interviewee B: Yes.

Interviewer: Okay so what about in course such as on course tasks, do you feel they've been beneficial to the candidates, so whether that's practical tasks, theoretical tasks maybe the analysis tasks sort of thing like that?

Interviewee B: Again we're all different some those learning strategies we all pick up different things in different ways but it's like the coaching styles I might better from doing, some people might learn from just seeing and putting things into practice, you might have those manageable qualities where you have assistants who can coach. What the course allows you to do is encourage many skills as possible and the tasks whether they're theoretical they'll stretch people, you can write a 1000 word document or a 100 word document it could still have the best results or outcomes from it. On course tasks from the practical now you can have coaches sat back in the seats or on the sidelines talking about the game tonight or the game at the weekend, it keeps them on task, it's stretching them at all times and they're I think the most valuable tasks that what we put together to give the coaches an understanding they can learn again about different coaching styles, interventions, the types of feedback that the coach is given, when they were given it, where they were given it. So it's a constant learning environment.

Interviewer: Where you can look at a number of variables within your coaching practice, whether it's off pitch or on?

Interviewee B: Exactly.

Interviewer: Okay what about, similar to on course tasks more practical based stuff, have you engaged in things like problem based learning. What I mean by that is putting the candidates in different scenarios, so maybe out of their comfort zone that they might face within their clubs?

Interviewee B: I think I touched on that already where with their presentation skills, a lot of them won't have done that so putting them in a different environment where they can come up with the answers. So you set a problem for them to solve the problem, if they can't solve it then that's what mentoring is about, dip in some open questions, step out and see if they can come up with the answers again, whether that be a game, presentation in the classroom or out on the pitch.

Interviewer: Okay what would you say about learning groups in the course, is it always individual based stuff or is it more group work throughout the process of the course?

Interviewee B: On course it's generally in groups but you can always see those and we don't stop them if they want to divert themselves to be individual at times because that's where they will get some of their best outcomes but sometimes you've got to manage that individual and integrate him still within the group because there'll also be selfish coaches where it's just about me me me. Well they're working in a team environment so it can't just be me me me, so again instead of being in the chaos you've got sometimes come back observe those situations so you can stretch people again. Notice that key word again stretching people to make sure they better themselves throughout the course time.

Interviewer: Okay what about the nature of assessment, things like individual, individualised, team training or the 11v11, do you feel those 4 things have been beneficial to the candidates?

Interviewee B: Yes it's a good structure, it's a good template, it actually shows people's knowledge and how in depth it can be because when you're working on the individual there isn't much chaos but when you go from individual to individualised to more complex situations with the team training and 11v11 you start to see people's knowledge, their understanding in relation to their theme or topic to how their coaching style and coaching position can affect any given session or match situation and that then marries up to the detail and the in depth detail they provide. When their interventions are, what are their physical outputs are, how they work within the 4 corner model, how they're bringing in that key aspect of psych and social, what they say how they say it, when and where they're

saying it. So it might be through concurrent feedback, they might not need to say a lot during their time out.

Interviewer: It might be just a key word or something like that?

Interviewee B: Yes or might just even be putting up a tactics board and saying okay as soon as we lose the ball this is the shape I want you, now look at your position, if you can't see your position ask me but I want to see if you can see it and I want you to go out and try it again and I'll give you some concurrent feedback while the game is going on. That's how diverse it can support coaches who are at different levels or how comfortable delivering in whatever manner.

Interviewer: You could say some coaches due to players might not be able to actually hit that 11v11 within a training environment?

Interviewee B: No because of numbers if you're looking at an academy, a premier league club you might have a squad of 18, you might be able to have 11 on your side or even 10 without the goal keeper but then have 8 on the opposition and have it higher up the pitch or deeper in the pitch that you've got to be intelligent enough to say right we're going to lose our 2 centre forwards, they're out of the game but you work with so it's giving them the tools to think outside of the box and that's what it's very good at aswell but ideally when they're starting to learn from that team training environment to go into 11v11 they know they're going to have to find those numbers from somewhere because come Saturday from the age of 12 upwards in most environments is 11v11, so they're got to see through that chaos, they've got to have the tools to do it.

Interviewer: So if a kid isn't in that 11v11 environment he's going to be hitting it every Saturday, kids might be playing 11v11 but might not be practicing it within training.

Interviewee B: That's the understanding of the type of session you're putting on, so you're putting on a function or a drill or a phase it's in a geographically you've it right on the pitch so it paints that picture that in that area of the pitch you've got the correct amount of numbers that's going to cause enough chaos that's realistic to what would have been in the 11v11.

Interviewer: Okay how would you say this course helps the candidates develop as coaches?

Interviewee B: I think, I've touched on a lot of this, I think having a better and improved holistic approach to what could be the best coach and that will always be an open book, who or what is the best coach.

Interviewer: Because of opinions.

Interviewee B: Yes because of values, opinions, where the game's been, where it's now, where they think it going to be.

Interviewer: Your players aswell?

Interviewee B: Yes and players dictate so much now. So being able to manage yourself, manage players, support and manage people within the club because it isn't just about what you coach it's about that relationship and being a good delegator, sharing tasks so you can concentrate on what you need to be coaching on and off of the pitch because I think being a coach, we speak about coaching and we think about what's going on the pitch but you got to be able to coach people off the pitch aswell. That's what the A youth licence does develop.

Interviewer: Would you say it might push you become more professional, like you said not just on the pitch up off the pitch aswell. So like your manner or things like that.

Interviewee B: Yes so again I think the psych and social supports that, so it isn't about the psych and social of the players but the psych and social of the manager having a better understanding of working with people and that's what the presentation skills, giving that feedback and giving people the opportunity to improve whatever ability, where they've got to stand there in front of people to express their delivery.

Interviewer: So they might be comfortable working with certain players each week but you never know say they went to a new environment are they able to do those same aspects.

Interviewee B: Or a new player coming into the team, it's being very adaptable and transferring different skills as a coach as a person to get the best out of those people you are working with, i.e for the team training you need to manage your assistant coach because you're working on your 9 on a certain pattern of play, can't just have your assistant coach having an easy ride and going okay boys we're going to play a 3-4-2 and just do what you want, no I want you, I'm going to manage you to manage your team, I'm going to give you different conditions, different strategies to try and set a problem for my team to solve the problem because that is what the game is about. It's very random they've got to improve their decision making skills.

Interviewer: In different scenarios and different situations?

Interviewee B: Yes and again that's what the A youth licence gives you.

Interviewer: Okay do you feel the A youth better prepares coaches maybe than some of the other courses you run such as the C or the B licence?

Interviewee B: The C licence is about individual, B licence is about the unit, A licence is 11v11 the same as the senior pathway, this A youth licence has taken what happens on the C and the B to another level and created a more and better professional model of best

practice and I think that's the easiest way of explaining it and when I say it's about best practice it's about holistically every key skill you need is covered and you've got to try and be the best you can and then make improvements on that again.

Interviewer: It's just an ever growing process.

Interviewee B: An ever growing process, it's an ever changing environment and growing process.

Interviewer: Obviously we've looked at what beneficial and what is positive about the course, is there anything that you feel needs to be improved within the A youth course?

Interviewee B: Yes a big think for me it's not just the course itself, youth football I think we need to improve and change the understanding of when to educate young players to know how to win a game of football and why they need to win a game of football.

Interviewer: So maybe what age to push them that little bit further?

Interviewee B: Yes because in life we all generate bad habits so if we allow creativity to have no control you could be creating monsters with maybe a weak mind and weak mind being sloppy in front of goal or being sloppy in defence, you know what it doesn't matter if I don't have any purpose in my clearance and where I could of cleared the ball 50 yards, I've only cleared it 20 yards it's gone to a player and they've scored from it. You know what you've still tried to clear it and its okay, well if you'd of had a better mental process and thought you know what I'm going to be more positive and clear it 50 yards and then we'll regain our shape. That isn't just the A youth licence course that's football governing the course in some way that actually that's the trend is allowing too much creativity at the moment and I'm quite old school with a modern twist. I do believe in the best thing in life are free, the simple things are the best things and actually we need to engage and make young people understand what they're doing and why they're doing it and a purpose for doing it because if we allow a cheap or tired practice and letting young people get away with something and go oh well we'll correct that next week it's fine, no let's correct it now because they'll go away with a positive outlook on what the reason they were doing it for. I think they just need to change that because I don't think we're creating as many players as we should be and because of the new U21 model within football it's an easy way out for players to go well from 16-21 I've got 5 years before I become a professional footballer, that's really what it is because they haven't even played a 1st team game. When we were just talking a few people now such as Bellamy, he knew what he wanted way before 16 and he wanted to make his full debut for Norwich by the age of 17. I don't really think

young people want to make their debut by 17 anymore, they know that they don't have to make it until after 21.

Interviewer: So maybe just looking at different ways of looking at their attitude and motivation?

Interviewee B: Attitude, motivation and the mental state of players don't have to into the game, it's not the be all and end all to win, the definition of winning is being better today than yesterday everyday, that's what I learnt from somebody many years ago. If you can, if you fail at doing that, is that failure or tomorrow do you just try to improve and make it better again.

Interviewer: I like that. We said about improvements is there anything you'd like to discuss about the A youth maybe I've not touched on?

Interviewee B: No it's improved me as a person, it's improved me as a coach, as a mentor, as a tutor and I hope that continues to happen but there's not really any flaws in what the A youth licence delivers

Interviewer: From what I'm getting is it's really positive but it still, as you said football is ever-changing environment its going to change. You might not have completely different course next year but you might have little tweaks to help get better tomorrow.

Interviewee B: Yes that's totally it but don't change it for the sake of changing it, don't fix something that's not broken. So if it works and works for the next 3 years then it's working but we might need to change it every year for the next 3 years after that. Who knows, nobody knows, life's not a rehearsal you don't know what tomorrow's going to be but you got to try and prepare for tomorrow.

Interviewer: That's pretty much the interview over but it's just some reliability and validity questions, typical questions. How did you find the interview process and the information you received during the interview?

Interviewee B: Relaxed, responsive from both parties with an opportunity to express my feelings, my thoughts and beliefs on what we're delivering and also the probing questions back weren't challenging they were just trying to stretch where I was and points I just needed to bring out more.

Interviewer: Okay during the process of the interview did you feel pressured in anyway talking about topics maybe you weren't comfortable with?

Interviewee B: No because they're topics and themes actually I should be able to deliver and be comfortable with on course anyway.

Interviewer: That's good, how would you rate your experience as a participant? Fair?

Interviewee B: Very good and happy with the situation.

Interviewer: What I'm gathering do you feel the interview went well?

Interviewee B: Yes very good and it's made me think about a few things now for on course anyway.

Interviewer: Okay, do you feel you were able to express yourself fully on topics that someone else themselves in a different way?

Interviewee B: More than happy.

Interviewer: Apart from the probes did I lead your responses in anyway or lead you to talk about something.

Interviewee B: No

Interviewer: Last two do you feel that there were any topics that we failed to discuss at all?

Interviewee B: No nothing at all, no

Interviewer: Anything else you'd like to add or.

Interviewee B: No all happy.

Interviewer: Thank you.