

THE UNIVERSITY OF HULL

Exploring the Interplay Between Biography, Philosophy and
Contextual Demands: A Coach's Political Use of Video-Based
Feedback

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By

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*Pseudonyms

Abstract

Background: While the use of performance analysis technology has become increasingly popular in professional football, there has been little research into its pedagogical use within this context. Initial research has predominantly conformed to the positivistic paradigm, using experimental designs to investigate the benefits of video analysis. While yielding valuable information, scholars have argued that this approach has failed to portray the complex nature of coaching. The recommendation has thus been made for the use of interpretive based research to gain a greater understanding of how video analysis is used and experienced. In more recent research surrounding the use of video analysis, grounded theory has been employed to offer an enhanced understanding of coaches' pedagogical practices. While grounded theory has been useful in this way, further research is needed to explore the impact of the coach's biography and context if we are to develop a rich and nuanced understanding of practice.

Methodology: Purposive sampling was used to select the participant and context for this study. A two phased multi-method approach was employed. The first phase utilised narrative-biographical interviews. A process of indwelling was adopted, which included inductive content analysis to identify major themes and develop a theoretical exploration. Qualitative observations were used in the second phase of data collection. Deductive analysis was used to confirm or reject the key themes made during the narrative-biographical interviews.

Results and Discussion: Findings from the narrative-biographical interviews identified how the current financial situation at the club, and how the youth team were perceived as a stepping stone to the first team, impacted on Terry's (a pseudonym) pedagogical thinking and practices as the head coach of the academy team. The qualitative observations displayed how Terry had to focus on his better players to prepare them

for the first team while maintaining the compliance of the other members of the squad. These findings were explained in relation to theoretical frameworks pertaining to role theory (Callero, 1994), frame analysis (Goffman, 1974), impression management (Goffman, 1959) and micro-political literacy (Kelchtermans & Ballet, 2002a, 2002b).

Conclusion: The findings were not only able to provide further empirical evidence in support of the Groom et al. (2011) framework, but also able to contribute to the present findings. While helping in adding to this evolving work, further research is required to seek an emotional meaning to the findings. The use of polyvocal accounts could also be beneficial in acquiring the perspective of all parties involved (i.e. the athlete and analysts).

Introduction

During the 2000's, there has been a rise in the popularity of video-based performance analysis technology within professional football (Carling, Williams & Reilly, 2005). This might be attributed to the fact that computer analysis hardware and software has become more accessible (in terms of cost and availability) and user friendly to a wider audience (Bertrum, Marteniuk & Guadagnoli, 2007). In applied settings, video analysis has been considered a useful tool for coaches to identify relevant performance information and subsequently provide detailed feedback to their athletes (Lyle, 2002: Bertrum et al., 2007: Liebermann & Franks, 2008: Maslovat & Franks, 2008).

While there has been expansive use of performance analysis in professional football, there has been a paucity of inquiry addressing its pedagogical application within this context (Groom & Nelson, 2013). To date, the existing literature has focused on a) the prescription of best practice regarding performance analysis, b) laboratory based studies addressing the use of video analysis compared to traditional methods of coaching (Tenga, Kanstad, Ronglan & Bahr, 2009), and c) the timing of feedback (Rikli & Smith, 1980) and the use of video-modelling (Loffing, Hagemann & Strauss, 2009: Palao, Manzanares & Ortega, 2009). These particular projects have adopted a positivistic approach (Bertrum et al., 2007: Luk et al., 2009), which has been characterised by the application of quantitative experimental designs to test hypotheses (Broota, 1989).

In recent years, there has been a growing call to better understand the pedagogical utilisation of performance analysis technology in context (Groom & Nelson, 2013). This has been based on a perceived need to avoid research making an inductive leap from a laboratory-based setting to answering field-based questions and prescribing models

of best practice (Franks, 2002). Such work may also better recognise the ambiguity and pathos inherent in coaching practice (Jones & Wallace, 2005; Groom & Nelson, 2013). It has been argued that experimental research has ignored this, suggesting that coaching and the facilitation of athlete learning is a predictable, mechanistic and linear process (Jones, 2000; Jones & Wallace, 2005).

Jones and Wallace (2005) have recommended that scholars should engage in 'knowledge-for-understanding' based research before developing prescriptions for practice. This research has favoured the use of qualitative methods (Cushion & Jones, 2006; Alexander, Thomas, Cronin, Fielding & Moran-Ellis, 2008), and is in-keeping with the ontological and epistemological assumptions of the interpretive paradigm (Sparkes, 2002). The application of interpretive approaches within a video analysis-based context can help us gain a greater insight into how video feedback is pedagogically used and related themes concerning power and discourse. This interpretive approach can also depict how the use of video-based performance analysis is experienced by coaches, players and analysts (Groom & Nelson, 2013).

Existing qualitative research that has conformed to this interpretive approach has explored athlete's perceptions of how video analysis has been delivered (Groom & Cushion, 2005; Nelson, Potrac & Groom, 2011), the interactions between coach and athlete during feedback sessions (Groom, Cushion & Nelson, 2012) and the development of a theoretical framework that considered how coaches' delivered video-based performance analysis (Groom, Cushion & Nelson, 2011). While this work has been useful in portraying how video analysis has been pedagogically used, there has been limited work that has addressed the interplay between a coach's biography and his performance analysis philosophy and practice. The focus on biography can be important in demonstrating 'how lives, social and cultural contexts, personal experiences and philosophies, and professional practice are all interconnected in ways

which challenge our traditional perceptions of the coaching process' (Jones, Armour & Potrac, 2004, p 2).

Equally, there has been a scarcity of inquiry exploring how performance analysis philosophies may be influenced by contextual and political demands. Research has begun to argue the importance of understanding the contextual factors that underpin a coach's practice in this regard (Groom et al., 2011). For example, Groom et al. (2011) recognised how the context in which the coach worked framed the delivery of video analysis and interactions with players. The political aspect associated with coaching (and teaching) has also been highlighted as important (Kelchtermans & Ballet, 2002a, 2002b; Potrac & Jones, 2009a). Scholars have investigated themes relating to the micro-political literacy of coaches and how strategies were employed by these coaches in relation to their interactions with players (Potrac & Jones, 2009a). While research has been able to highlight the importance of the coach's biography, context and political constraints, research regarding how coaches have used video analysis has failed to truly capture this, and how it has ultimately impacted upon their practice.

Aim of the Study

The aim of this study was to investigate a coach's use of video analysis and feedback in relation to the interconnections between the context of their role and their coaching biography. The results of this study were split into two phases. In phase one, narrative-biographical interviews were used to consider the following issues:

- a) How has the coach's biography of previous playing and coaching experiences impacted upon his current coaching practice and use of video-based performance analysis?
- b) How has the coach's perceptions of the players recipient qualities influenced his pedagogical interactions and strategies?

c) How did the coach's understanding of his role expectations influence his pedagogical thinking?

In phase two, qualitative observations and semi-structured interviews sought to examine the following questions:

a) Were the statements made by the coach in the narrative-biographical interviews similar or different to what was observed in his practice?

b) If these observations differed to the statements made by the coach, how were they different?

c) What was the coach's reasoning for any possible differences between his philosophy and pedagogical practices?

Literature Review

The aim of this chapter is to critically consider existing literature addressing the use of video-based performance analysis in sport, specifically football. This chapter will be structured into two sections. The first explores the research goals and findings of positivistic research into the use of video-based feedback. The second section will examine recent investigations that have studied the pedagogical use of video analysis in coaching contexts. Finally, the chapter will conclude by providing a summary of the key points raised in the review.

Use of Video: Experimental Designs

Sporting research has committed to theoretical and methodological ideas, known as research paradigms (Blaikie, 2010). A paradigm can be defined as 'a way of thinking about and making sense of the complexities of the world' (Patton, 2002, p 69).

Paradigms allow for the co-existence of a number of different, even conflicting, theoretical orientations that share a world view and are based on the same assumptions (Lewis, 1998). Within broader coaching research, two distinguishable paradigms have been identified, positivism and interpretivism (Gratton & Jones, 2004). Both paradigms have their own basic beliefs regarding ontology (i.e. the nature of the subject matter), epistemology (i.e. the theory of knowledge) and methodology (i.e. the procedure and techniques used to collect results) (Sparkes, 1992).

It will be demonstrated in this section that research regarding the use of video-based performance analysis in coaching has traditionally conformed to the tenets of the positivistic research paradigm. Ontologically, positivism can be understood as the social world being 'external to individual cognition, made up of hard, tangible and relatively immutable facts that can be observed, measured and known for what they

really are' (Sparkes, 1992, p. 20). Epistemologically, positivism asserts that knowledge is objective and based on what can be observed rather than subjective understandings (Willig, 2001; Matthews & Ross, 2010). A methodology associated with a positivistic approach has conventionally utilised experimental research designs, using methods that generate valid, reliable and objective measurements of variables. This data is subjected to statistical analysis to identify significant relationships (Langley, 1997; Gratton & Jones, 2004; Matthews & Ross, 2010). Knowledge in the positivistic paradigm is based on what can be observed and recorded rather than subjective understandings (Matthews & Ross, 2010).

In this regard, much of the existing literature compliant with the positivistic paradigm has utilised experimental designs and quantitative methods to test hypotheses (Broota, 1989). It has sought to provide generalisable findings that can be used to aid coach and athlete learning. The study by Guadagnoli, Holcomb and Davis (2002) has provided an example of how video analysis-based research has conformed to this positivistic approach. The study was designed to test the efficacy of video instruction in relation to verbal and self-guided instruction in golf. Thirty volunteers, aged 29 to 50 were recruited. These participants possessed a golf handicap ranging from 7 to 16. Participants were randomly assigned to one of three conditions, which determined their method of training. All participants were required to perform a pre-intervention test before training under their assigned condition. The test required participants to strike 15 golf balls from a tee on an artificial turf mat. Participants aimed shots using a straight white chalk line running from the tee to a point 200 yards away. The success of each shot was based on a combination of distance and accuracy. Firstly, the 'total distance' was determined as the distance between the landing point of each ball and the beginning of the target line. The 'error distance' was then determined by measuring the perpendicular distance from the landing spot of the ball to the target line. The

accuracy distance was calculated by subtracting the error distance from the total distance.

Participants completed a 90 minute training session on each of four days, with every session being separated by one day. The participants in the self-guided group were asked to practice on their own as they normally would. The verbal instruction group completed their training sessions with a PGA teaching professional, who provided them with verbal feedback (i.e. verbal knowledge of results) throughout these sessions. The video instruction group completed their training sessions with the same PGA teacher, but the individuals in this group were provided with both verbal feedback (i.e. verbal knowledge of results) and video feedback (i.e. video knowledge of results) throughout these sessions. 48 hours after the final training session the first post-intervention test was completed. This was identical to the pre-intervention test. The second post-intervention test was completed two weeks after the first post-test. During the period between post-tests, participants were allowed to practice or play as they wished. The findings presented no significant improvements in participants' scores between pre-tests and the first post-tests. However, statistically significant increases in golf swing accuracy were shown in the second post-tests from the video and verbal instruction groups, with the video instruction group showing greater improvements.

Positivistic investigations into the use of video to optimise athletic learning and performance have reported contradictory results (Emmen et al., 1985: Van Wieringen, Emmen, Bootsma, Hoogesteger & Whiting, 1989: Bertrum et al., 2007: Luk et al., 2009). For example, a number of studies have found that there were no clear advantages of using video to provide feedback to athletes when compared to traditional methods of coaching (Penman, 1969: Emmen et al., 1985: Van Wieringen et al., 1989: Tenga et al., 2009). However, other scholars have identified that the use of video feedback, assisted with verbal feedback and cues was more effective than solely video feedback (James,

1971: Campenella, Mattacola & Kimura, 2000: Wulf, McConnel, Gartner & Schwarz, 2002: Bertrum et al., 2007: Luk et al., 2009). Academics argued that this may be attributed to the verbal feedback motivating participants to perform better during testing (Campenella et al., 2000).

Research within this paradigm has also investigated a range of themes surrounding the use of video analysis in various sports. These consist of the use of a video feedback package (e.g. Hazen, Johnstone, Martin & Srikameswaran, 1990), the timing of video analysis in comparison to improving performance (e.g. Rikli & Smith, 1980), the effect of visuo-motor behavioural rehearsal (e.g. Hall & Erffmeyer, 1983: Onestak, 1997) and the use of video-modelling (e.g. Starek & McCullagh, 1999: Baudry, Leroy & Chollet, 2006: Boyer, Miltenberger, Batsche & Fogel, 2009 : Loffing et al., 2009: Palao et al., 2009). Research regarding the use of video-modelling can be further categorised into a number of differing research goals. For example, this research has principally investigated the effects of using a combination of expert- and self-modelling compared to a control group (e.g. Baudry et al., 2006), as well as the use of expert-modelling compared to self-modelling (e.g. Onate et al., 2005) and the use of self-modelling against peer-modelling (e.g. Starek & McCullagh, 1999).

The findings from these studies have revealed the benefits of using both expert- and self-modelling. Baudry et al. (2006) demonstrated that the use of video-modelling was beneficial in helping the performance of gymnasts' double leg circle on the pommel horse compared to the control group that used no modelling or video analysis. Starek and McCullagh (1999) compared the effects of self-modelling to peer-modelling. Their findings revealed that participants in the self-modelling group demonstrated better performance after a period of 4 sessions compared to the peer-modelling group. Other research has discovered that a combination of both expert- and self-modelling was more beneficial to athletes' performance in comparison to the control group (Onate et

al., 2005; Boyer et al., 2009). Specifically, Onate et al. (2005) focused on the effect that video analysis had on maximum knee flexion and knee angular displacement flexion angles, while Boyer et al. (2009) focused on the gymnastic skills of competitive female gymnasts.

While research conducted using experimental research designs has produced some valuable initial insights, a critique of this positivistic approach (and the use of quantitative methods) is that these findings have required coaching practitioners to make an 'inductive leap from using lab-based research findings to answer field-based questions' (Franks, 2002, p 3). Franks (2002) suggested that 'some experimental studies used to develop practice guidelines may not be grounded in the realities of 'real world' coaching' (p 4). He continued this argument by recognising that research has been able to show the difficulties of extending findings from controlled lab settings to suggest best practice, highlighting that 'there are a myriad of uncontrollable variables that prevent unequivocal results that would lead to recommendations for the coach' (p 3). This argument is exemplified in the Bertrum et al. (2007) study, where standardised research protocols conforming to the positivist paradigm were used in relation to how participants were delivered video feedback in the following way:

'1) The swing was replayed three times at normal, real-time speed, 2) it was then replayed three times in slow motion, during which discussion between the instructor and player was to take place, and 3) it was replayed three more times at normal speed.' (p 40).

Standardised research protocols are beneficial in providing researchers with pre-established methodological processes, which can allow empirical research to be more theoretically interpretable (Troyer, 2002). Thus, while this experimental design may adhere to the standardised research protocol of the positivist paradigm, they may not necessarily mirror how video is used within a 'real world' setting.

Another criticism of this positivistic approach is that it has failed to acknowledge the complex nature of coaching practice (Jones, Bowes & Kingston, 2010). Research conforming to this philosophical position has depicted coaching as a predictable, mechanistic and linear process over which coaches have complete control (Jones, 2000: Jones & Wallace, 2005: Jones et al., 2010). Such work has also ignored the pathos and ambiguity associated with coaching practice. Pathos can be understood as an 'unbridgeable gap that exists between the often contradictory goals inspiring coaches to act, and their capacity to attain all these goals' (Jones & Wallace, 2005, p 120). In relation to coaching, we can understand ambiguity as the uncertainty regarding what individuals involved in the coaching setting are trying to do, why they are doing this and how they are trying to achieve it (Jones & Wallace, 2005). Jones and Wallace (2005) argue that this ambiguity and pathos inherent in coaching has been 'lost to view' to coaching scholars (p 123), with no comprehensive framework currently existing that represents the complex reality within which coaches work. Jones et al. (2010) continued this theme by recognising that this research has conceptualised coaching as a 'knowable sequence of decisions [...] and reflects the assumption that the coaching process is primarily governed by a set of measurable, achievable goals' (p 16).

Indeed, the representation of coaching provided by the positivist paradigm differs from that of more recent coaching literature. This research has supported the argument that the positivist approach has not provided a great understanding of the complexities associated with coaching (Potrac, Brewer, Jones, Armour & Hoff, 2000: Jones & Wallace, 2005). Jones et al. (2010) made the case that data grounded in the positivistic paradigm has insufficiently understood the complexities of coaching to effectively prescribe a model of best practice. This has been as a result of previous research's immediate investigations into identifying prescribed models of good practice, which has led to coaching behaviour being viewed as casual and predictable (Jones & Wallace, 2005). Due to this, there has been a drive towards 'knowledge-for-action' based

research that has conformed to the positivistic paradigm. 'Knowledge-for-action' can be defined as a project used to 'inform policy to bring about improvement in practice from a positive standpoint' (Jones & Wallace, 2005, p 123).

This over subscription of 'knowledge-for-action' based research has come at the expense of first seeking an understanding of the phenomenon of coaching as a precursor to practical prescription (Jones & Wallace, 2005). Jones et al. (2010) argued that coaching should be analysed and taught in a way that highlights this 'tough, problematic and political' nature (p. 17). Scholars have thus started to portray the coaching process as complex and multidimensional in nature (Côté, Salmela, Trudel, Baria & Russell, 1995; Jones & Wallace, 2006; Cushion, 2007). Cushion (2007) accompanied this by acknowledging that engagement between coaches and athletes should not only include explicit actions (i.e. language), but also implicit actions (i.e. relationships, perceptions and assumptions, understandings).

Use of Video: Interpretivist Perspectives

Jones and Wallace (2005) recommend that scholars first engage in 'knowledge-for-understanding' based projects. 'Knowledge-for-understanding' can be understood as research that provides a 'more sophisticated grasp of the complexities of the coaching process' (Jones & Wallace, 2005, p 123). These projects can help better understand the complexities of coaching and what underpins video-based practices (Jones & Wallace, 2005; Groom & Nelson, 2013). This can be achieved through the employment of qualitative methodologies that can uncover potential commonalities regarding the complex, interpersonal process of coaching (Jones et al., 2010). This knowledge in turn could provide a foundation that can inform 'knowledge-for-action' based projects to offer a stronger and more realistic development that can identify the multifaceted nature of coaches' workings (Jones & Wallace, 2005; Cushion, 2007; Jones et al., 2010).

Another way of making sense of social reality is the interpretive paradigm, or interpretivism (Sparkes, 1992). This paradigm can be understood as 'a position that prioritises people's subjective interpretations and understandings of social phenomena and their actions' (Matthews & Ross, 2010, p 28). Interpretivism has been underpinned by ontological and epistemological assumptions that are a direct contrast to that of the positivist paradigm (Sparkes, 1992). Ontologically, interpretivism takes a constructivist stance towards data. It is argued that social research can never measure a single, external reality, only interpret what researchers themselves see (Alexander, Thomas, Cronin, Fielding & Moran-Ellis, 2008). An epistemological position is adopted within this paradigm that 'prioritises subjective interpretations and understandings' (Matthews & Ross, 2010, p 477). With regards to the methodology, interpretivists argue that quantitative methods cannot produce understanding (Alexander et al., 2008). Therefore, this paradigm has favoured the utilisation of qualitative methods (Sparkes, 1992: Seale, 1999: Alexander et al., 2008).

More recent coaching research (e.g., Cushion & Jones, 2006: Purdy, Jones & Cassidy, 2009) has subscribed to this paradigm. These studies have employed qualitative methods in order to gain a greater understanding of the coaching process and interactions between athletes and coaches. Cushion and Jones (2006) utilised an ethnographic methodology to investigate the complex web of interactions that existed between the coach, athlete and the context within professional youth soccer. Data was collected using participant observation and interviews. This approach yielded insight into the varying and evolving perceptions of the coach-athlete relationship. An example of the findings comes from an extract that regarded a coach's feelings on the authoritarian discourse within football:

'I think it's the easiest way to do things when you feel under pressure and I know that I've done that. I think that's part of the culture we all come up in as well. It was certainly done to me in my life as a player' (p 148).

The findings were understood in relation to theoretical concepts within sociological and coaching research pertaining to symbolic violence (Bourdieu & Passeron, 1977) with regards to how the coach used certain language to gain dominance over players, holding them within a realm of obedience. The concept of agency (Bourdieu, 1990: Kim, 2004) was used to acknowledge how the coach had positive bias towards players who conformed and displayed professional ideals that were favoured by the coach.

Purdy et al. (2009) continued this use of an ethnographic methodology. In their study, they employed in-depth interviews, reflective journals and participant observations to examine how power is given, acquired and used by athletes within the context of an elite level rowing program. Specifically, they focused on an athlete's reaction to the behaviours of their coaches and how these contributed to the creation of a coaching climate. These methods were used in order to 'acquire a thick description of the actions and worlds of those under study' (Purdy et al., 2009, p 323), presenting a particular interpretation of coaching. This was able to bring to life the interactions between coaches and athletes in relation to an athlete's decision not to participate in an aspect of a national rowing program. The findings were discussed in relation to Bourdieu's (1988) notion of capital to understand how the coaches within the program afforded greater respect to players who conformed to their wishes than other athletes who contested these particular wishes.

Potrac and Jones (2009b) investigated the micro-political strategies employed by a coach to persuade players, coaches and staff to 'buy into' their coaching methods. In keeping with the identified coaching research, interviews were used in this study. Specifically, interpretive interviews were conducted to capture the chaotic and

ambiguous nature of coaches and athletes workings. An excerpt from the findings presented the coach's developed sense of micro-political literacy in terms of the power relationships forged by individuals:

'You're always working with a number of different people who are often out to look after their own interests. You've got players who don't really care as long as they're ok. If they're playing then they'll probably work with you. However, if they're not, they can be more than capable of making life very difficult.' (p 565).

Kelchtermans and Ballet's (2002a, 2002b) work on micro-political literacy was applied to make theoretical sense of how the coach used learning materials to win players over by advertising his professional knowledge. Impression management (Goffman, 1959) was also employed to recognise the coach's impression of cooperative, appropriate action in interactions with an appointed assistant coach.

Groom and Nelson (2013) have argued that the interpretivist paradigm could be usefully applied to underpin inquiry into the pedagogical application of video-based analysis. Indeed, this is in keeping with the argument for more 'knowledge-for-understanding' projects. They claimed that the development of these types of projects can create a deeper understanding of what underpins coaches' current video-based practices. Furthermore, research of this nature can also provide insight into how human interaction impacts on the pedagogical use of technology and its influence on athlete learning and development (Saury & Durand, 1998). This recent research has sought the perspective of both the athlete and coach (Groom & Cushion, 2005: Groom et al., 2011: Nelson & Groom, 2011: Nelson et al., 2011: Groom & Nelson, 2013).

Groom and Cushion (2005) examined the perceptions of professional youth footballers who had received video feedback. The study in particular focused on the psychological impact that these video feedback sessions had on the player's development. After 10

video feedback sessions were conducted throughout the season, the players' evaluation of these sessions was assessed using a semi-structured questionnaire. This questionnaire was initially used to determine preferred learning styles, followed by five key areas of effectiveness: usefulness, learning, reflection, timing and mental aspects. Key themes that arose from the findings were that the use of video feedback was helpful in improving player's game understanding and decision-making. Also highlighted was how the balance of positive and negative video examples impacted upon whether a player found these video sessions beneficial.

Nelson et al. (2011) extended this trend of identifying athlete's perceptions of the use of video analysis. Their work gave an insight into how an elite level ice hockey player responded to their coaches' delivery of video-based feedback sessions. This differed from the Groom and Cushion (2005) study as the Nelson et al. (2011) study focused on how athlete's responded to the pedagogical delivery of video-based feedback as opposed to the effectiveness of such feedback. Four semi-structured interviews were performed to collect data from the participant. While these were used, the participant was also given freedom to discuss issues that they considered important. The interviews, however, were focused on two main factors: 1) how each of the coaches utilised performance analysis within feedback sessions and 2) their perceptions about the impact of these sessions upon themselves and team-mates. After the first two interviews were completed, key themes and issues were identified and subsequently explored in more depth in two further interviews. The findings from this study demonstrated how the use of video-analysis may be useful in assisting athlete learning. However, its application alone will not unproblematically enhance athlete knowledge. Theoretical concepts regarding Piaget's (1950, 1972) and Illeris' (2006) work on assimilation and accommodation were used to understand the importance the player attached to the interactions with the coach and their resistance to information provided by coaches. Although these studies were useful in increasing our understanding of

athletes' perspectives of the use of video-feedback, they do not however provide us with an insight into the coach's reasoning towards their video-based coaching practices.

Groom, Cushion and Nelson's (2012) work sought to explore the pedagogical interactions that occurred between an elite-youth football coach and players during video-based coaching sessions. Interactions between the coach and players were recorded in six post-match video feedback sessions. The sessions were recorded (audio and visual); with the transcribed verbatim, using the conventions of conversation analysis, providing an account of the interactions that took place between both the coach and players. The findings revealed that the coach attempted to exercise control over the sequential organisation of the sessions. This was endeavoured through asymmetrical turn-taking allocations, unequal opportunities to talk, control over the topic of discussion and the use of questioning to select speakers to take turns to talk and reinforce his interactional goals. The theoretical work of Bertram H. Raven (1992, 1993, 2001) was used within this study to explain the origins of the social organisation of power within the specific context. While this study was able to show the pedagogical use of video from the coach's perspective, it had not provided a platform for the coach to offer a justification for his contextual interactions with players.

The purpose of the study by Groom et al. (2011) was to build a theoretical framework to understand the delivery of video-based performance analysis by youth soccer coaches. Grounded theory was the selected methodology for this study. Grounded theory can be recognised as the researcher beginning with an area of study and constructing theories that are grounded in the data (Strauss & Corbin, 1998: Charmaz, 2006). This approach is able to offer an enhanced insight and understanding as well as a meaningful guide for future practice and research (Strauss & Corbin, 1998: Groom et al., 2011).

Semi-structured interviews with fourteen English youth soccer coaches were conducted to develop such a framework. These coaches had used video-based analysis for more than 3 years. Unlike studies utilising experimental design, where feedback was delivered by coaches in a prescriptive, one dimensional way, the coaches in this study explained how their delivery of video-based coaching was shaped by their individual philosophies, the quality of the recipients and contextual dynamics. Thus, the framework for the study was designed in a cyclical nature to highlight the varying options available to the coach, as well as allowing the coach to initiate the desired feedback intervention from one of four interlinking factors (i.e. presentation format, session design, delivery approach and targeted outcomes). This cyclical nature was also implemented to mimic the nature of the delivery process. The delivery of video-based performance analysis was also affected by the contextual factors that framed the delivery process (i.e. social environment, coaching and delivery philosophy and recipient qualities).

While the use of grounded theory has been useful in helping scholars 'make sense' of the pedagogical practices employed by coaches when delivering video-based feedback, Groom and Nelson (2013) have argued that it should not be viewed as an end-point or project in isolation. Rather, they suggest that grounded theory should be considered as a starting point from which further research can and should be generated. They go on to contend that academics need to further examine the variation of this grounded theory and whether it can explain differing contexts (Strauss & Corbin, 1998: Groom et al., 2011). This can then help contribute to an increased understanding of the pedagogical use of video-analysis by coaches and assist in evolving this grounded theory from substantive (i.e specific to the participants studied) to a more generalisable formal theory as other sports and contexts are investigated (Glaser & Strauss, 1967: Groom & Nelson, 2013).

While scholars have started to look at the pedagogical aspects of using video analysis, this research has been limited in addressing the interconnections between a coach's biography and their performance analysis philosophy. Coaching research has started to highlight the importance of biography, claiming that biographical accounts have the potential ability to reveal the connections between lives, personal experiences, philosophies, and their effect on professional practice (Jones et al., 2004). Jones et al. (2004) continued, stating that the use of biography within coaching research can enable the reader to 'hear the coaches, understand them as individuals, relate their life stories to their philosophies on sport and coaching, and to 'see' why they coach as they do' (p 2).

Equally, there has been insufficient inquiry within research exploring how the coach's performance analysis philosophy may be influenced by contextual and political demands. Research has been able to recognise the importance that both the political (Kelchtermans & Ballet, 2002a, 2002b) and contextual constraints (Groom et al. 2011) have on coach's practices. Within video-based performance analysis research, the importance that contextual factors have in framing a coach's use of video has also been highlighted (Groom et al., 2011). While this importance has been identified, research regarding how coaches have used video analysis has failed to truly capture this, and how it has ultimately impacted upon their practice.

Summary

While research has started to examine the pedagogical aspects of using video analysis, it is still under-developed and limited (Groom et al., 2011; Nelson et al., 2011). While this limited body of research has started to portray how coaches use video, these accounts have failed to truly capture the complex interconnections between a coach's biography, the context in which the coach inhabits and how this had impacted on their practice. Scholars have argued that future research should first conform to Jones and

Wallace's (2005) argument for 'knowledge-for-understanding' based projects. This could be done by utilising qualitative methodologies, such as interviews and ethnographic observations, to portray the complex nature of the coaching process (Jones et al., 2010). There is also a need to further our understanding of grounded theory (specifically the framework developed by Groom et al., 2011) in a variety of differing sports and contexts (Groom & Nelson, 2013; Strauss & Corbin, 1998). With these factors in mind, the aim of the study is to investigate a coach's use of video-based performance analysis in relation to the intricate relationship between the context of their role and their coaching delivery philosophy and biography.

Methodology

The aim of this chapter is to provide an understanding of the methodological approach that was used to collect data for this study. This chapter has been structured into three sections. The first two sections will address the motivations for this study, the participants selected and the context in which the study was located. The third section identifies the multi-method approach that was utilised regarding the methodologies and methods employed during data collection. The benefits and importance of both phases of data collection are highlighted, as well as the procedure and data analysis that were conducted.

Motivation for the Study

My motivation for undertaking this thesis was twofold. On one level, I had felt frustrated when carrying out my Undergraduate Degree, because at the time of completing my studies, there was a limited body of research exploring coaches' pedagogical use of video-based performance analysis. This motivated me to try and contribute to research within this field. It was anticipated that this study would assist in gaining an appreciation of the rationales and barriers that affect how a coach is able to deliver video-based performance analysis, and how video analysis is used within a 'real world' setting (Groom & Nelson, 2013). On another level, I hoped that conducting this thesis would help further my career and improve my chances of gaining employment in this field. Having researched relevant jobs and spoken with other analysts, I felt that a Masters Degree would put me ahead of other candidates in terms of qualifications. This research may also inform my future practice. Indeed, I believed I could profit from a greater knowledge of the complexities associated with the use of such technology within the context of professional football.

Participant and Context

The participant for this study was selected through purposive sampling (Patton, 2002). The goal of using purposive sampling is to select participants with characteristics that are relevant to the investigation (Stommel & Wills, 2004; Proctor, Allan & Lacey, 2010). In purposive sampling, the researcher is able to select participants with attributes that he or she feels will facilitate the investigation in terms of acquiring rich and insightful data relating to the research questions under examination (Alder & Clark, 2011). The attributes relevant to the present study include that the coach was currently working in a professional football environment, and had been previously been using video analysis with his respective players for five years, in order to be well-informed on the subject. The participant was also selected for this study as they were deemed to be an information-rich case, who was prepared to talk honestly during any interactions and interviews (Patton, 2002; Potrac, Jones & Armour, 2002; Purdy & Jones, 2011). This was beneficial in providing in-depth information regarding the use of video-based performance analysis within this particular context (Patton, 2002).

At the time of the study, Terry (a pseudonym), was Head of Youth at City Football Club (a pseudonym). Terry is a qualified UEFA A Licence coach and also held an FA Academy Manager's Licence. He had been employed by the club for eight years in various coaching capacities, and had been in his current role as Head of Youth for two years. This was the only club that Terry has been employed at as a coach, and had previously represented the club during his playing career. Terry had played professionally for 15 years in the English football league system, after which he played for four years at non-league level. Within his role, Terry oversaw the whole of the club's Centre of Excellence. The Centre of Excellence provided elite young players in the local area (aged 8-16) with high-level coaching and facilities. These players had the opportunity to develop and progress to play for the youth team (under 18's) and then become a professional player at the club. Terry coached the club's under 18's, which

played in the local elite youth league. The under 18 team not only offered players a means of developing to become a professional at the club, but also provided the first team with access to up and coming playing talent. The season lasted from August to May, with matches being played on Saturdays throughout the season. The team trained during mornings and afternoons on Monday, Wednesday and Thursdays, as well as Friday mornings.

During the writing of this thesis, I had a working role at the club as the under 18's performance analyst. I had been in this position for a year prior to the start of this study. My role entailed providing the coach with relevant video clips to use in feedback sessions as well as any additional statistics that could benefit the feedback given to players or Terry's own decision making, in terms of tactics and team selection. A minimum of 2 days were spent at the club per week. My work entailed filming the team's matches and any relevant training sessions, together with involvement in the development of video presentations for feedback sessions. As I had a close working relationship with the coach, the role helped develop a good rapport with Terry. This allowed him to be open and honest when interviewing him during data collection. This role helped develop a good working relationship with the coach. Similar to Purdy and Jones' (2011) study exploring the development of the researcher's role regarding their involvement in the research process, I (the researcher) had to gain approval whilst establishing and building relationships with reputable members of the club. By performing my role and providing video analysis to the coach, I was able to gain his acceptance. I perceived that this would grant me access and longevity in the setting (Warren, 2001). As Terry was able to trust me, this allowed him to be comfortable in sharing his thoughts and feelings. I believed that this provided a greater level of detail to the data generated.

Data Collection

A multi-method approach was employed during data collection. This can be understood as a combination of methods, approaches or concepts that can be conducted concurrently (both parts at the same time) or sequentially (one part first followed by the second) to address a research question (Johnson & Christensen, 2012). Mixing methods is useful in terms of capitalising on the respective strengths of both approaches utilised (Curry, Nembhard & Bradley, 2009; Johnson & Christensen, 2012). In the context of this study, the fusion of methods can provide a 'fuller' and more rounded understanding of the complex and multi-faceted micro level interactions that occur within the coaching process than could be achieved with the utilisation of a single method (Potrac et al., 2002; Hesse-Biber, 2010).

This study utilised a sequential design, with data collection split into two phases. The first part consisted of narrative-biographical interviews (Kelchtermans, 2009) and the second part entailed the combination of ethnographic observations, field notes and semi-structured interviews (Merriam, 1988). The narrative-biographical interviews in phase one were used to generate a detailed portrayal of Terry's general coaching philosophy, as well as his philosophy in relation to the use of video and the contextual factors that he perceived influenced his coaching practice. The second phase of data collection was able to provide an account of how the coach used video analysis in his practice and his justification for these actions. In particular, this data explored whether Terry's delivery of video-based feedback sessions was in keeping with his philosophy, and if not, allowed him to provide a rationale for this difference.

Phase One: Narrative-Biographical Interviews

The methodology selected for the first phase of data collection was narrative-biographical interviews. The use of narrative-biographical interviews enables the researcher to identify, explore and understand stories and behaviours from significant

events that have occurred to the participant (Bauer, 1996; Kelchtermans, 1993). From a biographical perspective, human existence is characterised by temporality, where thoughts and actions in the present are influenced by experiences in the past and expectations for the future (Kelchtermans, 2009). Thus, the researcher is more concerned with the subjective career of the participant and gaining meanings to the events that had occurred during the coach's career than understanding his experiences as historical facts (Kelchtermans, 1993: 2009: Huggan, Nelson & Potrac, Under Review). The work from this perspective was centred on how participants came to frame understandings within their life experiences (Carter & Doyle, 1996: Kelchtermans, 2009). The narrative perspective refers to the central role stories and story-telling holds in the way participants deal with their career experiences (Kelchtermans, 2009). The use of a narrative within research can provide specific insights into the pedagogical experiences in an environment, connecting events in a meaningful way that offers an insight into the world in which a participant works (Elliott, 2005). The narrative can also make the reader aware of the differing and sometimes contradictory layers of meaning associated with the individual (Squire, Andrews & Tamboukou, 2008).

For this phase, semi-structured interviews were used to collect data surrounding Terry's coaching biography, philosophy, previous use of video and the contextual factors that he perceived to affect his coaching. A semi-structured design was selected. As such, interviews were constructed around a set of predetermined questions relating to a topic of interest (Schensul, Schensul & LeCompte, 1999), while allowing the investigator to follow up any key points or unexpected answers that emerge (Mitchell & Jolley, 2010). An interview guide was generated to form a structure for the questions that were asked during interviews. An interview guide can be referred to as a series of topics or themes (encompassing interview questions) that the researcher is free to explore with the interviewee (Maykut & Morehouse, 1994: Patton, 2002). The key

themes that were investigated within this first phase were Terry's coaching philosophy, the context in which he worked and his historical use of video.

Procedure

Four semi-structured interviews were conducted, ranging in duration from 45 minutes to 75 minutes, and totalling five hours. Initial questions on the participants background and demographic issues were asked (Côté, Salmela & Russell, 1995), before open-ended questions were used to reveal the experiential, contextual and situational factors that influenced Terry's behaviour (Potrac et al., 2002). The interviews took place in Terry's office at City Football Club, and were audio-recorded and transcribed verbatim. While remaining neutral about the content of these interviews, I, the interviewer attempted to make the coach feel that the information they shared was valuable to the study (Côté et al., 1995). This was achieved through the use of body language (such as nodding), and a combination of both clarification and elaboration probes to create an environment in which Terry felt comfortable to express his knowledge (Smith & Cushion, 2006). The use of both clarification (to clarify any point that was not clear or open to misunderstanding) and elaboration probes (to elicit more in-depth response about a particular point) can assist in gaining additional information that can provide richer descriptions of the coaching environment (Gratton & Jones, 2004). Similarly, during interviews I also asked Terry to provide examples to offer evidence in support of the claims he was attempting to convey.

The first interview was structured to acquire an understanding of Terry's coaching career and previous playing and coaching background. The second interview sought to gain information on how the coach had previously utilised video feedback and his motivations for using this method. Two additional interviews were then completed to further explore themes that were starting to emerge. The interviewing process during this phase was cyclical in nature. Each interview was transcribed and analysed before

the next interview took place. This was to allow for the identification of key themes that could be explored in subsequent interviews (Sparkes & Smith, 2005; Williams & Lewis, 2005).

Data Analysis

Following the transcription of the interviews, a process of indwelling was adopted (Maykut & Morehouse, 1994). This involved immersing myself in the data to become intimate with this information in order to understand Terry's point of view from an empathetic perspective (Patton, 2002; Jones, Glintmeyer & McKenzie, 2005; Marshall & Rossman, 2011). This process also involved Inductive analysis, which was consistent with previous coaching research (de Vaus, 2001; Potrac & Jones, 2009b; Turner & Nelson, 2009). Each answer from interviews was treated as an individual meaning unit. These were then analysed, with meaning units that contained comparable information were grouped into lower order themes. These lower order themes were then compared and contrasted to form higher order themes. A similar process was then conducted on higher order themes to form general dimensions. These could then be used to develop theoretical explanations for the social phenomenon under investigation. 'Analytical memos' were used to make tentative connections to various theoretical concepts. Key themes and topics discovered during these interviews informed sense making of observations in the second phase of data collection. The second phase of data collection consciously sought to confirm or reject these data themes within Terry's practice (Denscombe, 2010).

Phase Two: Qualitative Observations

Qualitative observations and interviews were the selected methodology for the second phase of data collection. This second phase was utilised to examine the statements made by Terry in the narrative-biographical interviews. This also allowed him to provide reasoning for his actions within this particular context. While these observations were

ethnographic in nature (Fetterman, 1998: Brewer, 2000), the approach applied within this study was more comparable to that of triangulation methods. Triangulation refers to 'the use of multiple methods in the study of the same object' (Hurmerinta-Peltomaki & Nummela, 2004, p 165). These methods enable the revelation of different aspects of empirical reality, developing a more comprehensive understanding of the coach's practice (Gorard & Taylor, 2004: Denzin, 2009). The qualitative observations made in this study did not seek to portray the whole culture in which the coach worked, but rather examine the key themes identified in the narrative-biographical interviews and how they did or did not transpire within Terry's practice. Thus, semi-structured interviews were utilised to provide additional information to interpret these themes (Morra-Imas & Rist, 2009). This allowed for Terry to provide a justification for these actions, supporting the observations that were made by the researcher.

The selected methods for this phase of data collection consisted of fieldwork, comprising of qualitative observations and field notes, and semi-structured interviews. In terms of fieldwork, the researcher must go into the field of the participant to observe their behaviour in their natural setting, allowing them to become intimately familiar with the phenomenon being studied (Merriam, 1988). The use of observations within this fieldwork can be used to explore rich, untapped sources of data which may have become routine to the participant (Merriam, 1988: Fetterman, 1998).

Accompanying these observations were field notes, which were valuable in providing 'descriptions of contexts, actions and conversations written in as much detail as possible given the constraints of watching and writing in a rapidly changing social environment' (Hatch, 2002, p 77). Merriam (1988) acknowledged that interviewing is necessary when we cannot observe the thoughts or feelings of the people involved in a particular setting. The use of interviews after the conclusion of observations and field notes could provide a link between the coach's philosophy and their practice (Groom et al., 2011), as well as extra levels of detail to the observations. These observations,

notes and interviews were informed by the themes that arose in the narrative-biographical interviews from phase one.

Procedure

10 video-based feedback sessions were observed over the course of the season, with qualitative observations being made throughout. These sessions took place either in Terry's office at the club for individual feedback sessions or the club's canteen for group sessions where a projector was available. During these feedback sessions, field notes were made of any actions, interactions and conversations between the coach and players (Merriam, 1988; Purdy & Jones, 2011). Also noted was the setting of the session, such as the location, how the room was arranged, how people were acting, as well as video content that was included in the session (Merriam, 1988). Brief field notes were initially made as the session was on-going in order to avoid the quantity and quality of information being forgotten. These notes were brief as there was only so much detail that could be written while observing the session in progress. Additional notes that were required were added as soon as possible after the conclusion of the session. This was to avoid any artificiality that could be included within the notes if any of the incidents that occurred were forgotten (Lofland & Lofland, 1984; Flick, 1998). These notes were then expanded on in greater detail to provide a narrative of the events that occurred during these feedback sessions. This narrative could then be retrieved for future reference and informed questions used in forthcoming interviews (Kane, 1984).

Following the qualitative observations, the coach was interviewed on two further occasions. The interviews in this phase were informed by themes that arose from the narrative that confirmed or rejected the statements made by Terry in the narrative-biographical interviews. This narrative was created from the field notes that were made during observations. These interviews lasted approximately 60 to 70 minutes in

duration. Similar to the procedure used in the first phase of data collection, the interviews were semi-structured in nature, using open-ended questions throughout to understand Terry's justifications for his actions. These interviews were conducted in Terry's office at the club with no other members present and were audio-recorded and transcribed verbatim (de Vaus, 2002). Again, the interview process was cyclical, where key themes and topics that arose from an interview would direct the questions asked in the next interview.

Data Analysis

As acknowledged within the first phase of data collection, the qualitative observations made in this second phase were driven from the findings of the narrative-biographical interviews. In an attempt to make sense of the observations that occurred during feedback sessions, deductive analysis was used to confirm or reject the key themes that were identified from the narrative-biographical interviews (Anderson, 2004: Crowther & Lancaster, 2008). As highlighted by Morra-Imas and Rist (2009), this deductive phase involves 'testing and affirming the authenticity and appropriateness of the inductive analysis' (p 386). The semi-structured interviews that followed these observations allowed Terry to provide justifications as to why his actions may have contradicted the statements he had previously made. Collectively, data obtained in phase one and two were made sense of by drawing upon relevant social theory pertaining to role theory (Callero, 1994), frame analysis (Goffman, 1974), impression management (Goffman, 1959) and micro-political literacy (Kelchtermans and Ballet, 2002b).

In summary, the data collected for this study utilised a multi-method approach. This was to recognise Terry's experiences and contextual factors associated with his role, and how these became apparent in his practice (Johnson & Christensen, 2012). This data collection was separated into two differing phases. The first phase employed

narrative-biographical interviews (Kelchtermans, 2009), while the second phase used a combination of qualitative observations accompanied by semi-structured interviews (Merriam, 1988).

Phase One Results: Narrative-Biographical Interviews

This chapter has been structured into three main sections. The first will investigate Terry's general coaching philosophy and how his previous experiences have helped form these ideas. This is then followed by an exploration of the contextual factors associated with Terry's role and how they have impacted on his practice. Finally, in relation to Terry's coaching philosophy, his video-based coaching practices at the club are also identified.

General Coaching Philosophy

Importance of Development Over Results

Terry described how he had to be considerate of all players' development at each age level. For the younger age groups, a key theme that emerged was Terry's role in developing the technical and tactical abilities of players at all levels over winning at all costs:

'At this football club, with the younger ones, the 9, 10, 11, 12, 13's it's all about development. I'm not concerned at all about the results. [...] From my point of view, I want us to play. When you get to the 14, 15, 16's you've got to try and instil that winning mentality. Not win at all costs, you've still got to play, but you've got to try and develop what they need to do to win the football game.'

However, when working with the youth team (Under 18's), the team he was currently coaching; his focus was more on preparing players for a possible transition into the first team squad. At the time of writing, there was no reserve team at the club, which meant that players would move from the youth team straight to the first team squad:

'The focus is more on the transition to the first team at the club. We're trying to prepare them not just tactically, but physically as well. They are on a par with some of the 1st team players but they need to get that game understanding and knowledge of how to win football matches. This is what we are trying to instil in them, that they need to understand what they need to do when we play matches.'

As well as developing players' technical abilities, Terry expressed the importance he attached to developing other aspects associated with his players:

'It's developing all aspects of the player. [...] not just developing footballers, but developing them as human beings, as people. If you develop the right people then you can develop them as footballers as well, you can possibly get the whole package and that's what I'll look for.'

Terry identified that the importance of developing players above winning matches had become an accepted norm at youth level as opposed to being an idea designed by him:

'At this age group we don't play for World Cups, there's no money on it. If we win the youth league, we don't get any money for it; the club doesn't get any money for it, so it's purely to produce players to get into the first team. It's not a monetary thing; it's just the right thing to do for young players.'

Terry also claimed that developing players over results at youth level had been beneficial in allowing players to become adaptable in terms of playing different styles of football:

'It also gives them the option to play higher up. You need to be in-tune with what's going on in the first team because they need to want to play at that level and be able to adapt to play most styles. If they're good footballers you can adapt your game to play most styles. You can play direct; you can play through the thirds. If you are just effective at playing long-ball, when you are asked to pass the ball you'll struggle; whereas with a good footballer they would do both with quality.'

Terry explained how his experiences as a player differed to his current views as a coach. He recognised that, as a coach, he viewed other aspects of football and coaching that he may not have observed as a player:

'As a player you always have that desire to win in all games, you should do anyway I think. I don't think it gets knocked out of you, but you learn to harness it more when you become a coach and you see the bigger picture that sometimes as a player you can't see. When you do sit back and look at what you did you think, 'yes we got beat but this one did well, that player did well, you did really well in that situation' and with the video you get to look at it again.'

This impacted on Terry's coaching as he had to alter his interactions with players. In the following excerpt, an example is given on how the instruction he supplied to his players during a game was rooted in helping their development:

'Our under 9's played against a team on a Sunday morning. The instructions to the goalkeeper were don't kick the ball out, throw it out and ask questions of the defenders making decisions on the ball and when to play. This team were all big players and they had a big centre forward and

they just lumped everything forward to him [...] After the first period we saw how they were playing and we said 'they're allowed to conduct play however they want, we aren't going to affect what they do, we're not going to do what they do' but we said 'anytime they score a goal from a long throw or a free kick lumped into the box its minus one, and anytime we score a goal through passing, its plus five'. So the kids get in their heads that what we're doing is right, what they're doing is not the way we want to go.'

Here, Terry was able to demonstrate how, due to his role, he has had to prioritise the development of players over results. He had highlighted that this was common practice in youth football, and had learnt the importance of developing players through his previous playing and coaching experiences.

Respect

Another key theme that emerged was the importance that the coach placed on earning and maintaining the respect of his players. The following excerpt emphasised the relationship the coach sought to form with his players:

'Everybody wants to be liked, but that's not always the best thing to have. I've got other people, other coaches within the club who can do that. They have more of that relationship with the players. There's got to be a line where, I don't want them to hate me, but I'm not particularly bothered if they don't like me, because at the end of the day it's difficult to tell your mate that he's not getting taken on. So there's got to be a line where I'm in charge and therefore I'm fine if you don't like me or not. Hopefully there's respect there; I want people to be open with me.'

Terry also stressed that this idea of respect and the importance he placed on respecting others in higher positions of power stretches not just to football, but also to everyday life:

‘It’s just life, that you should have respect for the people that you work for. If they’re disrespectful to you, then it’s more difficult to show them respect. There’s a hierarchy in all industries and that hierarchy should be respected. [...] I think it’s not just as a player but when you get brought up as a kid. Your parents bring you up to treat people with respect, unless they disrespect you or don’t show you any respect. By respecting others, others prosper and it’ll be a better place to live.’

Terry argued that the respect between him and his players was a ‘two-way street’. If the players respected him, then he in turn could provide them with key information that might benefit their performance:

‘If the players respect you, it gives you a chance that they’ll listen to what you’re saying. If they respect you, then they’ll want to listen to the information that you’re going to provide to them. The other side of that is, if they don’t respect you as a coach it’s very hard for you to get your point across to them if they don’t want to listen to you. Respect should be a two way thing [...] I need to respect them as players, so I give them as much help as possible to get them into the first team. But also, if they respect me, it makes my job a lot easier as they’ll want to listen to the feedback I’ve got to offer to them.’

With regards to the relationship he liked to form with his players, Terry placed significant importance on the respect that players had for the coach. He had learnt this not only through football, but also his life experiences. Terry stated that if the players were able to respect him, he in turn could provide them with information that might benefit their development.

How He Interacted with Players

A further theme that arose related to how Terry preferred to interact with his players and what he expected of them. He stated that he wanted his players to act in a disciplined manner during training and matches. However, he did recognise that he favoured a balance between this seriousness and having a joke:

‘You’ve got to have the discipline there from the players to take on board what you’re doing, but they’ve got to enjoy it as well. They’ve got to enjoy the sessions, but they’ve got to know as well that they’re working. It’s getting a balance. We’re working so they can have a laugh and a joke in the pre-warm up bit, and then once we’re ready to work I want people to listen and concentrate and participate to the best that they can. They can have a laugh and joke in the dressing room afterwards.’

Terry mentioned that a major factor in shaping this idea of how he interacted with players came from his experiences of watching other coaches:

‘A coach called Nathan who was and still is the best coach I’ve seen work. He was very demanding and strict on the training ground. He was very good off it, very good bit of banter with them. He interacted with the players well. Off the pitch he had the respect of the players and he could also have a bit of banter with them. But when he wanted them to work, they worked.’

A key point made by Terry regarding this was that he has had to interact with players in various ways to optimise their learning:

'Different people react in different ways and you have to manage different people. I think to just have one way of doing things is wrong. You have to manage different people and different situations to try to get the best out of them.'

Terry provided examples of how he had to individualise the way in which he interacted with members of his playing squad and how this had impacted upon his coaching practice:

'In the squad now we've got people with totally different characters that you have to treat differently. We've got Daniel for instance who needs a kick up the arse every now and again. He needs to be pushed otherwise he lets his standards drop. Other people like John, he needs an arm around the shoulder to tell him that he's a good player and that he might just have to work on little bits. Steven needs a bit of both, he needs an arm around the shoulder but he also needs a kick up the arse if he's not doing things properly. Craig comes across as a very laid-back and unsociable person, but under that exterior is someone who really wants to work and do well. It's just different characters. Daniel is somebody who if you give an inch will take a mile; so he needs to be kept on a tighter rein. But it'll be different with other players.'

Similar to the previous section with regards to how he preferred to interact with players, Terry stated that he wanted his players to be disciplined during training and matches.

He did however comment that due to the characteristics of players, he would have to interact differently with some players. Terry learnt this idea through observing other coaches.

Being Professional: Seriousness

Another theme that Terry identified as important within his coaching practice was the professionalism, or seriousness, that he expected from his players during training and matches. Although he indicated that he allowed the players to have a joke at times, the main focus was to be professional and serious:

‘It’s a place of work. We play football, but at the end of the day it’s a place of work. Yes you want to enjoy your work, but you can enjoy working hard. There’s information we give them, it’s important people take it on board rather than chatting away amongst themselves. Generally, if we give information to one person or a unit, it has a knock-on effect to the rest of the team so it gives them a better understanding of what’s being asked. [...] There is time where they have a laugh and a joke within reason, but it’s important when you work, you work and you concentrate.’

Terry recognised why he felt that being serious and professional was an important factor for players to progress in a football environment:

‘Football’s a tough business. If everything’s seen as a laugh and a joke you’re not going to survive. [...] They need to understand that this is a job. Alright they get to play football every day, so they’re going to enjoy themselves, but at the end of the day, it’s a job. They’re coming here, and it’s a place of work. They need to realise that this is a learning environment,

and if they want to progress and play at a higher standard: the first team, then they're going to need to take their job seriously.'

Terry identified the importance he placed on being serious was a result of what he had learnt and experienced during his playing career:

' I came in to work and I enjoyed the banter before training and having a laugh, but when the balls came out on the training ground, then I wanted to concentrate on work and do a day's work. When you work, you work. You're there to learn so I think that's the discipline you need to have to know when's the time to laugh and joke and when's the time to work.'

Terry also placed importance on the players being serious during training and matches as a means to help them progress within the football club. Terry had forged this idea through his own experiences as a player.

Honesty with Players

Another factor Terry highlighted during the interviews was honesty. Terry wanted his players to be honest with him about any problems they had. He also acknowledged that he had to be honest with them about their performance:

'I want them (i.e. the players) to be open with me. I want them to feel as though they can come in and speak to me or any of the coaches and get an honest answer back. If they don't want to hear an honest answer from me, then don't ask the question. I'm not going to dress it up, if they come with a straight forward question, I will try to give them a straight forward answer. If they don't like what they hear from that straight forward answer, they shouldn't ask the question in the first place.'

Terry's views concerning honesty were closely linked with the respect the players had for him. He suggested that for the players to respect him, he needed to be honest with them:

'It ties in with the respect thing that we've spoke about. If you're dishonest with your players they're probably going to lose a bit of respect for you. You need to be as honest as you can with them. If we're honest with them, it makes it easier to give them information and if they aren't successful at the club they'll understand why as we've been honest with them.'

Similar to what Terry had previously stated about respect, his idea of being honest with players had been constructed from what he had been taught from a young age. This idea was reinforced during his playing experiences through interactions with his coaches:

'It's just what I've learnt as a person. To be decent with people, to respect people in higher positions of authority, but also to be honest with people. I know that someone who has a position of authority has earned that, so I should respect them and listen to what they have to say. I think it came as well from my playing days. When the manager made a decision, whether I liked it or not, I respected it as long as they were honest with me.'

Terry provided an example of how being honest with a player and his parents helped when having to release the player from the club:

'We've just had to do under 16's releases; the ones who aren't getting scholarships. I have a really good relationship with one of the parents in

particular, and still do because I was fair with them. I gave them the reasons and they accepted it and there was no leading them up the garden path with it, saying 'oh your son's brilliant'. There was honesty there and they respected me for it. They thanked us (i.e. the coaches) at the end for all our time and gave us their best wishes.'

While Terry valued honesty, he also explained that he was not always able to be fully honest with his players. He emphasised that he needed to be honest with his players as to not lose their respect. However, he did recognise that when individualising feedback to certain players, that although he was being honest with them he did not want to break their spirit. For some cases he would have to reduce the detail he may give to tailor it to the individual's personality which could be seen as not being fully honest with them on all occasions:

'You can't be too honest. There are certain things they (i.e. the players) don't actually need to know, but if you're honest with them when you deal with them then you've got a chance. There's ones that are second year scholars next year that I know won't become pros, but if I was to tell them that on the first day of them coming in as second years, then what would their attitude be like for the rest of the season? I'm not being dishonest with them, and if they came in and said after two weeks 'do you think I'm going to get a pro contract this season?' then I would be as honest as I could, but they don't ask that question. I'm being honest with them, but I'm not being too honest.'

In summary, while Terry highlighted that he wanted his players to be honest with him, as well as him being honest with them in return, Terry recognised that he

couldn't always be fully honest with his players as this could have a negative impact on their performances and impact the rest of the team.

Contextual Factors that Impacted on Terry's Coaching Practice

While Terry wanted to achieve his philosophical beliefs within his coaching practice, he was ultimately bound by the contextual factors associated with his position. These constraints impacted upon how he was able to meet his own coaching philosophy within his practice.

The Financial Status of the Club

The current financial situation at the club was a factor that influenced Terry's coaching practice. Due to the first team's recent relegation, the board members had communicated to Terry that he needed to organise the finances of the Centre of Excellence and youth team to save money for the club. Here, he explained that this financial state affected the players he had in his squad as he may have needed to sell players in order to generate funds for the club:

'At the moment, as a business man, it's the bottom line of making sure the finances balance. [...] Selling players, because at the moment we are a selling club. If we can't sell players from our first team, but we can sell them from our younger age groups then that's part of the job. As much as I'd like to keep our best players and see them play in the first team, sometimes we sell them younger and hopefully protect ourselves for the future.'

The affect that the financial status had on his position at the club was that he has had to provide players for the first team to save the club funds. This manifested itself within his coaching practice by having to prepare these players for the demands of the first team:

'The club doesn't have the available funds to spend on bringing players in for fees and giving these players large wages. Due to that, the club needs to be able to produce players that we can either sell on to other clubs to make money or play for the first team, which saves the club money as they won't have to spend money bringing in extra players. With my coaching, I think the clubs situation affects it in the fact that I have to prepare the players for what it's going to be like playing first team football. I try to re-create game like scenarios to try and develop them as players.'

The expectations the club had of him were that he had to save the club money to aid their financial situation. This expectation was communicated to him by the board:

'It comes from the chief exec really. Since relegation I've been under no illusion about what the priority is in my department. I've tried to cut my costs accordingly and do it that way. The main focus is to keep it going and try and get some players through, and be competitive. I want to be competitive as a youth team in the right way, competitive as in winning games; playing the right way, but also I know that the bigger picture is that the business needs to survive.'

Terry was able to acknowledge how getting players into the first team could be as financially beneficial to the club as selling players, as well as the impact this had on his role at the club and his coaching practice:

'I'm not sure whether it affects your coaching or how you run the department, but probably before we might have been reluctant. I think we concentrate on the better players and try to view it as a benefit to the club,

so a) trying to get players into the first team or b) selling players on. [...] If you do one, great, but if you can do the other, that's great as well. It's at the same level because if we are getting players into the first team then we're saving the club money or we're selling players which is bringing money into the club. So either way it has a financial effect on the club.'

Adaptability: Squad is a Stepping Stone

Another issue that was highlighted by Terry was that he had to be adaptable as his squad was seen as a stepping stone to playing for the first team. He accepted this was part of his role and saw it as a good opportunity for any players that were asked to play or train for the first team:

'It started with them asking for this player or that player. Then, for whatever reason they weren't involved, or it was just to go and put up nets and to do things like that. I'm happy for them to go and train with the first team. It's great for them and their development. We don't have a reserve team now, so the manager has limited access to see them in a man's environment, adult age football, so it's great that they get that opportunity to go across and train with them.'

As part of his role, he explained that he had to ensure that contingency plans were in place in case the first team manager asks any players to train with him. He gave an example of how this had affected his coaching:

'The most I've had in one day is up to a plan D. I started with plan A, that was what I was intending on doing and then I had a back-up plan if certain players weren't available. If they were unavailable, then we had a plan C and a plan D for what we did. It's part of life, part of being adaptable and

you just have to get on with it. [...] That's part of the hierarchy or pecking order of the club and where we are. The first team take priority and you soon get your head round that in football.'

Terry was also conscious of how his squad was perceived by the first team manager. His squad was seen as an important bridge between the club's youth teams and the first team. This required Terry to be flexible when coaching to accommodate for the sudden change to the playing squad.

Impact on Coaching Practice: Concentrating on Better Players & Producing Players for the First Team

These contextual factors have had an effect upon Terry's position at the club. The impact that this has had upon his coaching practice is that he has had to focus on the better members of the squad in order to produce players for the first team or for them to be sold to assist with the financial situation at the club:

'Because that's what we're about. It's an elite environment, a business; it's not a community scheme where we're going to have a big fun for all. It's about getting an end product. [...] They are better players, they need more work because they need to be pushed more and you can dress it however you want, but you've got to concentrate on your better players.'

Due to this, Terry has been obligated to concentrate on these better players in order to meet the demands of the club by either developing players for the first team or selling players to generate funds for the club:

'I think it makes you concentrate a little bit more on the better ones. You do try to work with the other ones and develop them to get them to a better

level but you do concentrate more on the better players and try to develop them and work on their weaknesses. You try and give them more input in the session, trying to design the sessions more for them so they can have more input. [...] We're trying to develop players for our first team and we can spend all our time working on others players to try and get them to a level, but they end up not being good enough rather than spending time with players that we think have got a chance. I think it makes sense.'

Terry was of the opinion that this expectation of transitioning players into the first team affected how he was able to work within the club and how he developed players:

'Are you getting players into the first team? Are you getting 2 or 3 a season? It's a business, and the youth team are playing games on a Saturday which runs at a cost to the football club, so if we're not producing players for the first team or not selling players then what's the point of having the youth team and youth development?'

These expectations had been communicated to him by the board members and not from the first team manager. Terry had made the point that he has rarely had a manager communicate with him their expectations regarding the number of players he should develop for the first team. In relation to these expectations set by the board, Terry also formed an idea of how many players he wanted to progress, as this was not specified by the club:

'From my point of view as the coach, I'd like to get a good 2 players for the first team, 3 players have played for the first team [...] I'd like to get at least 2 more. Not just playing the odd 10 minutes, I want them to be part of the first team squad more. That's the target for me, that's not set by anyone

else, a target that I've set myself. [...] I've only had one manager that came to me and said 'this is your challenge, I think you should try and get at least one pro through the youth squad each year'.'

Terry perceived that these expectations impacted on his practice through having to focus more of his time and effort into working with the better players in the squad in order to get players into the first team:

'It goes back to where we've talked about concentrating on the better players because you need to get the lesser players up to a certain physical or technical level, but you want to work with your better players because they've got a better chance of making it into the first team.'

Due to these contextual and political constraints associated with his position, Terry realised that he was required to transition players into the first team or develop players to be sold. He understood that in order to achieve this, he would need to focus his energy on the more gifted individuals in the squad.

Video-Based Coaching Practices at the Club

Terry was able to employ video-based performance analysis within his coaching practice. Similar to his general coaching philosophy, Terry had philosophical beliefs about how video analysis should be utilised in his coaching.

Seriousness and Professionalism During Sessions

As previously mentioned by Terry, a quality he expected from his players was that they behaved professionally and acted seriously during training and matches. Terry also expected this quality to be apparent in players during video feedback sessions. Thus,

players needed to understand that this was part of their work and a tool that could aid their development:

'Feedback sessions should be more disciplined. When we watch something they'll know when someone's done something or someone's fallen over and then there will be brief moments of laughter but the idea of running the feedback sessions and watching the game is to learn; so for that period of time we're asking them to concentrate. I think it's important that when we do those feedback sessions, people realise it's part of the job and not a time to laugh and joke about. We're doing it for a reason.'

As Terry expected his players to be serious and professional, any non-conformity from the players could lead to them being ejected from the feedback sessions. Here he gave an example of when this had occurred in his coaching:

'It usually comes from where the players lose focus in a session or they start laughing at someone else's errors. The players need to know that it's not acceptable. There have been times where I've had to kick players out of sessions before because they've not been taking the sessions seriously enough and laughing and messing around when maybe they shouldn't have.'

As in his general coaching philosophy, Terry wanted the nature of video feedback sessions to be serious and professional. If players were not able to conform to these expected behaviours then they may be removed from these sessions.

Use in Relation to Winning and Losing: Moving Away from the Result and Focusing on Development.

Another argument that was made by Terry was how his use of video differed depending on the result of a match. A key point made was how he tried to show positives from games in which the team had lost, as well as investigating aspects that might need improvement from games the team had won:

'Sometimes if you lose you try and show and reflect on the good bits of play. If there's glaring errors or a really bad performance then yeah, but the players see it as a punishment watching it. You can lose games and say 'hang on a minute; we did well in this game. We had this chance and if that goes in'. Just because you lost doesn't mean you've played badly, and just because you've won doesn't mean you've played well. We tend to think that because we've won the game everything's ok, well that's not always the case and the reverse side of that is that if we lose its all doom and gloom.'

Terry explained that the importance of this was to help motivate players and continually endeavour to develop their performance:

'Each game you play, hopefully you can take the positives out of each game and that's what I try and do. As much as I want to win any game, I try to take the positives if we don't win. You try and look for where the developments gone in the game. If you win or lose you can look for the development in your players. If you win, you shouldn't get taken over by the fact that they won the game but it's easy to think 'oh we've just done well this week'. When you get beat, it's a bit harder to find the good bits out of it, but there are certainly good bits there to take out of it.'

This idea of tailoring video to help motivate his players was relatable to the comments Terry had made regarding how he interacted with players differing personalities. Terry constructed this idea through his experiences of working with players in this age group:

'It comes from my experiences as a coach. I've found that with some young players they can be quite mentally fragile. If I was to pick out only faults that have happened from games, especially where we've lost, that would probably have a bad effect on the player, they would probably lose confidence if they're seeing themselves playing badly. The next time they played, showing them video where they've been at fault or played badly is going to have a negative effect on their performance.'

Terry gave an example of how he had to use video in this way to help motivate a player after suffering a large defeat:

'Yeah, we've got a centre half, Steven. We were 4-0 down at half time and if he hadn't been on the pitch it would have been 6 or 7 but he's coming off the pitch at the end of the game saying, 'I can't have played well, we could've got beat by more than 4 goals'. So we went through all the bits he did well in the game and he comes out of it and thinks 'yeah I didn't do as bad as I first thought'.'

Terry was aware of the importance of not just focussing on areas that could be improved by also the positive aspects of matches. He highlighted that this was to help motivate players and to also tailor feedback to an individual player's needs.

Focus on Better Players Without Neglecting other Squad Members.

Another theme that emerged from these interviews was that due to the expectations set by the board in relation to the financial situation at the club, Terry has had to focus his feedback sessions on the better players in the squad. This was done to assist players in the transition to the first team or developing them to a standard where they could sell them to other clubs for financial gain. This also had an effect on how he used video with these better players:

'I think you try to concentrate on your better players and the ones that you feel you might get something out at the end with. I think that just goes with the whole programme where you would gear more towards your better player. [...] I think you can get more out of them by showing them different bits and bobs and taking the time and speaking about trying to highlight the better players and what they do.'

The importance of focusing on these better players during video feedback sessions was that the coaches can pass on as much information as possible to assist in the development of these players:

'If we can offer them (i.e. the better players) as much feedback and information as possible then they are going to have a better chance of getting a pro contract at the club. Being better players, they're probably going to get more out of the feedback than the rest of the group and hopefully they'll want to learn so they will take more on board during feedback sessions. Even if the feedback isn't directed to them, if it's a striker, they'll listen to the feedback we're giving to the defenders. They can use that to their advantage as they can have a better idea of what the defender is going to do.'

Terry argued however that although he may have had to focus on these better players, they would inevitably be more involved in video feedback sessions and would additionally ask for more video to benefit their learning and development:

‘The better players will take more on board. You look for things more on how the better players are playing. You still are obviously concerned about what the other ones are doing to show them an interest, but you do focus on your better players, how they are in the game and the things that they do to try and improve them and make them better without neglecting the other ones that are probably going to be the supporting cast. [...] Some will come in when they know they’ve had a good game or they’ve scored a goal. Some will come in when they haven’t played well and ask to watch the game because they want to learn from their mistakes.’

Terry used the video analysis with all players to ensure continued development, but he knew that the financial constraints meant that he had to focus on the better players as they were more likely to achieve the necessary standard for the first team or to be sold to another club. By focussing on these better players, Terry was able to pass on more detailed information to benefit the players’ performance.

Honesty with Players when Using Video

As previously mentioned by Terry in his broader delivery philosophy, he believed that he had to be honest with his players in order to maintain the respect they had for him. This was similar to his use of video as he had to be honest with players when using video so that they knew where they stood in terms of their development:

'At our level, at youth level, if you're going to release them then they need to know why they're being released. They need that constant feedback, 'you need to do this better' 'you need to do that better'. If you're constantly getting 'fantastic, that's great stuff' picking out the one header that they did win and forgetting the other 10 they didn't. At the end of the two years when they're released and they're asking 'why am I being released?' 'You've shown me the video that I've won a header and it's been fantastic'. In my role in the youth side you need to let them know and be aware of where they are in their development, whether they're doing well or not so well and using that video as evidence for the decisions you make. As long as they know that and you're honest with them about where they are then at the end of the two years, whether it's a positive outcome or a negative outcome, they're prepared for that.'

Although video feedback was used to justify Terry's decisions when releasing players, other methods of communication were also used by him to get this information across to players. Terry stated that he also tried to pass on honest feedback during matches and training sessions. This would allow released players to have a more holistic understanding of why this decision was made:

'It's a useful way of showing players whereabouts they are in terms of their own game and what they might need to work on. If they're not at the standard to make the step up to the first team, then using video might help them understand why they are being released, but it isn't the only thing. [...] We'll use various ways to get our points across to players about what they might need to work on, whether it be on the training pitch or in a video session. We'll be honest with the players so that when it comes to a time

where a player might be released, they'll understand why they're being released and the reasons behind the decision.'

Similar to what he had outlined about his coaching philosophy in terms of being honest, Terry had constructed this view of being honest with players in feedback sessions from his previous playing experiences, as well as from his experiences as a coach:

'Honesty is the best policy really. I think from when I was a player, I wanted the coach to be honest with me and I responded better to him when I knew he was being honest with me. I think as well from my coaching, I've found that players respond better in sessions when you're honest with them. It comes back to where I've talked about respect, if you're honest with them, then they'll respect your decision and what you've got to say to them whether it be good or bad.'

Terry also acknowledged the importance of being honest with players when delivering video-based feedback. This honesty would be able to help players' understand why they might be released at the end of their contract. Terry learnt to form this idea from his previous playing experiences.

Summary

The aim of the chapter was to gain an understanding of Terry's coaching philosophy, his experiences and the contextual and political factors that impact upon his practice (Johnson & Christensen, 2012). The key themes that arose from the interviews with Terry included: a) the seriousness and honesty he expected from the players during video feedback sessions, b) how he interacted with players in varying ways depending on their personality and c) how he had to

focus on the better members of his squad to meet the expectations set by the club. The following chapter sought to understand how these themes were apparent within Terry's coaching practice. Qualitative observations, field notes and semi-structured interviews were used to observe if and how these philosophical statements were evidenced or not within his practice.

Phase Two Results: Qualitative Observations

The aim of this chapter is to provide accounts of specific incidents that occurred during my observations of the video feedback sessions, specifically those that related to the key themes identified by Terry in the narrative-biographical interviews. These accounts are indented throughout and written in the present tense. The intention here was to invite the reader to inhabit and experience the coach's lived world in more vivid terms (Brown, Gilbourne & Claydon, 2009). Terry was interviewed after the conclusion of these observations to provide a better understanding of the reasoning for his behaviours and actions.

Chucked Out of the Session

A theme that emerged during the narrative-biographical interviews regarded the nature of feedback sessions. Terry stated that he wanted video feedback to be serious in order for his players to work professionally. He considered this important as he felt that if the players wanted to improve and reach the standards of the first team, they would need to behave professionally. During these observations, it became apparent that players who were not able to meet this expectation were reprimanded. For instance, the example below shows how Terry removed a player from a session for this reason:

Feedback Session: 5th March

Terry is going through a set of video clips with the whole group. These clips revolve around the team keeping good possession of the ball and creating chances from passing the ball through midfield and into the strikers. The players arrange themselves into their usual, unorganised fashion. Chairs are placed wherever there is space available. There is some order in the chaos though, as chairs are roughly clustered into small groups, mainly rows of players who are chatting before the start of the session. It seems that the players are in surprisingly good spirits despite a defeat at the weekend. The players are quietly chatting amongst themselves. I assume they are discussing what they are going to do after the session, although it appears that some are making jokes as there is an occasional laugh. There

are some other players though who seem quite bored, somewhat slouched in their chairs. After showing several clips of the team's good play, Terry then brings up a clip where the good play was followed by one player (Scott) missing an easy chance. Terry instantly makes a joke about the missed chance in a facetious manner to which there is a collective laugh from the group, "Good play there, it lands at Scott's feet, and you've (to Scott) had a shot there that's ended up nearer the corner flag than the goal!" The group continues to laugh until Terry, using his authoritative presence, demands that they stop. This was done in a commanding but not aggressive manner, but had the desired effect on the players as they focus back on him. He stresses to the whole of the group the importance of taking these sessions seriously, "If it was the first team would you have laughed about it? If it had an impact on our league position and whether we got promoted or relegated, would you have found it funny then?" The group calms and the mood appears to change to a more serious tone. Having stopped laughing, the players are now sat upright in their seats, gazing at the screen or at Terry, seeming to be ready for him to continue the session. Terry continues the session but two players persist in sniggering to each other. They are desperately trying to stop themselves, trying to keep a straight face, forcing their mouths shut as to not blurt out with laughter and face Terry's wrath. Seeing the players doing this, Terry freezes instantly, completely stops what he is saying and focuses his gaze on one of the players (Steven). Steven, who hadn't played in the game, was laughing more than the other player. Noticing this, Steven immediately stops laughing and looks towards the screen, possibly in an attempt to make Terry think he had been focusing. Terry initially confronts Steven, "Why are you still laughing?" to which Steven replies, "I wasn't laughing." The rest of the group start to look away, possibly to try and not get caught in the crossfire between the two. They appear to be almost embarrassed and bemused by what's going on. These questions and replies continue to fly back and forth. Terry is looking increasingly frustrated at Steven, who continues to stand his ground. Before Terry's frustration boils over into anger, he angrily kicks Steven out of the session. Terry does this in an aggressive and authoritative manner, without ever raising his voice to a shout, "Just get out. Go on get out. If you can't take it serious then just get out. I'll speak to you afterwards." The player gets up begrudgingly and leaves the room, which seems to shock his teammates into an almost awkward, eerie silence. The rest of the group doesn't know where to look, be it at Terry or the screen for him to carry on with the session.

Terry explained that although the player did not play in the match, he wanted Steven to be included within the group session. Indeed, he perceived the player would be able to learn something from seeing the team play, as well as hearing the feedback that Terry provided. However, as Terry thought the player was having an increasingly negative

impact on the group, he removed him to send a message to the rest of the group that no player is beyond retribution and that all players are equal:

'I think he was having a negative effect on what we were trying to do. He hadn't been involved in the game and he was just having a childish moment, an immature moment and we want him to set an example to the rest of the team because of who he is, being a 2nd year and doing well in the side. When they don't play they should still be involved in the session because they can still learn and get something out of the game, so that's why I wanted him in there in the first place. If he becomes a negative influence, a negative impact and he doesn't take it seriously then to avoid confrontation there and then, get them out the way. That way you can get on with the session rather than having a big bollocking there and then, get them out the way and then you can get on with the subject that we're dealing with in the session. [...] I think it was to say that no one is beyond discipline. [...] Players might think that they can get away with certain things because they're better players or they're 2nd years but they can't.'

When interviewed, Terry confessed that while there are some humorous moments that are unavoidable, the joke he made during the session that concluded with the player being removed from the room was a mistake on his behalf. Although he felt he should not have made the joke and went against his philosophical beliefs, he argued that younger players are not as able to change their mind-sets from being in a humorous situation to a serious situation, which Terry felt he misread at the time:

'I made a joke, I shouldn't have done it. [...] it was just the wrong situation for me to then want it to be a serious session and treating the video analysis session as serious [...] We want it to be serious and we want them

to learn. It was an error on my behalf and I shouldn't have done that because knowing what 17 and 18 year old boys are like, they can't switch from one to the next. So you can either have it as a jokey atmosphere or a serious atmosphere and I find it easier to go from one to the other. I think older players find it easier to go from one and then back to adjusting to what they are supposed to be doing, but because they continue to go on with the giggling I had no choice but to say "you best go outside" [...] It was almost getting towards an argument. The best thing to do at the time was to get him out of there so you can get on with the session rather than it turning into an argument with him, and you'll get other people talking and then the focus goes away from what we're trying to do in there.'

Group V 1-on-1 feedback sessions

During the narrative-biographical interviews, Terry had also highlighted that, due to his perceived need to get players into the first team or sell them to generate funds, he had to focus on the better members of the squad (see page 45) during video feedback sessions. Terry however, had not always structured video feedback sessions that had focused on these better players, choosing instead to concentrate on the feedback he gave to the squad as a whole. He stated that these group sessions were still able to benefit these better individuals. An example of how this occurred within his practice was that while conducting a group session where feedback was provided to all members of the squad, Terry was still able to aim specific feedback at the better players in the squad:

Feedback Session: 5th March

The players enter the room, collect the chairs that are stacked in the corner of the room, and, one by one, place their chairs wherever space is available; sitting down and rummaging to get comfortable. The players seem to be in good spirits and are perhaps expecting the feedback session to be a

positive one after the win at the weekend. Indeed, the players are openly and loudly making jokes with other members of the coaching staff, while one player jokingly asks Terry if the clip of his goal is going to be used in the session. There is then a hush, silence falls over the room as Terry begins the session. He introduces a clip of a goal the opposition had scored against the team last season where they had counter attacked from defending a corner to score. The players appear to be a little confused at first, quietly talking to one another, asking each other why this clip is being shown. Terry follows this by showing one of the goals the team had scored from the weekend's game which was similar to the previous goal, where they had counter-attacked from defending a corner to score. Terry questions the players on what they think about the goals and the progression the team had made over the past season, "So what did we think of the goal? Can we see the goal has come from the team as a whole? Can we see how we've improved as a team from this time last season?" The players' general consensus is of agreement with Terry's view, with the majority of players adding little detail to what Terry had asked. The majority of the group just gave a nod of approval. A few other players add to this with a quiet "yes" towards the screen or to the player sitting next to them. Terry then repeats the video of the goal again, providing feedback alongside the goal, "I just wanted to go through the goal because, from a team perspective, we did everything right here, and the work that we've been doing in training is shown here with this goal." He continues to stress to the players that the goal was created and scored from a team effort, providing feedback to the group as a whole. During this group feedback, Terry occasionally changes the focus of his feedback to the individuals involved in the goal, first Adam, "Great win for the header. You're travelling with it and that's a great ball to Chris" and then to Chris, "great first touch. Great movement there into space and finished off nicely with a goal." These players seem to be surprisingly impressed at their acknowledgement, sitting up in their chairs and paying attention to Terry.

Following the session, Terry shared with me that he wanted to use the group session in order to acknowledge the team's contribution in scoring the goal, trying to involve all members of the team in the feedback and not just the better members of the squad. Terry also wanted to call attention to the improvement the team had made since they had played the same opposition last season, with the intention of illustrating to the players their development over this time period:

'To show the progress they've made. To show what the difference is from last season [...] without a doubt each one is a better player now than when

they came in 12 months ago, which you'd expect. I'd fully expect them to be better players, but if you just ignore them and use them just to make the numbers up, they'd see through that and we would be less of a group for that, so it's a way of hiding it [...] I think it was just a really good team goal from us, a really good counter-attacking goal. They knew when they came into this feedback session; we've won 4-1 away from home in a succession of games where we'd score 4 goals. They're happy to go into the session, because they know they're going to get pats on the back which we all like.'

Terry also emphasised that involving the group, combined with showing positive video feedback of the team would benefit them as he had hoped it would better engage the group in the session:

'All of a sudden, right at the start of the session the lads are sitting up and they want to watch it because they think 'fucking hell that was good' and you get into it straight away. We spoke to you (the analyst) before we even went round there and we all agreed that it was a good place to start to show the lads the progress that we've made.'

Although conducting a group session that involved all members of the team, the session was very much in-keeping with the statements made by Terry, in that he was able to focus on the better members of his squad. He argued that although the feedback session was based around the team, the feedback he gave was mainly focused on these 'better players' and that they would be able to get more out of the session:

'At times there are bits where it's going to involve the whole team, but there are also going to be bits where it involves individuals. [...] It's other people

involved in the goal as well, it's not just Adam who plays the pass to Chris, it was all the people around it so it becomes a team goal, so instead of it being Chris scoring a good individual goal, it becomes a team goal and boosts everyone's confidence and everybody feels part of it. The better ones are still getting something out of it. [...] We are a team, but we have to focus on individuals but sometimes if the teams doing well we're coaching a team, but the better ones are still getting something out of it as Chris who scored the goal is probably one of our better players. It fits in with the philosophy that we're coaching a team, but coaching the better individuals, but sometimes it is a good opportunity to show something like this.'

During the narrative-biographical interviews, Terry had perceived that he was unable to give specific individual feedback to players during group sessions because he had to keep all players engaged during the session. Due to this, Terry had utilised individual feedback sessions with players in his practice. While these sessions were conducted with players that were perceived by Terry as not being the better members of the squad, he stated that these feedback sessions were intentionally designed to benefit these players:

Feedback Session: 30th April

The session comes to a close and the players are starting to gather their things, grabbing their chairs and placing them back in their usual homes. As they start to leave the room, Terry asks Adam to stay behind to go through some individual clips from the game. Adam, standing in front of the door as he is about to leave, looks confused and appears to be somewhat nervous as to why Terry had asked him to stay behind. It seems as if he is about to question Terry on why he has keeping him longer. The two of them manoeuvre their chairs to the front of Terry's desk to get a good view of the screen. Terry positions the seat so his feet fit under the desk comfortably, so he can reach over and point towards the screen. Terry starts by first introducing these clips to Adam to help give him an idea of what he was about to see. Adam appeared to be calmer, sitting back in his chair to give the impression that he wasn't too eager about viewing the clip, but leaning

slightly forward to get the best possible view of the screen. Terry then plays these clips which show Adam's good play during the game, accompanying them with positive feedback. These clips are of scenarios in which Adam had kept possession of the ball well, taking on the full-back and putting crosses into the box that tested the opposing defence. Terry continues the session with clips that showcase scenarios where he felt Adam could have done better during the game. When Adam received the ball, instead of trying to get past his direct opposition he cut back inside to retain possession. Terry's opinion is that he should have been more confident in trying to get past the opposition to create chances for the team. Terry provides feedback to Adam that revolves around what he feels the player should have done in this situation, "That's a good touch there, and it's ok that you've tried to keep the ball, but this area you're in now, it's a good position to create a chance if you get past your man. Because you cut inside there it takes all the momentum out of the attack. The defence are able to get more men behind the ball." During this period, Terry contributes the main crux of feedback. He rarely questions the player about why he may have done this. Adam adds very little feedback to what Terry has already provided, only nodding or giving the occasional "yep" of acceptance when Terry comments about an aspect of his performance. He sits in his chair as he has been throughout the majority of the session, his elbows rest on his knees to allow him to lean forward if he requires a clearer view. As the session ends, both Terry and Adam get up out of their seats. Before he has a chance to leave though, Terry questions Adam on why he had continued to cut inside instead of trying to take on his man, "So, honestly why did you keep cutting back inside?" Adam replies with a very honest answer, "I think for me, I think it's just that I don't want to risk giving the ball away."

Terry's justification for constructing an individual feedback session specifically for Adam was based on the player's performance during the game. The 1-on-1 format of the session was utilised to give specific and detailed feedback to the individual that might have been difficult to orchestrate in a group session. Terry stated that this was due to time constraints and the size of the group, as he perceived it would take too long to pass on specific information to the player:

'He actually never got past his defender, never really got a sufficient amount of crosses in and shots at goal, so can we just have it broken down and get all the clips on it. It is a great opportunity to be able to sit down and

show him and when we were going through it [...] he knows if he's made a mistake but in a group he might switch off but there (in a 1-on-1 session) he'll look at it and we can give him more detail and ask him more questions about it. [...] To get information to him without denting his confidence but also keep him engaged in it because we were doing it for about 10-15 minutes. If you did that with them and the rest of the group is sitting around for 10-15 minutes disengaged. Some might watch and want to know what he's saying, whereas other ones will be chatting in the background and lose focus on what we're trying to do.'

Although Terry had to focus on his better players due to the expectations set by the club, he had conducted this individual session with a player he had identified as not being one of the better players. Terry stated that this was deliberate as the development of the lesser players in the squad was needed to help benefit the better players. By utilising individual video feedback sessions with the lesser players, the amount of opportunities these better players would have on the ball and to score would increase:

'He is not one of our better ones in his age group. I wouldn't put him in the top three performers so it wasn't a case of that. [...] It almost goes away from just concentrating on the better ones, but it does go back to where we have to play as a team. We have to work on the other players, and although they're not the better ones, we still have to make them better. [...] The focus should still be on the better players but you still need to work with the other ones to get them to a level. [...] The better players need to get the ball, need to get on the ball, but if the ball keeps breaking down every time it goes to an individual or we don't get a player in a position to create chances for those better players then they can't do their job. We have to

work with them to get the supply, to feed the better players and get them to the standard where they can do it.'

Individualised Feedback

Throughout the narrative-biographical interviews, Terry had stressed how he has had to interact with players in varying ways due to, what he considered to be, their individual needs. While some players needed extra encouragement, others would need stronger treatment in order to keep them focused during feedback sessions, training and matches. The first example demonstrates how Terry had to single out a player within a group feedback session to get the player to understand the consequences of their actions:

Feedback Session: 12th March

Terry, standing nearest the screen, finishes the session by showing a mistake in which a midfielder (Richard) tries to pass to a teammate by back-heeling the ball. However, he ends up giving the ball to the opposition. Richard is sitting in the middle of the room amongst a group nearer to the back. It seems as though he is almost reluctant to watch this video as he is ready to chat with other players. The group has a small laugh about the incident before quickly calming down without any instruction from Terry. He then adds a serious tone as he quickly focuses back on the session, not really stopping to reflect on the reaction of the players. The atmosphere changes as the players try to keep up with Terry as he continues, switching their attention back onto him. Terry then makes a point to the players about being serious during these sessions. Although this feedback is to whole of the squad, it is mainly focused towards Richard, "If you play that ball to Nick (midfielder) then we keep the ball, but you give it away stupidly. What if they'd scored from that? From a stupid mistake on the edge of their box like that. The whole teams disorganised and out of shape and we can concede again! What makes it worse Richard is that you're not even looking at what's behind you when you do it!" Terry provides this information without asking for any additional input from the players. During this, Richard sits quietly, appearing to be slightly embarrassed. He is somewhat slouched in his chair, half-heartedly watching the screen. He gives the impression that he really doesn't want to see this clip again. After seeing the rest of the group initially laugh at the video clip, Terry conveys a serious tone to his players about how they need to be serious and focused during feedback

sessions and when playing, “It might be funny to watch it happen, and it might make you laugh, but stupid things like that have implications on the team and the whole game. If they go on to score then it completely changes the game. That could’ve made it 4-2 and then they’d be right back in the game.” The players appear to be intently listening to Terry now, giving the impression they are fully focused on the message he is trying to convey.

Terry reasoned that singling out the player during the session was based on his character. He felt that this action would help Richard take responsibility for his actions on the pitch, and to act more serious when playing, as highlighted in the narrative-biographical interviews (see page 38 & 47). He also felt that due to the player’s personality, he would be able to handle this criticism within the group session:

‘He’s one of the better players, but he needs to know when to do these tricks. He should be able to do it on the edge of their box, but the way we were set up, we were vulnerable to the counter-attack but he had Nick 10 yards away for a simple pass but instead he tries an outrageous back heel. He had no clue if anyone was there. [...] It’s about consequences; he’s done that flick so everyone else has had to run 60-80 yards back towards their own goal instead of just keeping the ball and taking the sting out of the game. Because of the character that he is, because he’s quite thick skinned he could take it.’

The key point that Terry wanted to achieve from singling out Richard was to help the player understand the correct moments to be serious and act professionally in order to respect the coach and his teammates:

‘Because he sometimes needs to be made an example of in front of others. He’s a bit of a clown, a bit of a joker in the dressing room [...] I haven’t got a problem with that, that’s fine off the pitch, but when he gets on the pitch

he needs to work and concentrate on his football. Certainly not to embarrass him, but it was to say “I don’t want you doing that, even at 4-1”. [...] Everybody recognises that he’s got ability, but sometimes he doesn’t use that ability in the right way and at the right times. It’s also for the rest of them to recognise that although it looks great, it rarely comes off, it’s not good enough, we’re a team here.’

Combined with what Terry had previously mentioned regarding how players should conduct themselves on the pitch, Terry had also described how he sees the team’s performance as a reflection of him as a coach:

‘How they conduct themselves on the pitch. Hopefully when I put a team out it’s a reflection on me. [...] I think I take a lot of ownership of the team I put out and pride in how they perform. I see it as a reflection on me, my coaching and my philosophy. I want them to perform as well as they possibly can. [...] I think it’s just standards. You do things if you’re 4-1 up or 4-1 down. You want to have the same standards. Just keep trying to do the right thing, the more time you do the right thing it becomes natural to you, it becomes the normal thing to do, so keep trying to do the right thing that you would in a game.’

Another example of this need to individualise feedback transpired through the use of individual, 1-on-1 video feedback sessions. Similar to the comments made by Terry in the narrative-biographical interviews, the example below illustrated how he considered the player’s character in relation to how he delivered video feedback:

Feedback Session: 13th February

While the majority of the squad is out on the training pitch for a session with one of the other coaches, a couple of players are still in the changing rooms, receiving treatment or in the gym, including Marc (the goalkeeper). Terry has the computer set up ready for the session. He leaves his office quickly to see Marc and asks him to come to his office to go through some video from the weekend's game. They both come back into his office and sit down. Terry sits in his usual seat at the desk, while Marc searches the room for a chair which he finds and drags over to the side of Terry's. After the result at the weekend (a defeat), Marc appears to be apprehensive about the session. Sitting in his chair, his leg is tapping up and down on the floor while his hands fidget on his lap. Before he starts the sessions, Terry tells Marc that having gone through the video himself, he had changed his opinion on the reason for the first goal being conceded, "Having gone through the video, it's given me a chance to look back at what happened during the game. At first I thought you were at fault for the goal, but having a chance to look back at it, I think that the defender hasn't really helped you there and that's probably what led to the goal as it's difficult for you then to do anything. Having said that, your communication could be better. If you communicate well with the defender, then it probably doesn't lead to a goal." Terry starts the session with positive clips of things Marc had done well during the game. These clips revolve around the keeper being commanding and claiming balls that came into the box. Terry had mentioned to me before the session that he was keen to show Marc what he had done well during the game in addition to what Terry thought Marc could improve on. Together they view the first goal, with Terry explaining why he had changed his opinion in a similar way to what he said at the start of the session. Marc appears to be very open to hear what Terry has to say. He looks eagerly at Terry when he is talking giving the impression that he is trying to take in as much information as possible. He sits on the edge of his seat, leaning forward and being slightly animated, pointing at the screen to describe what he thinks is happening, "I think at the time I thought he was going to deal with it then, so I positioned myself like that. When he doesn't deal with it there I should have probably come out to claim it but as he's there (pointing at the screen), I thought he would have dealt with it." Terry continues the session by showing clips again in which he thinks Marc had done well during the game. This again includes saves that he had made or when he had come out and claimed the ball well. Marc seems more relaxed as the session progresses. He is now sitting back in his chair, allowing Terry to solely talk while continuing to listen intently on the feedback he is giving.

The session was conducted in a 1-on-1 format as Terry did not want to single out the player within a group session. He perceived that due to the 'complex' character of the player, any criticisms aimed at him during group sessions would probably be

unnecessary as he would have already criticised himself for his performance. Terry goes on to comment that conducting a 1-on-1 session with the player would be more beneficial as it could focus on important issues in greater detail:

'From the previous game earlier on in the season where he made errors, and being quite clear errors, and he feels that its cost us the game and the state he's been in at half time during games where he's been beating himself up, close to tears if not in tears and again I don't think it would be the right environment in a group session to single him out. Maybe in an individual session, we can focus on stuff in more detail with him about his start position, his movement when the ball has been hit, could he have done better? [...] It was better for us to do it 1-on-1 and then we could slow it down, replay it so we can see his start position, his movement and just give him more detail like that. Basically it's down to the personality that he is, it's better working with him 1-on-1.'

Terry felt that the 1-on-1 feedback session with Marc was beneficial due to his personality. He highlighted that when providing Marc with feedback in the session, he tried to include positive aspects to keep the players confidence up and to avoid continually criticising the player:

'If they make a mistake, it depends on different characters. Some will be able to say 'yeah, that was poor', players like Marc, that type you have to reinforce any criticism like that with something positive. With Marc, in another game, the goal we conceded was a disappointing goal to let in. I managed to go through it with him then knowing that we won the game and it hadn't affected the result. If it had been a 1-0 game to them it might have affected him more.'

The employment of qualitative observations, fieldwork and semi-structured interviews within this chapter was able to provide accounts of incidents that occurred in video feedback sessions conducted by Terry. The use of semi-structured interviews provided a deeper understanding of his reasoning. The key themes that emanated from these findings related to the importance that Terry placed on the seriousness nature of his feedback sessions, how group and individual sessions were used for the benefit of the better players in the squad, and how sessions were designed to satisfy the individual demands of players.

Discussion

The aim of this chapter is to theoretically analyse Terry's pedagogical reasoning in relation to sociological concepts relating to role theory (Callero, 1994), frame analysis (Goffman, 1974), impression management (Goffman, 1959), and micro-political literacy (Kelchtermans and Ballet, 2002b). The theoretical framework of Groom et al. (2011) was also drawn upon to further our understanding of how the coach pedagogically used video-based performance analysis within his coaching context. While these concepts are intertwined throughout the data, they will be explained individually to help provide analytical clarity to the discussion. This chapter will be structured into three sections. The first explores how Terry learnt the expectations associated with his role. This is followed by a discussion of how he was able to achieve these outcomes whilst using his agency to meet his own goals. The final sub-heading examines the micro-political actions utilised by Terry to help achieve these expectations whilst attempting to sustain the respect of the players.

Learning the Expectations

Perhaps the most salient finding from the narrative-biographical interviews was that Terry shared how he had learnt the expectations associated with his role and how they had impacted on his pedagogical thinking. The findings of this study evidenced how Terry was acutely aware of the club's financial situation and how this specifically impacted on his role at the club. Indeed, Terry explained that he had become increasingly conscious of the importance that was being attached to not only producing players that could make the transition to the first team, but could ultimately be sold at a profit. This awareness had come from his conversations with the Chief Executive that specifically related to the significant financial saving that the club needed to make following the first team's relegation the previous season. Through his earlier coaching

experiences, Terry was also aware that his squad was seen by the club as a stepping stone to the first team. Indeed, the first team manager had the freedom to take players from Terry's squad when required. He accepted that this was normal practice within the environment of a football club and that he would have to adapt his coaching practice around this.

Here, we can see how Terry had been engaged in what might be termed organisational socialisation. According to Van Maanen and Schien (1979), organisational socialisation refers to the process by which an individual learns 'the ropes' and acquires the knowledge and skills necessary to assume a role. Sage's (1989) work in relation to organisational socialisation recognised how coaches were able to learn what was important to their role as the coach, such as how they are supposed to work, dress and think. These were predominantly learnt through on-going observations and interactions with experienced coaches. With these coaches being socialised into the norms and expectations of the role, shared expectations and common interpretive schemes (Giddens, 1984) contributed to the structure of social processes, making interactions more predictable (Ronglan, 2011). As such, it would appear that the conversations that Terry had with other staff members at the football club, in particular the Chief Executive, enabled him to develop a clear understanding of his role expectations. This allowed him to become organisationally socialised, as he recognised the expected outcomes (i.e. save the club money), what was associated with his role (i.e. squad as a stepping stone) and what was required to achieve these expectations (i.e. focus on better players, sell players).

We might also usefully draw upon Goffman's (1974) discussion of frame analysis. Frame can be understood as providing the context, rules and principles that structure a person's understanding of experienced events and perceptions of the social world they are in (Goffman, 1974: Manning & Hawkins, 1990: Trevino, 2003). Adams and Sydnie

(2001) were able to demonstrate how frame analysis affects an individual within their respective environment. They gave an example that once the individual believes they understand what is going on in their environment, they will fit their actions to this understanding. Goffman's work on frame analysis was not solely focused on interactions, but also how social interactions were made meaningful by the frame in order for us to make sense of what is occurring (Goffman, 1974; Trevino, 2003). With regards to the present study, it could be argued that Terry's understanding of the club's financial situation framed not only his understanding of his role, but how he might go about pedagogically fulfilling the expectations associated with his position. For example, in the narrative-biographical interviews Terry perceived that the expectations the club had of his position (i.e. save the club money) could be achieved through developing players that would either progress to the first team or be sold to earn the club additional funds. Equally, it was noted during the qualitative observations that Terry engaged in feedback sessions that either focused on or benefited the better players within the squad.

In this respect, the findings of the present study provide evidence in support of the claim that the pedagogical use of video-based technology can often be shaped by the demands of a given coaching context (Groom et al., 2011). As the Groom et al. (2011) study highlighted, 'inherent in the delivery of video-based performance analysis are the contextual factors, which frame the delivery' (p 30). Groom et al. (2011) recognised that coaches should also be aware of such contextual factors and how they can affect the process of using video-based performance analysis. In comparison with these findings, the present study was also able to identify how contextual and political constraints framed the coach's interactions with players. The Groom et al. (2011) study's theoretical framework displayed the contextual factors as a frame surrounding the analytical process to highlight the importance these constraints had on how video feedback was delivered. In relation to the findings from the current study, we can

recognise that the clear expectations set by the Chief Executive in relation to Terry's role ultimately influenced how he chose to deliver video feedback to his players.

Agency, Role Making and Achieving Outcomes

Whilst the club's situation and expectations served to frame Terry's practices, he ultimately decided how he would utilise video-feedback in an attempt to fulfil these contextual demands as well as his own philosophical beliefs. In the narrative-biographical interviews, Terry suggested that although the chief executive stipulated the outcomes that would be used to judge his performance (i.e. cut costs or gain additional funding to aid the financial situation at the club); they did not define how he should practice. Terry perceived that in order to accomplish the club's expectations, he was required to either develop players that were of the standard to represent the first team or sell players for the financial gain of the club. This influenced him to focus on the better members of his squad. This transpired in Terry's coaching practice through the construction of feedback sessions that while focused on meeting his philosophical beliefs (i.e. importance of development over results), were still able to meet the expectations set for him by the club.

An example of how this became apparent within his practice was by utilising feedback sessions that focused on the development of the team. This was accomplished by using video clips that focused on the team's performance. Terry provided specific, individualised feedback to a number of players who were involved in this video. While he had emphasised that sessions like this were able to benefit the whole of the squad, Terry justified that the better players in the squad would profit from these sessions as well. Due to the likelihood of them being heavily involved during the game, these better players would have greater feedback directed towards them as opposed to other squad members. The design of the session also allowed feedback to be provided to other members of the squad when required.

Another example of how Terry used his agency to meet both the club's expectations and his own philosophical beliefs was witnessed through his use of individual feedback sessions. Terry conducted a number of individual feedback sessions with players where he was able to pass on a large amount of specific information to the player that he stated would not have been possible within group sessions. This was because Terry emphasised that if he was to spend such a large amount of time on just one player in a group session, the rest of the group would easily lose attention and focus on the task at hand. Terry had stated that while these players were not identified by him as better players, these individual sessions could benefit the more gifted individual's opportunities to be involved on the ball during games. He acknowledged that these sessions would still have a benefit on the better players as they would help improve the supply to these players, their chances of being 'on the ball' and creating chances or scoring.

Here, research on role theory, and in particular Callero's (1994) theory of 'role-playing' and 'role-making' can usefully be used as an explanatory framework to understand Terry's actions. Historically, the concept of role theory has provided a useful resource for explaining self-society relationships (Callero, 1994). The agency-structure debate within this research has been manifested in two opposing perspectives: the structural and the interactionist (Callero, 1994). The more traditional structural perspective has emphasised the constraining and determining features of social roles (e.g. role playing), while the interactionist perspective focuses on individuals' creative independence (e.g. role making). With early research highlighting these differences, more recent research regarding role theory had tended to acknowledge the areas of mutual concern and theoretical convergence (Heiss, 1981: Stryker & Statham, 1985).

It can be understood then that the coach was not merely playing the role but was also actively involved in the process of 'role-making' (Callero, 1994: Ronglan, 2011). The concept of role-making 'emphasises situational dynamics, bargaining, and personal control in role-based behaviour' (McLeod & Lively, 2006, p 89.). From this we can make the argument that roles are not just played by the individual, they have the ability to be adjusted through an inter-twined relationship between Terry's agency (i.e. the individual's intentions and beliefs) and the club's structure (i.e. role demands and social expectations) (Giddens, 1984: Ronglan, 2011). In the present study, Terry had certain responsibilities, in terms of the outcomes he had to achieve, but there was also a degree of agency within the structural condition of the club in which he operated. This agency provided him with the scope to negotiate his role by deciding how to structure and deliver video feedback sessions. This allowed Terry to not only meet the expected outcomes but also his own philosophical beliefs.

The findings can also further provide evidence in support of the framework developed by Groom et al. (2011). As previously mentioned above (see page 71), the contextual factors and expectations set by the board members framed Terry's practice. His agency however provided him with some freedom in terms of how he went about accomplishing these expectations whilst concurrently achieving his own philosophical beliefs. In support of the framework, the contextual and political constraints allowed Terry to identify the targeted outcomes of his feedback sessions (i.e. focus on the better players in the squad). This provided him with the ability to select the presentation format, session design and delivery approach that were utilised in his video feedback sessions.

Politics, Practice and Micro-Political Literacy

A key theme from the narrative-biographical interviews and ethnographic observations of Terry's practice was that he had developed an ability to effectively 'read' and 'write'

himself into the micro-political landscape of the club. In this respect, Terry had learnt that he was not only required to meet the board's expectations, but to also get the players to 'buy into' his coaching and comply with his requests. Terry perceived that he had to focus on the better members of the squad in order to achieve the clubs expectations. However, he recognised that in order to help these better players develop, he required the rest of the squad members to comply with his actions. If the squad members were able to see Terry's true intentions then there would be the possibility that these players would lose respect for him and not give their maximal effort during the season. Therefore, Terry had to utilise a number of micro-political practices in order for the players to perceive that they had an opportunity of playing for the first team, when realistically they were only assisting in the development of these more gifted individuals.

An example of the micro-political actions used by Terry to maintain this compliance of the whole squad was by 'singling out' Richard for criticism during a group session. Terry achieved this through displaying a video clip in a group session of Richard giving the ball away cheaply, following this with criticism towards him, including what Terry thought he should have done. Terry justified that singling out Richard was able to show the squad that they have to act professionally when working and understand that there are consequences to their actions. He also admitted that the criticism levelled towards Richard would mask the fact that this player was held in high regard by Terry. He did justify that due to the personality of the player, they would be able to respond well to this criticism as other personalities may have found it difficult (see page 66).

Another example of how Terry utilised micro-political strategies to maintain this compliance and respect from the players was by keeping players 'in check' to remind them he was in charge and that they needed to act accordingly. From his own life and previous playing experiences, Terry forged the idea that the respect between the

players and the coach was important, and that players were expected to behave seriously during feedback sessions. He stated that the players needed to treat the football club as a place of work and remain professional when at the club. This manifested itself within his coaching practice through Terry removing a player from one of the observed feedback sessions. Terry removed the player as he felt they were having a negative effect by disrupting the concentration of the rest of the squad during the session. Terry's rationale for this was that he wanted to set an example to the rest of the group that there were consequences if the coach's expectations were not met. Similar to the previous example, while Terry had to focus his feedback on the better players, removing this player from the session gave the impression to the rest of the squad that there was no favouritism from the coach.

Throughout the narrative-biographical interviews and ethnographic observations, it became clear that Terry was honest with players when he wanted them to be aware of their limitations in preparation for being released. However, at other times he was not totally honest with them to avoid impacting on their confidence and the likelihood of them realising that he didn't think they would progress further. Regarding his coaching philosophy, Terry had stated that while he wanted to be truthful with his players at all times, there were occasions where he wasn't always able to be fully honest. He explained that if he was honest at all times with the players, they may lose respect for him and their attitude may affect the rest of the squad (see page 41). This transpired within Terry's coaching practice as he conducted an individual feedback session with a player. While helping maximise the learning of the individual by creating the 'right environment', Terry stated that the session was also performed to provide specific information that could be used as evidence to help the player understand the possible reasons why they might be released at the end of their contract.

The concept of micro-political literacy can be drawn upon to help make sense of the actions used by Terry to meet the clubs expectations whilst concurrently gaining the compliance of the players. Micro-political literacy can be understood as the process by which an individual learns to read and understand the micro-political landscape and the issues associated with it, leading to the individual writing themselves into this environment (Kelchtermans & Ballet, 2002a; Kelchtermans, 2005; Potrac & Jones, 2009a). Previous research surrounding micro-politics has brought to life how the behaviour of a person is influenced by their different interests, and how they use differing strategies and tactics to further their interests (Kelchtermans & Ballet, 2002b). As highlighted by Kelchtermans and Ballet (2002a), an important agenda for coaches (teachers in terms of their study) development is the ability to 'read' situations through a micro-political lens, understanding different interests and learning to effectively deal with them (coping strategies).

Kelchtermans and Ballet (2002b) identified three intertwined aspects associated with micro-political literacy. These aspects are known as the knowledge aspect, the operational (or instrumental) aspect and the experiential aspect (Kelchtermans & Ballet, 2002a; 2002b; Kelchtermans, 2005). The knowledge aspect concerns an individual being capable of 'reading' situations in political terms, as they can understand the grammatical and lexical knowledge of power and struggles of interest (Kelchtermans & Ballet, 2002b). In terms of the knowledge aspect, it was clear throughout the narrative-biographical interviews and qualitative observations that Terry had a clear understanding of his role at the club, the expectations and compliance from the players. The operational (instrumental) aspect encompasses the micro-political strategies that are skilfully used and applied by an individual to influence the situation. In relation to Terry's practice, a repertoire of micro-political actions was employed with the aim of maintaining the respect and compliance of all squad members while feedback was focused on the more gifted individuals. The experiential aspect refers to the individuals

feelings of satisfaction or dissatisfaction towards their micro-political literacy (Kelchtermans & Ballet, 2002a: 2002b: Kelchtermans, 2005). With regards to Terry's practice, this experiential aspect may be understood in relation his professional interests. The micro-political strategies employed during video feedback sessions had the aim of 'establishing, safeguarding or restoring desired working conditions' (Kelchtermans & Ballet, 2002a, b, p756). While Terry wanted to meet his own philosophical beliefs, he ultimately knew that, in order to prolong his position at the club, he would need to maintain the compliance of all players whilst meeting the board's expectations (Kelchtermans and Ballet: 2002a).

Another concept that can be successfully employed to make sense of how Terry had to maintain the conformity of the players is Goffman's (1959) discussion on impression management. Goffman's previous work had examined the political processes by which rules of social engagement are established, enforced, challenged and broken (Dennis & Martin, 2005). His work was intentionally concerned with understanding the ways in which power is performed in real life contexts, providing vivid accounts of how individual's organise and sustain themselves within society (Jones, Potrac, Cushion & Ronglan, 2011). Thus, Goffman's work on impression management can be realised as the intentional and unintentional performance that an individual uses when in social environments through face-to-face interactions. The premise of this sociological concept is that when a person enters into the presence of others, they will not merely go about completing their business or the tasks at hand. They will try to guide, control and sustain an impression of themselves in the eyes of others through the setting, their appearance and manner (Trevino, 2003: Jones, Potrac, Cushion & Ronglan, 2011).

In the case of Terry's coaching, it appeared he engaged in impression management by using a 'front' of being completely honest at all times with his players. As such, Terry's behaviours can then be compared to Goffman's (1959) concept of front, which he

defines as 'part of the individual's performance which regularly functions in a general and fixed fashion to define the situation for those who observe the performance' (p 32). This concept of front and how it was utilised by Terry is very much in-keeping with the dramaturgical approach used by Goffman to help understand impression management. In Goffman's work, he argued that face-to-face interaction represented a domain of activity that can be studied in its own right (Chriss, 2007). Terry performed this 'honest front' when interacting with his audience (the players) on the front stage (the environment in which he interacts with the players). During interviews when in the backstage away from the players, Terry was able to 'relax' and not perform this front. He was able to be honest about his behaviours when players would not be able to hear his true intentions. It can be understood then, that in the presence of his players, Terry conveyed this front to get the players to believe that he was always being truly honest with them and not favouring certain players. Terry however was able to demonstrate how he had not always been honest with his players in order to preserve their compliance (see page 41). These findings could also be compared to that of other coaching research that has employed impression management as a concept to understand coaches' pedagogical actions (Potrac et al., 2002; Jones, Armour & Potrac, 2003; Jones et al., 2004). Their findings demonstrated how coaches presented their activities in order to form a strong social bond that could obtain and maintain the respect of athletes.

Again, we might use the theoretical framework of Groom et al. (2011) to make sense of these findings. The comments made by Terry in relation to his delivery philosophy and practice mirror that of the participant coaches in the Groom et al. (2011) study. The coaches in the Groom et al. (2011) study emphasised the importance of tailoring video feedback to help players effectively understand the feedback given to them as well as to help motivate them. Similar findings in the present study (see page 37) highlighted how Terry individualised feedback to accommodate the specific personalities of players.

An example of this occurred with Terry conducting individual sessions with a player so as to not single them out for criticism within a group. The present study's findings not only build upon Groom et al.'s (2011) theoretical framework, but on broader pedagogical based coaching research that elaborates on how coaches had to tailor their feedback in order to meet the demands of the player (Potrac et al., 2002; Jones et al., 2004).

While this study was able to support the findings of the grounded theory produced by Groom et al. (2011) in showing how feedback was individualised to meet the psychological needs of players, the findings from the present study can also supplement this framework. These findings can further our understanding of this framework as not only was feedback individualised to meet the psychological and pedagogical needs of the player, but to also meet Terry's own political ends, in terms of releasing players at the end of their contracts. As stated by Terry, by being honest with his players, they can capture through his feedback the reasons as to why they may be released. It would appear then, that video feedback can be used for political as well as pedagogical ends.

In summary, the aim of the present chapter was to theoretically analyse the findings from the narrative-biographical interviews and qualitative observations. Three key themes arose from the data, which were how Terry learnt the expectations associated with his role, how he used his agency to negotiate his role and how video feedback was utilised and how his micro-political literacy allowed him to employ a number of strategies to maintain the respect and compliance from all players. These themes were then understood in relation to sociological concepts pertaining to role theory (Callero, 1994), frame analysis (Goffman, 1974), impression management (Goffman, 1959) and micro-political literacy (Kelchtermans and Ballet, 2002b). The findings also provided

further empirical support of the Groom et al. (2011) theoretical framework, improving our knowledge of how video feedback is pedagogically used by coaches.

Conclusion

The aim of this study was to investigate Terry's use of video analysis and feedback in relation to the interconnections between his coaching biography and the contextual demands of his position at City Football Club. Narrative-biographical interviews were conducted within the first phase of data collection to construct an account of Terry's coaching biography and philosophy, his preferred use of video and the issues that surround the context in which he worked. This identified how his broader coaching philosophy, the current financial situation at the club, and how the youth team were perceived as a 'stepping stone' to the first team impacted on his pedagogical thinking and use of video analysis. In the second phase I engaged in qualitative observations and semi-structured interviews, which were informed by the statements made by Terry in the narrative-biographical interviews. The observations brought to life themes such as the importance that Terry placed on a professional attitude in video feedback sessions and how non-conformity would lead to exclusion from the session. Other themes included the use of group and individual sessions to benefit the better players whilst maintaining the compliance of the rest of the squad, and how sessions were designed to satisfy the individual needs of players.

The findings from this study have provided further empirical evidence in support of the Groom et al.'s (2011) theoretical framework. Similar to their work, data from this study emphasised how the expectations and contextual factors framed Terry's pedagogical application of video-based performance analysis technology. Also reinforced within the findings of the study was that the coach tailored his use of video feedback to meet the varying pedagogical needs of his players. Importantly, findings from this study can additionally contribute to Groom et al.'s (2011) framework in terms of the micro-political strategies that were employed by Terry to maintain his professional interests. Here, the

findings suggested that the pedagogical aspects associated with Terry's use of video-based feedback could be viewed through a micro-political lens. Indeed, many of his pedagogical decisions and actions were driven by a desire to impress the Chief Executive by meeting what he perceived to be the club's expectations or to prepare players for being released at the end of their contracts.

While these findings have been useful in adding to the evolving body of work exploring how coaches utilise video-based performance analysis, more empirical research is required to seek an understanding of how it is used from the perspective of other individuals situated within this context, such as the athlete and the analyst (Huggan et al., Under Review). A limitation of this present study was that the accounts only came from the perspective of the coach. While this may have produced insights into Terry's reasoning for using video feedback, these viewpoints may have differed from those of the athletes' and analysts' involved (Hopper et al., 2008). In this respect, the use of polyvocal accounts would provide a platform that could seek the relationship and practices of all parties involved. These polyvocal accounts would benefit this research field as they could promote a broader and deeper understanding of how video-based performance analysis is used in football and the impact its use has on coach, athlete and analyst interactions (Hopper et al., 2008).

Theoretical frameworks relating to role theory (Callero, 1994), frame analysis (Goffman, 1974), impression management (Goffman, 1959) and micro-political literacy (Kelchtermans and Ballet, 2002b) were used within this study to explain Terry's use of video-based performance analysis and his interactions with players. The utility of this social theory can be beneficial to future research by helping advance our theoretical understanding of this field of practice (Williams, 2003). These social theories can usefully be employed within video-based coaching research to consider aspects relating to how a coach perceives and 'plays out' their role, as well as the micro-

political strategies they employ to earn and sustain respect from athletes (Goffman, 1974; Callero, 1994; Kelchtermans & Ballet, 2002b). Future studies could also seek the utility of Kelchtermans' (2005) work surrounding an individual's emotions and the related vulnerability that is a structural condition of a coaching position. The work of Goffman (1959), specifically his idea of face-to-face interactions with players, can similarly be used in future research to investigate the pedagogical and political strategies employed by a coach to earn and gain respect from athletes. This could be achieved through the use of ethnographic observations and interviews with the coaches and athletes involved.

With the present study addressing the pedagogical use of video-based performance analysis by the coach, the findings provided rich and detailed accounts of its use within an elite youth football setting. However, these findings could be seen as portraying this interaction between coach and athlete as a cognitive, rational, process (Hargreaves, 2005). While beneficial in deepening our understanding of the coach's practice, these findings have been devoid of the emotional process surrounding the interactions of all parties involved (Potrac, Jones, Purdy, Nelson & Marshall, In Press), with reason being investigated at the expense of emotion (Barbalet, 2001). Research has also recognised that every social action is accompanied by an emotional involvement, and that these emotions result from real, imagined or anticipated outcomes within social interaction (Potrac et al., In Press). Thus, any future research relating to the pedagogical use of video analysis should also seek to consider findings that are grounded in emotional meaning to gain a richer knowledge of the coaching process and the coach's video-based practices.

Finally, these findings can not only benefit our theoretical knowledge of this field, but they may also have practical implications in relation to the delivery of coach education provision. The accounts provided by Terry accompanied with qualitative observations

have enabled the exploration of the complex interconnections between the coach's biography, context and video-based practices. The data has been able to shed light on the social aspect associated with coaching, and in particular the pedagogical and political use of performance analysis technology. Indeed, these insights therefore have the possibility of helping coaches reflect on their own contextual dynamics and micro-political actions, thus problematising practice and informing any future delivery of video-based feedback.

Reflections

After the completion of this thesis, I have had an opportunity to reflect on my own motivations for conducting the study and my future aspirations to become a performance analyst in professional football. I have been able to question whether I wish to continue in the field of performance analysis and how my research may benefit me in prospective practical contexts. My experiences have led me to believe that I still very much wish to obtain employment within this setting. Even after discovering the potential micro-political realities of working life in this role, this position still appealed to me as I am determined to prove (to myself and others) that I can make a productive contribution in this role. During my time at the club, I developed a better understanding of the socio-pedagogical workings associated with the performance analysis process. This was important in furthering my knowledge of how these facets of organisational life may impact on the ways in which I might be expected to practice. However, I still believe that I need to develop a better understanding of the procedural components of the job. This includes more complex tasks such as the acquisition of statistical information using software and simpler tasks such as being able to burn video footage onto DVD's quickly.

From my perspective at least, it is important to recognise that the socio-political, technical, and procedural aspects of performance analyst's role are interconnected. Indeed, how I perform the role is likely to have implications at a micro-political level for me. For example, it is my belief that, in order to meet the expectations of my employer, I would need to be seen by them as being a technically competent practitioner. In keeping with the findings of Huggan et al. (Under Review), while performance analysts' work has only been thought about in a technical manner, there is still much to learn regarding analysts' career experiences. While I have attained this sociological

knowledge, in the future I may wish to apply a more holistic approach in terms of my continuing professional development in order to appear proficient in all aspects of my role.

My views about performance analysis and practice contexts have also changed as a result of engaging in this study. Prior to this study, I very much considered video-based sessions to be straightforward and sequential affairs, where the technology is used to enhance player learning. I had given little consideration to the contextual demands that impact coaches' and analysts' use and delivery of video-based feedback. I have now become aware of how performance analysis can be used not only to help players but also as evidence to justify a coach's decision to release them at the end of their contract. Indeed, while the technology in and of itself is perhaps neutral, the use of it to achieve desired ends by coaches and others can be very much the opposite. I have come to understand that pedagogical acts can be highly political in terms of their purposes, interactions, and outcomes.

The completion of the thesis has also given me a heightened understanding of how I would conduct myself as a performance analyst in the future. I have come to appreciate that professional football is characterised by a competitive labour market, highly-skilled surplus labour and short-term employment contracts (Roderick, 2006). As such, my main aim in terms of my practice as a performance analyst would be to convince the head coach and other members of the club management to 'buy into' my work. If I were to enter a new role as an analyst I would consider a number of aspects in this regard. I would first need to contemplate the current socio-political landscape by communicating with the coach and executive members of the club. My intention here would be to identify any factors that impact the context of the club and how the coaching staff operates. This outlook would assist me in identifying the various demands, constraints, and opportunities that might influence how I could deliver video-

based feedback. I would also need to be acutely aware of the coach's philosophy, as well as the recipient qualities of the players, to deliver analysis that is in-keeping with both the coach's beliefs and the goal of optimising the learning of individual players. This would be a continual and reflective process which, in my mind, would be influenced by my readings of the coaches' and players reactions to the way the video-based feedback is pedagogically utilised. Similarly, when structuring video feedback sessions, I would work with the head coach to achieve desired outcomes and utilise a strategy to successfully accomplish these. In many ways then, my practice would be influenced by a number of socio-political and pedagogical factors that have received little, or no, attention in the performance analysis literature to date.

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Appendices

Appendix A

Interview Guide

Questions used within narrative-biographical interviews, relating to demographics, philosophy, context, participants and use of video.

Interview Guide – Coaching Philosophy

DEMOGRAPHICS

- How many years coaching experience do you have? What age groups/teams/level have you worked with?
- How long have you coached the team you are currently at?
- What coaching qualifications do you have? Are you currently undertaking any qualifications?
- How did you get into coaching? Why? Examples?
- Do you have any previous playing experience?

PHILOSOPHY

- How do you like to interact with players?
- How have you learnt to interact with players in this way? What experiences have affected how you interact with your players?
- Why do you think you interact with players in this way? Give examples?
- Do you have a strict coaching philosophy that is rigid and does not change, or do you continually change your philosophy depending on the situation you are coaching in?
- Can you explain/give examples of when/where this has happened? Why has this happened?

CONTEXT

- How would you describe the culture of football? Examples?
- What do you consider to be your role at the club> what are your objectives as a coach? Examples?
- What expectations/goals do the club have of you? How does this impact on your approach to coaching? Examples?

- Who sets these objectives? Yourself or other members at the club?
- How are these goals/objectives measured?
- How do these factors impact on your coaching? Why? Examples?
- As a coach in the environment you work in? Is your role/aims focused more on player development or towards winning matches? Examples?
- Are there any other factors that have an effect on the way you coach?
(parents/staff/players)
- Are there any constraints in the environment you coach in that affect how you are able to coach? (money/facilities)
- Can you explain how and why these have affected your coaching? Give examples?

PARTICIPANTS

- Can you give an explanation of the participants you coach?
(age/numbers/ability/ability to learn!)
- How do the attributes of your athletes impact on the way you coach? Why?
Examples?
- Do you interact with certain players in different ways to others? Can you explain why you do this?
- Can you explain the type of relationship you like to form with your players? Why?
- Is it always possible to form this relationship with every player, all the time? If not, why?
- Do you allow for player input when providing feedback to players? Provide examples.

USE OF VIDEO

- How long have you used video to aid your coaching practice/delivery of feedback?

- Can you explain why you decided to/now use video to deliver feedback?
- How do you usually use video? For your own decision making or to aid player development?
- Can you give an example of how you have used video to provide feedback to players?
- Has your coaching philosophy affected the way you use video? How? Give Examples.
- What is your usual routine when going through the video of matches? Do you go through the match first on your own? Or do you wait for feedback/analysis from the analyst before developing feedback of the match?
- Can you give examples? Why do you do this?
- How do you usually present video in feedback sessions? By using specific clips or going through the whole game with players? Can you explain why you do this/Give examples?
- Do you get an idea of what you want to deliver in feedback sessions before you go through any video of the match? Or do you wait till you have watched the video before developing any feedback?
- Do the qualities of the participants you work with affect how you deliver video feedback? Why? Examples?
- Do you have to deliver video feedback to some participants differently? Why? Examples?
- Do you use video feedback/analysis for all your players? Or do you only use it with players who respond well to it? Can you explain/give examples?
- Do you feel that the factors you have mentioned previously (Job environment/Employers) affects your use of video and how you deliver video feedback? Why? Examples?
- Can you explain why you do this? Can you give examples?

- Do you feel that the use of video analysis has affected the way you deliver feedback to players? If yes, why do you think this is? Can you give examples?
- How beneficial have you found the use of video feedback on your coaching practice? Can you explain how/why it has been beneficial to you? Examples?
- Has your use of video affected how you plan for training sessions and future matches? If so, can you explain how and give examples?
- When using video feedback, do you try and link it between previous matches and training to help guide future training and matches?
- Can you explain why you do this? Give examples?