Second International Coaching Conference

Coaching Philosophy

Mr Mark Partington & Dr Chris Cushion
An investigation of the practice activities and coaching behaviors of professional top-level youth soccer coaches

M. Partington1, C. Cushion1

1Department of Sports and Physical Activity, Edge Hill University, Ormskirk, UK. School of Sport Exercise and Health Sciences, Edge Hill University, Ormskirk, UK.

Sports Coaching Review, 2013
Vol. 00, No. 0, 1–13, http://dx.doi.org/10.1080/14789175.2013.790167

Performance during practice: using Goffman to understand the behaviours of elite youth football coaches during games

M. Partington1 and C.J. Cushion2

1Department of Sports and Physical Activity, Edge Hill University, Ormskirk, UK. School of Sport Exercise and Health Sciences, Edge Hill University, Ormskirk, UK.

This study aims to investigate the social, contextual and situational factors influencing football coaches’ behaviour in competition. Twelve English youth coaches were observed over a month period using the Coach Analytic System (CAS). Two sets of in-depth interviews were subsequently carried out to explore the underlying processes and motivations for their behaviour. Using Goffman’s approach to role performance, the study suggests that coaching behaviour is shaped by a combination of situational factors, role expectations and constraints. It is thus concluded that the outcome was a form of “mutual” employment, as opposed to behaviours underpinned by individual motivations or needs.
What is a coaching philosophy...

Practitioners...

Literature has prescribed different descriptors of what a philosophy consists of including...

...beliefs, values, attitudes and norms (Rokeach, 1973),
...a set of beliefs, principles and values (Burton & Raedeke, 2008)
...beliefs, values, principles and priorities (Kidman & Hanrahan, 2011)

A coach’s philosophy however is mainly described as a set of personal values and beliefs (i.e. Kretchmar, 1994; Vealey, 2005).

Philosophers...

(Philosophy bites, 2010)

Coaching ‘philosophy' is poorly understood and the majority of research lacks a clear definition and conceptual clarity over the term.
Currently...

Lots of ‘grey’ literature available...

...lack of peer-reviewed empirical papers (n = 12).

@CoachPartington

partingm@edgehill.ac.uk
## Selection...

<table>
<thead>
<tr>
<th>Study</th>
<th>Method</th>
<th>Critique</th>
</tr>
</thead>
<tbody>
<tr>
<td>MaCallister et al. (2000)</td>
<td>Interviews.</td>
<td>No observations of coaches in practice.</td>
</tr>
<tr>
<td>Schempp et al. (2006)</td>
<td>Taken from a magazine.</td>
<td></td>
</tr>
</tbody>
</table>

Researchers need to ask philosophical questions to help identify the nature of coaching philosophy.

(Drewe, 2000; Hardman & Jones, 2013)
Therefore...

Although philosophy not explicitly mentioned.

<table>
<thead>
<tr>
<th>Study</th>
<th>Method</th>
<th>Critique</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trudel et al. (1996)</td>
<td>Develop a strategy to analyse the reasoning which underlies coaches behaviour - stimulated recall.</td>
<td>Describing factors which underlie decisions.</td>
</tr>
<tr>
<td>Gilbert &amp; Trudel (2001)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gilbert &amp; Trudel (2004)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Coaching philosophy and a coach’s philosophy have not been empirically investigated using philosophical, sociological or reflective tools.

Using these tools may allow a deeper empirical understanding of coaching philosophy and conceptual clarity for practitioners.

Philosophical (Axiology, Ethics, Ontology & Epistemology) (Hardman & Jones, 2013)

Sociological
Contextual
Longitudinal
Number of coaches? (more than just one)

Reflective tools
Observations
Interviews
Film
Stimulated recall

How do you believe players learn?

@CoachPartington partingm@edgehill.ac.uk
Any questions or suggestions?

@CoachPartington partingm@edgehill.ac.uk