

A LONGITUDINAL INVESTIGATION OF COACHING BEHAVIOURS OF PROFESSIONAL TOP-LEVEL YOUTH FOOTBALL COACHES

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PURPOSE OF THE STUDY

- The purpose of this study is to identify what factors impact five English professional youth football coach's behaviour and cognitive processes during two football seasons.

INTRODUCTION

- Although coaching has become increasingly recognised as a complex social process, coaches have responsibility of their implemented behaviour in practice (Partington & Cushion, 2013).
- A significant body of research on coach behaviour identifies 'instruction' as the most frequently used behaviour by football coaches (e.g., Cushion & Jones, 2001; Ford, Yates & Williams, 2010; Partington & Cushion, 2012; Potrac, Jones & Cushion, 2007).
- Coaches currently use behaviour which have been learned from a combination of tradition, coaches' intuition, and emulation of other coaches (Cushion, Armour & Jones, 2003; Partington, Cushion & Harvey, 2013).
- The purpose of this study is to identify what factors impact five English professional youth football coach's behaviour and cognitive processes during two football seasons.

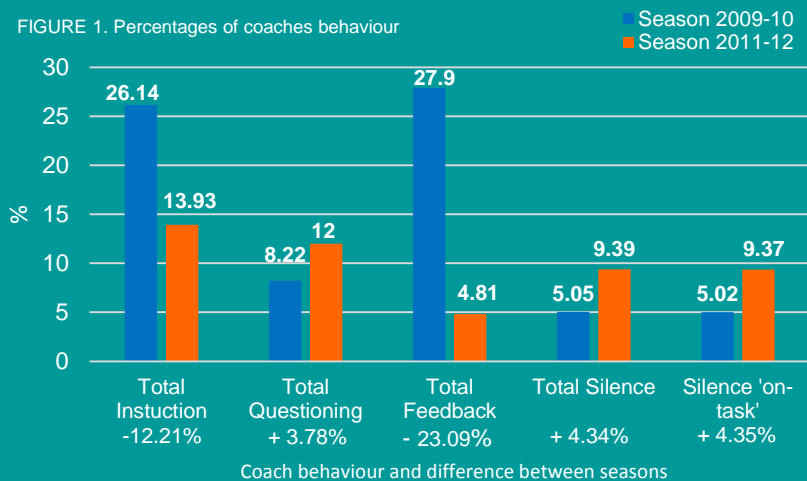
METHODS

- 5 male professional English youth football coaches at a Football Association Premier League Academy.
- Two separate data points were collected over two seasons (season 2009-10 and season 2011-2012) in mid-season (November to March) over 16 weeks.
- This study used the Coach Analysis Intervention System (CAIS) (see Cushion, Harvey, Muir & Nelson, 2012) combined with interpretive interviews to examine coaching behaviour.
- Interview data were analysed using abductive content analysis (see Nelson & Cushion, 2006).

RESULTS AND ANALYSIS

- The differences in the coaches behaviour was identified from the CAIS coded data (see Figure 1).
- The interpretive interviews identified the coaches rationale for change and what impacted that change of behaviour between season 2009-10 and season 2011-2012 (see Tables 1 and 2).

FIGURE 1. Percentages of coaches behaviour



DISCUSSION

- Coaches instigated a change in behaviour from season 2009-10 to season 2011-12 based on new knowledge and an increased self-awareness.
- A range of different educational tools was described by the five coaches as a reason for increasing self-awareness and knowledge of what behaviour to use and why.
- A mixture of separate and integrated formal and informal education processes impacted on the coaches use of behaviour in practice.
- The individual nature of the education over a twenty month period of time influenced the behaviours performed.

IMPLICATIONS FOR PRACTICE

- Coach education should provide a range of pedagogical approaches that actively and individually involve coaches over a period of time (Nelson, Cushion & Potrac, 2013).

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TABLE 1. Coaches rationale for the change in behaviour

Category	Exemplar quotes
Self-awareness	'In the 2011 12 season I instruct less and use silence on-task more to observe'
Knowledge	'So less instruction during the sessions and more silence, letting them play, letting them learn for themselves, in essence to learn'

TABLE 2. What has impacted coaches change in behaviour

Category	Education (number of coaches)
Self-awareness	Coach Analysis Intervention System (5)
	Reflection (4)
	Feedback from players (3)
Knowledge	Video feedback (2)
	F.A. Youth Award (5)
	Mediated other (4)
	Research (2)
	Teaching qualification (1)

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