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Investigating the alignment between individual ideologies and academy coaching ideologies in professional youth football

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Abstract

Purpose and aims: The aim of the study was to investigate the alignment between individual coaching ideologies, and the coaching ideology espoused by the professional academy for which the coaches worked. **Methods:** Sixteen male professional youth football coaches (M = 36.69 years) were included in the study, with thirteen coaches observed in practice. A total of 39 practice sessions were observed, which equated to three per coach (M = 66.26 minutes). Systematic observation data were collected using the Coach Analysis Intervention System (CAIS) to provide a detailed analysis of coaching behaviours employed. Two sets of interpretive interviews were transcribed verbatim and triangulated with the behavioural data to discover the cognitive processes underpinning coaching practices. **Results:** The largest collective percentage behaviour was silence (M = 24.97%). If used as a deliberate coaching strategy, this would align with the academy's ideology of players "taking ownership of their own personal development". However, when analysed individually, silence was also the behaviour with the largest variance (13-40%), Questioning behaviours were less common, with coaches asking between 16 and 170 questions. When employed, all thirteen coaches used more convergent than divergent questions. Three key themes were identified: (1) organisational influence, (2) personal understanding of coaching, and (3) individual ideology vs. academy ideology. **Discussion and Conclusion:** The major finding was that coaches' practices were based more on their individual principles, rather than there being consistency against what the academy wanted them to do. It appeared the academy's ideology was not something that was explicitly taught to coaches. Rather, it seemed to be imposed on coaches as opposed to being created with their buy-in. Whilst it must be acknowledged that these differences were expected to an extent, the level of variance may have been lower if coaches were all aligning their practices to the academy ideology.

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CHAPTER 1: INTRODUCTION

1.1 Background

Throughout a coach's career, a coaching 'philosophy' has been seen as
something all coaches should have, know and follow in their practices
(Jones, 2017). The articulation of and reflection upon a 'coaching
philosophy' is suggested to help coaches understand, develop and inform
their practices (McCallister, Blinde, & Weiss, 2000; Lyle, 2002; Jones,
Armour & Potrac, 2004; Cassidy, Jones, & Potrac, 2009). Indeed, the topic
of 'coaching philosophy' is present in core aspects of the coach education
process for both neophyte and experienced coaches (Nelson & Cushion,
2006). However, researchers have perhaps been guilty of populating the
field with unclear meanings, explanations and interpretations of a 'coaching
philosophy' (Cushion & Partington, 2016), which has resulted in a lack of
conceptual understanding of the term (McCallister et al., 2000; Voight &
Carroll, 2006; Cassidy, 2010). Due to the myriad of definitions in previous
research, in the proceeding sections of the thesis 'philosophy' will be used
only with apostrophes (i.e. when discussing its presence in previous
studies), but for the purpose of the present study will also be referred to by
an alternative meaning (i.e. ideology). This is intended as a deliberate act to
highlight coaches' intended use of 'philosophy', when in fact they hold
ideological beliefs. Green (2002) suggests an ideology involves no
philosophical inquiry and is instead based on "mythical ideas regarding the
supposed worth of their subject" (p.65). These myths (i.e. dominant
coaching practices) then appear true to groups of people (i.e. coaches)

(Brookfield, 2009). This uncritical transfer of information from theory may lead to coaching practices based on lower-level personal assumptions (i.e. ideologies exposed to during playing career or other coaches within an organisational setting) (Cushion, 2013), rather than practices associated with evidence-informed principles (i.e. alternative pedagogical coaching approaches). Despite this, if we are to understand a coach's behaviour, their underpinning ideology should be investigated (McCallister et al., 2000; Lyle, 2002; Jones et al., 2004; Cassidy et al., 2009).

The coaching behaviours and practice activities employed by coaches impact the learning and development of players (Ford, Yates, & Williams, 2010; Harvey, Cushion, & Massa-Gonzalez, 2010; Cushion, Ford, & Williams, 2012; Partington & Cushion, 2013). Research suggests the behaviours coaches employ are heavily influenced by prevailing cultural discourses (Cushion, 2007), which are based on 'folk pedagogies' (i.e. beliefs embedded in the cultural history of the sport) (Piggott, 2012). In this sense, these beliefs are taken-for-granted (i.e. coaching is seen as a straightforward, practice-product process), and thus coaches rarely question them (Cushion & Jones, 2006; Purdy, Jones, & Cassidy, 2009), as their beliefs and behaviours are predominantly guided by informal experiences (i.e. playing career) (Cassidy & Kidman, 2010). Indeed, during this time coaches are suggested to serve an 'apprenticeship of observation' (Cushion, Armour, & Jones, 2003), or an 'apprenticeship of coaching' (Cassidy & Rossi, 2006). This involves a long, reflexive process of first observing and receiving coaching as athletes, then as novice/assistant coaches, before becoming head coaches themselves (Cushion et al., 2003). The problem

with basing personal coaching solely on these structured beliefs lies in the absence of theoretical concepts underpinning and informing practice (i.e. coaches aligning their practices athlete development and understanding) (Partington & Cushion, 2013). In other words, coaches are disengaging from philosophical inquiry (i.e. instead holding 'ideologies') and disregarding alternative pedagogy (i.e. favouring traditional coaching behaviours and practices with high instruction, lack of athlete input) (Cushion et al., 2003; Partington & Cushion, 2013).

Typically, a systematic observation method has been employed to identify the behaviours coaches use in practice (Kahan, 1999; Cope, Partington & Harvey, 2016), providing baseline data on *what* coaches are doing (Potrac, Jones, & Armour, 2002; Gilbert & Trudel, 2004; Potrac, Jones, & Cushion, 2007). Through the use of this method, instruction has frequently been shown to be the most commonly used behaviour in soccer (i.e. Smith & Cushion, 2006; Potrac et al., 2007; Ford et al., 2010). Aside from instruction, soccer coaches have been found to use high amounts of general positive feedback and silence regardless of player age or ability level, with these behaviours remaining relatively consistent over time (Cushion & Jones, 2001; Potrac et al., 2002; Potrac et al. 2007; Partington & Cushion, 2013). These findings suggest that coaches' practice and behaviours have consistently aligned with the traditional, discursive underpinnings of practice (i.e. 'accepted' ways of coaching) (Williams & Hodges, 2005; Cassidy, Potrac, & McKenzie, 2006), which positions the coach as the primary decision-maker and bearer of knowledge (i.e. coaches dominating the information process, limited athlete input) (Cope, Partington, Cushion &

Harvey, 2016).

1.2 Purpose and aims

The purpose of this thesis was to investigate the extent to which coaches'
behaviours represented the coaching and playing principles espoused by the
professional football academy for which they worked, combining
interpretive interviews with systematic observations. Adopting a mixed-
method approach has been welcomed in the coaching literature, as the data
generated shows an appreciation of how coaches' biographies and
contextual issues impact their coaching practices (Potrac et al. 2002; Potrac
et al., 2007; Harvey, Cushion, Cope & Muir, 2013). While these mixed
method studies have resulted in an enhanced understanding of coaches and
their practices (Cope et al., 2016), what remains missing from this body of
research is a clearer consensus of how contextual factors (i.e. prior
socialisation experiences, working within an academy setting) impact
coaching principles and behaviours (Cushion & Partington, 2016). Indeed,
this body of work has largely been descriptive and reductionist in nature,
viewing coaching as a linear process through models of 'best practice' (i.e.
roles and responsibilities are more complex than athlete development)
(Jones, Edwards, & Filho, 2016). Indeed, as opposed to being an
autonomous individual (agent), coaches are part of and form a
micropolitical network (structure) (Potrac et al., 2002; Jones & Ronglan,
2017). Thus, their practices exist within and form part of social and cultural
arrangements (i.e. professional football academy) (Cushion & Jones, 2006;
Purdy et al., 2009), in which individual activities (i.e. singular coaching

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sessions) are contextually-bound to achieve collective goals (i.e. aligning individual and institutional playing and coaching principles) (Jones & Wallace, 2005; Jones & Thomas, 2015).

So, to this end, the thesis moves this body of research forward, as it attempts to move beyond simple descriptions of behaviour to achieve a better appreciation of how contextual factors impact coaching behaviours, and the prevailing coaching behaviours. This research also moves the field understanding forward as a lot of the coaching behaviour research has not been linked to what the cultural context was advocating. More specifically, the study aims to investigate the alignment between what the club under study wanted from their coaches (i.e. ideology espoused by academy) and what the coaches were actually doing (i.e. individual coaching ideologies), exploring possible reasons for any misalignments.

1.3 Research questions

As the overriding aim and purpose of this study is to investigate the alignment between individual coaching ideologies and the ideology espoused by the academy for which they worked, three key research questions were selected: 1) How does the Academy influence the coaching behaviours and practices employed by its coaches? 2) How does coaches' prior socialisation experiences influence current coaching behaviours and practices? 3) To what extent do coaches align their individual practices with the collective Academy ideology?

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

The purpose of this section is to review the relevant literature pertaining to coaching behaviour and ideologies. This included the common behaviours found in previous coaching research. Whilst it is not the intention, or the purpose of the thesis to review the many sources of coach learning and knowledge in detail, it was felt alluding to these areas within this section will help form a picture on how 'coaching philosophies' (i.e. coaching and playing ideologies) are formulated. These ideologies, accompanied by contextual factors (i.e. working within a professional football academy) would then ultimately influence behaviours employed in coaching practice. These questions, as well as research reviewed in the present section, will help shape the points for discussion in later sections of the thesis, such as the extent to which individual coaching ideologies aligned with the ideology espoused by the academy (see Chapter 5).

2.2 Coaching behaviour

2.2.1 Systematic observation method

The investigation of coaching behaviour can be traced back four decades (Gilbert & Trudel, 2004), as it was around this time Tharp and Gallimore (1976) developed the first observational instrument for coaching - Revised Coaching Behaviour Recording Form (RCBRF). From here, the Arizona

State University Observation Instrument (Lacy & Darst, 1984; 1989) was developed, and used in original (i.e. Cushion & Jones, 2001) or modified (i.e. Potrac et al., 2007) forms in sports coaching research. Through the development of more sophisticated instruments, including the Coach Analysis Intervention System (CAIS) (Cushion, Harvey, Muir, & Nelson, 2012), coaching behaviours could be categorised (i.e. type, timing, content), providing greater insights into what coaches do in their practice (Cushion et al., 2012).

The behaviours of coaches have been a topic of investigation across number of sports, including basketball (i.e. Becker & Wrisberg, 2008), volleyball (i.e. Isabel, Antônio, & Antoniob, 2008), field hockey (i.e. Harvey et al., 2013), rugby union (i.e. Hall, Gray, & Sproule, 2016), and more commonly, football (i.e. Partington & Cushion, 2013). Researchers investigating the coaching behaviours in football have typically used the ASUOI (i.e. Potrac et al., 2007) or CAIS (i.e. Partington, Cushion, & Harvey, 2014).

The majority of studies focusing on football coaches have investigated the coaching behaviours of professional youth coaches using quantitative or mixed methods. For example, Potrac et al. (2007) used the ASUOI to systematically observe four male professional coaches at three phases of a season. Likewise, Ford et al. (2010) used a modified ASUOI tool to observe 25 coaches over a three-month period of the season, in an attempt to understand the facilitation of session aims (i.e. athlete skill acquisition) within coaching practices.

The interest generated in the topic of coaching behaviour suggests these systematic observations are effective means of analysing coaching practice (Smith & Cushion, 2006; Cushion, 2010). Indeed, this quantitative method offers accurate and descriptive data of *what* coaches are doing in practice (i.e. number of behaviours, timing of behaviours) (Potrac et al., 2002, 2007; Cushion et al., 2012). The benefits of coaches having access to the objective data these observation systems offer have been highlighted (i.e. coaches are able to assess current, and inform future practices) (Partington & Cushion, 2013), particularly when utilising more recent observation systems (i.e. CAIS) (Cushion et al., 2012). Whilst this information helps move the field forward, it could be argued systematic observations alone are not sufficient in unearthing the underpinnings of practice (i.e. formulation of individual coaching ideologies), and justification of coaching behaviours (i.e. alignment between actual and intended behaviours and ideologies, implications for athlete development) (Potrac et al., 2002; Smith & Cushion, 2006).

2.2.2 Previous research findings

Previous research findings in football would suggest there is a need for accompanying methods (i.e. qualitative interviews) to investigate the coaching role in more depth (i.e. contextual factors) (Cushion & Jones, 2001; Potrac et al., 2007). Indeed, other studies investigating the coaching behaviours and practice behaviours of youth football coaches (i.e. Partington & Cushion, 2013; Partington et al., 2014) have utilised interpretive interviews to accompany and support the quantitative data (i.e.

systematic observations). In doing so, an understanding of not only *what* coaches are doing in practice, but *why* they are coaching as they are can be gained (Potrac et al., 2002; Partington & Cushion, 2013).

Studies in football settings have also examined how the coaching behaviours employed change as a result of an intervention. For example, Partington, Cushion, Cope and Harvey (2015) extended this body of research by investigating how the coaching behaviours of twelve academy coaches working for an FA premier league club changed over a three-season period as a result of video feedback. Again, systematic CAIS observations were accompanied by semi-structured interviews (three per coach), encompassing coaching behaviours, biographies and behaviour changes.

In further attempts to move the field forwards in understanding coaching behaviour, a more recent study (Cope et al., 2016) focused on an individual behaviour in greater depth. Indeed, these researchers investigated the discursive nature of coach-athlete interactions during questioning moments through conversational analysis. Participants in the study were five top-level professional youth coaches. Results from this study highlighted the lack of time provided for athletes to process, discuss and answer questions posed to them (i.e. coach dominating the information process and telling them the answer). What's more, when questions were asked by coaches, they often involved recalling and recitation to reach a desired response (i.e. an example of coaches displaying the power imbalance in the coach-athlete relationship), rather than stimulating dialogue, discussion and critical thinking (i.e. intended outcomes of questioning moments in relation to

coaching ideology). So, whilst previous studies (Partington et al., 2013, Partington et al., 2015; Cope et al., 2016) offer valuable insights into professional youth coaching practices, the present thesis attempts to move beyond this, investigating how individual coaching ideologies align with an ideology espoused by an organisation for which they work.

In previous research, instruction has frequently been shown to be the most commonly used behaviour in football (i.e. Smith & Cushion, 2006; Potrac et al., 2007; Ford et al., 2010; Partington & Cushion, 2013). Studies have investigated the percentages of instructional behaviours in practice and competition forms. Percentages found have varied depending on the context, from 22% (in competition) (Smith & Cushion, 2006) to 54% (in practice) (Potrac et al., 2007). The high levels of instruction consistently found in coaching practices aligns with the traditional, discursive nature of sport coaching (i.e. coach being the gatekeeper of knowledge), subject to contextual, social and situational pressures (i.e. the results business of professional sport) (Williams & Hodges, 2005; Potrac & Cassidy, 2006). Aside from questioning and instruction, coaching has been shown to contain periods of verbal feedback (often general and positive) and coach silence (majority of which is spent on-task) (Cushion, Ford, & Williams, 2012). These common behaviours are suggested to remain relatively consistent, regardless of athlete age or ability level (Partington & Cushion, 2013). Reasons for their prevalence and explanations for coaching behaviour and practice activities (i.e. prior socialisation experiences, working within an academy) have been uncovered through accompanying methods (i.e. interpretive interviews) (Potrac et al., 2007).

In more recent times, studies have explored how the educational background of coaches impacts the coaching behaviours and practice activities they employ. Indeed, Stonebridge and Cushion (2018) observed 10 professional youth soccer coaches (5 were sports coaching graduates, 5 were non-graduates) using CAIS (Cushion et al., 2012) and follow-up interviews. Results revealed graduate coaches showed a greater self-awareness and justification of their behaviour usage and changes between practice types. Non-graduates, however, struggled to provide theoretical underpinnings of their coaching practices beyond simple descriptions (Stonebridge & Cushion, 2018). The most significant differences in coaching behaviours between the two sets of coaches in relation to the context under study were the high use of divergent questions by graduates (6.4%) in comparison to non-graduates (1.8%). The authors also highlighted the increasing need to acknowledge the influence of educational backgrounds on coaching behaviours, as well as their coaching ideology (Stonebridge & Cushion, 2018). The main aim of the present study, however, investigates the extent to which individual coaching ideologies aligns with the ideology espoused by the professional football academy for which they work.

2.3 Coaching 'philosophy'

2.3.1 What is a coaching 'philosophy'?

A 'coaching philosophy' has been suggested to consist of personal values, beliefs, and how a coach perceives the meaning of coaching (i.e. how players should be coached) (Nash, Sproule, & Horton, 2008). Lyle (1999)

suggests these values and beliefs (i.e. shaping individual practices) are influenced by external factors (i.e. aligning practices with academy ideology): "A coaching philosophy is a comprehensive statement about the beliefs and behaviours that will characterize the coach's practice. These beliefs and behaviours will either reflect a deeper set of values held by the coach, or will be the recognition of a set of externally imposed expectations to which the coach feels the need to adhere to" (p.28). Following this, above all else, informs coaches' actions (Voight & Carroll, 2006), which includes the structure of practice activities and behaviours employed (Collins, Gould, Lauer, & Chung, 2009). A coaches' 'philosophy' is also called upon when dealing with potential challenges which arise in practice (i.e. certain individuals learning at different stages/in different ways) (Carless & Douglas, 2011). This emphasises the importance of establishing an individualised 'philosophy' (i.e. justification of coaching behaviours and practices, knowledge of implications for athlete development) to direct one's coaching (Camiré, Trudel, & Forneris, 2012). Indeed, as a coach, recognizing factors of importance personal to them can promote critical thinking and imagination (Saury & Durand, 1998; Jones, Armour, & Potrac, 2003). This can be achieved through reflecting upon practice (i.e. aligning coaching behaviours and practices with ideology) (Gilbert & Trudel, 2001; Nelson & Cushion, 2006; Stephenson & Jowett, 2009).

Despite researchers putting forward definitions of what a 'coaching philosophy' is, there remains a lack of conceptual clarity around its definition. Although it is covered in coach education (Nelson & Cushion, 2006), debate surrounds the current application of 'philosophy' in coaches'

practice. It is recognised that coaches who make a conscious effort to reflect against this throughout their careers can exert potential practice benefits (i.e. athlete learning and development) (Jones et al., 2004). However, coaches have been found to base their practice on previous experience (i.e. exposure to coaches during playing careers) (Cushion et al., 2003; Cushion, 2013). This unwillingness to engage with and articulate an explicit, meaningful and functional 'philosophy' can result in loss of direction in practice (Harvey et al., 2010). Thus, an idealistic *ideology* (i.e. coaches holding opinions on how their players should be coached based on previous experiences), over a critical, individualised 'philosophy' (i.e. practices guided by research and evidence-based principles) may be developed (Knowles, Katz, & Gilbourne, 2012).

The sociological aspects of the coaching position have been found to contain roles and responsibilities far beyond the improvement of athletic performance (i.e. forming part of a micropolitical network, pressures working within an academy setting) (Jones et al., 2002). What has frequently been shown to be the case, however, is an overemphasis on the structure and content of coaching sessions (i.e. individual coaching ideologies) (Nash et al., 2008). In doing so, a coach is at risk of acting without thinking (i.e. employing behaviours without justification, or awareness of academy ideology), and in turn there is an absence of theoretical concepts which underpin and inform practice (Partington & Cushion, 2013). The danger then, is these evidence-based findings may become somewhat replaced by lower-level personal assumptions (i.e. developed from playing under different coaches), resulting in ambiguities

around the definition and application of a coaching 'philosophy' (Cushion & Lyle, 2010). To this end, the present study investigates the extent to which individual coaching ideologies align with the playing and coaching principles of the academy.

2.3.2 Coaching 'philosophy': A lack of articulation

Previous literature suggests researchers may be guilty of populating the field with unclear meanings, explanations and interpretations around a coaching 'philosophy', resulting in a lack of conceptual understanding and confusion of the term amongst readers and practitioners alike (McCallister et al., 2000; Voight & Carroll, 2006; Cassidy, 2010). Whilst there is a general understanding a 'philosophy' informs coaching practices (i.e. Voight & Carroll, 2006; Nash et al., 2008), discrepancies in the definition have been reported in older studies, and in more recent years (i.e. McCallister et al., 2000; Voight & Carroll, 2006; Nash et al., 2008; Bennie & O'Connor, 2010; Cushion & Partington, 2016). Thus, it then becomes difficult to measure the progress of the field in acknowledging the multi-faceted nature of 'philosophy', as its application to coaching practice has largely been superficial (i.e. an emphasis on how players should play, as opposed to how players should be coached) (Cushion & Partington, 2016).

McCallister et al. (2000) investigated the 'philosophy' of youth baseball and softball coaches, whilst Voight and Carroll (2006) examined the 'philosophy' of a collegiate head football coach. Whilst investigating different sports to each other, and to the present study, the findings are

deemed to be transferable. In both studies, a lack of conceptual clarity surrounding the definition of was noted. The researchers articulated their shared understanding of the term to their participants, informed and influenced by subjective perceptions, rather than philosophical underpinnings of the activities (i.e. social, cultural). Similar themes were noted in two other studies (Nash et al., 2008; Bennie & O'Connor, 2010), who interviewed coaches from a range of sports. Again, a clear definition was not articulated, and was instead based on researcher assumptions (i.e. previous exposure to the term 'philosophy').

Research has demonstrated practice to be underpinned by 'folk pedagogies' (Piggott, 2012; Cushion & Jones, 2014), predominantly guided by informal experiences (i.e. playing histories) (Cassidy, 2010). Thus, the need for critical thinking of evidence-based practice (i.e. reflecting upon a coaching 'philosophy') is reduced and is instead guided by existing discourses and *ideological* regarding how to coach (i.e. prior socialisation) (Cushion et al., 2003; Cushion, 2013). As discussed, current literature suggests definitions of 'coaching philosophy' are driven by personal assumptions (i.e. Voight & Carroll, 2006; Nash et al., 2008). This resistance to move away from the existing cultural discourse (Cushion et al., 2003; Cushion, 2013) results in the regurgitation of uncritical information (i.e. basing how coaches are expected to coach on previous athletic experiences), which is then passed down as coaching 'philosophy' (Bennie & O'Connor, 2010), when in fact coaches merely hold an *ideology* (Green, 2002).

The lack of articulation may lead coaches to apply these values and beliefs

to practice with ill regard for the contextual difficulties surrounding it (i.e.

aligning individual and organisational ideologies, adjusting ideology

depending on age of athletes in session) (Carless & Douglas, 2011; Grecic

& Collins, 2013). Coaching ideologies guided by personal preferences (i.e.

prior socialisation) often fit in with the existing discourses, lacking

articulation and practical application (Cushion et al., 2003; Cushion &

Jones, 2014). Basing a coaching ideology on traditional coaching

approaches may fall in line with prior playing and coaching experiences

(Potrac et al., 2007), which, coupled with the lack of recognition in coach

education (Nelson, Cushion, & Potrac, 2013), extends the 'epistemological

gap' between intended ideology and actual practice (i.e. Partington &

Cushion, 2013). Indeed, the present study set out to investigate the

alignment between intended ideology (i.e. academy alignment) and actual

practice (i.e. individual ideology).

2.3.3 Coaching 'philosophy': A need for further understanding

Currently, it appears coaching 'philosophy' has been used as a 'buzzword'

throughout coach education (see Chapter 2.3.2), with no philosophical

meaning or underpinning to the word, and its application to coaching

practices (Cushion & Partington, 2016). Rather, it has been used in an

ideological sense (Cushion & Partington, 2016). Research has highlighted

the need to support coach education programs in facilitating new concepts,

counteracting the current inadequacies surrounding the definitions and

dominant coaching styles (Cushion, 2013). Using these theoretical

underpinnings can influence and transform coaching practice, establishing

what is of personal importance to the coach (Jones et al., 2004).

Whilst it is not the purpose or intention within this section to explicitly discuss formal coach education, it is hoped by reviewing research around the topic in relation to the research question will help explain the current understanding and shortcomings of what a coaching 'philosophy' is, and how it affects a coach's practice. Indeed, a study undertaken by Chesterfield et al. (2010), for example, used reflective interviews with six candidates based on their perceptions of a UEFA 'A' Licence course (i.e. the second highest coaching badge in the football pyramid). Results found coaches purposely paused and entered their sessions (i.e. during practice) and altered session information in logbooks (i.e. after practice). These are examples of 'studentship' (Graber, 1991) and 'impression management' (Goffman, 1959), enabling learners to progress with lesser difficulty (Chesterfield et al., 2010). This "top-down approach" (Côté, 2006, p.220) to coach education may enable not only loopholes in the system, but provide candidates with a simplistic, process-product approach to practice (i.e. absence of a functional coaching ideology) (Cushion & Partington, 2016), as opposed to those which challenge entrenched practices (i.e. introducing alternative coaching approach, aligning accordingly) (Light & Robert, 2010; Roberts, 2011).

While studies have reported on the perceptions of participants on formal courses and its impact on future practice (i.e. Chesterfield et al., 2010; Nelson et al., 2013), there remains a need for longitudinal investigations into the relationship between formal education and behaviour change (i.e.

alteration of individual coaching ideology). To this end, although the present study does not explicitly focus on the links between formal education and coaching behaviour, it is hoped the longitudinal, mixed-methods nature of the research may provide explanations as to not only *what* coaches are doing, but *why* they are coaching as they are (i.e. prior socialisation experiences, impact on current coaching behaviours) (Cushion et al., 2003). Indeed, only two studies could be found to address this (Stodter & Cushion, 2014; Stonebridge & Cushion, 2018).

Using a multiple methods case study approach, Stodter and Cushion (2014) investigated the behaviour changes of two coaches across a year (before, during and after coach education). An 'epistemological gap' (Partington & Cushion, 2013) was reported between espoused ideologies of the course and club cultures, with minimal behaviour changes reported. Instead, coaches based their ideology on prior socialisation experiences (i.e. playing experience). However, when comparing graduate and non-graduate coaching behaviours and practices (see Chapter 2.2.2), Stonebridge & Cushion (2018) found coaches could articulate their use of behaviours in relation to player-centred ideologies (i.e. deliberate use of silence for observation and facilitation of decision-making), and viewing behaviours categorised as 'other' as not time-wasting, rather to stimulate group discussion and social interaction.

2.3.4 The ideology of a coaching 'philosophy'

Cushion and Partington (2016) put forward "coaches identify with the

ideology of a 'coaching philosophy', but in this sense, it could be argued that it is neither coaching nor philosophy" (p.16). Indeed, research suggests an ideology involves no philosophical inquiry and is instead based on "mythical ideas regarding the supposed worth of their subject" (Green, 2002, p.65). These myths (i.e. dominant coaching practices) then appear true to groups of people within a social system (i.e. coaches in academy) (Brookfield, 2009). So, as opposed to holding coaching 'philosophies', coaches are instead suggested to follow coaching 'ideologies' (Fernandez-Balboa & Muros, 2006; Cushion & Partington, 2016). Research suggests "Every individual in a society constructs their own understanding of their social world on the basis of their personal histories. The way this is done usually depends on the dominant ideology in the society…Sometimes the individual is faced with a choice, between a new ideology or remaining with the traditional" (Nescolarde-Selva, Usó-Doménech & Gash, 2017, p.2). These traditional practices are shaped by historical beliefs (i.e. basing coaching practices on prior socialisation), often accepted without question (Cushion & Jones, 2006; Purdy et al., 2009). Thus, coaches inhabit these discursive practices, and become part of the structure, with the structure becoming part of them (Cushion & Jones, 2014). In other words, these ideologies are deeply embedded in the cultural history of the sport (i.e. coaching practices received as players perpetuated into personal practices as a coach) (Cushion, 2007), and are to be reproduced by those involved (i.e. coaches) within the settings in which they operate (i.e. professional football academy) (Bourdieu, 1986; Cushion & Jones, 2006).

Coaches have previously shown an unwillingness to engage in philosophical

readings relating to practice, leading to an inability when justifying underpinnings of practice (i.e. behaviour selection) and instead focusing on descriptive elements (i.e. session content) (Cushion & Jones, 2006; Partington & Cushion, 2013). The main difference between ideology and 'philosophy' lies in ideologies seen as socially constructed with knowledge added to, whereas 'philosophy' relates to true, definite knowledge devoid of any social prejudices (Green, 1998). Rather than taking in account the multi-faceted nature of philosophical inquiry (i.e. knowledge, justification, rationale) and the nature of the activity (i.e. social, cultural, historical) (Green, 1998; Cushion, 2013) and how this affects coaching practice (i.e. perpetuation into modern day), coaches follow a systemic, logical chain of propositions that equate to a system responsible for the social construction of knowledge (Jones et al., 2016). Thus, "a relatively consistent set of ideas…navigate social life and make sense of their experiences" (Pringle, 2007, p.387). Social practices are reinforced by those in a position of power (i.e. academy) and are to be reproduced by those within the social system (i.e. coaches) (Foucault, 1972; Cushion & Jones, 2006). These are taken-for-granted, 'folk pedagogies' (Cushion & Jones, 2014), that, although within this social setting may come across as 'valid' (Potrac et al., 2007) or 'correct' (Cushion et al., 2003; Cushion & Jones, 2014) ways to coach, "themselves are neither true or false" (Foucault, 1980, p.118). To summarise, these ideological coaching practices are devoid from theoretical underpinnings, so "coaches' notions of their philosophies appear more ideological than philosophical" (Cassidy et al., 2009, p.58). In turn, this leads to an epistemological gap between theory and practice (Partington &

Cushion, 2013).

2.4 Organisational influence on behaviour and 'philosophy'

Having reviewed the literature relating to coaching behaviour and coaching ideologies, the aim now is to investigate how these ideologies may be impacted upon joining and throughout an individual's (i.e. coach) time within an organisation (i.e. professional academy). It is hoped paying thought to this organisational influence coaches in this context face will help address the research question in future sections of the thesis, which investigates the alignment between individual and academy coaching ideologies. These factors will be considered and explained in light of the theoretical concepts put forward by French sociologist Pierre Bourdieu, which enable the analysis of social actor's behaviours (i.e. coaches), and how social relationships (i.e. between coaches) are formed and played out within social systems (i.e. professional academy) (Brown, 2005).

Coaches have been referred to as "social beings operating in a social environment" (Potrac et al., 2002, p.35), subject to contextual, social, and situational factors (i.e. the need to align individual and organisational ideologies) (Potrac & Jones, 2009). Whilst research has acknowledged coaching as a social practice (i.e. Potrac et al., 2002), recognising the discursive contextual factors impacting practice (i.e. pressures faced working within a professional academy) requires further attention (Jones, Potrac, Cushion, & Ronglan, 2010).

Research suggests that as opposed to being an autonomous individual, coaches are part of a micropolitical network (i.e. other coaches, athletes, club staff) (Potrac et al., 2002; Jones & Ronglan, 2017). Thus, their practices form part of social and cultural arrangements (Cushion & Jones, 2006; Purdy et al., 2009), in which individual activities are contextually-bound to achieve collective goals (i.e. aligning individual and organisational ideologies) (Jones & Wallace, 2005; Jones & Thomas, 2015). These practices are suggested to be shaped by historical beliefs (i.e. created by academy), often accepted without question (i.e. by coaches upon arrival/whilst working at academy) (Cushion & Jones, 2006; Purdy et al., 2009).

Within a social system (i.e. professional academy), activities are social and co-operative (i.e. coaches working with each other), with periods of initiation (i.e. new coaches joining club), reaction (i.e. problems in coaching practices) and exchange (i.e. coaches sharing ideas) (Saury & Durand, 1998). Thus, the coaching field also becomes "a field of struggles" (Bourdieu & Wacquant, 1992, p.101). By this, what is meant, is actors (i.e. coaches) are continuously looking to maintain and/or improve their positions within the social system (i.e. field) in a number of ways (i.e. hierarchical, personal pride, monetary) (Smith & Cushion, 2006).

A study undertaken by Cushion and Jones (2006) aimed to provide insights into youth coaching culture within a professional football club, using Bourdieu's theoretical concepts to understand and critique these practices. Hierarchical power relations between coaches and players were unearthed,

which form and sustain practices in this context (Cushion et al., 2003). Prior socialisation experiences meant coaches based their practices on cultural discourses embedded in the sport (i.e. the coach viewed as a gatekeeper of knowledge), with players accepting these without question, as they viewed coaches as central tenets to their future success in the game (Cushion & Jones, 2006).

A second study carried out by Cushion and Jones (2014) also utilised Bourdieu's theoretical concepts when attempting to explain how socialisation (i.e. playing careers of coaches) and hidden curriculum (i.e. underpinnings of coaching ideologies) exists within professional football and its coaching practices. Similar to their previous study, the authors noted a cultural discourse and hierarchical awareness, affecting coaches (i.e. aligning individual coaching ideologies with historical coaching approaches) and players (i.e. obedience, ultimate goal of professional contract).

Whilst the two studies mentioned do not directly link to the thesis and its research question (i.e. more specific focus on impact on coach and players, as opposed to impact on coaching and playing ideologies), it is hoped they provide an overview of the context under study. More specifically, how prior socialisation experiences (i.e. playing and coaching careers) and exposure to an organisation (i.e. working within a professional football club) can impact individual coaching ideologies. Thus, in the case of this thesis, it may affect the alignment between individual coaching ideologies, and the ideology espoused by the professional football academy for which

they work. More immediately, however, it was felt reviewing these two studies would also help make more sense of the proceeding section, in light of Pierre Bourdieu's theoretical concepts.

2.4.1 Theoretical framework: Field, capital, habitus

Day-to-day practices of social agents (i.e. coaches) occur within what Bourdieu terms a 'field' (i.e. professional football academy). This field "constrains, manages and orchestrates the kinds of practices which take place within its frame" (McRobbie, 2005, p.130). The aim within a social system (i.e. academy) is to work together as individuals (i.e. coaches) to function "collectively as a meaningful social segment" (Sage, 1989, p.88) (i.e. professional academy). The practices that occur within this setting are shaped by a 'hidden curriculum' (Cushion & Jones, 2006; 2014), influencing individuals to identify themselves as a collective (i.e. the term 'academy') (Bourdieu, 1986; Cushion & Jones, 2006). In other words, individual coaches and their practices are shaped by a cultural discourse (i.e. history of the sport) (Cushion & Jones, 2006; 2014), whereby those in a position of hierarchy (i.e. Academy Manager, Head of Academy Coaching) influence the daily patterns of practice and behaviour of those (i.e. phase coaches) operating within its frame (i.e. field) (Cushion & Jones, 2006). These practices also account for other actors (i.e. athletes) and external parties (i.e. stakeholders) - who may not be directly involved in everyday practices -manoeuvring within the field (Smith & Cushion, 2006). To achieve an alignment between individual and organisational ideologies, for example, an academy (i.e. top-down approach from stakeholders, senior

staff, phase coaches) may outline "a set of implicit messages relating to knowledge, values, norms of behaviour and attitudes that learners experience in and through educational processes" (Skelton, 1997, p.188). Here, coaches may feel pressured to adapt to the social system (i.e. adjusting and aligning individual ideologies with academy ideology) and the daily practices (i.e. habitus) they are expected to carry out (Bourdieu, 1986; Sage, 1989; Smith & Cushion, 2006).

Central to the functioning of a 'field' is Bourdieu's concept of 'habitus'. Habitus has been termed as a "system of durable and transposable dispositions" (i.e. outline of academy ideology) (Bourdieu, 1980, p.53) which, through actors within a social system (i.e. coaches within an academy), "perpetuate itself into the future by reactivation in similarly structured practices" (i.e. application of academy ideology) (Bourdieu, 1990a, p.54). As Bourdieu also suggests, habitus provides "an objective basis for regular modes of behaviour, and thus for the regularity of modes of practice…because the effect of the habitus is that agents who are equipped with it will behave in a certain way in certain circumstances" (Bourdieu, 1990b, p.77). In other words, within this social system, or 'field', the collective practices of all individuals (i.e. coaches operating within academy) are assessed through habitus (i.e. ideology espoused by academy) (Bourdieu, 1980). Research suggests habitus "refers to something historical, it is linked to individual history" (Bourdieu, 1990c, p.86). For example, coaches may receive information during playing careers and prior socialisation (i.e. coaching ideologies), which they may implement into their future practices (i.e. when coaching within an academy) (Cushion et al.,

2003). In this sense, it would appear habitus differs between actors (i.e. coaches), even within the same social system (i.e. professional academy) as a result of and based upon their prior personal experiences (Bourdieu, 1990c; Cushion et al., 2003). So, to this end, this research investigated the extent to which the individual ideologies of coaches aligned with the coaching ideology espoused by the academy for which they work, and played out through the behaviours the coaches employed.

The practices within this field are to be reproduced in line with the cultural discourse (i.e. aligning individual and academy coaching ideologies) (Bourdieu, 1986; Cushion & Jones, 2006). Central to ensuring the desired practices are reproduced throughout this 'field' (i.e. academy) accordingly is Bourdieu's concept 'capital', which is a form of power (Bourdieu, 1989). This can be acquired in many forms, which include: economic (i.e. related to money), cultural (i.e. coaching qualifications), social (i.e. coaching connections), symbolic (i.e. honour and renown) and physical (i.e. attributes and abilities) (Bourdieu, 1989). In academy football, the social space (field) is structured hierarchically (Cushion & Jones, 2006; Purdy et al., 2009). In other words, those coaches located at the top of the structure (i.e. Academy Manager, Head of Academy Coaching) hold more 'capital' (i.e. through previous playing history and/or coaching qualifications held) than those lower down the hierarchy (i.e. phase coaches). Previous research into similar settings to the present study (i.e. Cushion & Jones, 2006) found coaches in a position of hierarchy within this 'field' (i.e. holding more 'capital') are able to influence the daily routines and practices (i.e. habitus) of those with less 'capital' (i.e. outline of espoused academy ideology,

ensuring understanding, application and alignment) (Bourdieu, 1986;

Cushion & Jones, 2006).

The knowledge of these daily routines and practices (habitus) is legitimized

by those with more capital through explicit (i.e. documentation) and implicit

(i.e. underlying assumptions) methods (Wenger, 1998; Cushion & Jones,

2006). Essentially, once this knowledge is acquired by coaches, it "goes

without saying" (Bourdieu, 1993, p.51) in reference to its application within

day-to-day practices (Cushion & Jones, 2006). The aim then, is for these

practices to be followed by all staff. This ensures coaches develop an

understanding "of the position one occupies in the social space" (field)

(Bourdieu, 1990b, p.235), with the aim ultimately being for individuals (i.e.

individual coaching ideologies) to work together as a collective (i.e.

academy coaching ideologies) to conform to the social system (i.e.

alignment of the two ideologies) (Cushion & Jones, 2006; Purdy, Potrac, &

Jones, 2008). Failure to conform to the desired practices (i.e. basing

ideologies on prior socialisation as opposed to espoused academy ideology)

may result in rejection and exclusion from the social space (field) that

coaches are looking to occupy (i.e. loss of job) (Cushion et al., 2003). To

this end, this thesis investigated the alignment between individual coaching

ideologies, and the ideology espoused by the academy.

2.5 Conclusion

Within this section, literature relating to coaching behaviour (i.e.

instruments, previous findings, current understanding) was reviewed. Then,

an overview of a coaching ideology was provided (i.e. the importance of forming, maintaining and applying it in practice). It is hoped a link was created between these two sub-sections, as opposed to being stand-alone entities. Indeed, a 'philosophy' informs behaviour (Voight & Carroll, 2006; Nash et al., 2008) and vice versa (i.e. justification of coaching behaviours employed in practice in relation to intended coaching ideology). Next, the influences socialisation (i.e. prior playing career, coaching courses) and an organisation (i.e. how working in an academy setting can dictate coaching behaviours and practices) may have were introduced, drawing upon Pierre Bourdieu's concepts. By doing so, it was hoped not only would the reader develop an understanding of these factors, but that they would aid in answering the research question. Indeed, it was anticipated that all three sections - coaching behaviour (i.e. selection during practices), coaching ideologies (i.e. how, where and when coaches form and maintain), and organisational influences (i.e. impact of prior and ongoing socialisation) – would contribute to the alignment between individual coaching ideologies, and the coaching ideology espoused by the academy for which the coaches worked. The thesis will now turn to discussing the methods used to collect data.

CHAPTER 3: METHODOLOGY

3.1 Introduction

The purpose of this chapter is to outline the methodologies selected and employed in the present study. The chosen methodology firstly had to provide an accurate representation of coaching practice, before further investigations could uncover reasoning to triangulate the data. First, the behaviours and practice activities employed by coaches were investigated (i.e. *what* coaches were doing), before investigating the alignment between individual and academy ideologies (i.e. *why* coaches were doing what they were doing). The way in which the research project was designed will be discussed in this chapter, with explanations relating to my philosophical beliefs when undertaking research. From here, the tools used to generate the data will be discussed, providing further rationale in relation to the research question. Next, the way in which data was analysed will be provided, in addition to the methods used to ensure the results gained were both ethical and reliable.

3.2 Research context

Approval for the study was granted by the Ethics Committee at the Department of Sport, Health and Exercise Science, University of Hull (see Appendix C). This study took place within a Category 2 FA Premier League Academy across a number of months of the season. In England, all professional clubs aim to promote players on and off the field, sharing a

common goal in the production of players ready to be selected for the first team. In doing so, documents have been put into place by the league (The Premier League Elite Player Performance Plan (EPPP), 2011). From the age of eight, players are scouted, selected and contracted to attend and play for an Academy. From here, players embark on a three-phase performance pathway. Across all phases, players receive coaching during training and games, sports science and education support (EPPP, 2011). First, there is the foundation phase (under 9 to under 11), during which players receive 5-8 hours of coaching per week, in addition to weekend competitive matches (EPPP, 2011). Next, there is the youth development phase (under 12 to under 16), during which players are provided with approximately 12-16 hours of coaching per week, plus competitive matches each weekend (EPPP, 2011). The third and final phase of an FA Premier League Academy is the professional development phase (under 18 to under 21), which involves giving players the best chance of being awarded a professional playing contract at the club (EPPP, 2011).

The EPPP categorises academies from Category 1 to Category 4 status. This is measured through an independent audit process, assessing areas such as productivity rates, training facilities, coaching, education and welfare (EPPP, 2011). The academy in the present study had, in the last 18 months, progressed from Category 3 to Category 2 status. The season prior to this change, the academy appointed a new Academy Manager and Head of Academy Manager, with both coming from the same positions within another Category 2 (now Category 1) academy. They implemented the FA's four-corner model when outlining player specific characteristics. The model

encompasses aspects deemed important in player development, applicable to each phase. These are technical (i.e. practice and match play, individual positional roles), physical (i.e. performance, frequency, intensity, time), psychological (i.e. development, behaviour, learning, personality) and social (i.e. home and school life, peer pressures, personal and professional relationships). Each of the four corners do not operate in isolation and are instead interconnected (i.e. an individual's physical growth may impact his positional suitability). This model can serve as a guide to academies for player expectations throughout the three phases, modified and categorised into technical, tactical, physical and psychosocial.

3.2.1 Academy principles – Coaching

One of the main coaching principles of the Academy outlined in documentation was to ensure the players were at the "focal point" of all that went on at the Academy. Further excerpts taken from Academy documentation posted to their website stated:

- "Although educating the players to play as part of a team, it is vital that all our players understand the roles and responsibilities they have within the team structure as an individual."
- "Coaching will be structured through enjoyable sessions and taught in a number of styles that must enthuse, guide and excite our players."
- "Coaching sessions will follow our curriculum although it is vital that our playing philosophy of ball retention is evident

throughout the session and not dismissed at the expense of the topic."

- "Coach intervention along with instruction is encouraged, however players must learn to make their own decisions and have ownership of their own personal development."

For a more detailed outline of the Academy's coaching principles, and how these were implemented in each of the three phases, please see Appendix D.

3.2.2 Academy principles – Playing

Similar to the coaching styles players were exposed to within the Academy setup, the Academy was also committed to develop a playing style which was evident throughout the club. Taken from Academy documentation posted to their website, the key aspects of the playing principles were:

- "An attacking, attractive, successful style of play."

- "All teams throughout the club to be organised in and out of possession."

- "Players to be comfortable in a number of positions, with formations dictated by the phase they are involved in."

- "Players should make good decisions to progress through the thirds."

- "All players should be comfortable in possession, including the goalkeeper."

For a more detailed outline of the Academy's playing principles, and how these expectations changed across the three phases, please see Appendix E.

3.2.3 Player expectations

In the foundation phase, technically, players were expected to develop fundamental skills, and some basic football specific skills. Players would develop dribbling, shooting and goal scoring, whilst recognising the importance of other skills. Tactically, players should have had an understanding of passing and exploiting space. Physically, players would develop strength and endurance, resulting in an increased tolerance to the workload they are exposed to. Socially, the focus was on becoming more effective learners when receiving and using important information. Thus, their awareness and understanding of their social environment would be increased. Individual personalities and preferences should also start to become evident, particularly their feelings during sessions. For a more detailed outline of player expectations in this phase, please see Appendix F.

In the youth development phase, technically, the general aims were for players to have advanced Football skills, including ball control, shooting, dribbling, passing and selecting positions. Players should have

displayed motivation for developing these technical skills. Tactically, players must have understood their roles and responsibilities from the age of 13-14. Players should also have begun to appreciate tactical analysis, whether it be video analysis or tactic boards. A further breakdown of the age groups and their respective expectations can be found in Appendix G.

In the professional development phase, technically, players should have possessed highly developed movement and skills, with particular alignment with playing position, subject to change. Tactically, players would have overcome the difficulty of developing game understanding, in considerably faster playing environments. Physically, players would be reaching full adult size, and have the capacity to cope with 11-a-side Football. Socially, more emphasis was placed on winning, with exposure to more senior coaches and their ideologies. Players would have developed psychologically (i.e. identity, confidence, motivation, discipline, resilience). Please see Appendix H for more specific player expectations in this phase.

3.3 Participants

The sixteen male professional youth football coaches (M = 36.69 years) under study were purposefully sampled, and all worked at one FA Premier League Academy. Due to the longitudinal nature of the research process (i.e. coach availability, coaches joining the club throughout the season), only thirteen coaches were observed three times (see Appendix

I). For example, whilst this research was undertaken, the Academy Manager stepped up to fill a first-team vacancy, which lead to changes within the academy. The additional three coaches were still included in the qualitative aspect of the study – despite not being observed in three practice sessions - as they were interviewed on both occasions, with the data gained from these participants deemed pertinent to answering the research question.

Coach 1

This coach was 23 at the time of study. He had 5 years coaching experience and joined the Academy on a part-time basis as the under 10's coach in July 2016. Previous to this, he held a full-time coaching position in the USA. As well as being a Sports Science graduate and UEFA 'B' Licence coach, he was also undertaking the FA Youth Module Level 3.

Coach 2

This coach was 24 at the time of study. He had 5 years coaching experience, the majority of which was spent in school and community settings. He coached the under 11's and joined the Academy in a part-time capacity in March 2015. An FA Level 2 qualified coach and recently accepted onto the UEFA 'B' Licence, he had also completed a degree in Sports Coaching, and held the FA Youth Module Level 3.

Coach 3

This coach was 45 at the time of study. He had 11 years coaching experience, He joined the Academy on a part-time basis coach in July 2014. As a goalkeeping coach for the Foundation Phase, his primary responsibility was looking after goalkeepers from under 9's to under 11's. He was nearing completion of the FA Youth Module Level 3 and held the FA Level 2 coaching badge. He was also undertaking his goalkeepers Level 2 and UEFA 'B' Licence.

Coach 4

This coach was 40 at the time of study. He had 18 years coaching experience and was the Lead Foundation Phase Coach. Having worked for the Academy in a part-time capacity for over 15 years, involving FA and community coaching positions, he joined on a full-time basis in July 2014. He was a UEFA 'B' Licence qualified coach and was working towards his Advanced FA Youth Award.

Coach 5

This coach was 28 at the time of study. He had 7 years coaching experience and worked part-time at the Academy. His main responsibility was managing the under 12's team, although he had also been a Foundation Phase Coach. He joined the Academy in September 2012. As well as being an FA coach mentor, he was UEFA 'B' Licence

qualified, and was in the latter stages of completing his UEFA 'A' Licence. He also had completed the FA youth modules Levels 1-3.

Coach 6

This coach was 31 at the time of study. He had 8 years coaching experience and was the Assistant Youth Development Phase Coach. Previously, he worked in development centres before being promoted to part-time coach in the summer of 2010, before joining on a full-time basis in 2015. He now works alongside Coach 13 with the under 12's-16's age groups. As well as holding the UEFA 'B' Licence, he was undertaking his UEFA 'A' Licence and Advanced FA Youth Award, and had a degree in Physical Education, as well as a PGCE post 16.

Coach 7

This coach was 51 at the time of study. He had 20 years coaching experience, across a diverse range of settings, beginning with grassroots football. He joined the Academy on a part-time basis in August 2014 and coached the under 15/16's joint team with Coach 13. As well as being a UEFA 'A' Licence coach and holding the FA Youth Module Level 3, he taught Sport in a sixth form college BTEC Levels 1-3 and was an FA course tutor at Levels 1 and 2.

Coach 8

This coach was 42 at the time of study. He had 22 years coaching experience, the majority of which was spent alongside his professional and semi-professional playing career, including 10 seasons at the club under study. Upon joining the Academy part-time in July 2011, he was responsible for goalkeeper coaching in the Youth Development Phase (under 12's-16's). He held the UEFA 'B' Licence qualification (outfield and goalkeeping), as well as the FA Youth Module Level 3.

Coach 9

This coach was 44 at the time of study. He had 11 years coaching experience and was responsible for the under 14's. He first joined the Academy in November 2013 as a Lead Youth Development Coach, before departing for another, then re-joined the club in July 2016 in a part-time capacity. During the study he was promoted to a position he held in a previous spell at the club – Lead Youth Development Phase Coach. Previous to this he had a playing career spanning 13 years, including a season with the club under study. He was a UEFA 'A' licenced coach, close to completing the UEFA Pro Licence.

Coach 10

This coach was 31 at the time of study. He had 14 years experience, and began working at the Academy on a part-time basis in August 2008, working with the under 15's and under 16's. He was promoted to the role of full-time Professional Development Coach in January 2015 and

managed the under 18's with Coach 11. He was also a UEFA 'A'
Licence qualified coach.

Coach 11

This coach was **3**9 at the time of study. He had 3 years coaching
experience and was appointed Professional Development Phase Coach
in July 2016, with his main responsibility being under 18's manager. He
had previously held the same role at another Academy after finishing his
playing career in 2012, having made over 470 club appearances over 16
seasons, including 2 seasons in the highest division of English football.
He was a UEFA 'A' Licence qualified coach.

Coach 12

This coach was 36 at the time of study. He had 9 years coaching
experience and was the Head of Academy Goalkeeping and had the
responsibilities of undertaking and overseeing goalkeeper coaching of
all age groups from the Under 9's to the under 21's. Previously a
professional footballer, he joined the academy under study in July 2014.
He held the UEFA 'B' Licence and was in the process of undertaking
his UEFA 'A' Licence.

Coach 13

This coach was 37 at the time of study. He had 10 years coaching

experience and was the Lead Youth Development Phase Coach at the start of data collection, which involved looking after the under 12's-16's age groups. He was promoted to Head of Academy Coaching approximately halfway through the study. He joined the Academy in July 2007, first on a part-time basis before taking a full-time position later that year, holding numerous positions including Lead Foundation Phase Coach. A UEFA 'B' Licence and FA Advanced Youth Award holder. He held his UEFA 'A' Licence.

Coach 14

This coach was 58 at the time of study. He had 16 years coaching experience and was appointed as Professional Development Phase Coach with the under 21's in June 2014. His playing career saw him represent his country at every level and made over 500 club appearances. In addition to being a UEFA Pro Licence holder, he also worked as a coach and staff instructor alongside his academy coaching position, delivering courses and mentoring coaches at UEFA 'A' Licence level.

Coach 15

This coach was 37 at the time of study. He had 19 years coaching experience. He first joined the Academy 16 years ago on a part-time basis but had re-joined the club in October 2016. A foundation phase coach, his primary responsibility was for the under-9's. As well as being

a UEFA 'B' Licence coach and completing the youth modules, he was an FA coach mentor, and also held a full-time position in the community trust of the Academy.

Coach 16

This coach was 21 at the time of study. He had 5 years coaching experience and was appointed at the Academy on a part-time basis in September 2015. His primary responsibility was coaching the under 11's. Previous to this position he had spent time coaching in primary school, grassroots and sixth form college settings, as well as the Academy's development centre. He held the FA Level 2 and FA Youth Module Level 3 qualifications and was undertaking the UEFA 'B' Licence.

3.4 Paradigms

An individual's approach to the research process is determined by their paradigmatic perspective (Macdonald et al., 2002; Bailey, 2006), meaning their perspective ultimately guides the research they undertake (i.e. tools, instruments, participants) and the overall methodology of their project (Denzin & Lincoln, 2000). Much of the early work around the concept of paradigms (Kuhn, 1962) suggests a paradigm is an "accepted model or pattern" when approaching and undertaking scientific research (p.23). Since, researchers have put forward contrasting beliefs on the word paradigm, resulting in ambiguities

around its definition (Morgan, 2007). For example, Mertens (2005) refers to a paradigm as a "theoretical framework" (p.2). To offer my own opinion on the topic, I believe an alternate definition more accurately describes a paradigm: "systems of beliefs and practices that influences how researchers select both the questions they study and methods that they use to study them" (Morgan, 2007, p.49).

In terms of how an individual arrives at a paradigmatic perspective, it is suggested exposure and encounters to certain beliefs would then affect future experiences in those particular situations (i.e. social research) (Cushion, 2011). Potential issues in relation to Kuhn's (1962) early work around paradigms have been echoed in more recent literature, suggesting an openness to uncritically accepting and aligning research views as truth (Morgan, 2007). Thus, I feel it is important within this section to explain how I arrived at my personal paradigmatic perspective. Indeed, scholars have highlighted the importance for researchers to provide transparency in their approaches when undertaking scientific research, suggesting a discussion on paradigm(s) selected should be present (Creswell & Plano Clark, 2011). An explicit outline of each paradigmatic perspective can be found in other social science research (see Lincoln & Guba, 1985; Guba & Lincoln, 1994; 2005). For the purpose of the present study, however, the central tenets of positivist and constructivist paradigms will be presented, as these have been identified as the most commonly utilised paradigms in social science (i.e. sports coaching) research (Creswell & Plano Clark, 2007; Teddlie & Tashakkori, 2009). Then, an alternate, integrated pragmatist

paradigm will be introduced (Tashakkori & Teddlie, 2003; Morgan, 2007), before identifying my personal paradigmatic perspective (Creswell & Plano Clark, 2011).

3.4.1 Positivism

Historically, approaches and understandings of the coaching process have largely been shaped by a positivist paradigm (Kahan, 1999; Lyle, 2002; Cushion, Armour, & Jones, 2006). When undertaking and approaching research in the social sciences (i.e. sports coaching), researchers operating in a positivist paradigm suggest "explanations of a casual nature can be provided" (Mertens, 2005, p.8). In turn, this creates a seemingly simplistic guide for researchers to follow, in which human behaviour is deemed predictable and controllable (Mertens, 2005; Morgan, 2007). The positivist paradigm is more commonly associated with quantitative research (Mertens, 2005; Morgan, 2007; Cresswell & Plano Clark, 2007). Here, the focus of the research is achieving objectivity (i.e. using inquiry to reach a single truth) (Mertens, 2005). Despite this paradigm accounting for much of the early sport pedagogy research (Kahan, 1999), applying the earlier work of Kuhn (1962) suggests understanding social life in these settings are simplistic, and a matter of piecing together pre-determined philosophical assumptions (i.e. quantitative data survey questions and answers) as opposed to more innovative means of research (i.e. mixed methods). Thus, research remained within existing discourses, sticking with tried and tested methods (Tashakkori & Teddlie, 2003). Questions posed to the

participants in the positivist paradigm, for example, may be structured in a way to highlight a general correlation between coaching effectiveness and athlete learning (Cushion et al., 2006). Thus, functional relationships between researcher and participant can be quantitatively explained, with little thought paid to subjective experiences (i.e. playing career, early coaching experiences, forming personal ideology) (Macdonald et al., 2002).

3.4.2 Constructivism

Debates amongst researchers led to a 'paradigm war' (i.e. views on which paradigm is most effective when conducting social research) (Gage, 1989), with conflicting opinions and further research leading to a 'paradigm shift' (i.e. emergence of other paradigms in social research) (Merali & McKelvey, 2006). The resulting shift lead to an alternative paradigmatic perspective to positivism being developed by researchers; constructivism (Lincoln & Guba, 1985; Morgan, 2007). The constructivist paradigm is commonly associated with qualitative research (Mertens, 2005; Morgan, 2007; Cresswell & Plano Clark, 2007), with the aim for researchers being to achieve subjectivity (i.e. using inquiry to discover multiple truths) (Mertens, 2005). Thus, when undertaking and approaching research in the social sciences (i.e. sports coaching), researchers operating in a constructivist paradigm suggest "reality is socially constructed" (Mertens, 2005, p.12). This paradigm pays thought to the subjectivity of participants (i.e. prior socialisation experiences) ensuring the research does not detach from this

(Macdonald et al., 2002). Multiple realities are treated with equal value, with the research findings shaped by reflection upon interactions with others (Light & Wallian, 2008). In other words, researchers of this paradigmatic perspective interpret the research through co-construction with participants (i.e. interpretive interviews) as opposed to structuring questions to gain desirable answers (i.e. positivist paradigm using quantitative methods) (Mertens, 2005; Ponterotto, 2005). By utilising qualitative methods (i.e. interpretive interviews), the aim is to unearth subjective, individual beliefs (i.e. individual coaching ideologies) (Tashakkori & Teddlie, 2003; Mertens, 2005; Morgan, 2007).

3.4.3 Pragmatism

An aspect of paradigmatic perspectives subject to much debate to researchers is that of mixed method approaches. Initially, a discourse existed around the work of Kuhn (1962) relating to the theory of 'incommensurability', suggesting quantitative and qualitative research methods could not be mixed. Researchers instead were perceived to only operate in one paradigm, at a given time (Sale, Lohfeld, & Brazil, 2002). Relating to the social world in which the present study investigated (i.e. professional football academy), this would suggest quantitative (i.e. systematic observations) could not be combined with qualitative (i.e. interpretive interviews) methods. In doing so, I would argue, and in agreement with previous research (i.e. Morgan, 2007), single methods cannot achieve an understanding of not only *how* coaches are behaving, but *why* they are behaving this way (i.e. Potrac et al., 2007; Harvey et al., 2013;

Partington & Cushion, 2013). Thus, relating to the present study, mixed methods were deemed most appropriate to investigate the alignment between individual coaching ideologies and the ideology espoused by the professional academy for which the coaches worked.

Researchers have called for the development of new paradigms (Bergman, 2010) and alterations of existing paradigms (Tashakkori & Teddlie, 2003). Morgan (2007), however, suggests researchers operating in different paradigms (i.e. positivist and constructivist) should be able to communicate, based on "shared meanings and joint action" (p.67). As opposed to a researcher adhering to and shaping their methods on single (i.e. positivism) or multiple (i.e. constructivism) truths and realities, Patton (2015) suggests a flexible approach to research, with the research question being the central tenet in selecting and shaping the research methods employed (Tashakkori & Teddlie, 2003; Cresswell & Plano Clark, 2007; Morgan, 2007; Hanson, 2008; Patton, 2015). This is an example of the pragmatic approach (Howe, 1988; Morgan, 2007; Patton, 2015), which supports the use of mixed-method research (Onwuegbuzie & Johnson, 2006; Morgan, 2007). Indeed, pragmatism involves a focus on the problem to be researched, with researcher holding an alternate, integrated worldview to that of solely a positivist or constructivist paradigmatic perspective (Tashakkori & Teddlie, 2003; Creswell & Plano Clark, 2007; Teddlie & Tashakkori, 2009). Problems are solved practically without the governing of other paradigms and the constraints associated with them (Creswell & Plano Clark, 2007), employing objective (i.e. positivist) and subjective (i.e. constructivist) inquiries to answer the research question, free from the "forced choice

dichotomy between postpositivism and constructivism" (Creswell & Plano Clark, 2007, p.27).

3.4.4 Personal paradigmatic perspective

Having introduced the paradigm concept and discussed the views in the field, I see now as an opportunity to put across my personal beliefs on paradigmatic perspectives (Cresswell & Plano Clark, 2011). I interpret paradigms as a philosophical standpoint held by the researcher, which then underpins and guides the research process they follow when conducting and completing their project. In agreement with other scholars (i.e. Morgan, 2007; Patton, 2015), I look to employ a pragmatic approach to paradigms in the methodology of my research project. This is as opposed to adopting an approach guided by either solely quantitative or qualitative paradigms, in order to avoid "complete objectivity" (solely positivist paradigm) and "complete subjectivity" (solely constructivist paradigm) (Morgan, 2007, p.71). Recognising the importance of both quantitative (i.e. what behaviours coaches employed in practice) and qualitative (i.e. why coaches employed these behaviours in practice) methods to the present study were pivotal factors in selecting my personal paradigmatic perspective. More specifically, and in relation to the research question, it is hypothesised data gained from both the systematic observations of coaching practices (quantitative), and interpretive coach interviews (qualitative) will be pertinent to the research question: investigating the alignment between individual (i.e. coach) and organisational (i.e. academy) coaching ideologies. In agreement with Flyvbjerg (2006), "Good social science is

problem-driven and not methodology-driven, in the sense that it employs those methods which for a given problematic best help answer the research question" (p.26). Indeed, "the aim for any research project is to answer the questions that were set forth at the projects beginning" (Tashakkori & Teddlie, 2003, p. 14). The following sections in this chapter discuss the methods employed in the present study, which have been informed by the pragmatic approach.

3.5 Research design

A multiple, mixed methods case study approach was selected for this study. The way in which my study was designed meant "multiple sources of evidence are used" (Yin, 1984, p.23). With the case under investigation being the academy and the coaches operating within it, this approach was chosen as the most suitable to investigate the alignment between individual and academy coaching ideologies (Stark & Torrance, 2004; Flyvbjerg, 2006). Previous research suggests single research methods (i.e. observations only) do not provide sufficient coverage of the coaching role (Saury & Durand, 1998; Cushion et al., 2006). So, whilst the data gained from systematic observations offers a start point (i.e. coaching behaviours employed in practice), it does not provide insights into the theoretical underpinnings of coaching practices (i.e. aligning coaching behaviours with academy ideology) (Potrac et al., 2007; Partington & Cushion, 2013). Thus, the contextual realities when investigating a phenomenon must be captured (i.e. impact working within an academy has on coaching behaviours and ideologies) (Yin, 1984; Stark & Torrance, 2004; Gulsecen & Kubat, 2006).

The accompanying qualitative interviews enabled me to pose questions to coaches regarding the context in which they operate (i.e. working within an academy), and how these affected their practice (i.e. ensuring an alignment between individual and institutional practices) (Smith et al., 2010).

Research suggests solely quantitative (i.e. provides overview of *what* coaches are doing, not *why)* or qualitative (i.e. coaches can explain *why* they do certain things, but no evidence they actually do in practice) methods cannot sufficiently explain a social phenomenon (Miles & Huberman, 1994; Yin, 2003; Cresswell, 2013). As Flyvbjerg (2006) puts forward, "good social science is opposed to an either/or and stands for a both/and on the question of qualitative versus quantitative methods…a combination of qualitative and quantitative will do the task best" (p.26). This allows for existing gaps between the phenomenon and context to be bridged, in terms of answering the 'how?' and 'why?' questions (i.e. how this prior socialization perpetuates itself into future practice) (Bourdieu, 1990a; Yin, 2003).

Overall, the case study method was employed due to its ability to offer an in-depth investigation into the complexities of a particular person (i.e. coach), project, policy, program or system (i.e. academy and its ideology) (Flyvbjerg, 2006; Thomas, 2011). It provides context-dependent knowledge (i.e. relevant to participants under study), which is "at the very heart of expert activity. Such knowledge and expertise also lie at the center of the case study as a research and teaching method" (Flyvbjerg, 2006, p.5). This statement suggests utilising the case study method can increase the effects

and usefulness of social science research and its findings, through the researcher immersing themselves in data analysis (i.e. longitudinal nature of present study) and participant feedback throughout (i.e. development of rapport) (Flyvberg, 2006). In turn, a "nuanced view of reality" can be developed, recognising "human behaviour cannot be meaningfully understood as simply the rule-governed acts found at the lowest levels of the learning process" (Flyvbjerg, 2006, p.6). Worth noting, however, is the importance for the researcher to consider "the reactions to the study by the research community, the group studied…the validity claims which researchers can place on their study…in dialogue with other validity claims in the discourse to which the study is a contribution" (Flyvbjerg, 2006, p.17). In other words, a case study should exploit any gaps highlighted in previous research (see Chapter 1.2). To this end, the present study seeks to utilise a case study approach to move beyond a previously identified descriptive analysis of the coaching process (Cope et al., 2016, Cushion & Partington, 2016; Jones et al., 2016).

Factors to consider when employing the case study approach include time and place (Creswell, 2013), time and activity (Cresswell, 2013) and the context (i.e. professional football academy), which helps confirm and triangulate the findings of the case being investigated (Miles & Huberman, 1994) by analysing the population under study in depth (i.e. three observations per coach) (Stark & Torrance, 2004). Points for consideration when adopting the case study approach are a lack of procedural rigour in relation to an explicit outline of how the research was conducted (Yin, 1984). This can result in biased researcher interpretations (i.e. the selection

and reporting of themes) and ill management of large amounts of data (i.e.
lack of triangulation between quantitative and qualitative data sets) (Yin,
1984). However, the case study approach allows for the accurate reporting
of participants' personal perspectives (i.e. athletic career, coaching history)
(Gilbert & Trudel, 2004; Flyvbjerg, 2006; Smith & Sparkes, 2009; Smith et
al., 2010). Whilst criticism has been levelled at its inability to generalise
findings with external research (i.e. level of individual to institutional
alignment may change from academy to academy due to different
ideologies) (Stark & Torrance, 2004), case studies allow for readers to relate
the findings to their own personal coaching experiences (i.e. reflection upon
personal coaching ideologies, consideration for organisational coaching
ideologies if working within academy) (Côté & Gilbert, 2009). Detailed
critiques levelled at the associated weaknesses associated with the case
study method can be found in previous research (see Flyvberg, 2006). The
proceeding section discusses the methods of data generation selected, and
their appropriateness in relation to the research question.

3.6 Data generation

The means by which data was generated in the present study were required
to investigate how coaches acted in practice, before further research into
how these actions were informed.

3.6.1 Coach Analysis Observation System (CAIS)

Observational methods in sports research can be traced as far back as the

1960's, where they were present in a physical education setting (Gilbert & Trudel, 2004). The use of systematic observations has accounted for a significant amount of coaching science research in the last four decades (Gilbert & Trudel, 2004), particularly when investigating coaching behaviour (Smith & Cushion, 2006; Cushion, 2010). Coaches are often accused of 'acting without thinking' (i.e. Thompson, 2000; Harvey et al., 2013; Partington & Cushion, 2013). Indeed, research suggests coaches have a lack of awareness in relation to the practice activities and behaviours they employ (i.e. Harvey et al., 2013; Partington & Cushion, 2013). Thus, observational methods have been suggested when investigating coaching practice (Brewer & Jones, 2002) and pedagogy (Trudel & Gilbert, 1995).

In sports coaching settings, an early observational study contained the development of a 10 behaviour observational instrument by Gallimore and Tharp (1976). The instrument formed the basis of the first coaching behaviour study (Gallimore & Tharp, 1976). The success of the study lead to the development of further observational tools, namely the Coach Behaviour Assessment System (CBAS), by Smith, Smoll, & Hunt (1977).

The first observational instrument that contained behaviours which were transferrable across a range of sports was the Arizona State University Observation Instrument (ASUOI), developed by Lacy and Darst (1984; 1989). This observational tool expanded on the earlier work of Gallimore and Tharp (1976), and has since been utilised in a wide range of sports. However, this system has come under criticism (Smith & Cushion, 2006).

A subject of debate is when discussing the best systems and methods (Bowes & Jones, 2006). The ASUOI has been accused of insufficient behaviour coverage (i.e. generic silence, no categorisation into on or off task) (Smith & Cushion, 2006) and the prevalence of undesirable behaviours when coding (i.e. uncodable) (Cushion & Jones, 2001). Not only should an observational instrument provide accurate and consistent analysis (Williams, Ericsson, Ward, & Eccles, 2008), but they should also distinguish any nuances in behavioural definitions (Brewer & Jones, 2002).The ASUOI and previous systems have also been criticised for ill coverage of the various behaviours (i.e. specific feedback and recipient) (Gilbert & Trudel, 2004; Cushion et al., 2012).

With research highlighting the absence of a systematic procedure in many previous studies analysing coaching behaviour (i.e. Kahan, 1999; Gilbert & Trudel, 2004; Cope et al., 2016), progressions in technology have led to the development of more advanced software. The Coach Analysis Intervention System (CAIS) contains 23 behaviours - primary and secondary - which enables multi-level time sampled event recording (see Appendix L) (Cushion et al., 2012). This enabled insights into the total frequency of behaviours, the order in which they occurred, and the practice state which they took place in. Primary behaviours (i.e. instruction and questioning) can be broken down in to secondary behaviours (i.e. recipient and timing), thus providing greater insights into the behaviours employed by the coach in practice.

The CAIS covers factors which inform and affect coaching practice,

including frequency of behaviours (Cushion et al., 2012), and time spent in practice states (Ford et al., 2010). The recording of practice states is done through duration recording (see Appendix L). The three types are: a) training, b) playing, and c) other, which is important when investigating the structure of a coaches' practice in relation to its desired outcomes (i.e. player-led, coach-led, match-prep) (Cushion et al., 2012). The system allows for coaching behaviours to be categorised into primary (see Table 1) and secondary behaviours (see Table 2).

3.6.2 Biographical interviews

To not only explain *what* coaches are doing, but also analyse *why* they are acting as they do, systematic observations should be combined with qualitative methods (Kahan, 1999; Stark & Torrance, 2004; Cope et al., 2016). Qualitative interviews explore personal participant perspectives in relation to their 'life world' (i.e. prior socialisation, formulation of personal coaching ideologies) (Brewer & Jones, 2002; Potrac et al., 2007; Smith et al., 2010). Here, participants were encouraged to detail their previous athletic careers and early coaching experiences (Smith & Sparkes, 2009; Smith et al., 2010). The semi-structured nature of the interviews allowed for flexibility in the wording of questions, enabling exploration and recall to obtain detailed and personal responses (Smith et al., 2010). Research also suggests semi-structured interviews selected are particularly effective at triangulating data (i.e. systematic observations and interpretive interviews) (Brewer & Jones, 2002; Gilbert & Trudel, 2004; Potrac et al., 2007).

Some coaching science researchers have favoured this mixed method approach. Since the turn of the century, a number of studies have looked to address the 'what' and why' questions in coaching (i.e. Potrac, Jones, & Armour, 2002; Harvey et al., 2013; Partington, Cushion, & Harvey, 2014), in attempts to unearth the theoretical underpinnings of a coach's practice (i.e. holding an individual coaching ideology, influence of organisational ideology) (Potrac, Brewer, Jones, Armour, & Hoff, 2000). All three studies mentioned combined a systematic observation instrument with interpretive interviews. Potrac et al. (2002) used the ASUOI, observing one coach at three times in each phase of the season, followed by two qualitative interviews at the end of the season.

Partington et al. (2014) opted for a modified CAIS tool, combined again with interpretive interviews when conducting a case study within the same context as the present study (i.e. professional youth academy). Harvey et al. (2013), however, used the original CAIS tool (see Appendix L), and interviewed coaches twice. First, the authors conducted a demographic interview, followed by a recall interview against the observational data. Combining qualitative interviews with systematic observations uncovered practice influences, including traditional coaching beliefs, shaped by historical discourses in football (Harvey et al., 2013).

The interviews used in the present study were biographical in nature. This method is particularly effective when aiming to link subjective beliefs (i.e. personal ideology) and social situations (i.e. academy ideology) (Zinn, 2005; Smith & Sparkes, 2009; Smith et al., 2010). Thus, reasons for

structuring practice and employing behaviours would become clear (i.e.

aligning the two ideologies) (Larson & Silverman, 2005). Linking the

quantitative data provides insights into the context in which coaches operate

(i.e. professional academy) and questioning the coaches against these

behaviours uncovers subjective reasons for them (i.e. prior socialisation,

impact of organisation) (Cushion et al., 2003; Stoszkowski & Collins,

2015).

Triangulating the quantitative data (i.e. systematic observations) to the

qualitative interview questions (i.e. personal ideology, academy ideology)

enables both data sets to be analysed in conjunction with one another (Côté

et al., 1995). The differences between how the coaches thought they

behaved (i.e. interpretive interviews), and the results from the CAIS (i.e.

systematic observations) have been termed the 'epistemological gap'

(Partington & Cushion, 2013). To account for these gaps, I felt it was

necessary to undertake a second set of interviews, like Harvey et al. (2013),

to question coaches against the results and provide participants with the

chance to offer additional information (Patton, 2015; Smith & McGannon,

2017).

3.7 Procedure

3.7.1 Systematic observation

This sub-section discusses the procedures employed in the present study

when generating data. Due to the approach taken and nature of the research

question in this study, the collection of data occurred at various points of the research project. Indeed, the case study approach to research requires extensive time and investigation (Baxter & Jack, 2008). Firstly, a pre-observation coach evaluation checklist was provided to each coach. This was centred around perceived percentages of behaviours currently employed. From here, the coaching behaviours and practice activities employed by the academy coaches required investigation. Thus, systematic observations of coaching practice were the first method employed.

Coaching sessions took place at two locations. At the first location, both facilities were outdoor, one being a grass pitch, whilst the other was on an artificial surface. Where possible, on grass, a trained observer was able to secure a vantage point on a viewing tower. On the artificial pitch, the observer was positioned on the side of the pitch, not interfering with the coaches' practices. The second location was an indoor arena. Here, the observer was located on a balcony overlooking the pitches.

Quantitative data collection began in September 2016 and was completed in April 2017. A total of 39 practice sessions were observed, which equated to three per coach. 2584 minutes of footage was recorded, with session length dependent on the context and purpose (M = 66.26 minutes). Each session was filmed using a digital video camera (Sony FDR-AX33), placed on a stationary tripod, under control by the observer. Then, the footage was captured to a laptop (Apple MacBook Pro) and analysed using a computerised version of CAIS (see Appendix L) (Cushion et al., 2012). Prior to undertaking this research, coder training involved inter-observer

reliability tests for a Masters student from another higher education institution. The observer achieved the required reliability scores for data to be deemed reliable (van der Mars, 1989).

3.7.2 Interviews

Approximately halfway through the observation process, coaches were contacted to engage in semi-structured interviews (M = 14 minutes 45 seconds). The first set of interviews began in October 2016, whilst the second set of interviews began in May 2017. The time elapsed between observations beginning and the first interview was not something deliberately planned and was often dependent on coach availability. In this sense, it must be stressed that the two methods were not used as multiples (i.e. complete systematic observations, begin interpretive interviews), and were instead used in conjunction with one another. To ensure the Dictaphone could capture the conversation an agreed upon, quiet location away from the practice fields was selected for both sets of interviews (i.e. classrooms at both training venues).

The first set of interviews were biographical in nature contained generic questions (i.e. how an individual coaching ideology was formulated) to determine previous influences on values, experiences and beliefs. Then, questions filtered down into more specific questions in relation to awareness of the academy's principles, and the learning environment coaches were aiming to create (see Appendix J). The second set of interviews were utilised first and foremost to pick up on any aspects

which were deemed to require more coverage or explanation. Also, questions asked allowed coaches to reflect on the effectiveness of the process as a whole (see Appendix K). These reflections including their thoughts on being observed, how they felt the process impacted their coaching, and how this process could be improved in future research/practical settings (Patton, 2015; Smith & McGannon, 2017). All data sets gained were then transcribed verbatim.

Worth noting is the time spent with and around the coaches before the interviews occurred, whether it be discussions before and after practice sessions, or being around the facilities. My presence became noticed and almost accepted. I felt this enabled a more comfortable and open discussion, which could only enhance the results obtained. Indeed, the development of rapport between interviewer and interviewee has been outlined as a determining factor in the quality of participant answers, maintaining the conversational format between the two parties (Patton, 1990). Furthermore, to minimise researcher bias and ensure objectivity in the answers provided by coaches in these interviews, verbal prompts and non-judgmental, supportive listening was employed to discover participant perspectives (see Appendices J and K) (Patton, 2002).

3.8 Data analysis

This section will begin by outlining how the quantitative method was analysed, before moving on to discuss the qualitative method and its place within the mixed method analysis process.

3.8.1 Quantitative analysis

The CAIS tool (see Appendix L) was used to generate quantitative data relating to the frequency of coaching behaviours employed, and the length of time spent in different practice states and forms. Thus, descriptive analysis of the connected data took place. This method has been favoured in previous sports coaching research (i.e. Potrac et al., 2002; Ford et al., 2010; Partington & Cushion, 2013) to investigate coaches' behaviours during practice.

Primary (i.e. questioning) and secondary (i.e. timing) coach behaviours were coded based on operational definitions (see Table 1 and Table 2). Doing so throughout the coded sessions resulted in a total frequency for individual behaviours used by the coach. From here, this enabled behavioural percentages to be calculated. This calculation was achieved through dividing the frequency of individual behaviours by the total number of all coaching behaviours (Lacy & Darst, 1984; 1989; Cushion et al., 2012). Quantitative data was analysed as and when the sessions were recorded, with this data being triangulated to qualitative data achieved in the interpretive interviews.

3.8.1.1 Inter and intra observer reliability

The CAIS tool employed in the present study (see Appendix L) has been identified as a valid and reliable measure of how coaching practice is structured (Cushion et al., 2012). As for the results gained from coding,

inter and intra observer reliability checks were required to be performed. Each coach was observed three times, with inter and intra observer reliability checks performed on 15% of all data that was systematically coded, in line with previous research suggestions (Cope et al., 2016). Reliability checks for inter-observer and intra-observer were calculate using an equation: (agreements/agreements + disagreements) x 100, as suggested by van der Mars (1989). All percentages obtained were above the acceptable 85% agreement to be deemed reliable data sets (van der Mars, 1989).

3.8.2 Qualitative analysis

Thematic analysis of the qualitative data was undertaken, "a method for identifying, analysing and reporting patterns within data" (Braun & Clarke, 2006, p.79). As a researcher, I engaged in "careful reading and re-reading of the data" (Rice & Ezzy, 1999, p.258), ensuring patterns and 'themes' were accurately identified and reviewed (i.e. note-taking, listening to interview tapes, reading interview transcripts). This method involved familiarising myself with the data, generating codes, searching for themes, naming the themes and reporting the themes (see Braun & Clarke, 2006, p.87). When undertaking qualitative research, theorists usually outline whether their data analysis process is inductive (i.e. derived from content of the data) or deductive (i.e. derived from ideas of the researcher) in nature (Braun & Clarke, 2006). However, in agreement with the standpoint of Morgan (2007), and in reference to my paradigmatic perspective (see Chapter 3.4.4), I believe data analysis cannot be conducted solely through inductive or

deductive methods. Indeed, central tenets of a particular phenomenon (i.e.

previous coaching ideology research) can be combined with new theories

which emerge from the data in the present study (Fereday & Muir-

Cochrane, 2006; Morgan, 2007; Patton, 2015). Thus, as a pragmatist, this

study opted for the use of abductive data analysis.

Abductive data analysis is a process which begins with the researcher

developing an early hypothesis of the context under study (i.e. professional

football academy), based on existing theory, previous experiences and early

hypotheses (Clarke, 2003). In other words, the researcher develops initial

interpretations through in-depth readings of the data. Then, deductive

analysis is used to compare the hypothesis against existing theory (i.e.

previous coaching literature), to legitimatize or falsify the data

(Timmermans & Tavory, 2012). Inductive analysis allowed for

interpretation, and new theory to emerge from the data (Thomas, 2006).

Potential drawbacks in overusing deductive (i.e. missing important case

features) and inductive (i.e. unnecessary case themes) data analysis have

been postulated (Miles & Huberman, 1994). However, benefits of the

abductive process have been highlighted, as it contains methodological steps

for neophyte researchers (i.e. like myself) to follow, whilst allowing for new

theory to emerge from the data (Patton, 2015).

3.8.2.1 Trustworthiness of data

Ensuring the themes generated from the data analysis process provided an

accurate representation of the social phenomenon and context under study is

vital (Miles & Huberman, 1994; Patton, 2015). When undertaking

quantitative research, the primary aim is to ensure data is reliable (Miles &

Huberman, 1994; Tuckett, 2005; Patton, 2015; Smith & McGannon, 2017).

One way I ensured quantitative data gained from interviews was reliable, as

opposed to receiving socially desirable answers, was through building

rapport with participants (see Chapter 3.6) (Patton, 1990; 2002; 2015). As

my study was mixed method in design, I will now explain how I ensured the

qualitative data was trustworthy. Triangulating quantitative and qualitative

data sets – as opposed to single method research – has been suggested to

automatically increase the accuracy of data (Jick, 1979). The constant and

consistent comparison of and reflection upon the research ensured that the

themes that emerged provided an accurate representation of the data (Patton,

2015), and were pertinent to the research question (Miles & Huberman,

1994; Patton, 2015). Linking this to my personal paradigmatic perspective

(see Chapter 3.4.4), this is an example of abduction, as data analysis "moves

back and forth between induction and deduction - first converting

observations into theories and then assessing those theories through action"

(Morgan, 2007, p.71).

To ensure these interpretations provide an accurate representation of the

complex coaching process, a 'critical friend' (i.e. my thesis supervisor) was

used at various stages of the research project (i.e. structuring interviews,

highlighting themes, reporting themes) (Patton, 2015; Smith & McGannon,

2017). Here, the researchers (i.e. myself and supervisor) engaged in

dialogue throughout the research process, "challenging each other's

construction of knowledge" (Cowan & Taylor, 2016, p.508). These

interactions have also been referred to as a 'peer debrief' (Cresswell &
Eklund, 2007) or 'researcher triangulation' (Patton, 1990), in which the data
is critically reviewed and the first researcher is challenged in relation to
their differences in opinion, to undermine potential bias from single
evaluation (Patton, 1990; Cresswell & Eklund, 2007). These conversations,
in turn, allowed for offer different perspectives and encourage reflection
(i.e. review of systematic observations and interpretive interview data)
(Smith & McGannon, 2017), which ensured the researchers developed "a
coherent and theoretically sound argument to construct, support and defend
the case they are making in relation to the data generated" (Smith &
McGannon, 2017, p.13). What's more, the second set of interviews allowed
for coaches to reflect on the research process, an example of 'member
reflection' (Smith & McGannon, 2017). Here, they were given the
opportunity to express what they felt went well, but equally were
encouraged to be open and honest about what could have been improved.
The potential of exposing conflicting beliefs must be acknowledged
(Sparkes & Smith, 2014), and, while some of the qualitative gained from
these interviews may not have been pertinent to the research question, it
offered "a meticulous, robust, and intellectually enriched understanding of
the research" (Smith & McGannon, 2017, p.8), with potential suggestions
for future research undertaken in this setting.

3.8.3 Selection of themes

The reflexive approach to analysis adopted ensured I was aware of the data
collected, and what I felt needed to be generated, all in relation to my

research question. To strengthen the validity and credibility of my research, and to demonstrate an understanding of the phenomenon under study (Patton, 2002; 2015), I will now give a brief summary of the beginnings of undertaking the research, and the highlighting and selection of themes through reflection.

Whilst I had some experience regarding the nature and context of the social phenomenon under study – professional youth football – I still went into the process with an open mind. As opposed to reflecting on the data upon completion of its collection, it instead commenced as I began to collect it. Thus, as a researcher, I immersed myself in the social environment and realities it entailed (i.e. developing an understanding of the academy ideology), observing participants in quantitative (i.e. observing coaching sessions) and qualitative (i.e. interviewing coaches) settings (Denzin, 1978).

Case analysis was used to ensure both quantitative and qualitative methods were generating data required to answer my research question (Miles & Huberman, 1994). In terms of the times at which reflections occurred, this was at points I saw fit. With systematic observations, after coding I found myself going through the results. For example, I made mental notes of the coaching behaviours between different sessions of the same coach, as well as with other coaches from the same/different age groups/phases (i.e. outlining common coaching behaviours, referring to academy's documentation of ideology).

As for the interpretive interviews, the answers given by coaches also

triggered a recollection of previous interviews. This occurred first of all during these interviews (i.e. linking coach answers to coaches interviewed previously). Also, afterwards having transcribed, I was able to annotate transcripts and link key themes (i.e. creating tables of coach answers). Upon completion of the interviews, all coaches were asked to review their statements and were provided with the opportunity to offer additional information (Patton, 2015; Smith & McGannon, 2017).

A greater understanding of the 'case' under study (i.e. understanding what the academy was trying to achieve), and the individual participants within it (i.e. developing rapport, asking probing questions), ensured analysis could move from a descriptive to analytical level (Miles & Huberman, 1994). Through observations and interviews, themes linking data, theory and practice together were selected. These themes were derived from the multiple methods, case study approach, and combined with existing coaching pedagogy literature.

I was able to consider the extent to which each category answered my research question through constant reflection, including: "Do the categories fit and work? Are they clearly indicated by data, and do they explain, predict, and interpret anything of significance?" (Glaser & Strauss, 1967, p.91). This helped eliminate the dangers associated with the research framework employed (see Chapter 3.8.2). These themes then helped form the basis for later parts of the study.

3.9 Conclusion

The purpose of this chapter was to provide an overview of the methods employed in this study. This was supported with reasoning as to why the methods and paradigmatic position I held were deemed appropriate. The selection of a case study approach, and the mixed method data generation were selected as the most suitable in answering my research question. Analysis of the data yielded various results, which will be discussed in the proceeding chapter.

CHAPTER 4: RESULTS

4.1. Systematic observation

Results showed a total of 20,859 coaching behaviours over 2584 minutes of practice (see Table 1 and Table 2). When analysed collectively, and in line with previous research (i.e. Smith & Cushion, 2006), the largest single percentage behaviour was silence (M = 24.97%), This was followed by direct management (M = 17.83%) and instructional behaviours (M = 14.02%), which is supported by previous findings (i.e. Potrac et al., 2007; Ford et al., 2010; Partington & Cushion, 2013). More specifically relating to the research question, when analysed individually, these behaviours remained relatively consistent throughout the academy (see Table 1). However, ambiguities were found in the frequency of behaviours between coaches: coach silence (13-40%), management (14-25%) and instruction (9-21%) (see Table 1). Questioning behaviours were less common (1-11%), and when employed, all thirteen coaches used more convergent questions (55-69%) (see Table 2). Previous studies have also found questioning to account for small percentages of total behaviours (i.e. Cushion & Jones, 2001; Potrac et al, 2007), with questions tending to be closed (i.e. Harvey et al., 2013).

4.2 Interviews

Initially, when questioned on the academy's ideology, almost all coaches alluded to the playing principles of the club (see Appendix E), with each

giving similar answers. In some cases, coaches were able to expand on the academy's playing principles and articulate the age-specific styles of play the academy aimed to promote (see Appendices F-H). These answers highlighted the coaches' understanding of how the teams throughout the three phases of the academy were expected to play (see Appendices F-H). When prompted, coaches were able to give an overview of what they deemed to be the academy's coaching principles (see Appendix D), and how they viewed their role within their implementation. The answers coaches were able to articulate aligned with the academy's coaching principles of players taking "ownership of their development and knowledge gathering" (see Appendix D). Full-time staff members alluded to the explicit methods (i.e. staff meetings) used to outline the espoused academy ideology (Wenger, 1998; Cushion & Jones, 2006; 2014). Part-time staff members discussed the implicit methods (i.e. coach discussions) used to ensure awareness of the academy's ideology (Wenger, 1998; Cushion & Jones, 2006; 2014). It also seemed to be a theme throughout the academy for coaches to observe, or be observed, by senior staff members. When questioned on the sources of knowledge, coaches alluded to their prior socialisation experiences (i.e. playing history, coaching background) (Cushion et al., 2003). Further examples of coaches sticking with 'tried and tested' coaching methods were evidenced in the interviews. Abductive and inductive analysis of the interview data identified themes centred around:

- Organisational influence
- Personal understanding of coaching

- Individual vs. academy ideology

Indeed, the results gained from these interpretive interviews, accompanied by the systematic observation data (see Chapter 4.1), where appropriate, form the basis of the proceeding discussion section

Table 1: Primary behaviours of observed academy coaches in practice

Behaviour	Coach 1		Coach 2		Coach 3		Coach 4		Coach 5		Coach 6		Coach 7		Coach 8		Coach 9		Coach 10		Coach 11		Coach 12		Coach 13	
	%	RPM	%	RPM	%	RPM	%	RPM	%	RPM	%	RPM	%	RPM	%	RPM	%	RPM	%	RPM	%	RPM	%	RPM	%	RPM
Physical Assistance	0.05	0.004	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.38	0.03	0.00	0.00	0.00	0.00	0	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Postive Modelling	2.78	0.23	1.92	0.16	2.78	0.22	2.72	0.16	2.93	0.24	0.57	0.04	0.46	0.03	3.55	0.33	1.58	0.13	0.64	0.06	3.10	0.24	2.33	0.24	2.17	0.17
Negative Modelling	0.25	0.02	0.32	0.03	1.22	0.10	0.53	0.03	0.61	0.05	1.08	0.08	0.08	0.01	1.41	0.13	0.41	0.03	0.06	0.01	0.77	0.06	1.00	0.10	0.26	0.02
Instruction	14.18	1.15	14.88	1.24	15.22	1.23	11.92	0.68	12.13	0.99	9.50	0.71	13.40	0.93	12.06	1.11	8.87	0.72	17.91	1.72	20.85	1.59	11.93	1.24	19.39	1.51
General feedback (+)	7.34	0.60	5.52	0.46	10.39	0.84	10.86	0.62	7.48	0.61	8.67	0.65	11.41	0.79	11.60	1.07	9.35	0.76	9.56	0.92	15.77	1.20	19.47	2.02	12.17	0.95
General feedback (-)	0.20	0.02	1.54	0.13	1.17	0.09	0.53	0.03	0.66	0.05	0.64	0.05	0.77	0.05	1.27	0.12	0.14	0.01	1.15	0.11	1.27	0.10	1.87	0.19	0.78	0.06
Specific feedback (+)	5.95	0.48	7.25	0.60	12.33	0.99	4.97	0.28	6.20	0.51	8.03	0.60	5.67	0.39	7.51	0.69	2.54	0.21	3.00	0.29	8.87	0.68	13.87	1.44	4.09	0.32
Specific feedback (-)	1.14	0.09	2.76	0.23	3.83	0.31	1.72	0.10	3.16	0.26	3.51	0.26	2.45	0.17	3.23	0.30	1.44	0.12	3.12	0.30	2.75	0.21	3.13	0.33	2.17	0.17
Corrective feedback	3.87	0.31	5.07	0.42	5.78	0.47	6.29	0.36	4.98	0.41	4.97	0.37	3.83	0.26	4.91	0.45	3.37	0.27	4.02	0.39	6.20	0.47	5.47	0.57	4.35	0.34
Management Direct	17.15	1.39	15.97	1.33	19.50	1.57	17.95	1.03	18.66	1.53	19.18	1.43	15.16	1.05	13.88	1.28	18.08	1.47	17.85	1.72	16.41	1.25	16.47	1.71	25.48	1.99
Management Indirect	3.52	0.29	2.63	0.22	5.72	0.46	5.23	0.30	4.15	0.34	3.44	0.26	2.76	0.19	4.82	0.44	3.23	0.26	4.53	0.44	2.54	0.19	2.60	0.27	2.26	0.18
Management Criticism	0.20	0.02	0.13	0.01	0.17	0.01	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.09	0.01	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.01	0.00	0.00
Question	2.48	0.20	2.82	0.23	4.67	0.38	9.47	0.54	5.15	0.42	10.83	0.81	5.36	0.37	1.36	0.13	4.88	0.40	1.08	0.10	0.99	0.08	3.13	0.33	4.26	0.33
Response to Question	3.22	0.09	3.72	0.31	3.33	0.27	3.31	0.19	2.99	0.24	3.19	0.24	2.53	0.17	3.14	0.29	3.23	0.26	1.02	0.10	1.27	0.10	1.80	0.19	3.22	0.25
Silence	36.69	2.98	33.74	2.81	13.11	1.06	18.48	1.06	27.85	2.28	19.44	1.45	31.70	2.19	30.21	2.78	40.48	3.30	33.27	3.20	13.59	1.03	13.13	1.36	12.96	0.01
Praise	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.25	0.17	0.00	0.00	0.00	0.00
Humour	0.00	0.00	0.00	0.00	0.78	0.06	3.11	0.18	0.55	0.05	1.53	0.11	1.30	0.09	0.36	0.03	1.79	0.15	0.00	0.00	2.18	0.17	1.27	0.13	2.26	0.18
Hustle	0.99	0.00	0.00	0.00	0.00	0.00	0.13	0.008	0.28	0.02	0.13	0.01	0.00	0.00	0.27	0.03	0.00	0.00	1.40	0.13	0.07	0.01	1.27	0.13	0.17	0.01

Scold	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.01	0.00	0.00	0.00	0.00	0.00	0.00
Confer with Assistant	0.00	0.00	1.73	0.14	0.00	0.00	2.78	0.16	2.21	0.18	4.91	0.37	3.14	0.22	0.32	0.03	0.62	0.05	1.27	0.12	1.13	0.09	1.20	0.12	4.00	0.31
Uncodable	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	100	7.86	100	8.32	100	8.06	100	5.74	100	8.19	100	7.45	100	6.92	100	9.22	100	8.14	100	9.62	100	7.61	100	10.38	100	6.79

Table 2: Secondary behaviours of observed academy coaches in practice

Behaviour	Coach 1		Coach 2		Coach 3		Coach 4		Coach 5		Coach 6		Coach 7		Coach 8		Coach 9		Coach 10		Coach 11		Coach 12		Coach 13	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Content																										
Tactical	220	30.01	236	39.01	63	6.63	172	28.29	223	31.59	272	46.02	254	50.80	116	11.28	188	46.53	144	23.15	280	32.71	30	3.40	222	42.45
Technical	513	69.99	369	60.99	887	93.37	436	71.71	483	68.41	319	53.98	245	49.00	911	88.62	216	53.47	478	76.85	572	66.82	852	96.60	301	57.55
Other	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0.20	1	0.10	0	0.00	0	0.00	4	0.47	0	0.00	0	0.00
Total	733	100.00	605	100.00	950	100.00	608	100.00	706	100.00	591	100.00	500	100.00	1028	100.00	404	100.00	622	100.00	856	100.00	882	100.00	523	100.00
Question																										
Convergent	26	65.00	29	65.91	52	61.90	85	59.44	55	59.14	94	55.29	41	58.57	19	63.33	41	57.75	16	64.00	11	68.75	30	63.83	29	59.18
Divergent	14	35.00	15	34.09	32	38.10	58	40.56	38	40.86	76	44.71	29	41.43	11	36.67	30	42.25	9	36.00	5	31.25	17	36.17	20	40.82
Total	40	100.00	44	100.00	84	100.00	143	100.00	93	100.00	170	100.00	70	100.00	30	100.00	71	100.00	25	100.00	16	100.00	47	100.00	49	100.00
Recipient																										
Individual	211	18.87	243	25.66	149	9.84	214	18.38	327	26.39	313	25.51	230	28.05	246	16.36	211	25.99	277	30.04	433	35.81	258	20.49	295	32.14
Group	474	42.40	504	53.22	1137	75.10	649	55.76	657	53.03	533	43.44	453	55.24	978	65.03	355	43.72	520	56.40	662	54.76	890	70.69	425	46.30
Team	433	38.73	200	21.12	228	15.06	301	25.86	255	20.58	301	24.53	137	16.71	127	8.44	246	30.30	121	13.12	106	8.77	111	8.82	198	21.57
Other	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	80	6.52	0	0.00	153	10.17	0	0.00	4	0.43	8	0.66	0	0.00	0	0.00
Total	1118	100.00	947	100.00	1514	100.00	1164	100.00	1239	100.00	1227	100.00	820	100.00	1504	100.00	812	100.00	922	100.00	1209	100.00	1259	100.00	918	100.00
Silence																										
On-task	672	90.81	430	81.75	175	74.15	221	79.21	414	82.31	213	69.84	336	81.16	517	77.86	449	76.23	394	75.48	144	74.61	142	72.08	120	80.54
Off-task	68	9.19	96	18.25	61	25.85	58	20.79	89	17.69	92	30.16	78	18.84	147	22.14	140	23.77	128	24.52	49	25.39	55	27.92	29	19.46
Total	740	100.00	526	100.00	236	100.00	279	100.00	503	100.00	305	100.00	414	100.00	664	100.00	589	100.00	522	100.00	193	100.00	197	100.00	149	100.00

Timing

Pre	128	16.02	82	12.52	119	11.26	85	12.32	101	12.36	211	24.59	79	13.44	130	12.03	43	8.58	90	13.53	94	10.16	84	8.65	74	12.31
Concurrent	534	66.83	441	67.33	629	59.51	428	62.03	531	64.99	382	44.52	361	61.39	678	62.72	345	68.86	451	67.82	595	64.32	570	0.01	416	69.22
Post	137	17.15	132	20.15	309	29.23	177	25.65	185	22.64	265	30.89	148	25.17	273	25.25	113	22.55	124	18.65	236	25.51	317	32.65	111	18.47
Total	799	100.00	655	100.00	1057	100.00	690	100.00	817	100.00	858	100.00	588	100.00	1081	100.00	501	100.00	665	100.00	925	100.00	971	100.00	601	100.00

CHAPTER 5: DISCUSSION

The purpose of this study was to investigate the alignment between individual coaching ideologies, and the organisational ideology espoused by the professional football academy for which they worked. Adopting a sociological lens, "Of all the oppositions that artificially divide social science, the most fundamental…is the one that is set up between subjectivism and objectivism" (Bourdieu, 1990a, p.27). To this end, Bourdieu's work attempts to address the concepts of agency (subjective) and structure (objective), when analysing an individual (i.e. coach) and a society (i.e. academy) (Brown, 2005). Indeed, research advocates the use of Bourdieu's 'thinking tools' (i.e. field, capital, habitus) as analytical means of examining the behaviours and relationships of social actors (i.e. coach) and how these are played out within social arenas (i.e. academy) (Brown, 2005). Worth noting, however, is the importance of not viewing Bourdieu's 'thinking tools' as stand-alone entities. Rather, they are interrelated (see Chapter 2.4). For example, habitus offers a meeting point between agency and structure, central to the functioning of a field (Bourdieu, 1986; Cushion & Jones, 2006). The systems of habitus developed depend on the social position held by an actor (i.e. coach) in a given social system (i.e. academy) and the capital they hold (i.e. coaching qualifications) (Bourdieu, 1986). The access to such capital gained (i.e. utilising coaching expertise) relies on the existence of a field (i.e. academy) which in turn governs the values attached to capital (i.e. favouring some forms over others) (Bourdieu & Wacquant, 1992; Cushion & Jones, 2006)

Ultimately, it was hoped individual coaches would be working towards collective goals (i.e. implementing academy coaching and playing principles), through a collective understanding of **"**how we do things and what matters around here" (Sage, 1989, p.87). However, the major finding in this study was that coaches' practices were based more on their individual ideology (i.e. prior socialisation experiences), rather than there being consistency against what the academy wanted them to do. Three key, interrelated themes were identified and selected to form the following section, with data gained deemed pertinent in answering the research questions (see Chapter 1.3): (1) organisational influence, (2) personal understanding of coaching, and (3) individual ideology vs. academy ideology.

5.1 Organisational influence

From the answers provided by coaches in the interpretive interviews, there did not seem to be much clarity in terms of what the academy 'coaching philosophy' actually was, with there being some confusion between coaching and playing principles (see Chapter 4.2.1). When questioned, coaches alluded to how the academy were expected to play football: "play out from the back" (Coach 2), "attacking football" (Coach 5), "possession-based approach" (Coach 6), "play through the thirds" (Coach 7). Indeed, previous research has found the use of the term 'philosophy' is commonly used to describe on-field playing styles and strategies (Gibson & Groom, 2018), which demonstrates a lack of acknowledgement in relation to the "effects of socialisation, power, history and culture on subjectivity"

(Cushion & Partington, 2014, p.16). When prompted, however, coaches highlighted the academy's key coaching principles: "question and answer type of interventions" (Coach 5), "guided discovery" (Coach 7), "let the players make the decisions" (Coach 13). In the present study, it seemed the academy's *ideology* was being imposed on coaches. This appeared to be done upon joining the club, with the expectation for coaches to automatically align their practices, rather than something that was created with their buy in (Wenger, 1998; Cushion & Jones, 2006; 2014): "It was done when I joined...it was put across strongly that's how we want to train the kids, and how to play in the matches…you've got Line Managers (Lead Phase Coaches) who need you to do the stuff you're required to do" (Coach 2). In doing so, an explicit outline of how coaches were actually expected to direct their practices may have been absent: "In terms of the playing philosophy, I'd say I understand the way we want to play and things like that…in terms of the coaching language and some of the terms that they use, I'm still getting used to that, but the playing philosophy has definitely been outlined to me" (Coach 1). From the answer provided by this coach, and others, it appeared the academy's ideology was not something that was explicitly taught to coaches. Rather, it seemed to be established by those at the top (i.e. Academy Manager, Head of Academy Coaching) of the social system (field): "We have regular meetings...we're involved in the actual process of the audit…me and [Coach 6] work very close with [Academy Manager], so he allows us to have that input…mine and (Coach 6) job is to ensure that filters right down, so top-down really" (Coach 13). Coaches lower down the hierarchy, but who were perceived to hold capital (i.e. full-time phase coaches) gained access to the academy ideology through explicit

methods (i.e. staff meetings with Academy Manager and Head of Academy Coaching) (Wenger, 1998; Cushion et al., 2006; 2014): "We all have access to the coaches' handbook, especially being a full-time member of staff…we have regular staff meetings about how we as coaches are getting the philosophy across to them" (Coach 10).

In the present study, it seemed to be an expectation for coaches lower down the hierarchy (field), and who were perceived to hold less social capital than senior staff members (i.e. part-time coaching phase coaches) to become aware of the academy's playing and coaching principles through speaking to and/or observing those further up the hierarchy (i.e. lead phase coaches), which are seen as implicit methods (Wenger, 1998; Cushion et al., 2006; 2014): "[Academy Manager] came down with me and put on a session, I've seen [PDP Coaches] put sessions on before, having that environment where you can watch these more experienced coaches…so I can ask afterwards why they did certain things in a session…or certain things in my session, and if they'd do it differently" (Coach 1). It is these coaches who legitimized this knowledge (habitus) through their position (capital), which filtered through the structure (field) (Bourdieu, 1986). This method of speaking to and/or observing more senior coaches to develop an understanding of the academy's ideology aligns with the cultural reproduction which exists in professional football (Bourdieu, 1986; Cushion & Jones, 2006; 2014): "[Head of Academy Goalkeeping] has always welcomed us to come and watch him, or get involved with him…with some advice from [Head of Academy Goalkeeping] I've found that much easier to change or develop a session" (Coach 3). Thus, although it may have

appeared to be a 'philosophy' in the philosophical sense of the word, it was actually just the senior coaches (i.e. Academy Manager, Head of Academy Coaching) putting across their personal playing principles.

The hierarchical awareness of power relations can be used in this context to form and sustain practices (Cushion et al., 2003). This was echoed in two previous studies focusing on professional youth football (Cushion & Jones, 2006; 2014). These authors found players to view coaches as gatekeepers of knowledge, and instrumental to their future success in the game (see Chapter 2.6). Despite the focus on coach-player as opposed to coach-organisation relations, these results can be transferred to the present study. It could be suggested as senior staff members (i.e. Academy Manager, Head of Academy Coaching) hold more capital (i.e. educational, social) within the academy (i.e. coaching qualifications, coaching position held), those with less capital (i.e. phase coaches) must be obedient (i.e. adhere to academy ideology postulated) to maintain their position within and avoid exclusion (i.e. loss of job) from the social system (i.e. professional football academy) (Cushion et al., 2003). Thus, upon joining and during employment at the academy, individuals (i.e. phase coaches) may view more senior coaches (i.e. Academy Manager) as the gatekeeper of knowledge, and instrumental to their future success in their position within the club (Cushion & Jones, 2006; 2014): "I'm coming to the sessions whenever I'm available to observe senior coaches, to observe Head of (Academy) Coaching, the Academy Manager, the reason behind it is to be as familiar with the philosophy as possible… [Head of Academy Coaching] being out there with me, being able to ask questions…speak to coaches who are more experienced and are

here full-time, they know what we need to achieve, and this is very valuable" (Coach 5).

5.2 Personal understanding of coaching

Despite the academy outlining their ideology to the coaches, it seemed coaching practices were based more on their individual principles (see Chapter 4.2.3), as a result of their prior socialisation experiences (i.e. playing history, coaching career) (Cushion et al., 2003). When questioned, some coaches referred to their previous playing career and coaching backgrounds influenced their current practice: "I communicate and I try and get any knowledge that I've gained through playing and coaching… I try and get that to the players…certainly from learning under different managers how to go about things, how to treat players, how not to treat players, how to put on sessions which are simple but effective" (Coach 9). Further evidence of coaches basing practices on prior socialisation experiences were found in the behavioural data, with individual ambiguities reported throughout the academy. For example, the number of questions asked by coaches ranged from 16 (Coach 11) to 170 (Coach 6) (see Table 2). These ambiguities would suggest the way that these coaches coach may not be focused on aligning with the academy's playing and coaching principles, but rather their own personal ideology regarding how they believe their players should be coached (habitus) (Bourdieu, 1990c). Explanations for this can be offered through prior socialization (Cushion et al., 2003). Here, one coach came from a professional football background: "I'm quite vocal…just because I know the intensity they need to play at"

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(Coach 11), whilst the other coach came from an educational setting, with an undergraduate degree and teaching background, and spoke of how his previous experiences were "transferable into this setting" (Coach 6). As recent research suggests, there is a need to acknowledge the impact of educational backgrounds on coaching ideologies (Stonebridge & Cushion, 2018). The present study yielded similar results to previous findings (see Chapter 2.2.2), as the graduate coach (Coach 6) used significantly more divergent questions (94) than the non-graduate coach (Coach 11) employed in practice (11) (see Table 2). Divergent questions have been suggested to stimulate problem-solving (Chambers & Vickers, 2006; Cope et al., 2016), which aligns with the academy ideology of expecting players to 'display timely problem-solving skills' (see Appendix G).

When questioned on the impact previous playing or coaching experiences had on personal ideologies, coaches referred to "picking up" information (Coach 8 and Coach 11): "I've learnt quite a lot from stuff throughout my career…you pick little bits you enjoy, and what can be worked on, I think that's what I've probably done, picked little bits up" (Coach 8). During their playing career, coaches receive this information, often accepted without question (Cushion & Jones, 2006; Purdy et al., 2006). Then, the aspects which align with individual beliefs (habitus) are applied to their own coaching practices (i.e. as coaches), without disruption or challenge (i.e. reflection against academy ideology) (Cushion et al., 2003). Equally, those aspects which do not align with individual ideologies are cast aside and not applied to personal practices (Cushion et al., 2003): "I've seen good coaches and bad coaches, hopefully I've picked up some of the good stuff and I

continue to do that…and putting to one side the stuff I think is not so good"
(Coach 11). In other words, coaches would utilise practices deemed most
culturally acceptable (i.e. perpetuating historical coaching approaches into
current coaching practices). So, the danger here, is the source of this
information comes from personal assumptions (habitus), with an absence of
evidence-based practices (i.e. reflection upon implications for athlete
development) (Cushion, 2013). In the present study, coaches with the same
backgrounds (i.e. playing history) did not share the same understandings of
coaching (Coach 9 and Coach 11). Indeed, these two coaches gave
contrasting answers when questioned on the impact formal coach education
courses had on their coaching practices. Whilst one alluded to the impact of
formal coach education on their personal practice: "Quite a lot actually, I
think again I was probably a typical footballer who thought that 'I'm not
sure you need coaching badges to be a coach', you know I've got a
knowledge of the game…you're learning pretty much anything and
everything from it" (Coach 9), the other suggested these courses were
attended for alternate reasons relating to enhancing or maintaining their
coaching position (Chesterfield et al., 2010): "It's almost like a little bit of a
tick box exercise with some of them, but you have to complete them to get
this particular sort of job, then you have to do another one to stay
qualified… a lot of it is experience… the people who are taking the courses
at times aren't any more experienced than some of the people who are doing
the courses" (Coach 11). Interestingly in this case, both coaches had played
professional football. However, "just as no two individual histories are
identical so no two individual habituses are identical" (Bourdieu, 1990c,
p.46). This would suggest these coaches' approaches were not necessarily

formed by their past playing experiences but were instead shaped by their current understandings of coaching (Cushion et al., 2003). Worth noting in this instance is the acceptance (Coach 9) or disregard (Coach 11) for alternate pedagogy (Cushion & Jones, 2006; Purdy et al., 2009; Partington & Cushion, 2013).

The reluctance to move away from traditional coaching ideologies was evident in the present study, with frequent use of instructional and management behaviours throughout the academy (see Table 1), which does not align with the espoused academy ideology of 'player development and understanding' (see Appendix D). This is echoed in previous research, with high levels of instruction consistently been found in coaching practices within previous studies (i.e. Potrac et al., 2007; Ford et al., 2010; Partington & Cushion, 2013). These findings align with the traditional, discursive nature of the sport (i.e. coach being the gatekeeper of knowledge): "I've seen most things at some point or another… I know the intensity they need to play at" (Coach 11), subject to contextual, social and situational pressures (i.e. the goal for academy players to progress into the first-team): "I think (under) 15's and 16's should be more about game management… if he's in the first-team he needs to know how to win a football match" (Coach 7) (Williams & Hodges, 2005; Potrac & Cassidy, 2006). In other words, coaches' practices were based more on their individual principles in relation to how they believe players should be coached, rather than there being consistency against what the academy wanted them to do: "I think a lot has been through my coaches…who I've worked with or under…the bulk of my knowledge comes from personal experiences really" (Coach 10). It appeared

this was likely due to the academy principles being imposed on coaches rather than something created with their buy in. Thus, it resulted in a misalignment between personal understandings of coaching (individual ideology) and the organisational influence (academy ideology), with personal coaching dispositions proving extremely strong, and ultimately prevailing.

5.3 Individual ideology vs. academy ideology

During the interpretive interviews, coaches were questioned on their understanding of the coaching ideology espoused by the academy. Coaches alluded to their awareness and application of the academy ideology: "what we're delivering is what they want at the top [Academy Manager, Head of Academy Coaching], so there's continuity going through" (Coach 6). This suggests the academy ideology appeared to be something readily available to coaches. However, a major finding in the present study was the lack of explicit education in relation to the academy ideology. Rather, it appeared to be something that was imposed on coaches without their buy-in and was in-fact just the senior coaches (i.e. Academy Manager, Head of Academy Coaching) ideas on how players should be coached. As a result, coaches were instead favouring their own personal ideologies (habitus), basing their practices on prior socialisation experiences (Bourdieu, 1990c; Cushion et al., 2003): "I don't have a guideline for it… it's just something I've done for the last 10 years" (Coach 3). The absence of an explicit ideology for coaches to follow resulted in a lack of coach understanding in relation to its application in practice: "I understand the basic principles of what the club…

Or the academy wants, I do think that sometimes…they change what they want…sometimes it's about letting the kids play, making their own decisions…sometimes they want us to be onto them and try and help them out…the actual words they use…I understand all of that, it's just how they actually want it delivering that I'm a bit unsure about" (Coach 16). Thus, if coaches do not hold an understanding of the academy ideology, the information the players within their session receive may also be compromised: "I'm not sure they [players] know why they do stuff, they do it, but I'm not sure they know why they do it" (Coach 7). This finding may not have been the expectation when considering the academy's key principles include 'player development and understanding' (see Appendix D).

The accompanying data gained from the systematic observations found direct management and instructional behaviours to be more common than questioning behaviours throughout the academy (see Table 1). These findings have been echoed in previous sports coaching research (Smith & Cushion, 2006; Potrac et al., 2007; Ford et al., 2010; Partington & Cushion, 2013). Research suggests employing questioning behaviours can increase athlete decision-making (Chambers & Vickers, 2006), enabling them to think critically about their performance (Wright & Forrest, 2007). Thus, the findings in the present study may not have been expected given the academy's fundamental principle of players engaging in 'self-discovery' (see Appendix D). This suggests that although coaches felt they were aligning their practices with the academy ideology: "It's the topic of our philosophy that's around everything we do" (Coach 6), the behaviours they

employed suggested otherwise. Indeed, coaches have been found to hold a low-self-awareness of their behaviours and practices (Partington & Cushion, 2013). For example, when analysed collectively questions asked by coaches in the academy accounted for an average of just 4% of total behaviours (see Table 1). When analysed individually, these percentages ranged from 1% (Coach 11) to 11% (Coach 6). More specifically, coaches asked between 16 (Coach 11) and 170 (Coach 6) questions during their observed sessions. The lack of total questioning behaviours (see Table 1) has also been highlighted in previous sports coaching research (i.e. Cushion & Jones, 2001; Potrac et al., 2007), with the type of questions asked (see Table 2) tending to be closed (i.e. Harvey et al., 2013; Cope et al., 2016). Possible explanations for this were uncovered in the interpretive interviews, with findings aligning with previous research, in particular when investigating the influence of educational backgrounds (Stonebridge & Cushion, 2018). Indeed, the coach who employed the most questions came from an educational background (see Chapter 2.2.2), during which they were first introduced and exposed thereafter to alternative approaches through socialisation experiences (Cushion et al., 2003): "I do see a lot of value in the formal coaching qualifications" (Coach 6). The coach who employed the least questions came from a professional football background, and suggested their practices were based on their previous playing history and exposure to coaching practices (Cushion et al., 2003): "I'm quite vocal, just because I know the intensity they need to play at" (Coach 11). Additional explanations were also provided by the coach in the interview, suggesting their behaviours and practices (i.e. use of questions) were dictated by the age of their athletes, in relation to their perceived understanding: "when I coach the older ones…I

expect them to know the basics of a drill…just set it up and let them get on with it" (Coach 11). All 13 coaches in the present study used more convergent than divergent questions. Relating this finding to previous research (Cope et al., 2016), this may suggest questions were employed for recall and recitation purposes, which positions the coach as a gatekeeper of knowledge, as opposed to achieving the academy's aim for players "learning to make their own decisions" (see Chapter 3.2.1). Here, the question could be posed whether this was a deliberate, individual coaching strategy (agent), or one set by the coach's workplace (structure). More specifically, it appeared coaches were favouring their individual ideology, as opposed to the academy's ideology. This demonstrates a discrepancy between data (i.e. systematic observations) and answers (interpretive interviews) and results in a misalignment between individual and academy ideologies.

When analysed by phase, the most common behaviour was silence. Research suggests silence can be employed as a deliberate coaching strategy, ensuring practice is not diluted with constant instruction (Cushion & Jones, 2001). This would align with the academy's ideology of players "taking ownership of their own personal development" (see Chapter 3.2.1). However, silence was also the coaching behaviour with the largest individual variance. These variances were found even between coaches (Coach 10 and Coach 11) of the same age group (see Table 1). Explanations for these variances were unearthed during the interpretive interviews. Some coaches spoke about wanting to "drive the tempo of the session" which was formed due to "been in and around professional football for 20 years"

(Coach 11, 13% silence), another example of cultural reproduction in football, in which 'folk pedagogies' (i.e. uncritical transfer of coaching discourses) are perpetuated into personal practices (Cushion et al., 2003; Cushion & Jones, 2006). This coach again referenced how the group of players they coached – and their perceived ability - may have influenced their behaviours, in particularly silence: "I sometimes feel I'm inputting more than what I want to, but that's just because of the players I'm dealing with…not because that's how I want to do it...I say more than what I want to…constant input to keep them on task and focused…I just feel they need that" (Coach 11). However, other coaches – despite also coming from a professional football background – spoke about wanting to "take a step back and remember they're still kids" (Coach 9, 40% silence), suggesting practices were based on their personal understanding of coaching as opposed to prior socialisation experiences (Cushion et al., 2003). Above all, an absence of an explicit education on what the academy ideology was, and how it should be implemented in practice was noted. Indeed, the overarching finding was that the academy ideology seemed to be just the senior coaches' ideas on how players should be coached, rather than being something created with buy-in. This was then imposed upon phase coaches with an expectation for all coaches to follow. Thus, coaches were instead favouring their own personal ideologies as opposed to the ideology espoused by the academy. This then resulted in a misalignment between individual coaching individual coaching practices and the academy ideology. This 'epistemological gap' between coaching behaviours, practices and intended ideologies was noted throughout the academy (Partington & Cushion, 2013). Whilst it must be acknowledged that these

differences were expected to an extent (i.e. session content, athlete age, athlete ability), the level of variance may have been lower if coaches were all aligning their practices to the same ideology.

CHAPTER 6: CONCLUSION

This study investigated the alignment between individual coaching ideologies, and those espoused by the professional football academy for which they worked. Large variances were found in individual coaching behaviours, even between coaches working with the same age group of players. Collectively, aside from silence, instructional and management behaviours were the most common. Questioning behaviours were less common, despite the academy's stated aims of players "taking ownership of their development" (see Appendix D). Whilst there are many factors impacting coaching practices and behaviours (i.e. age of players), perhaps there should not be such large variances in behaviours if all coaches were working towards the academy ideology. Rather, the major finding of the present study centred around the academy's coaching ideology being imposed on coaches, rather than being created with their buy in. The expectation was for coaches to automatically follow the academy's ideology, but personal dispositions (i.e. individual habitus) proved extremely strong, and ultimately prevailed. As a result, rather than aligning practices with what the academy wanted, they instead coached the players based on their individual ideologies. Thus, a more explicit outline or collaborative approach in relation to the development of the academy's *coaching* principles could be considered if coaches are to align their

practices accordingly.

6.1 Implications for coach education

The current study further added to the body of research which has highlighted loopholes in the formal coach education system (i.e. Chesterfield et al., 2010). Future coach education providers – at all levels of the coaching pyramid - could consider the concepts the course covers. For example, the importance of establishing and maintaining a functional coaching ideology should be something readily available and put forward to all candidates. It is hoped this thesis, and its longitudinal nature further explores the ill-covered topic of the relationship between formal education and behaviour change (Stodter & Cushion, 2014; Stonebridge & Cushion, 2018). Despite it not being the explicit aim of the research, the qualitative aspect (i.e. interpretive interviews) may offer reasoning as to *why* coaches have and continue to coach as they do (i.e. prior coach education experiences, favouring individual ideology over academy ideology). Future coach education interventions – both for the academy under study (i.e. in-house CPD events) and coach education in general (i.e. formal courses) - should be localised, and consider introducing alternative, evidence-based approaches to coaching.

6.2 Limitations of the study

There were a number of limitations associated with the present study. Whilst this thesis involved the researcher carrying out a case study across a

season, coaches were only observed three times each, with three coaches having to be cut from the study due to availability (see Appendix I). The main limitation was that the Academy Manager was not included in the study (due to changes to the position halfway through the season). This would have been a valuable addition to the participants (i.e. determining if the practices of the Academy Manager aligned with the academy's principles and/or were being mirrored by other coaches within the academy). Similar issues were noted when it came to gaining access to all sixteen coaches to be interviewed on a second occasion due to coach availability. It must also be stressed is this research focuses solely on one professional football academy and therefore does not capture the coaching processes that occur in other academies.

6.3 Future research

Future research could employ similar methodology and pose a similar research question, but include more than one professional football academy in a study. Although each academy espouses their own ideology, it may be that they are aiming for similar playing and coaching principles. It is also the position of the researcher that similar research (i.e. investigating the alignment between individual and organisational ideologies) on a larger scale (i.e. regional, national) can not only develop the coaching process (i.e. future coach education), but also develop our understanding of it (i.e. coaches holding own ideology, academy espousing their ideology). Indeed, despite the insights into the contextual factors impacting coaching behaviours and practices this research offers, more longitudinal studies into

coaching behaviours and principles would be welcomed in the literature. For example, research into the practices of football coaches could be categorised by context (i.e. amateur and professional), by age (i.e. foundation phase, youth development phase, professional development phase) or by focusing on specific coaching behaviours in more depth (i.e. questioning, see Cope et al., 2016). Future research could further explore the understanding, articulation and development of coaching ideologies (Cushion & Partington, 2016), as a result of the findings in the present study, in which coaches were seemingly basing their practices on prior socialisation. What's more, the academy's ideology predominantly focused on how players were expected to play, not how coaches were expected to coach (see Chapter 5). Finally, and in line with recent research (Stonebridge & Cushion, 2018), future directions could further investigate the explicit links between the educational backgrounds of coaches, and its impact on coaching behaviours employed in practice, and the formulation of individual coaching and playing principles.

6.4 Researcher reflections

I see now as an opportunity to provide a reflection on the research process as a whole. It is hoped that this will provide greater insights into some of the challenges faced - both as a neophyte researcher and a performance analyst – working within a professional sporting context (Patton, 2002; Butterworth & Turner, 2014). I'd like to begin by documenting my previous experiences in conducting research, and exposure to the context under study. Despite completing a Dissertation at undergraduate level, this was a Systematic

Review (of coach education), so the mixed methods, let alone single methods approach, was completely new to me. Did I find it challenging? Yes. Prior to undertaking the Masters by Research degree, I had come straight from an undergraduate degree, during which learning involved attending lectures, being given assignment guidelines to follow, and deadlines to adhere to. Now, whilst it was only a single piece of work to focus on across a number of months, the learning was directed by myself, and it was now down to me alone to ensure I met the expectations. The fact I was also employed as an intern at the club under study, with rotas changing on a weekly basis was also a factor. It meant I had to be flexible with my working schedule, making sure I was making good progress throughout the year.

In terms of the data collection process, admittedly I struggled in the beginnings of the research. Again, being a neophyte mixed methods researcher, I encountered some issues. In particular the quantitative data collection (SportsCode) was something I had to get to grips with. There had been difficult times where I lacked experience and knowledge, but as the weeks progressed, this almost became second nature. In hindsight, perhaps I should have gained more experience with this technology during my undergraduate degree, but in all honesty I did not see myself going onto a career in which performance analysis was involved, let alone postgraduate study. For the qualitative data collection, I can't say I'd ever conducted an interview previous to undertaking this research. So again, this was a case of learning as I went along, with each interview becoming easier than the one previous. The conversational nature of the semi-structured interviews,

particularly having already developed rapport with the coaches, ensured I soon felt more than competent. I found myself discussing mutual footballing connections with coaches, for example. I do feel this was helped by my previous playing experience in this context.

Going back to the beginnings of my time at the club, my first introduction to the coaches was via a meeting on the process they would be involved in over the course of the season. Here, myself and my co-researcher/academic supervisor gave an overview of what the process would entail (i.e. observations) and how it could impact and/or benefit their coaching. Whilst most of the coaches seemed open minded, there were a few questions asked, with some questioning the effectiveness and/or purpose of the intervention. Here, and throughout the course of the season, it was reinforced that this exercise was not something the more senior staff had put in place as a surveillance tool. Rather, it was a unique process which could ensure coaches are aware of their practices and impacts on their players.

Over the course of the next couple of weeks, the first observation rota was sent out to myself and the coaches via email. Within the first week of recording coaches, I was met with one in particular who did not appear to be happy about being recorded. They alluded to not being sent the rota, but also that they had only recently planned their session. Despite reinforcing that it was not the content (i.e. technical drills) of the session I was looking at, and explaining the behaviours discussed in the previous meeting, this was to no avail. By chance, the academy manager was on the side-line and after some debate, I was sent home, and the session was rearranged. As I left, my

thoughts turned to whether this would be the case across the course of the season.

The communication of the rota for sessions between myself and my point of contact within the club was a recurring issue throughout the course of the research process. Whilst I appreciate how busy staff were, particularly those in a senior position who are also tasked with sending the rota out, I do believe this is something that could have been improved. The rota was sent out on a monthly basis, but due to the nature of the field of study, a lot could change in a month (i.e. coaches going away on courses). Whether it was the person who sent the rota, or the coach who was unavailable, I felt someone should have contacted. At times I almost questioned whether the rota was checked, as there were times that I turned up to film and was asked "who is it being filmed today/tonight?" and often it was that coach.

Throughout the research process, I would estimate that I turned up to film and was told for one reason or another the session was not going ahead between 10-15 times. These included coaches being away on courses, training at an alternative location, training at a different time, or another coach taking the session. Again, this is something I expected to happen and not everything could have gone perfectly. However, two cases in particular stand out for me, in which there could have been better communication:

1. A coach had only been filmed once across a number of months due to their limited availability. I had travelled to the location in the city centre and was met by another coach. After asking where the coach was, he replied "Oh, he's in Africa" to which I laughed. "No really,

where is he?" I replied. It turns out the coach actually was in Africa, delivering some form of coaching and scouting in partnership with the club's African sponsor. Whilst I appreciate this is a commitment and part of the coaching role, it would have taken no more than an email to let me know.

2. As part of the club's sponsorship deal, and as a result of the coaches travelling across to Africa, a team of players was due to come across to England and play a select XI in a friendly match at the first-team stadium. Whilst I was aware of this in the weeks prior – having discussed with a number of staff – it was my expectation that sessions were still going ahead as planned. I turned up to the training venue as planned, and there was no-one around. After emailing, it turned out all members of staff and players were given the time off, presumably with the offer to go and watch the friendly match take place.

I appreciate I was not always based at the training facilities, but there were enough times in these, and other instances for me to be made aware of the alternative arrangements. At times it made me question the importance the club attached to the process. Initially, I found myself observing 5 or 6 sessions a week, and towards the end of the process, I was lucky to record this amount in a month. There were times the more senior staff members would see me around the training facilities and say, "I can't make that session mate, we'll have to rearrange" and despite emailing to rearrange, this was not always done. In hindsight, this may have contributed to why only 13 of the 18 coaches were able to be observed three times, and thus

included in the quantitative aspect of the study.

Another aspect of the process, and perhaps a personal limitation due to my experience as a researcher, was the technological issues I faced. In the beginnings, there were only minor issues with the recording equipment. However, when it came to coaches accessing their sessions using hard drives, this became a common theme throughout. Ultimately, we wanted coaches to be able to view and reflect on their sessions. Initially, the hard drive format would not work unless it was accessed using a MacBook computer, of which the academy only had one (performance analyst). As I was not the best with technology myself, this was a problem which took a while to sort out. I found myself trying to explain how the process worked (i.e. file size, file transfer) with some coaches asking questions like "can't you just email me mine?" in regard to their filmed sessions. I couldn't believe that something that appeared so simple would cause so much hassle. Finally, with a little help, I sorted the problem. I emailed the coaches, before taking the hard drive in and leaving it on the coaches' desk, I thought that was the end of it. A couple of weeks had passed, and I was in the building after recording a session. "Have you sorted that thing yet?" a coach asked. It had been some time since I brought in the drive. It was almost as though I was only being asked as I was there, which again made me question the importance being attached to the process. Similar conversations were noted relating to the statistics developed from the systematic observations. It seemed coaches attached more importance to the availability of their videos, as opposed to the stats being generated. But there were still times when I was around when coaches said "I haven't had my stats through yet" despite

them been sent across via email for coaches to go through (i.e. in meetings). Again, and like with the hard drive availability (due to league safeguarding rules), this was something for the senior/full-time staff to receive, and ensure part-time staff also have access to. These technological problems were really just teething issues, and due to the infancy of the process, were bound to happen. Answers provided in the second set of interviews referred to this, with some coaches offering their own opinions on how the process could be improved in the future (see Appendix K).

To conclude, I'd like to reinforce that whilst it may appear in some instances within this section, I am in no way criticising the process and/or club staff. Rather, I felt it was necessary to highlight some of the problems I encountered with undertaking longitudinal research in this context. It is hoped that adding this reflective element to my thesis – in my own words - would not only provide greater insights into my personal experiences, but also have positive implications for others looking to conduct similar research (Butterworth & Turner, 2014). More specifically, it is hoped some of the problems interns may encounter when entering a professional sporting environment were discussed, both due to their position within the club, and their previous – or lack of – experience. Overall, it must be stressed that this was an excellent opportunity to work for – in any capacity – the club I have supported all of my life. The skills, experiences and knowledge I have gained throughout the season have stood me in good stead, both for completing this thesis, and for any future career opportunities I look to take.

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CHAPTER 8: APPENDICES

Appendix A: Ethical documents

Department of Sport,

Health & Exercise Science

STAGE 1 - RESEARCH ETHICS APPROVAL FORM
EC1A

Department of Sport, Health & Exercise Science	UNIVERSITY OF **Hull**

If this application is for EXTERNAL CONSULTANCY work go to application details on page.4

RISK CHECKLIST AND STAGE 1 - RESEARCH ETHICS APPROVAL FORM

All research carried out by students and staff in the Department of Sport, Health & Exercise Science must receive ethical approval before the project or study begins.

Forms

- All applicants MUST complete this Risk Checklist and Stage 1 - Research Ethics Approval Form.
- Applicants whose research studies are classified as Risk Category 2 or 3 must also complete the separate Stage 2 - Research Ethics Approval Form (EC1B).

Notes for completion

- *University Research Ethics Policy and Research Ethics Procedures*
  The University Research Ethics Policy and Research Ethics Procedures should be read prior to the completion of this application. Consideration of the application will be undertaken in accordance with the University's Research Ethics Policy and Procedures.
- *Professional, Statutory or Regulatory Bodies*
  Applicants should consider any additional requirements by any relevant Professional, Statutory or Regulatory body; and any other bodies (for example, learned societies such as BASES or BPS) which may be relevant to the subject area in question. Where the project comes under the jurisdiction of the National Research Ethics Service, a copy of the approval from an NHS Research Ethics Committee should be included in the submission.

Submission

Students: please email the typed form/s to your Research Supervisor / Director of Studies. Once returned please email the completed form/s to ethics-shes@hull.ac.uk where it will be forwarded to an appropriate Local Research Ethics Co-ordinator (LREC) for consideration. Please make sure the DISCIPLINE box is completed which will ensure that the appropriate LREC receives the application.

How to complete the form

You can navigate through the form by using the tab keys.

Signatures

Electronic/typed signatures are acceptable for emailed forms.

Outcome

Applicants will be advised of the outcome of the application by:

- The Research Supervisor or Director of Studies for Risk Category 1 student projects;
- The Local Research Ethics Co-ordinator or the Faculty Research Ethics Committee for Risk Category 2 and 3 projects.

You may only begin your research when you receive notification that the project has ethical approval.

If the circumstances of your research study change after approval it is your responsibility to revisit the Risk Checklist and complete a further application.

Advice

Complete the Risk Checklist and Stage 1 - Research Ethics Approval Form first. If you are uncertain about the answer to any question:

- Seek guidance from your Research Supervisor or Director of Studies (students only);
- Contact your Local Research Ethics Co-ordinator (staff only).

CONFIRMATION STATEMENTS	
The results of research should benefit society directly or by generally improving knowledge and understanding. Please tick this box to confirm that your research study has a potential benefit. *If you cannot identify a benefit you must discuss your project with your Research Supervisor to help identify one or adapt your proposal so the study will have an identifiable benefit.*	✔
Please tick this box to confirm you have read the Research Ethics Procedures and will adhere to these in the conduct of this project.	✔

RISK CHECKLIST - Please answer ALL the questions in each of the sections below

WILL YOUR RESEARCH STUDY........?

	RISK CATEGORY 1	YES	NO
1	Involve direct and/or indirect contact with human participants?	✔	
2	Involve analysis of pre-existing data which contains sensitive or personal information?	✔	
3	Require permission or consent to conduct?	✔	
4	Require permission or consent to publish?	✔	
5	Have a risk of compromising confidentiality?	✔	
6	Have a risk of compromising anonymity?	✔	
7	Contain sensitive data?	✔	
8	Involve risks to any party, including the researcher?		✔
9	Contain elements which you OR your supervisor are NOT trained to conduct?		✔
10	Use any information OTHER than that which is freely available in the public domain?		✔
	RISK CATEGORY 2		
11	Require permission or informed consent OTHER than that which is straightforward to obtain in order to conduct the research?		✔
12	Require permission or informed consent OTHER than that which is straightforward to obtain in order to publish the research?		✔
13	Require information to be collected and/or provided OTHER than that which is straightforward to obtain?		✔
	RISK CATEGORY 3		
14	Involve participants who are particularly vulnerable or at risk? (e.g. young people, prisoners, sports disability groups)		✔
15	Involve participants who are unable to give informed consent?		✔
16	Involve data collection taking place BEFORE informed consent is given?		✔
17	Involve any deliberate deception or covert data collection?		✔
18	Involve a risk to the researcher or participants beyond that experienced in everyday life?		✔
19	Cause (or could cause) physical or psychological harm or negative consequences?		✔
20	Use intrusive or invasive procedures?		✔
21	Involve a clinical trial?		✔

22	Include a financial incentive to participate in the research?		✔
23	Involve the possibility of incidental findings related to health status?		✔
24	Involve your own students or staff (this question is for STAFF MEMBERS ONLY)		✔

CLASSIFICATION - Please answer the following questions in order to classify the risk level of your study

C1 – Did you answer 'YES' to any of the questions (1 to 24) in the Risk Checklist above?

Yes	✔	Please go to question C2
No		If you answered **NO** to all the above questions, your study is classified as **Risk Category 1** (literature reviews will be Risk Category 1)

C2 – Did you answer 'YES' to any of the questions in Rick Category 3 (14 to 24) of the Checklist above?

Yes		If you answered **YES** to any question in Risk Category 3, your study is classified as **Risk Category 3** (unlikely to be appropriate for undergraduate students – with the exception of working with young people)
No	✔	If you answered **NO** to all the questions in Risk Category 3 (but you answered yes to questions in Risk Categories 1 and/or 2), your study is classified as **Risk Category 2**

APPROVAL PROCESS

Category	Student applicants	Staff applicants
Risk Category 1	If your study has been classified as Risk Category 1, your Supervisor or Director of Studies can give approval for the project. You must complete the remainder of this form and submit it to your Research Supervisor for consideration. A copy of the signed form must be given to ethics-shes@hull.ac.uk	If your study has been classified as Risk Category 1, you do not need ethical approval for the project. You must complete the remainder of this form so that your research project is registered with the University. Please submit this form to ethics-shes@hull.ac.uk
Risk Category 2	If your study has been classified as Risk Category 2, your Supervisor or Director of Studies can recommend approval for your study by the Local Research Ethics Coordinator.	If your study has been classified as Risk Category 2, your project will be considered for ethical approval by the Local Research Ethics Coordinator.

	You must complete the remainder of this application form and also the separate Stage 2 - Research Ethics Approval form. Once you have completed the forms please submit both forms to your Supervisor for consideration. Your Supervisor may disagree with your assessment and ask you to make revisions or reject your application. The Local Research Ethics Coordinator will review your project and then decide to approve it, ask for revisions, reject it or pass it on for review via the Chair to the Faculty Research Ethics Committee.	You must complete the remainder of this application form and also the separate Stage 2 - Research Ethics Approval form. Please submit both forms to your Local Research Ethics Coordinator for consideration. The Local Research Ethics Coordinator will review your project and then decide to approve it, ask for revisions or pass it on for review via the Chair to the Faculty Research Ethics Committee.
Risk Category 3	Postgraduate Research Students If your study has been classified as Risk Category 3, you should consult with your Director of Studies as you will normally need to submit to the appropriate Faculty Research Ethics Committee for approval. You must complete the remainder of this application form and also the separate Stage 2 - Research Ethics Approval form and submit both forms to your Director of Studies. Undergraduate and Taught Postgraduate Students If your study has been classified as Risk Category 3, you should consult with your Supervisor without delay as it is highly unlikely you will be able to proceed with your study and you should negotiate a project that is of lower risk. The exception may be working with young people.	If your study has been classified as Risk Category 3, your project will be considered for ethical approval by an appropriate Local Research Ethics Coordinator. You must complete the remainder of this application form and also the separate Stage 2 - Research Ethics Approval form and submit both forms to your Local Research Ethics Coordinator. In some instances, Risk Category 3 projects will need to be considered by the appropriate Faculty Research Ethics Committee.

APPLICANT DETAILS:	
DISCIPLINE	(PLEASE INSERT DISCIPLINE AREA I.E. COACHING, REHAB, PHYS, PSYCH,BIOMECH OR **EXTERNAL CONSULTANCY/ENTERPRISE ACTIVITIES**)
Your name (if a group project, include all names here)	Joshua Hall
Department	Department of Sport, Health and Exercise Science
Faculty	Science and Engineering
Status (tick as appropriate)	
• Undergraduate student	
• Taught Postgraduate student	
• Research Postgraduate student	✔
• Staff member	
• Other (give details)	
If student project	
• Student ID	201306588
• Course title with award	MRes Performance Analysis
• Student email	Joshua.Hall@2013.hull.ac.uk
• Research Supervisor's name Or External consultancy co-ordinator	Dr Ed Cope
THE PROJECT/STUDY/EXTERNAL CONSULTANCY/ENTERPRISE:	
Project /study title/external consultancy/enterprise	A season-long investigation into coaching behaviour within an elite football academy.
Start date of project/external consultancy/enterprise	September 2016
Expected completion date of project/external consultancy/enterprise	September 2017
Is the project or external consultancy/enterprise funded	Yes
Project Summary - Please give a brief summary of your study or external consultancy/enterprise (maximum 100 words).	
Analysing coaching behaviour can offer several benefits to sports coaching. These include investigating the working realities and human interactions that take place, improving athletic performance and the standard of coach education. To account for the holistic nature of coaching, research would begin with the those in charge at the academy,	

before focusing on individual coaches and their philosophies. Quantitative analysis and recording behavioural data offers a base level of analysis. From here, further analysis through qualitative interviews will help uncover reasoning for coaches using certain behaviours, and whether this aligns with the academy philosophy moving forward.

IFTHIS APPLICATION IS FOR **EXTERNAL CONSULTANCY** any data collected must **NOT** be used for research purposes including dissemination at academic conferences or in academic journals. Where staff wish to publish the results of consultancy/enterprise activities a full ethics submission is required. For external consultancy/enterprise activities only – the ECIA and EC3 risk assessment form must be completed and returned to ethics-shes@hull.ac.uk

IF YOUR PROJECT HAS BEEN CLASSIFIED AS **RISK CATEGORY 1,** PLEASE COMPLETE THE DECLARATION BELOW AND:

Students: please submit this form to your Research Supervisor or Director of Studies in the first instance for signature.

- A copy must then be submitted to ethics-shes@hull.ac.uk for information.
- Staff: please submit this form to ethics-shes@hull.ac.uk

IF YOUR PROJECT HAS BEEN CLASSIFIED AS **RISK CATEGORY 2 OR 3** PLEASE DO NOT COMPLETE THE DECLARATION BELOW. Instead you MUST now also complete the Stage 2 - Research Ethics Approval form and submit both forms together with any supporting documentation.

RISK CATEGORY 1: DECLARATION AND SIGNATURE/S

I confirm that I will undertake this project as detailed above. I understand that I must abide by the terms of this approval and that I may not make any substantial amendments to the project without further approval.

Signed	Joshua Hall	Date	11th August 2016

Local Research Ethics Co-ordinator (LREC) name		*Date form sent to LREC*	

PLEASE MAKE SURE THAT BOTH STUDENT AND SUPERVISOR SIGN THE APPLICATION AND THEN FORWARD ALL SUPPORTING DOCUMENTATION TO THE DEPARTMENTAL ADMINISTRATOR FOR PROCESSING.

Email: ethics-shes@hull.ac.uk

This form will be retained for the purposes of quality assurance of compliance and audit for FIVE years

Department of Sport, Health & Exercise Science
STAGE 2 - RESEARCH ETHICS APPROVAL FORM
EC1B

Department of Sport, Health & Exercise Science

UNIVERSITY OF Hull

STAGE 2 - RESEARCH ETHICS APPROVAL FORM

All research carried out by students and staff in the Department of Sport,
Health & Exercise Science must receive ethical approval before the research or data collection commences.

Forms
• All applicants MUST complete the **Risk Checklist and Stage 1 - Research Ethics Approval Form** prior to completing this **Stage 2 - Research Ethics Approval Form.**
•Following completion of the **Risk Checklist and Stage 1 - Research Ethics Approval Form**, if your research study

was classified as Risk Category 2 or 3, you need to complete this form.

Please ensure you include specific details in the appropriate section below especially where a question in the Risk Checklist was answered YES. If a section is not relevant to your project, put 'NOT APPLICABLE' or 'N/A'. Please make sure the DISCIPLINE box is completed which will ensure that the appropriate LREC receives the application.

TO BE COMPLETED FOR PROJECTS IN RISK CATEGORY 2 AND 3

DISCIPLINE	Coaching	(PLEASE INSERT DISCIPLINE AREA I.E. COACHING, REHAB, PHYS, PSYCH, BIOMECH)
Your name	Joshua Hall	

THE PROJECT	
1	Project title
A season-long investigation into the alignment between learning objectives, intended coaching behaviour and practice and actual coaching behaviour and practice within an elite football academy.	
2	Purpose and Aims
What are the purpose and aims of this research?	
To investigate the alignment between learning objectives set by the Academy Manager and Academy Head of Coaching, with coaches' personal beliefs about coaching, and how these manifest themselves through actual coaching practice within an elite football academy	
3	Project Description
Describe the project, identifying clearly any human participants and/or secondary datasets involved (this should be a summary description. Details of methodology are required later). What is the intended project duration?	
The project will begin by interviewing the academy manager and head of coaching, specifically focusing on the academy philosophy and the coaching/playing style they aim to promote. Two coaches from each development phase (six in total) will then be recorded during practice approximately twice a month per coach. Then, interviews will take place with these coaches based on the findings, gaining insights into their coaching background, and awareness of the academy philosophy. The project will run during the football season, dated September-April.	
4	Risk: participants
Provide a statement of risk consideration and evaluation in respect of the participants including how any elements of risk will be addressed.	
Informed consent for each individual interview to make them aware of the purpose of the study and that they are able to withdraw at any time. The use of pseudonyms will be used in thesis and for any subsequent publications and presentations to ensure confidentiality amongst participants. Data will be stored on a password protected computer that only my supervisors (Dr Ed Cope and Dr Adam Nicholls) and I will have access.	

5	Risk: researchers / other parties
Provide a statement of risk consideration and evaluation in respect of the researchers and any other parties (eg, the University), including how any elements of risk will be addressed.	
I need to ensure the confidentiality and anonymity of all participants so will be careful not to discuss matters relating to this project with those not involved.	

6	Health and Safety
6a	In addition to any factors considered under 'risk' above, are there any other health and safety issues either for participants or researchers? (eg, in relation to premises, equipment, etc)
Although my study does not include physical testing, when recording the coaching sessions I will ensure all equipment is set up away from the playing area.	
6b	Has advice been taken on how these might be addressed, from whom, and when?
Yes, I have met with my supervisor, Ed Cope prior to meeting with the academy manager for the first time.	

METHODOLOGY

7	Human Participants
7a	Describe the size and nature of group and the rationale for selection. Describe how potential participants will be identified, approached and recruited. Please include inclusion/exclusion criteria.
The main participants for this study will be the academy coaches. Two coaches from each development phase, as decided upon by the Academy Manager and Head of Coaching will be recruited, which means six coaches in total. The coaches will have eight-ten of their coaching sessions video recorded over the course of the season, as well as two-four competitive games. The number of recorded sessions in total far surpasses any other work of this kind (Cope et al. In review). In addition to this, a biographical and semi-structured interview regarding coaches' practice will also be undertaken as a means to understand why they coach in the ways they do, and how they understand the broader coaching philosophy of the academy. Finally, the Academy Manager and Head of Coaching will be interviewed, as they are responsible for settting the academy's philosophy and ensuring coaches adhere to it through their coaching.	
7b	What information is being given to participants? The proposed Information Sheet must be included.
See EC2.	
7c	How is consent being obtained? The proposed consent form must be included.
See EC2.	
7d	What steps are being taken to ensure that participation is voluntary?
The participants will not be forced to undertake this study and will have signed an informed consent form stating they understand they are volunteering for this particular study	
7e	What provisions for participants' withdrawal from the project are in place?
Participants will be informed that they can stop taking part in the study at any time, with the data recorded being destroyed and not used in the analysis or write up of the project.	
7f	Is it intended to pay participants? If yes, include the rationale for this, with payment rates and source of funding.
N/A	
7g	Children and Adults at risk: How is informed consent being obtained? The proposed Consent (and Assent Form where appropriate) must be included. If it is anticipated that consent is not in written form, full justification for this approach must be included.
While children under the age of 18 will be involved in this study, their role will be passive in that they are not directly involved. In other words, because sessions are video recorded children will inconceivably come into shot,	

however, video recording is essential for analysis of data. This will be explained to children and their parents via an information letter and will be required to sign a consent and assent form

8	Confidentiality and Anonymity
8a	How will anonymity of participants be secured?

Anonymity will be ensured by using coding systems and avoiding discusssing factors that make this study identifiable e.g. venue, time, participants. The use of pseudonyms in the thesis, and interview clips to be stored. These will be stored on a password protected computer to which only the researcher has access to. Any paper documents will be stored in a locked filing cabinet to which the researcher only has access to.

8b	How will confidentiality of personal information and/or information provided by participants be secured?

Sensitive information such as participants names will be removed as soon as possible and not used in the write up of this study. Individuals identities will not be discussed in any reports or with anyone outside the study e.g. organizations or people requesting the information unless stated to do so by that particular participant. All information will be stored on a password protected laptop and if paper work is to be used this will be stored in a locked filing cabinet, all of which is only accessible to the researcher.

8c	Are there circumstances in which the requirements of professional practice might impact on confidentiality and anonymity provisions?

All participants will be told that it is forbidden to discuss results with anyone outside the study.

8d	Are there any issues relating to information provided by public bodies, corporations, contractors etc?

N/A

8e	If the identity of a person, company, etc, is likely to be disclosed or inferred or discoverable, how will this be discussed with the potential participant(s), and what impact might the outcomes of this have on the proposed project?

The chances of participant identities being discovered are highly unlikely, however if so I would inform the participant of the situation and take necessary action. If the information did become discoverable it would not have any bearing on the proposed outcomes of the project.

8f	How will any participants or subjects be clearly informed about any limits to confidentiality, their rationale and the possible outcomes?

I will be informing all participants it is strictly forbidden to discuss test results or any other factors of this project with anyone who is not a part of it. If absolutely necessary an informed consent form must be provided to I (the researcher), by a participant who is wanting to discuss their own personal information outside the study. This is then done at their own risk.

9	Project Design
9a	Has statistical or methodological advice been sought on the size and/or design of the project? If so, from whom?

Yes, this design has been discussed with my supervisor, Dr Ed Cope.

9b	If a questionnaire is to be used, it is recognised that this may be subject to change during the life of the project. The remit of the questionnaire and an advanced draft of this must be included, with, where possible, an outline indication of the expected development of the enquiry.

N/A

9c	If interviews (structured or semi-structured) are to be used, it is recognised that these may be subject to change during the life of the project. The remit of the interviews and an advanced draft of their format must be included, with, where possible, an outline indication of the expected development of the enquiry.

Semi-structured interviews, beginning with coaching background and how their beliefs have developed (e.g. sources of coach learning), moving into their awareness of the academy blueprint. An extended interview schedule has been attached separately

9d	If procedure(s) are to be carried out on the participants, what are these?
N/A	

9e	Is the researcher and/or Research Supervisor qualified to carry out these procedures?
N/A	

10	**Covert Research**: if the project involves covert research, give details here
Explain the rationale for the use of this approach and explain why it is necessary to use this particular methodology successfully to undertake the research and achieve its purpose and aims.	
N/A	

11	**Secondary datasets**: if the project involves secondary data, give details here
11a	Describe the size and nature of the group and the rationale for selection. Who holds the documents and data?
N/A	
11b	Are there any limits or restrictions placed on access to and/or use of these documents or data?
N/A	
11c	Statement of permission for use from all document/data holders, including any restrictions, **must** be included here.
N/A	

12	**Dissemination of Results**
12a	What is the planned method of dissemination? (eg, undergraduate dissertation, doctoral thesis, research report, intended publication in...)
Postgraduate research degree (MSc by Research), conference presentations, and publication in peer reviewed journal articles	
12b	Will any restrictions be placed on the dissemination/publication of results?
No	

13	**Data Security and Disposal**
13a	Is the researcher aware of the requirements of the Data Protection Act? (eg: has the processing of the data been considered; have the operations necessary been identified; and has the issue of the sensitivity of the data been considered in relation both to data protection and general lawfulness?)
Yes, confidentiality and anonymity will remain a key theme throughout and after the study. With the measures to ensure this mentioned in previous sections.	
13b	What provisions have been considered for the secure retention of sensitive or personal data?
Such provisions will involve information being stored on a password protected laptop, or in a locked filing cabinet. With both points only being accessible to the researcher.	
13c	What provisions are in place for the secure destruction of this data, and when is it anticipated that this should take place?
All data and information gathered will abide by the 1988 Data Protection Act and will be destroyed after 5 years of the studies conclusion. Any paperwork remaining will be shredded and the information on the laptop deleted.	

13d	Where results are collected individually, but the outcomes are anonymised, what data protection procedures are in place to ensure the protection of personal details and at what point and how will these be destroyed?
Personal details will be stored seperately, between each athlete as well as from the recordings/interviews. During the write up of thesis, participants will be coded anonomously, with no names being available to trace.	

14	Intellectual Property
14a	Is the researcher aware of the wide variety of reproduction methods which are restricted in respect of protected data; and the possible implications of any copyright infringements?
Yes, plagiarism has been outlined as a major academic crime by my university, so I follow the code of conduct they have provided.	
14b	Have any relevant permissions in respect of this been obtained (eg, the use of unpublished material)?
n/a	
14c	If online material is being used, are there any international laws which impact on this?
n/a	
14d	Is there knowledge of how to use licences and assignment of rights when creating or using material protected as intellectual property?
n/a	

15	Independence
15a	Is the project externally funded? If so by whom? Does this entail any actual or potential conflict of interest?
The research project is being funded by Hull Tigers. There is no conflict of interest and the Academy of fully aware of this project and what I plan on doing.	
15b	Has the funding body placed any restrictions on the conduct or publication of the research?
no	
15c	Is it intended that application will be made to an external funding body subsequent to receipt of faculty approval? If so, to whom? Is it fully understood that if any subsequent application is made to an external funding body, and that body seeks to impose any restrictions or conditions on the project, that this must be reported to the faculty and approval granted for these restrictions or conditions?
no	

16	Overseas Research: if the project is based overseas (outside of the UK), give details here
16a	In which country or countries is it proposed that the investigation take place?
N/A	
16b	Is the proposal in accordance with the laws of the country or countries in which it is proposed that the investigation take place, and how has this been ascertained?
N/A	
16c	Does the proposal comply with local laws on Data Protection and Intellectual Property? If yes, how has this been ascertained?
N/A	

17	Collaborative projects: if the project is a collaboration, give details here
17a	With which institutions is the project being conducted and who is the project director?
n/a	
17b	Has ethical approval been given by all other institutions involved? (Confirmatory documentation must be included). If ethical approval is in process, when is this expected to be completed?
n/a	
17c	What processes have been put in place, or will be put in place, to ensure ethical compliance across all elements of the project?
n/a	

STUDENT/RESEARCHER/APPLICANT

I confirm that I will undertake this project as detailed in stage one and stage two of the application. I understand that I must abide by the terms of this approval and that I may not make any amendments to the project without further approval. I understand that research with human participants must not commence without ethical approval.

Signed	Joshua Hall			Date	15ᵗʰ August 2016

RESEARCH SUPERVISOR/DIRECTOR OF STUDIES RECOMMENDATION FOR STUDENT PROJECTS

I confirm that I have read stage one and stage two of the application. The project is viable and the student has appropriate skills to undertake the project. The Participant Information Sheet and recruitment procedures for obtaining informed consent are appropriate and the ethical issues arising from the project have been addressed in the application. I understand that research with human participants must not commence without ethical approval. I recommend this project for approval.

The student has completed a risk assessment form:			Yes ☒ N/A ☐		
The student has read an appropriate professional or learned society code of ethical practice:			Yes ☒ N/A ☐		
Where applicable, give the name of the professional or learned society:			*Data Protection Act*		
Name	Ed Cope	Signed	E.COPE	Date	23/08/16

For projects approved by the Research Ethics Co-ordinator
LOCAL RESEARCH ETHICS CO-ORDINATOR APPROVAL

I confirm ethical approval for this project

Name		Signed		Date	

For projects that require Faculty level approval
LOCAL RESEARCH ETHICS CO-ORDINATOR'S RECOMMENDATION FOR FACULTY APPROVAL

I recommend this project for consideration at faculty level. It cannot be approved at local level due to the following reason(s)

Name		Signed		Date	

PROJECTS APPROVED BY THE FACULTY RESEARCH ETHICS COMMITTEE

I confirm that this project was considered by the Faculty Research Ethics Committee and has received ethical approval

Chair		Signed		Date	

This form will be retained for the purposes of quality assurance of compliance and audit for FIVE years

INFORMATION TO SUBMIT WITH THE APPLICATION

INFORMATION SHEET AND CONSENT FORM: You must submit the information sheet/s for participants and assent/consent form/s (where appropriate) with the application. You must submit every communication letter and measurement tool e.g. questionnaire that a participant will see or receive. Failure to do so will result in delays to the application.

SUBMISSION CHECKLIST	Tick box (where relevant)
EC1A RISK CHECKLIST AND STAGE 1 – RESEARCH ETHICS APPROVAL FORM	☒
EC1B STAGE 2/3 – RESEARCH ETHICS APPROVAL FORM	☒

Research proposal/protocol (no more than 3 pages of A4)	☐
Participant Information Sheet/s	☒
EC2 Informed Consent Form/s	☒
EC2-U18 Assent Form (for children)	☒
Recruitment documents (eg, posters, flyers, email invitations, advertisements)	☐
Measures to be used (eg, questionnaires, surveys, interview schedules, psychological tests)	☒
Letters/communications to and from gatekeepers	☒
Evidence of any other approvals or permissions (eg, NHS research ethics approval)	☐
EC3 Risk assessment form	☒
For projects involving ionising radiation, approval documentation	☐
Confirmation of insurance cover (required for certain projects – check if in doubt)	☐
Other: give details here: Evidence of (enhanced) CRB certificate (if appropriate)	☐
EC4 Pre-exercise medical history questionnaire	☐
Letters/communications with head teachers	☐
EC5 Participant Debrief form	☐

SUBMISSION DETAILS

Students: please email the completed forms (stage one and stage two) and other relevant documentation (see Submission Checklist above) to your Research Supervisor / Director of Studies.

- PLEASE MAKE SURE THAT BOTH STUDENT AND SUPERVISOR SIGN THE EC1A FORM IF YOU ARE CONDUCTING A LOW RISK PROJECT.
- IF YOU ARE CONDUCTING A HIGHER RISK PROJECT WHICH REQUIRES COMPLETION OF THE EC1B – PLEASE MAKE SURE THAT THIS FORM IS SIGNED BY BOTH STUDENT AND SUPERVISOR.
- PLEASE FORWARD ALL SUPPORTING DOCUMENTATION IN A ZIPPED FILE TO THE EMAIL DROP-BOX BELOW FOR PROCESSING:

Email: ethics-shes@hull.ac.uk

Informed Consent Form EC2

Department of Sport, Health & Exercise Science

UNIVERSITY OF Hull

Participant Letter of Invitation ⓘ

Project title	A season-long investigation into coaching behaviour within an elite football academy.
Principal investigator	Name: Dr Ed Cope Email address: Ed.Cope@hull.ac.uk Contact telephone number:
Student investigator (if applicable)	Name: Joshua Hall Email address: Joshua.Hall@2013.hull.ac.uk Contact telephone number: 07717767872

15th August 2016

Dear Sir or Madam

This is a letter of invitation to enquire if you would like to take part in a research project at The University of Hull/Bishop Burton College.

Before you decide if you would like to take part it is important for you to understand why the project is being done and what it will involve. Please take time to carefully read the Participant Information Sheet on the following pages and discuss it with others if you wish. Ask me if there is anything that is not clear, or if you would like more information.

If you would like to take part please complete and return the Informed Consent Declaration form.

Please do not hesitate to contact me if you have any questions.

Yours faithfully,

Joshua Hall

Department of Sport, Health & Exercise Science

Participant Information Sheet

Project title ⓘ	A season-long investigation into coaching behaviour within an elite football academy.
Principal investigator ⓘ	Name: Dr Ed Cope Email address: Ed.Cope@hull.ac.uk Contact telephone number:
Student investigator (if applicable) ⓘ	Name: Joshua Hall Email address: Joshua.Hall@2013.hull.ac.uk Contact telephone number: 07717767872

What is the purpose of this project? ⓘ

The purpose of this project is to investigate the alignment between the academy philosophy and actual coaching practice within an elite football academy.

Why have I been chosen? ⓘ

Participants must work within the academy and hold the necessary coaching qualifications to take part in the research project.

What happens if I volunteer to take part in this project? ⓘ

First, it is up to you to decide whether or not to take part. If you decide to take part you will be given this Participant Information Sheet to keep and asked to complete the Informed Consent Declaration at the back. You should give the Informed Consent Declaration to the investigator at the earliest opportunity. You will also have the opportunity to ask any questions you may have about the project. If you decide to take part you are still free to withdraw at any time and without needing to give a reason.

What will I have to do? ⓘ

Coaching sessions will be recorded twice a month per coach, both by camera and voice microphones. Interviews will then be conducted, questioning coaches on background and awareness of the academy philosophy.

Will I receive any financial reward or travel expenses for taking part? ⓘ

N/A

Are there any other benefits of taking part?
Insights can be gained into current coaching style, through recently developed software.

| **Will participation involve any physical discomfort or harm?** |
|---|
| N/A |

Will I have to provide any bodily samples (e.g. blood or saliva)?
N/A

Will participation involve any embarrassment or other psychological stress?
No, anonymity and confidentiality is ensured.

What will happen once I have completed all that is asked of me?
Click here to enter text.

How will my taking part in this project be kept confidential?
Sensitive information such as participants names will be removed as soon as possible and not used in the write up of this study. Individuals identities will not be discussed in any reports or with anyone outside the study e.g. organizations or people requesting the information unless stated to do so by that particular participant. All information will be stored on a password protected laptop and if paper work is to be used this will be stored in a locked filing cabinet, all of which is only accessible to the researcher.

How will my data be used?
Data will be used in a research thesis, protected by the use of pseudonyms.

Who has reviewed this study?
This project has undergone full ethical scrutiny and all procedures have been risk assessed and approved by the Department of Sport, Health and Exercise Science

Ethics Committee at the University of Hull.

What if I am unhappy during my participation in the project? ⓘ
You are free to withdraw from the project at any time. During the study itself, if you decide that you do not wish to take any further part then please inform the person named in Section 18 and they will facilitate your withdrawal. You do not have to give a reason for your withdrawal. Any personal information or data that you have provided (both paper and electronic) will be destroyed or deleted as soon as possible after your withdrawal. After you have completed the research you can still withdraw your personal information and data by contacting the person named in Section 18. If you are concerned that regulations are being infringed, or that your interests are otherwise being ignored, neglected or denied, you should inform Dr Andrew Garrett, Chair of the Department of Sport, Health and Exercise Research Ethics Committee, who will investigate your complaint (Tel: 01482 463866; Email: a.garrett@hull.ac.uk

How do I take part? ⓘ
Contact the investigator using the contact details given below. He or she will answer any queries and explain how you can get involved. Name: Joshua Hall Email: Joshua.Hall@2013.hull.ac.uk Phone: 07717767872

Department of Sport, Health & Exercise Science

Informed Consent Declaration ⓘ

Project title	A season-long investigation into coaching behaviour within an elite football academy.
Principal investigator	Name: Dr Ed Cope Email address: Ed.Cope@hull.ac.uk Contact telephone number:
Student investigator (if applicable)	Name: Joshua Hall Email address: Joshua.Hall@2013.hull.ac.uk Contact telephone number: 07717767872

Please Initial

I confirm that I have read and understood all the information provided in the Informed Consent Form (EC2) relating to the above project and I have had the opportunity to ask questions.

I understand this project is designed to further scientific knowledge and that all procedures have been risk assessed and approved by the Department of Sport, Health and Exercise Science Research Ethics Committee at the University of Hull. Any questions I have about my participation in this project have been answered to my satisfaction.

I fully understand my participation is voluntary and that I am free to withdraw from this project at any time and at any stage, without giving any reason. I have read and fully understand this consent form.

I agree to take part in this project.

☐

☐

☐
☐

....
         ....

Name of participant   Date   Signature

....
         ....

Person taking consent   Date   Signature

Department of Sport, Health & Exercise Science

UNIVERSITY OF **Hull**

Parent/Guardian Letter of Invitation ⓘ

Project title	A season-long investigation into the alignment between learning objectives, intended coaching behaviour and practice and actual coaching behaviour and practice within an elite football academy.
Principal investigator	**Name**: Dr. Ed Cope **Email address**: Ed.Cope@hull.ac.uk **Contact telephone number**: 01482 463979
Student investigator **(if applicable)**	**Name**: Joshua Hall **Email address**: Joshua.Hall@2013.hull.ac.uk **Contact telephone number**: 07717767872

18th August 2016

Dear Parent or Guardian

This is a letter of invitation to enquire if you would like your child to take part in a research project at Bishop Burton College/Airco Arena.

Before you decide if you would like your child to take part it is important for you to understand why the project is being done and what it will involve. Please take time to carefully read the Parent/Guardian Information Sheet on the following pages and discuss it with your child and others if you wish. Ask me if there is anything that is not clear, or if you would like more information.

If you would like your child to take part please complete the Informed Consent Declaration form and return it in the envelope provided.

Please do not hesitate to contact us if you have any questions.

Yours faithfully

Joshua Hall

Parent/Guardian Information Sheet ⓘ

1.	**Project title** ⓘ	A season-long investigation into the alignment between learning objectives, intended coaching behaviour and practice and actual coaching behaviour and practice within an elite football academy.
2.	**Principal investigator** ⓘ	**Name**: Dr. Ed Cope **Email address**: Ed.Cope@hull.ac.uk **Contact telephone number**: 01482 463979
3.	**Student investigator** **(if applicable)** ⓘ	**Name**: Joshua Hall **Email address**: Joshua.Hall@2013.hull.ac.uk **Contact telephone number**: 07717767872

4. What is the purpose of this study? ⓘ

The purpose of this study is to investigate the alignment between learning objectives set by the Academy Manager and Academy Head of Coaching, with coaches' personal beliefs about coaching, and how these manifest themselves through actual coaching practice within an elite football academy. To enhance coaching performance, observing how coaches instruct their athletes and facilitate their learning are central to highlighting strengths and areas for improvement. The use of systematic observation provides an insight into how expert coaches utilise skills and behaviours.

5. Why has my child been chosen? ⓘ

This study is specifically focussing on the behaviours of coaches within a football academy. In order to get an in-depth understanding of the behaviours employed we need to collect research on as many coaches, in different development phases, as possible. As your child receives regular coaching at the academy, you are affecting the coaches practice, meaning you are eligible to take part in the research.

6. Does my child have to take part? ⓘ

It is up to you and your child to decide whether or not to take part. If you do decide to allow your child to take part you will be given this Parent/Guardian Information Sheet to keep and asked to sign the Informed Consent Declaration form at the back. If you decide to allow your child to take part you are free to withdraw your child at any time without giving a reason. A decision to withdraw at any time, or a decision not to take part, will not affect the standard of care your child receives.

7. What will my child have to do if he or she takes part? ⓘ

It must be stressed the focus is on coaches. However, due to the presence of a camera their role will be passive in that they are not directly involved. Because sessions are video recorded children will inconceivably come into shot, however, video recording is essential for analysis of data.

8. Will participation involve any physical discomfort or psychological stress? ⓘ

N/A

9. Are there any possible benefits of participation? ⓘ

Observing how coaches instruct their athletes and facilitate their learning are central to highlighting strengths and areas for improvement. The use of systematic observation provides an insight into how expert coaches utilise skills and behaviours. From the data collected, insights are gained into the behaviours used, their frequency, and at what points they are employed in practice. In this way, the coaching experiences your child receives in future could be improved.

10. What happens when my child has completed all that has been asked? ⓘ

Data will be presented as a research thesis and could appear in academic papers or at conferences and you will be asked to attend a presentation or be provided with a short report detailing the main findings of the research. To reiterate, you will not be identified in any report/publication.

11. How will my child taking part in this project be kept confidential? ⓘ

All information which is collected during the course of the research will be kept strictly confidential. Any information about you will have your name removed so that you cannot be identified. Data will be stored in locked cupboard in a room which will always be locked when Mr. Hall isn't in the room. Any electronic data will be stored on a password protected University of Hull computer and electronic files will be deleted from the system after ten years. All electronic data will be copied and kept on a password protected hard drive which only Mr. Hall and the Research Supervisory Team will have access to. Pseudonyms, which you can choose yourself, will be used when data is being examined, discussed by the research staff and subsequently presented in academic papers or at conferences. This will ensure that you identity is kept unknown at all times.

12. How will my child's data be used? ⓘ

The focus in this study is on coaches. Your child may appear in data collection indirectly due to the presence of a camera when recording coaching sessions.

13. Who is organising and funding the research? ⓘ

The research is being funded by Hull Tigers, in partnership with the University of Hull.

14. What if my child or I are unhappy during my child's participation in the project? ⓘ

You are free to withdraw your child at any time. During the study itself, if you decide that you do not wish your child to take any further part then please inform the person named in Section 15 and he or she will facilitate your withdrawal. You do not have to give a reason for withdrawing your child. Any information or data relating to your child (both paper and electronic) will be destroyed or deleted as soon as possible after your child's withdrawal. After your child has completed the research you can still withdraw your child's personal information and data by contacting the person named in Section 15. If you are concerned that regulations are being infringed, or that you or your child's interests are otherwise being ignored, neglected or denied, you should inform Dr Andrew Garrett, Chair of the Department of Sport, Health and Exercise Research Ethics Committee, who will investigate your complaint (Tel: 01482 463866; Email: a.garrett@hull.ac.uk).

15. How can my child take part? ⓘ

If you decide to allow your child to take part in the study then you are asked to complete and return the Informed Consent Declaration form found on the next page. You should retain this Parent/Guardian Information Sheet for your information. If you have any queries please contact the investigator using the details given below. He or she will answer any queries and explain how your child can get involved.

Name: Joshua Hall **Email:** Joshua.Hall@2013.hull.ac.uk **Phone:** 07717767872

EC3 Risk Assessment Form

Department of Sport, Health & Exercise Science   UNIVERSITY OF Hull

Risk Assessment Form

When used as part of a research ethics application it is the principal investigator's responsibility to ensure that this form has been completed properly. This includes ensuring that the level of risk has been appropriately assigned, that the associated hazards are acceptable, and that all appropriate control measures have been put in place before, during, and after the testing procedure in order to *minimise each specific risk* associated with the testing procedure. Where the risk assessment is being completed as part of an undergraduate or postgraduate project, it is the student's responsibility to complete the form, and the supervisor's responsibility to evaluate the form and request revisions where appropriate.

2. Procedure covered	Performance analysis within football academy. Video and audio-taped coaching sessions.
16. Location covered	Bishop Burton College/Airco Arena
17. Those at risk	Academy staff, athletes, principal and student investigator
18. Assessor (principal investigator)	Dr. Ed Cope, Department of Sport, Health and Exercise Science, University of Hull, Cottingham Road, Hull, HU6 7RX, UK, Tel: 01482 463979, Email: Ed.Cope@hull.ac.uk
19. Date of assessment	18th August 2016
20. Review dates (for office use only)	Click here to enter a date. Click here to enter text. / Click here to enter a date. Click here to enter text.
	Click here to enter a date. Click here to enter text. / Click here to enter a date. Click here to enter text.

21. Hazards	22. Specific control measures	23. Risk (S x L)
Health and Safety	**Explain Hazard:** Recording quipment around playing area **Control measure:** Obtain vantage point/position safe distance away from area.	2 x 1
Anonymity	**Explain Hazard:** Participant identity discovered **Control measure:** Use of pseudonyms in thesis, interview clips stored on a locked computer only researchers have access to, paper documents filed in locked office cabinet.	1 x 2
Confidentiality	**Explain Hazard:** Participant identity discovered **Control measure:** All taking part are told discussions outside of study are forbidden, participant details will not be given out to other organisations.	1 x 2
Consent	**Explain Hazard:** Participant wishes to withdraw from study **Control measure:** Participants are free to withdraw from the research project at any time, by contacting the investigator.	1 x 1

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24. Are controls adequate? ⓘ	Yes
25. Additional controls or remedial action required ⓘ	N/A
26. General control measures ⓘ	Undergraduate students testing in the department's laboratories will be supervised by a staff member at all times. A first aider will be present at all times. In case of emergency contact Extension 5555. **General Control Measures** 1. Pre-exercise medical questionnaire. Testing may only be permitted following satisfactory completion of the pre-exercise medical questionnaire whereby no contraindications to exercise or any aspect of the full testing procedure have been highlighted. 2. Informed consent form. Testing may only be permitted following the subject's informed consent concerning all aspects of the testing procedure. 3. Strict adherence to test protocol. 4. Close monitoring of subject by a test administrator. 5. Feedback and communication is maintained between the subject and the experimenter throughout the test. 6. Termination of test if discomfort to subject is deemed excessive.
27. Emergency procedures ⓘ	1. Emergency first aid available on site within the department. All test administrators will have full knowledge of what action to take in an emergency, as outlined in the departmental Health and Safety Policy. 2. Cleaning agents and equipment will be readily available to clean up any sweat, saliva, blood or vomit. 3. In case of emergency contact Extension 5555. 4. If any severe feeling of discomfort is signalled by the subject or seen by the administrator, then testing will be terminated and further action taken if required.
28. Monitoring procedures ⓘ	1. All equipment checked regularly prior to use for correct and safe functioning. 2. Continued monitoring of procedures and equipment in case modifications can further reduce risk. 3. Continuous monitoring of the participant during and immediately after the test procedure will occur.
	Date to be completed — **On-going**

15. Declaration of the principal investigator and independent reviewer ⓘ

I am the principle investigator and have read this risk assessment and consider
that the level of risk has been appropriately assigned, that the associated hazards
are acceptable and that all appropriate control measures have been put in place

before, during, and after the testing procedure in order to minimise each specific risk associated with the testing procedure.

.......Josh Hall.........   ...11/08/16........   ....J Hall..................

Name of principal investigator   **Date**   **Signature**

I am an independent reviewer who sits on the Department of Sport, Health and Exercise Ethics Committee. I have independently reviewed this risk assessment and consider that the level of risk has been appropriately assigned, that the associated hazards are acceptable and that all appropriate control measures have been put in place before, during, and after the testing procedure in order to minimise each specific risk associated with the testing procedure.

......John Toner........   ....12/09/16.....   ....John Toner..............

Name of independent reviewer   **Date**   **Signature**

Appendix B: Additional documents

Interview Proposal

- Interviews will be semi-structured, to allow for the 'how' and 'why' questions of a topic under investigation to be answered (Gratton & Jones, 2004).
- Interviews will take place with the Academy Manager and Academy Head of Coaching, followed by two coaches from each of the three development phases
- Interviews will be biographical in nature, aiming to uncover coaching background, experiences and personal beliefs

Coaching experience/background

- Playing experience
- Coach education courses
- Other sources of coach knowledge
- Length of coaching career

Personal views on coaching

- Own beliefs/'philosophy'
- Academy beliefs/'philosophy'
- Awareness of academy 'philosophy'

Coaching practice

- How they think they coach
- Why they coach in these ways
- Whether this changes with the context/session aim
- Contextual factors impacting coaching practices

Stakeholder Information Letter

Principal Investigator: Mr. Joshua Hall

Research Supervisory Team: Dr. Ed Cope

Project Date: August 2016-September 2017

Project Institution: Department of Sport, Health and Exercise Science, University of Hull, Cottingham Road, Hull, HU6 7RX, UK, Tel: 01482 463979, Email: Ed.Cope@hull.ac.uk

Email: Joshua.Hall@2013.hull.ac.uk; Ed.Cope@hull.ac.uk

Telephone: 01482 463979 (Dr. Ed Cope)

You are being invited to take part in a research study. Before you decide, it is important for you to understand why the research is being conducted and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask in the first instance Mr. Hall if there is anything that is not clear or if you would like more information. If at this point the information is still not clear, proceed to ask a member of the Research Supervisory Team. Take time to decide whether or not you wish to take part. Thank you for taking the time to read this information letter.

What is the purpose of the research?

The purpose of this study is to investigate the alignment between the philosophy of an elite football academy, and the coaching practice which takes place within it. To enhance coaching performance, observing how coaches instruct their athletes and facilitate their learning are central to highlighting strengths and areas for improvement. The use of systematic observation provides an insight into how expert coaches utilise skills and behaviours.

Why have I been chosen?

This study is specifically focussing on the behaviours of coaches within a football academy. In order to get an in-depth understanding of the behaviours employed we need to collect research on as many coaches, in different development phases, as possible. As a stakeholder, you are in a position affecting the practice of coaches in the academy, meaning you are eligible for this study.

Do I have to take part?

It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information letter to keep and be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time and without giving a reason and all the data you have provided up until that point in time will be removed. By deciding not to take part or withdrawing from the research you will not be disadvantaged in any way.

What will happen to me if I take part?

The focus is on the coaches in this study, although you may be involved indirectly in data collection due to the presence of cameras when filming coaches.

What are the possible benefits of taking part?

Observing how coaches instruct their athletes and facilitate their learning are central to highlighting strengths and areas for improvement. The use of systematic observation provides an insight into how expert coaches utilise skills and behaviours. From the data collected, insights are gained into the behaviours used, their frequency, and at what points they are employed in practice. In this way, the future coach education experiences that coaches within the academy receive could be improved.

Will my taking part in this study be kept confidential?

All information which is collected during the course of the research will be kept strictly confidential. Any information about you will have your name removed so that you cannot be identified. Data will be stored in locked cupboard in a room which will always be locked when Mr. Hall isn't in the room. Any electronic data will be stored on a password protected University of Hull computer and electronic files will be deleted from the system after ten years. All electronic data will be copied and kept on a password protected hard drive which only Mr. Hall and the Research Supervisory Team will have access to. Pseudonyms, which you can choose yourself, will be used when data is being examined, discussed by the research staff and subsequently presented in academic papers or at conferences. This will ensure that you identity is kept unknown at all times.

What are the roles of Mr. Hall and Dr. Cope in the project?

Mr. Hall is the Principal Investigator of this project and has overall responsibility for the project and the analysis and writing up to the findings from this research. Dr. Cope's role as the Research Supervisory Team will be to support Mr. Hall with the analysis and interpretation of the findings. Dr. Cope will not be responsible for data collection.

What will happen to the results of the research study?

Data will be presented as a research thesis and could appear in academic papers or at conferences and you will be asked to attend a presentation or be provided with a short report detailing the main findings of the research. To reiterate, you will not be identified in any report/publication.

Who do I contact in case I have any questions or require further information about the research project?

If you have any questions or require further information please contact the Principal Investigator, Mr. Hall, or the Research Supervisory Team, Dr. Cope, whose details were provided at the top of this information letter. Alternatively, if you would like to speak with someone independent from the research study please contact:

Dr Andrew Garrett, Chair of the Department of Sport, Health and Exercise Research Ethics Committee, Tel: 01482 463866; Email: a.garrett@hull.ac.uk

Thank you for considering participation in this study! You can keep this copy of this information letter for your records.

Coaches Information Letter

Principal Investigator: Mr. Joshua Hall

Research Supervisory Team: Dr. Ed Cope

Project Date: August 2016-September 2017

Project Institution: Department of Sport, Health and Exercise Science, University of Hull, Cottingham Road, Hull, HU6 7RX, UK, Tel: 01482 463979, Email: Ed.Cope@hull.ac.uk

Email: Joshua.Hall@2013.hull.ac.uk; Ed.Cope@hull.ac.uk

Telephone: 01482 463979 (Dr. Ed Cope)

You are being invited to take part in a research study. Before you decide, it is important for you to understand why the research is being conducted and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask in the first instance Mr. Hall if there is anything that is not clear or if you would like more information. If at this point the information is still not clear, proceed to ask a member of the Research Supervisory Team. Take time to decide whether or not you wish to take part. Thank you for taking the time to read this information letter.

What is the purpose of the research?

The purpose of this study is to investigate the alignment between learning objectives set by the Academy Manager and Academy Head of Coaching, with coaches' personal beliefs about coaching, and how these manifest themselves through actual coaching practice within an elite football academy. To enhance coaching performance, observing how coaches instruct their athletes and facilitate their learning are central to highlighting strengths and areas for improvement. The use of systematic observation provides an insight into how expert coaches utilise skills and behaviours.

Why have I been chosen?

This study is specifically focussing on the behaviours of coaches within a football academy. In order to get an in-depth understanding of the behaviours employed we need to collect research on as many coaches, in different development phases, as possible. As an academy sport coach, you are eligible to take part in this research.

Do I have to take part?

It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information letter to keep and be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time and without giving a reason and all the data you have provided up until that point in time will be removed. By deciding not to take part or withdrawing from the research you will not be disadvantaged in any way.

What will happen to me if I take part?

As the coach your practice will be studied in detail. You will be required to take part in audio-taped recorded interviews and be observed coaching with some of these sessions being audio-taped. Recordings of sessions will occur approximately

twice a month per coach, with interviews focusing on coaching background, experiences and philosophies.

What are the possible benefits of taking part?

Observing how coaches instruct their athletes and facilitate their learning are central to highlighting strengths and areas for improvement. The use of systematic observation provides an insight into how expert coaches utilise skills and behaviours. From the data collected, insights are gained into the behaviours used, their frequency, and at what points they are employed in practice. In this way, the future coach education experiences that you receive could improve if you agree to take part in this research.

Will my taking part in this study be kept confidential?

All information which is collected during the course of the research will be kept strictly confidential. Any information about you will have your name removed so that you cannot be identified. Data will be stored in locked cupboard in a room which will always be locked when Mr. Hall isn't in the room. Any electronic data will be stored on a password protected University of Hull computer and electronic files will be deleted from the system after ten years. All electronic data will be copied and kept on a password protected hard drive which only Mr. Hall and the Research Supervisory Team will have access to. Pseudonyms, which you can choose yourself, will be used when data is being examined, discussed by the research staff and subsequently presented in academic papers or at conferences. This will ensure that you identity is kept unknown at all times.

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What will happen to the results of the research study?

Data will be presented as a research thesis and could appear in academic papers or at conferences and you will be asked to attend a presentation or be provided with a short report detailing the main findings of the research. To reiterate, you will not be identified in any report/publication.

Who do I contact in case I have any questions or require further information about the research project?

If you have any questions or require further information please contact the Principal Investigator, Mr. Hall, or the Research Supervisory Team, Dr. Cope, whose details were provided at the top of this information letter. Alternatively, if you would like to speak with someone independent from the research study please contact:

Dr Andrew Garrett, Chair of the Department of Sport, Health and Exercise Research Ethics Committee, Tel: 01482 463866; Email: a.garrett@hull.ac.uk

Thank you for considering participation in this study! You can keep this copy of this information letter for your records.

Parents Information Letter

Principal Investigator: Mr. Joshua Hall

Research Supervisory Team: Dr. Ed Cope

Project Date: August 2016-September 2017

Project Institution: Department of Sport, Health and Exercise Science, University of Hull, Cottingham Road, Hull, HU6 7RX, UK, Tel: 01482 463979, Email: Ed.Cope@hull.ac.uk

Email: Joshua.Hall@2013.hull.ac.uk; Ed.Cope@hull.ac.uk

Telephone: 01482 463979 (Dr. Ed Cope)

You are being invited to take part in a research study. Before you decide, it is important for you to understand why the research is being conducted and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask in the first instance Mr. Hall if there is anything that is not clear or if you would like more information. If at this point the information is still not clear, proceed to ask a member of the Research Supervisory Team. Take time to decide whether or not you wish to take part. Thank you for taking the time to read this information letter.

What is the purpose of the research?

The purpose of this study is to investigate the alignment between the philosophy of an elite football academy, and the coaching practice which takes place within it. To enhance coaching performance, observing how coaches instruct their athletes and facilitate their learning are central to highlighting strengths and areas for improvement. The use of systematic observation provides an insight into how expert coaches utilise skills and behaviours.

Why have I been chosen?

This study is specifically focussing on the behaviours of coaches within a football academy. In order to get an in-depth understanding of the behaviours employed we need to collect research on as many coaches, in different development phases, as possible. As your child receives regular coaching at the academy, you are affecting the coaches practice, meaning you are eligible to take part in the research.

Do I have to take part?

It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information letter to keep and be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time and without giving a reason and all the data you have provided up until that point in time will be removed. By deciding not to take part or withdrawing from the research you will not be disadvantaged in any way.

What will happen to me if I take part?

It must be stressed the focus is on coaches. However, due to the presence of a camera when filming sessions, you may be indirectly involved in data collection.

What are the possible benefits of taking part?

Observing how coaches instruct their athletes and facilitate their learning are central to highlighting strengths and areas for improvement. The use of systematic observation provides an insight into how expert coaches utilise skills and behaviours. From the data collected, insights are gained into the behaviours used, their frequency, and at what points they are employed in practice. In this way, the coaching experiences your child receives in future could be improved.

Will my taking part in this study be kept confidential?

All information which is collected during the course of the research will be kept strictly confidential. Any information about you will have your name removed so that you cannot be identified. Data will be stored in locked cupboard in a room which will always be locked when Mr. Hall isn't in the room. Any electronic data will be stored on a password protected University of Hull computer and electronic files will be deleted from the system after ten years. All electronic data will be copied and kept on a password protected hard drive which only Mr. Hall and the Research Supervisory Team will have access to. Pseudonyms, which you can choose yourself, will be used when data is being examined, discussed by the research staff and subsequently presented in academic papers or at conferences. This will ensure that you identity is kept unknown at all times.

What are the roles of Mr. Hall and Dr. Cope in the project?

Mr. Hall is the Principal Investigator of this project and has overall responsibility for the project and the analysis and writing up to the findings from this research. Dr. Cope's role as the Research Supervisory Team will be to support Mr. Hall with the analysis and interpretation of the findings. Dr. Cope will not be responsible for data collection.

What will happen to the results of the research study?

Data will be presented as a research thesis and could appear in academic papers or at conferences and you will be asked to attend a presentation or be provided with a short report detailing the main findings of the research. To reiterate, you will not be identified in any report/publication.

Who do I contact in case I have any questions or require further information about the research project?

If you have any questions or require further information please contact the Principal Investigator, Mr. Hall, or the Research Supervisory Team, Dr. Cope, whose details were provided at the top of this information letter. Alternatively, if you would like to speak with someone independent from the research study please contact:

Dr Andrew Garrett, Chair of the Department of Sport, Health and Exercise Research Ethics Committee, Tel: 01482 463866; Email: a.garrett@hull.ac.uk

Thank you for considering participation in this study! You can keep this copy of this information letter for your records.

Athletes Information Letter

Principal Investigator: Mr. Joshua Hall

Research Supervisory Team: Dr. Ed Cope

Project Date: August 2016-September 2017

Project Institution: Department of Sport, Health and Exercise Science, University of Hull, Cottingham Road, Hull, HU6 7RX, UK, Tel: 01482 463979, Email: Ed.Cope@hull.ac.uk

Email: Joshua.Hall@2013.hull.ac.uk; Ed.Cope@hull.ac.uk

Telephone: 01482 463979 (Dr. Ed Cope)

You are being invited to take part in a research study. Before you decide, it is important for you to understand why the research is being conducted and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask in the first instance Mr. Hall if there is anything that is not clear or if you would like more information. If at this point the information is still not clear, proceed to ask a member of the Research Supervisory Team. Take time to decide whether or not you wish to take part. Thank you for taking the time to read this information letter.

What is the purpose of the research?

The purpose of this study is to investigate the alignment between the philosophy of an elite football academy, and the coaching practice which takes place within it. To enhance coaching performance, observing how coaches instruct their athletes and facilitate their learning are central to highlighting strengths and areas for improvement. The use of systematic observation provides an insight into how expert coaches utilise skills and behaviours.

Why have I been chosen?

This study is specifically focussing on the behaviours of coaches within a football academy. In order to get an in-depth understanding of the behaviours employed we need to collect research on as many coaches, in different development phases, as possible. As a child who is regularly coached at the academy, you are eligible to take part in this research.

Do I have to take part?

It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information letter to keep and be asked to sign an assent form. If you decide to take part you are still free to stop taking part at any time and without giving a reason. All the data you have provided up until that point in time will not be used. By deciding not to take part or stopping taking part from the study you will not be disadvantaged in any way.

What will happen to me if I take part?

The focus is on the coaches in this study. Due to the presence of a camera, however, you may be indirectly involved in data collection.

What are the possible benefits of taking part?

Research into coaching behaviours and practices within the academy could improve future provisions of coach education. Thus, coaching you receive in future may be improved.

Will my taking part in this study be kept confidential?

All information which is collected during the course of the research will be kept strictly confidential. Any information about you will have your name removed so that you cannot be identified. Data will be stored in locked cupboard in a room which will always be locked when Mr. Hall isn't in the room. Any electronic data will be stored on a password protected University of Hull computer and electronic files will be deleted from the system after ten years. All electronic data will be copied and kept on a password protected hard drive which only Mr. Hall and the Research Supervisory Team will have access to. Pseudonyms, which you can choose yourself, will be used when data is being examined, discussed by the research staff and subsequently presented in academic papers or at conferences. This will ensure that you identity is kept unknown at all times.

What are the roles of Mr. Hall and Dr. Cope in the project?

Mr. Hall is the Principal Investigator of this project and has overall responsibility for the project and the analysis and writing up to the findings from this research. Dr. Cope's role as the Research Supervisory Team will be to support Mr. Hall with the analysis and interpretation of the findings. Dr. Cope will not be responsible for data collection.

What will happen to the results of the research study?

Data will be presented as a research thesis and could appear in academic papers or at conferences and you will be asked to attend a presentation or be provided with a short report detailing the main findings of the research. To reiterate, you will not be identified in any report/publication.

Who do I contact in case I have any questions or require further information about the research project?

If you have any questions or require further information please contact the Principal Investigator, Mr. Hall, or the Research Supervisory Team, Dr. Cope, whose details were provided at the top of this information letter. Alternatively, if you would like to speak with someone independent from the research study please contact:

Dr Andrew Garrett, Chair of the Department of Sport, Health and Exercise Research Ethics Committee, Tel: 01482 463866; Email: a.garrett@hull.ac.uk

Thank you for considering participation in this study! You can keep this copy of this information letter for your records.

Appendix C: Ethical approval

EC6 Independent Reviewer's Report

Department of Sport, Health & Exercise Science

UNIVERSITY OF Hull
Faculty of Science

Ethics Independent Reviewer's Report

This form should be completed by a member of the Department of Sport, Health and Exercise Science Ethics Committee who has been assigned to review a particular ethics application by the chair of the committee. The front section of the Independent's Reviewer's Report should be printed, signed and dated, and attached to the back of the reviewed ethics application. The reviewed ethics application should be given to the Ethics Committee chair once all reviews have been completed. The checklist provided at this end of this form is to help the reviewer complete the review and guide the content of his or her written report, which should be typed into the relevant boxes that are given before the checklist. Any checkbox highlighted red that has been checked requires attention.

Please note that the checklist is for guidance only and reviewers should be aware of other ethical considerations relevant to the ethics application being reviewed.

An electronic copy of the completed report should be stored on the reviewer's computer.

Independent reviewer's name	John Toner
Application number	A season-long investigation into coaching behaviour within an elite football academy. 1617007
Principal investigator's name	Dr Ed Cope
Student investigator's name (if applicable)	Joshua Hall

Reviewer's recommended outcome	
Approve ☒	Revise ☐
Reject ☐	Refer ☐

Reviewers comments	
Section	Comment

.............John Toner..................   .....12-09-16...............
           John Toner

Name of independent reviewer   **Date**   **Signature**

Appendix D: Academy coaching principles

Foundation Phase (9-11)	Youth Development Phase (12-16)	Professional Development Phase (18-21)
"The aim of the Foundation Phase is to provide each player with the opportunity to maximise their football potential whilst also allowing them to develop as a person. Providing an environment that cultivates both a safe and enjoyable learning experience, whilst implementing the playing philosophy, within the frame work set out in the technical programme. Through our academy staff we have developed a curriculum that will be fun but will also challenge the player in preparation for making the next step at the Academy."	"The Youth Development Phase looks to utilise the contact time and player engagement to maximise player learning. This is delivered through an enthusiastic and no fear environment encouraging players to learn through self-discovery whilst still maintaining a challenge to each individual player and achieving differentiation within the group. Practices are designed with the player at the focal point should this be the player as an individual, as part of a unit or as part of a team. Practices are delivered in a variety of forms that cover the four corner model. Such forms include work to rest playing blocks, thus giving the players the freedom to go and experience the task set and find suitable solutions to overcome the conditions without coach interference. To maintain development challenges become more demanding so players can achieve their age specific characteristics as the players progress through the age groups."	"Players will work in a positive, enjoyable learning environment where they are encouraged to progress and fulfil their potential. Coaches will encourage players to show no fear when in and out of possession and whatever the system of play adopted in games. Coaches will structure sessions where the focus will be on player development and understanding, utilising the various coaching styles and interventions where and when required helping learning outcomes. In doing so enthuse and challenge each player to improve. This will be delivered within the on field periodisation, determines the physical objectives of each specific days coaching session. Sessions will be devised to encourage players to take greater control/ownership of their development and knowledge gathering by helping them find solutions to situations that they encounter in the sessions and games."

Appendix E: Academy playing principles

Foundation Phase (9-11)	Youth Development Phase (12-16)	Professional Development Phase (18-21)
Under-9s: We want all our players within the Foundation Phase to be comfortable receiving the ball in all areas of the pitch, play without fear of making mistakes and express themselves at all times, when in and out of possession. **6v6, Formation: 1-2-2-1** **Under-10s:** As the players progress through the phase our style of play will be come more evident in terms of playing out from the back and through the thirds. As stated in the phase characteristics, players with the Foundation Phase grow to appreciate passing and finding space. **7v7, Formation: 1-2-3-1** **Under-11s:** The progress	**Under-12s:** This would be the group's first introduction to playing positions and tactical contribution. As defenders an under 12 would be encouraged to play out from the back, break lines and play forward where possible, always ready to react to the transition and ultimately defend well as an individual and as a unit. Midfielders would be encouraged to rotate positions, and control the tempo of the game in a possession based manor. Strikers will look to play quickly in and around the penalty box, be creative in wide areas and develop composure in front of goal. **Under-13s/14s:** At these age groups we would look to embed the learning from the players experience from the U12s. This should look more successful with players showing more competency and composure in applying	**Under-18/21's:** Individuals and teams will be encouraged to express themselves in possession, showing no fear to make mistakes. We expect our players and teams to be organised when out of possession and committed when defending. Players need to be aware and react quickly to the transition. Team strategies are playing through units/thirds in the chosen system of play system. Ability to maintain possession in all systems whilst showing confidence, composure, commitment, concentration, and communication. This is achieved by players occupying spaces well to create good passing angles and lines. Each individual and unit has a clear understanding of their position specific roles when in possession. When out of possession

made will coincide with the early stages of tactical development with the U11's in terms of team shape, units of play and roles and responsibilities within the unit of play. **9v9, Formation: 1-2-3-3 or 1-3-3-2**	such principles and tactical awareness. To continue player development we would look at developing the players' creativity in order to disorganise opponents' structure and shape of our opposition. **Under-15s/16s:** After consolidating the learning further through the U13s and U14s experience players would be encouraged to stay on the ball in a composed and controlled manor. Ultimately players on, around and away from the ball would be expected to stay connected to the ball by beginning to predict play and positioning themselves in an organised manor ready to receive the ball or intercept when the opposition have possession. **All ages 11v11, Formation: 1-4-3-3 or 1-4-4-2**	the Academy has a set way in which it defends, allowing us to regain possession as quickly as possible, by reacting quickly to the transition and pressing, stopping the opposition playing. **11v11, Formation: 1-4-4-2, 1-4-3-3, 1-3-5-2**

Appendix F: Player expectations – Foundation Phase

Age	Technical	Tactical	Physical	Psychosocial
Under 9's	Short passing, dribbling, changes of direction, exploitation of space, position-specific skills	Understand principles of attack and defence	Age specific characteristics of balance when passing and receiving the ball, co-ordinated movements when changing direction	Effective teamwork, interpersonal skills (talking and listening), personal goal-setting, confidence, concentration, decision-making
Under 10's	Build on existing skills, receiving the ball on the turn, consistently achieving	Understand attack and defence principles, recognition of attack to defence transition	Balance and co-ordination maintained during short bouts of intensity	More task-specific, decision-making, self-regulation during training and matches

	position-specific skills			
Under 11's	Build on existing skills, passing the ball over varied distances	Understand attack and defence principles/transition, recognise transition principles	Apply short bouts of intensity in match situation, meet demands of match play	Individual must function as part of a team, goal setting and monitoring, display confidence and concentration when making appropriate decisions

Appendix G: Player expectations – Youth Development Phase

Age	Technical	Tactical	Physical	Psychosocial
Under 12's	Pass the ball over varied distances, ability to select the next pass, achieve position-specific skills	Understand attack and defence principles/transition, recognise basic positional roles	Cope with match play demands, repeatedly perform short bouts of intensity with minimal rest (e.g. multiple changes of direction)	Appropriate and effective teamwork, self-regulation, confidence, concentration and decision-making
Under 13's	Running and dribbling with the ball, correct pass selection, achieve position-specific skills	Apply positional roles to respective positions	Press the ball with intensity, balance and co-ordination, develop fundamental strength and power in the gym	Hold a knowledge of self-regulation strategies, exhibit appropriate and effective concentration and decision-making
Under 14's	Protect the ball when under pressure from opponents, receive the ball with all parts of the body	Demonstrate an understanding of playing style, aligned with academy philosophy, understand positional roles and responsibilities within team shape	Develop strength and power in the gym, train at a high intensity whilst maintaining quality	Display confidence in training and games, develop attentional focus techniques, display timely problem-solving skills
Under 15's/16's	Transfer techniques acquired earlier in phase into skill with	Recognise positional roles and responsibilities within team shape, recognise correct tactical decisions to	Recover quickly from high intensity bouts	Display problem-solving and leadership skills, demonstrate

| | speed and precision | make during matches | | emotional intelligence through thinking and behaviour |

- ⌄ **Mission**
- ⌄ **Vision**
- ⌄ **Identity & Values**
- ⌄ **Coaching Philosophy**
- ⌄ **Playing Philosophy**
- ⌄ **Education and Welfare**
- ⌄ **Sports Science & Medicine**

Appendix H: Player expectations – Professional Development Phase

Age	Technical	Tactical	Physical	Psychosocial
Under 18's	Execute technical skills with speed and precision, and when under pressure from opponents	Progression on skills focused on in previous phase, demonstrate specific positional understanding, deal with tactical changes to team/individual	Cover long distances at speed, train and play at a high intensity with quality, recover quickly from high intensity bouts, transfer some gym-based conditioning to playing performance	Display effective and appropriate leadership and emotional intelligence
Under 21's	Not only execute skills with speed, precision and under pressure, but make decisions in relation to individual positions	Changes to team shape/individual role should result in adaptation of specific role to suit the game/circumstance	Cover long distances at speed, train and play at a high intensity with quality, recover quickly from high intensity bouts, demonstrate good level of transferability from gym-based conditioning to playing performance	As the most senior team in the academy, players should actively seek leadership opportunities related to all aspects of the academy environment, offered to them by coaches throughout the curriculum

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Appendix I: Demographical information of observed academy coaches

Coach	Age	Coaching Experience	Phase	Years at club	Educational Background
Coach 1	23	5 years	Foundation	1 year	Sports Science degree, UEFA 'B' Licence, undertaking FA Youth Module 3
Coach 2	24	5 years	Foundation	2 years	Sports Coaching degree, FA Level 2, Youth Module 3
Coach 3	45	7 years	FP GK Coach	2 years	FA GK Level 1, FA Level 2, undertaking FA Youth Module 3, Level 2 GK, UEFA 'B' Licence GK
Coach 4	40	18 years	Lead FP Coach	15 years	UEFA 'B' Licence, FA Youth Module 3, undertaking Advanced FA Youth Award
Coach 5	28	7 years	Youth Development	4 years	UEFA 'B' Licence, FA Youth Module 3, FA Coach Mentor, undertaking UEFA 'A' Licence
Coach 6	31	8 years	Youth Development	6 years	UEFA 'B' Licence, FA Youth Module 3, Physical Education degree, PGCE, undertaking FA Advanced Youth Award and UEFA 'A' Licence
Coach 7	51	20 years	Youth Development	2 years	UEFA 'A' Licence, FA Youth Module 3, FA Level 1 and 2 Course Tutor
Coach 8	42	22 years	YDP GK Coach	5 years	Ex-professional GK, UEFA 'B' Licence GK, FA Youth Module 3
Coach 9	44	11 years	Under 14's/Lead YDP Coach	4 years	Ex-professional, UEFA 'A' Licence, Youth Module 3, undertaking UEFA Pro Licence
Coach 10	31	14 years	Professional Development	8 years	UEFA 'A' Licence, FA Youth Module 3, undertaking Advanced FA Youth Award
Coach 11	39	3 years	Professional Development	1 year	Ex-professional, UEFA 'A' Licence, FA Youth Module 3
Coach 12	36	9 years	PDP GK Coach	2 years	Ex-professional GK, UEFA 'B' Licence, undertaking UEFA 'A' Licence GK
Coach 13	37	10 years	Head of Academy Coaching	9 years	UEFA 'A' Licence, FA Advanced Youth Award

Appendix J: Interview transcripts – Set 1

Interview with Coach 1 – Wednesday 26th October 2016 (9min 42secs)

Researcher: So, first of all, could you give us an overview of your coaching biography?

Coach: Erm, yeah, I started about 5 years ago. It was just grassroots volunteer coaching. Last year I worked away in America which was my first paid coaching job, and this is my first season at (academy under study). I've just been on my UEFA 'B' (Licence), so I'm waiting for my mark back from that, and I've just started my (FA) Youth Module Level 3.

Researcher: Nice, so when was it that you joined the Academy?

Coach: July this year, it's my first season.

Researcher: Is it? So what other formal experiences do you have?

Coach: Erm, so I coached for a company in America last year. I was coaching upwards of 30 hours a week for about 8-9 months. Other than that, it was pretty much grassroots football - Sunday league games - and I've done a few summer camps before that, but that's it really.

Researcher: Did you say you'd been to University as well? (In discussion prior to interview)

Coach: Yes.

Researcher: And what degree was that then? Sports Coaching?

Coach: No, I did Psychology with Sports Science.

Researcher: Right, and what's your current role now at the Academy?

Coach: Under 10's coach.

Researcher: Under 10's coach? So in terms of the Academy's philosophy then, how well would you say you've come to understand this in your short time at the club?

Coach: Erm, yeah in terms of the playing philosophy, I'd say I understand the way we want to play and things like that. In terms of the coaching language and some of the terms that they use, I'm still getting used to that. The playing philosophy has definitely been outlined to me.

Researcher: So what would you identify as the key elements of the Academy's philosophy?

Coach: Erm, straight away it's about hard work, wanting to play out from the back at all times. In this phase - rather than the general philosophy – it's about individual creativity on the ball, having that freedom to express themselves.

Researcher: And how would you say the philosophy has best been communicated to you?

Coach: What, the club philosophy?

Researcher: Yeah…

Coach: In pre-season meetings which we've had, they have sort of outlined how they want us to do it, and also in the interview I had. It's just been from talking to the other coaches really.

Researcher: So would you the meetings have been more, or equally as useful in helping you become aware of the Academy philosophy?

Coach: Erm, I think obviously for me it was done with a PowerPoint, so it's a combination really. It was presented but then was there to re-read afterwards. Having it explained to you, you were able to ask anything you wanted, rather than it just been there on a piece of paper.

Researcher: Yeah, erm, and something I've noticed about the sessions is that some are coach led, some are player led?

Coach: Yeah…

Researcher: So for your personal coaching, what would you expect to see in a coach led, in relation to the behaviours that you'd use?

Coach: Erm, in terms of… Some of it may be a bit more command style, me telling them what I expect of them. It may be slightly more conditioned and things like that, slightly more stopping of the session so I can explain things. Whereas in player led sessions, I want them to work it out for themselves so I'd step back a bit more. It can be tough because you want to jump in and tell them. The main things are letting them find out themselves, discover the problems and do it that way. I let them ask the questions and I can answer them, but letting them discover it themselves.

Researcher: Okay, and for this particular age group, what's the learning environment you're trying to create for the players?

Coach: *pauses* A relaxed environment where they can feel free to be creative without worry of making mistakes or anything like that. It's just that kind of relaxed, worry-free environment so its creative and everything like that, rather than a stressful one.

Researcher: And is this part of some sort of curriculum or document that you follow?

Coach: The curriculum, yeah. We have 3 week cycles, so there's a set topic for 3 weeks - to put it broadly - but I can use whatever session I want to achieve that topic. There's no set way for me to coach, it comes down to what the topic is.

Researcher: Right, and moving on now into your personal coaching. How much of your learning and development has been down to, for example, your higher education and coach education background?

Coach: Erm, I'd say my degree was pretty irrelevant really. I mean I haven't really followed that at all, so it's been down to the FA courses in learning and developing me. It's just experiences, coaching in different environments. I think you very much learn from doing it. The coaching pathways and everything have helped me come up with ideas - and also give an environment where you can meet coaches and learn that way – but I think just been out on the grass and doing it, you pick up what works and what doesn't.

Researcher: Yeah that's a good point to be fair, so it might not be the course itself, but because there's coaches from other clubs on them you can share ideas. Would you agree?

Coach: Absolutely, yeah.

Researcher: And what about other sources of learning for you? What about informal learning? For example, being around other coaches in the Academy?

Coach: Yeah, I think very much observing other coaches helps. Like last night, when (Head of Academy Coaching) came down with me and put on a session, (Professional Development Phase coaches), I've seen those two put on sessions before. Having that environment where you can watch these more experienced coaches. The fact that I know them, so I can ask them afterwards about why they did certain things in a session, or why I did certain things in my session, and if they'd do it differently. Yeah, so being able to observe a session or be observed and then getting feedback is helpful, yeah.

Researcher: Good, erm, so what would you identify as your strengths as a coach?

Coach: *pauses* Erm, I think person ability, interacting with the players, making the sessions enjoyable for them, ensuring they have fun. I like to see the players enjoy themselves…

Researcher: Yeah…

Coach: So that's a main area of strength for me, particularly with this age group. I'm just helping them with their development really.

Researcher: What about your weaknesses, or areas you'd like to improve on?

Coach: Erm, one weakness I think could be my demonstrating. Me myself not being technically very good…

Researcher and Coach laugh

Coach: I struggle if I'm trying to show them things, which is alright because some of the players are able to do them so I can get them to demonstrate. But, sometimes when it's something new and I've got to show it, and I can't do it myself, that's a bit of a struggle. Something I'm trying to improve on is, sort of, the really finer details of technique and

position-specific stuff. So improving on the technical and coaching points, trying to nail down the smaller points to help the players master things is something I'm improving on. I'm not quite there yet.

Researcher: So there you've spoke about some difficulties when demonstrating skills. In your day-to-day role, what are some other aspects are in this particular context?

Coach: Erm *pauses*

Researcher: And that could be on or off the pitch?

Coach: Yeah, I suppose I always want to try and keep sessions fun, new and fresh for the players. It can be challenging to come up with the same sessions, now that I'm coaching the same group of players 4-5 times a week. To come up with different ideas every session is tough, especially coming from seeing them only once or twice a week previously, where I used a similar bank of sessions.So I think that's a challenge, is to always keep it fresh and interesting for them. Erm, occasionally with this group they can get a bit hyper so there's that behavioural management aspect, but in general they're great, and that's not really an issue - although it does sometimes crop up.

Researcher: How do you find the planning aspect of sessions? Is this something you find okay?

Coach: The planning itself is not too bad. The reviewing of the session, and having to put that online, on the PMA (Performance Management Application) can be a bit time consuming…

Researcher: Yeah…

Coach: Yeah it can be a bit of a pain at times. But no, the planning part, I enjoy trying to think of new ideas and everything like that. The time part to it doesn't really bother me much, but the uploading of sessions online, before or after them becomes a bit of a pain, but it's all part of it. Other than that, no its alright.

Researcher: Great, and that's all from me. Have you have anything to add?

Coach: No, it's alright.

Researcher: Okay, cheers for that.

Coach: Cheers.

Interview concludes

Interview with Coach 2 – Tuesday 25th October 2016 (9min 34sec)

Researcher: So, first of all, can you just give a biography of your coaching background?

Coach: Erm, my coaching background all started really when I started my degree in Sports Studies.

Researcher: What year was that?

Coach: Erm, trying to remember now, *laughs* 2010.

Researcher: Yeah, so is that 6 years coaching experience that you've got?

Coach: Yeah, more or less, yeah. We touched upon coaching in the first year, just like

academic, then in the Easter of 2011 I started doing voluntary coaching in primary schools, with a coaching provider, P.E, after school clubs and stuff like that, different sports. Erm, and then I got a job with them just going into schools throughout the summer holidays, erm, and then did more coaching topics in the degree later on, but can barely remember now.

Researcher: So when did you join the Academy then?

Coach: Oh, the academy, 2015, last year, in the March.

Researcher: And what's your current role, in terms of the age group and the coaching position?

Coach: It's the under 11's coach, I think we're (co-under 11 coach) just partners, I don't think there's a Head Coach.

Researcher: Okay, and in terms of the Academy's philosophy, how well have you come to understand that in the time you've been here?

Coach: Erm, I think I've developed a good understanding of it.

Researcher: What would you say the key elements of the philosophy are? In terms of how they want you to play?

Coach: Erm, in terms of how we play, it's to play out from the back, play through the thirds, and to press high to win the ball back quickly if we can.

Researcher: And how would you say this has been communicated to you?

Coach: Erm, it was done when I joined, obviously talking with (Lead Foundation Phase Coac), erm, it was put across strongly that's how we want to train the kids and how to play in the matches, and then through coaches' meetings…

Researcher: Yeah…

Coach: So every couple of months or something it's been, and then the documentation defines it in more detail.

Researcher: Would you say the documentation or the interacting with coaches has been the most helpful in learning the academy philosophy?

Coach: Probably interacting with coaches, and watching other coaches work. Also, attending the meetings, the presentations, different parts and details.

Researcher: Erm, and another question about the philosophy, then, would you say your philosophy aligned with the Academy's before you joined? Or has it developed since you've been here?

Coach: Erm, I think in terms of a general philosophy for football, it's not far away. But, when I've coached before there's been different circumstances, with different teams. I haven't really coached that way. I was with a college, and the team weren't great players…

Researcher: Yeah…

Coach: So it was deep, direct football, t wasn't close to how I've coached before but from what I like to see in football, it's not far away.

Researcher: And in terms of the learning environment of your age group, what would you say the players' learning needs are?

Coach: Erm, under 11's, they're year 6's, they're at the end of the Foundation Phase, going into the Youth (Development) Phase, so it's about… It's still about getting lots of touches on the ball, the freedom to experiment and get better. They're getting to the last phases of the brain development, so it's really important to get those technical aspects on board, and to try different things, but also then you have to… You start demanding more, I've been with this age group since I started, so you've gotta make sure you don't get complacent with what you demand from them.

Researcher: So some sessions are coach led, aren't they? And some are player led?

Coach: Yeah…

Researcher: What would you say the differences between the two are?

Coach: Erm, obviously the coach led you set out the session, the interventions are focused on certain things that the coaches want…

Researcher: Yeah…

Coach: And then the player led sessions are obviously led by the players. They decide how they set it up, and how much they play in certain aspects.

Researcher: Right, so moving on now into your personal coaching, so what formal qualifications do you hold? I know you have a degree as well?

Coach: Erm, so yeah the degree in Sports Coaching, Development and Fitness, then I've done my Level 2, FA Level 2, I got onto my UEFA 'B' (Licence) last year, but I didn't pass the assessment so I've got to get re-assessed for that. I've also got the Futsal Level 1 I think it is, and I've got the (FA) Youth Module Level 3…

Researcher: Nice…

Coach: And I've done the assessment for that, erm, this year.

Researcher: So what would you say your… What would you identify as your strengths as a coach?

Coach: Strengths as a coach, erm *pauses* I think interactions with the players, understanding their needs and how they learn, and giving them a good place… A good environment, and I think what I could get better at… Is that your next question?

Researcher: Yeah, took it out of my mouth *laughs*

Coach: *laughs* Yeah, what I could get better at is probably to keep developing my technical and tactical knowledge, I've only been here for a year and a half, so especially my tactical knowledge I can keep developing. I could also work on developing my interventions for the players, because sometimes I'll stop it and I'm still thinking about what I'm gonna say…

Researcher: Yeah…

Coach: So planning my interventions so it's more structured, more, erm, individualised probably.

Researcher: Yeah, and how much of the knowledge you've accumulated is down to formal (sources), so the degree and the (FA) Level 2, for example?

Coach: Erm, *pauses* I think I've learnt a lot through the (FA) Level 2, and being on the UEFA 'B' (Licence). The degree is probably more about how the players learn, obviously

you've got the skill acquisition units…

Researcher: Yeah…

Coach: Erm, things like psychology, and then I also try and do a lot outside of that as well, like on the internet, reading articles, learning from different people.

Researcher: So would you say informal learning sources have been the most helpful?

Coach: Erm *pauses*

Researcher: So in the Academy, for example, you've got people like (Head of Academy Coaching) who might be on the side-lines, or even for you it'd be (Lead Foundation Phase Coach) I presume?

Coach: Oh yeah, definitely, I've learnt a lot, like technical and tactical knowledge from the Lead Phase Coach, (Professional Development Phase Coach), he was around a lot last year, he's helped me a lot, he used to be like an FA Tutor in Wales…

Researcher: Nice…

Coach: So he's very good. A lot of it is to do with the demands of the Academy.

Researcher: I can imagine that's quite challenging, as well, that was my next question, so whether it be the age group or just being an academy coach, what would you say is the most challenging?

Coach: As a coach?

Researcher: Yeah…

Coach: Erm, probably to keep your consistency in your coaching, and keeping the quality. Obviously when I've coached before there's a… You'll have games and stuff but there's no real, sort of consequence really…

Researcher: In different settings, you mean?

Coach: Yeah, yeah. Whereas in this setting, obviously you're responsibility for the players' development, so you need to keep your coaching as good as you can…

Researcher: Yeah, definitely…

Coach: And as consistent as you can. Then obviously you've got Line Managers (Lead Phase Coaches) who need you to do the stuff you're required to do.x

Researcher: I know you mentioned before about having other things going on outside of this as well?

Coach: Yeah…

Researcher: I imagine that's quite time consuming?

Coach: Yeah, that's probably… Actually the most challenging thing, is balancing that and a full-time job as well.

Researcher: Especially for sessions as well, as the content must be more than, for example, a grassroots or a school setting?

Coach: Yeah, yeah. So for example I'll come from doing a full day of Basketball or

something with like Year 1's and 2's at a primary school, then I've gotta switch straight away and become a different person, a different coach.

Researcher: Long day as well, isn't it? You've got to keep the morale high amongst the players?

Coach: Yeah, and then you've got the tiredness.

Researcher: I can imagine they (the players) can pick up on it as well… Maybe not pick up but you know what I mean, it might affect them?

Coach: Yeah, because if you come in like I've come in before, really tired and not in the best of moods, the players sense that as well and it's… You've gotta tell yourself to set the right environment for them.

Researcher: Yeah, definitely, that was the last question from me, have you got anything you'd like to add?

Coach: Erm *pauses*

Researcher: On anything, or?

Coach: No.

Researcher: Well thanks for that.

Coach: No, thank you.

Interview concludes

Interview with Coach 3 – Monday 7th November 2016 (10min 51secs)

Researcher: So, first of all, could you just give us a biography of your playing experience?

Coach: Erm, I was a YTS (Youth Training Scheme) at (club under study) from (aged) 16-18, , then I got a one-year professional (contract), but just played reserved football. Then, I moved from (club under study) to (local semi-professional football club), and was there for about 10 years…

Researcher: Yeah…

Coach: Won the FA Vase twice, won at Wembley, got to the 1st round of the FA Cup, that's it in a nutshell really.

Researcher: Nice, what about your coaching career, then? How did you find your way into coaching?

Coach: Coaching? I was about… I'm 45 now, I was about 34, and pretty much had stopped playing altogether at that point, my knee was knackered, erm, and I had a friend at work who said his son was a goalkeeper…

Researcher: Yeah…

Coach: And I would briefly see my own son in under-8's, where the goalkeeper got nothing, erm, no training, so I thought, you know what, I'll start giving a little bit back and ended up doing a bit of coaching with (local children's amateur team)…

Researcher: Yeah…

Coach: And that sort of snowballed into a goalkeeping session for the club, from having about 10-12 kids come in, a mix of girls and boys, erm, just doing that once a week, then I did a little bit with the (local professional academy) Development Centre for 18 months, and then that stopped and I went back to what I was doing with (ocal children's amateur team). So overall I did that for 7 or 8 years, then someone said – whose son was quite good – that there was some jobs going at (club under study), and I just sent a CV to (Academy Manager) and I've been here 2 full seasons, this is my 3rd season now, and I'm really enjoying it.

Researcher: And what's your current role at the club?

Coach: Erm, I'm part-time goalkeeping coach, so basically I work with the Foundation Phase, 9-11 (years)…

Researcher: Yeah…

Coach: But also I do have contact with (under) 12's and 13's as well, and up to (under) 16's. So even this year, I've had experience going with the under 18's, which was a great experience, but in previous seasons I've worked across the age range from (under) 9's-16's, and we also do development centres once a week, and the age range from that is under 7's to under 12's.

Researcher: Good, and in the time you've been at the club, how well would you say you understand their philosophy?

Coach: Yeah, the philosophy it's… As a goalkeeper, you don't maybe get involved in too much, but you know that we want to play out from the back, we want to play possession football, trying to win the ball back as quickly as possible, so that's the basics I think.

Researcher: And as a goalkeeper coach, how has the philosophy been communicated to you?

Coach: Erm, we get it each season, erm, you know, you get your booklet… Your season book, you hear it (philosophy) in every training session, in every discussion we have, in every, you know, match, you understand and clearly know that's how we want to play, to keep the ball…

Researcher: Yeah…

Coach: And play in that way.

Researcher: And would you say that your philosophy aligned with the Academy's before joining? Or is it something that you've developed?

Coach: Oh, no, it's definitely developing. As you find… As you study more about football, you realise how much it's changed, and how much it's continually changing, and erm, sort of the journey, if you want, that I'm on at the minute of improving my coaching qualifications…

Researcher: Yeah…

Coach: You realise how much more it is changing, how different styles of football work, erm, in different ways, but pretty much, you know, football's changed from long ball football, from the 80's and 90's when I played, to much more about keeping the ball on the floor, possession football, you know, it's the way it should be done.

Researcher: And in terms of the training sessions, I've noticed that there's coach-led and

player-led sessions, how would you say your coaching behaviours would change between the two?

Coach: Erm, *pauses* yeah I would say as a goalkeeping coach it's probably very much coach-led, trying to get what you want from the session, what you want from the lads. But, as I develop as a coach, I'm finding more things where you're doing a session and one of the lads comes up with an idea, and you go 'yeah, great idea, we'll go with that' and so, through experience, I probably get better at kids having more of a say, more freedom as to what goes on in the session, and developing a session, so that, you know, erm, it's not directed by me all of the time, they'd make decisions that would come naturally in a game. So definitely through my experience, I'm getting better at doing that.

Researcher: I know you spoke about creating freedom for the players, what would you say their learning needs are in the sessions?

Coach: Erm, yeah, we talk about the session beforehand, what it's aims are, so for example tonight was a high catch, or a punch, and so you try and think about in that mini-game that we was doing, in a situation where they can do as much as possible throughout the session, so they're getting as much practice in a natural situation as possible really. I guess doing qualifications such as the (FA Youth) Modules 1, 2 and 3, that's really helped me to think about designing a session, so that I get the outcomes in a natural way.

Researcher: Yeah, and you spoke about your qualifications there, so we'll move onto your personal coaching, what other formal qualifications do you hold?

Coach: Erm, I was never a fan of qualifications. I did the (FA) Level 1 (outfield) in, I think, 2008, you know, because I had to do it to carry on coaching, and then I didn't do anything until I came to club under study (Summer of 2014), when I knew I was coming here I got on the (FA) Level 1 Goalkeeping course, so I was very fortunate to come to the club with such limited qualifications. In the meantime since then, I'm about to complete the (FA Youth) Module 3, in January I finish that off, I've done my (FA) Level 2 outfield, and at present I'm doing the Welsh Level 2 and UEFA 'B' Goalkeeping courses.

Researcher: Good, so how much of your knowledge would you say has come from those?

Coach: Yeah, as a coach, definitely, lots of knowledge to design a session, and the technical side of things. But, in terms of games, I still think you need to have played at a decent standard to understand certain situations that occur in the game and, you know, those situations, why that possibly occurred, just that knowledge of game situations, I think is different to coaching. Yes, you try and make your coaching sessions as game realistic as possible, but I think you need that knowledge for feedback in games, maybe, I'm not necessarily saying that's right, but it's just my opinion.

Researcher: Yeah I get you. So, on the other side of that, what about informal learning? I know (Head of Academy Goalkeeping) has an active role in that at the club?

Coach: Yeah, erm, *pauses* to be honest with you, my learning I've done through… He has always welcomed us to come and watch him, or get involved with him, unfortunately time makes it difficult, (Youth Development Phase goalkeeper coach) has made it a lot easier for me to learn. I've learnt a lot from him joining sessions with him, although we don't do that anymore, we've gone our separate ways with the age groups, but that's fine. I'm more than confident to do that, but my main thing that I use is social media. I use Twitter. I get a lot of, erm… And I like visual, so watching professional clubs – or anybody really – do a session, and thinking 'yeah that's not gonna work with kids, but there's snippets from that I can use' erm, and I find that really useful. I probably need to be more organised in how I hold that information. I record all of my own sessions on paper but again, maybe would be better if I had some sort of computer system, but I don't, so I deal with whatever I've got really. So yeah, so social media is a big help but, you know, I still

use stuff that (Youth Development GK Coach) does, I use stuff that (Head of Academy Goalkeeping) does, so…

Researcher: And just try and alter it?

Coach: Yeah, depending on the session size or age group really.

Researcher: Yeah, and could you summarise what you'd identify as your strengths and weaknesses as a coach?

Coach: Erm, *pauses* well weaknesses maybe a little bit of knowledge and experience at this level. I am maybe a bit, erm, I forget what the correct word is, but directive, you know, that's what I want from the session, maybe that's a bit more with goalkeeping, but I can see that's getting better. One thing I did have a problem with is that my session plan, and what I intended to deliver. I wasn't very flexible as a coach, so if my numbers altered, or I had odd numbers for whatever I was gonna do, I found that difficult to adapt. But, again with some advice from (Head of Academy GK) I've found that much easier to change or develop a session. Equally, when I'm planning a session, I've now learnt to have a bit of a backup plan…

Researcher: Yeah…

Coach: So if only three turn up what am I gonna do then, so I try and think about that. Positives, I suppose I'm enthusiastic, and really positive with the kids and try and explain to them in a positive way how they can do things better…

Researcher: Yeah…

Coach: And really I hope I've got confident goalies really, because it can be a difficult position where you can get criticised for letting goals in and making mistakes which result in a goal, so very quickly you can get a bit downhearted so you've really gotta be careful how you give feedback, and try and keep your goalkeepers happy.

Researcher: Yeah, and the final question from me today would be, based on your day-to-day responsibilities at the club – on or off the pitch – what do you find the most challenging?

Coach: Erm, *pauses* I suppose you come to a professional academy and you expect all the kids to behave in a fantastic way, to be all enthusiastic and to be perfect really, but you know, whenever you're dealing with kids, that's never the case. Whenever you're coaching kids they represent a challenge, from whatever background they are, however they behave, you know, they represent a challenge. So definitely dealing with how kids can behave in certain ways at different times, I think is the most challenging, yeah.

Researcher: And just a quick one, how are you finding the PMA (Performance Management Application), which I know a few have spoken about?

Coach: I'm very lucky, I don't have to use the PMA system at all.

Researcher: *laughs* Oh really?

Coach: (Head of Academy GK) does my PMA work.

Researcher: That's alright then *laughs*, and that's all from me, unless you've got anything to add?

Coach: No that's brilliant, thank you.

Researcher: Okay cheers.

Interview concludes

<u>Interview with Coach 4 – Tuesday 25th October 2016 (10min 15sec)</u>

Researcher: So, first of all, could you just give us a biography of your coaching career, when did you join the club?

Coach: Erm, about 18-19 years ago I started at the Academy. I worked at the Tigers Trust (community coaching) previously for a year, and got the job through a centre of excellence coach, so I've been here part-time for about 17 years and for the last 2 years full-time, in the Lead Foundation Phase Coach role.

Researcher: Right, and what qualifications do you hold to date?

Coach: I have a (UEFA) 'B' Licence, I'm currently doing my (FA) Advanced Youth Award, I will have finished that by Christmas, and I'm hoping to go onto my (UEFA) 'A' Licence, which I've put forward to next year.

Researcher: Good, so what's your roles and responsibilities at the club?

Coach: I'm the Lead Foundation (Phase) Coach, which currently my role is to look after the (under) 11's and below, which is the (under) 11's, 10's and 9's Academy teams, and also the pre-academy which has an (under) 8's and 7's group that train here (indoor training facility).

Researcher: And in terms of the Academy's philosophy, then, how well would you say you understand it?

Coach: Erm, yeah we go over that, I think I understand it. I know how we want to work, how we want to do things, how we wanna play, how we wanna coach the players. I try and put that into my sessions, and also help the coaches that are with pre-academy and in the Foundation Phase to follow that.

Researcher: So, what would you say the key elements of the philosophy are?

Coach: Erm, freedom for the players, giving them licence to try things, especially in the Foundation Phase, the way we wanna keep the ball individually, but also collectively, but give the kids the licence to try things, and have the environment to, rather than being coach-driven.

Researcher: Yeah, and how would you say this philosophy has been communicated to you best?

Coach: Well we get it passed on, we have meetings regularly that go through the things, and the little parts of it that we need reminding of - all full-time and part-time staff - at the start of the season by (Head of Academy Coaching) and we get that on a regular basis from them two (and Academy Manager).

Researcher: Would you say your philosophy aligned with the Academy's before joining, or was that something that's developed as you've been here?

Coach: I think you have bits and pieces that you do by yourself, that you think this is the right way of doing it, and then obviously people come in and put their ideas on it, which just adds to what you believe in. Then, you think, seeing different ways of doing things, erm, other people's experiences lend you to that, and it makes you think about what you've always believed and it changes that.

Researcher: Would you say yours and the Academy's (philosophies) have changed over the years?

Coach: Well yeah, in the years I've been here, definitely, we've seen a lot of changes and I think that as a coach for a while now my philosophy and how I do things has changed. I still have a tendency to do things I wish I didn't, but I think it's grown and it's definitely changed in the years I've been here.

Researcher: So staying on that, then, what do you think your strengths and weaknesses are as a coach?

Coach: Erm, strengths, working with young players in the Academy, being able to get onto their level, erm, so to be able to communicate with them and understand that they are little kids, that need to be treat like little kids. Erm, so I think that's one of the things, how they learn, knowing different things that they need, different parts that we put into our programme give them opportunities to be kids, but also learn. Weaknesses, I talk too much at times, erm, maybe I'm a little bit strict at times with them.

Researcher: So, with the learning environment at that age group, you're trying to make it fun but also get the outcomes that you want?

Coach: I think it's a fine line between giving them freedom to be kids and have lots of fun, but we also need to make sure they learn here, some of them are very driven and will work all day, others need to be reminded of certain things now and again…

Researcher: Yeah…

Coach: But the biggest thing is that they're kids, and they're all different, and have different needs that you've got to find ways of getting the things that I want. As for the philosophy of what we want from them, some of them need it doing in different ways.

Researcher: So some of the sessions are coach led, some are player led, how would you say your style of coaching is in a coach led session? Or what would you expect?

Coach: Erm, I think it depends on the topic and the things we're trying to get into them. For example we're doing defending at the minute, where, when I sat down with them on the first part of the cycle and asked them about defending, none of them had ever been coached any defending before. Some of the things I said to them about the things we were gonna do, they didn't know what it meant, how to do it or anything. So in that, there's been a lot of talking from me to them, some of them now grasp it so I can be a bit more question and answer with them and let them do their own thing, and discuss that on other parts, passing and combining, other parts of the philosophy, just let them do it, give them suggestions, but let them solve the problems.

Researcher: That's good, and moving on now onto your personal coaching, how much of your learning and development would you say is down to formal learning sources?

Coach: Courses, hmm, erm, obviously you have to do your qualifications to get the jobs that you want, and the things that you want. I would say most of my learning will have been done on them courses, but by talking to people (other candidates) rather than the course itself. Courses play a part, but I think a lot of it is done from learning from others…

Researcher: Yeah…

Coach: From within the club, from listening to other people talk, rather than from the courses themselves.

Researcher: So would you say, I know someone else has mentioned it, when you're on

those courses there's, sort of, certain guidelines to pass it?

Coach: Yeah…

Researcher: Would you agree with that, or?

Coach: Yeah, there's certain things that I do to pass the course, which I think is in most courses, not necessarily they're the bits that you learn the most, but there's certainly things that you have to do to get you the award that you need at the end of it, to fulfil the requirements.

Researcher: And you mentioned, as well, meeting other coaches on those courses, so that might be one reason why they're useful?

Coach: Yeah, definitely. I think the last couple of courses I've been on, I've got more out of being sat with people from other parts of the country, from other clubs, discussing how they do things, and their thoughts, than actually out of the sessions and the course itself.

Researcher: Yeah, so you'd attribute most of your learning to informal sources?

Coach: Yeah, I think when I first started, the courses were the things that I learnt from, but I think the discussions on courses - not the staff - but the people that are on courses with me, in the same kind of roles, has helped me more.

Researcher: So in the Academy, as well, other coaches in the Academy, such as (Head of Academy Coaching), would you say that's helped in your learning and development as well?

Coach: I'll learn more now being sat in my office than I ever have, erm, talking to the people (other coaches) that have got lots of different experiences, playing and coaching, from a vast range of different backgrounds and stuff. I think there's no doubt that's the best learning environment for me...

Researcher: Yeah…

Coach: You just learn so much having a chat, every day there's something that comes up, where I haven't thought about doing it that way, and that's invaluable.

Researcher: Yeah, and moving onto your personal role, what would you say the most challenging aspects are? First of all, in an academy context as a coach, in general?

Coach: As a coach, erm, the thing that I find most difficult is the time to actually prepare. I know that might sound a bit weird, but to actually plan the sessions properly and make sure exactly what I'm doing, tonight was a fine example of that, as I had a review before and I didn't set up like I normally would do…

Researcher: Yeah…

Coach: So there's things that are challenging, but that's just part of the job.

Researcher: Is there a lot of off the field work as well?

Coach: Yeah, and that's the one thing for me, I've gotta look after 3 groups and I need to make sure each individual's stuff is up to date, on the PMA (Performance Management Application), but also with the pre-academy and the kids there that you've gotta write reviews for, and make sure that the sessions and the other coaches are doing what's been asked as well.

Researcher: Yeah, how about the age groups that you coach, then, what do you find most challenging in sessions themselves?

Coach: Erm, kids are kids, so sometimes you may have a plan of where you think things are going and what you wanna do, and they can throw a curveball in there which you'd never, ever imagine because of their age, which suddenly takes you in a whole new direction. So that's one of the things, but the rest of it - working with the kids - is fantastic. They're all here because they wanna be here, so you have no problems in that regard.

Researcher: Would it be fair to say, as well, that you've got to always be enthusiastic with them, especially if you've had a long day as well?

Coach: You've gotta be on their level all the time. It is hard, sometimes if you've been sat on a laptop for 7 hours then you come here, but luckily we've got some great characters here that, as soon as they walk through the door and start talking, it boosts you anyway so you can get over them things. If you've had a bad day they'll soon get you: 1) Because you've got to, and 2) Because there's great characters here.

Researcher: What about tonight, as well, in the session there was about 12 on the side-lines wasn't there, off injured?

Coach: Yeah, we had a few injuries today.

Researcher: You'll be a qualified doctor after tonight?

Coach: *laughs* Yeah, but that's just part and parcel of defending isn't it, and luckily, because of their enthusiasm at such a young age, there were just a few knocks…

Researcher: Yeah…

Coach: But that's part and parcel of it, and you've gotta try and react to it. You need to change your session and do what you think is right at that point, and that comes from age and experience, and doing thing., It didn't go as planned but hey ho, that's the way it goes.

Researcher: And that was the final question from me, anything else to add?

Coach: No, thank you very much.

Researcher: Good.

Interview concludes

Interview with Coach 5 – Thursday 20th October 2016 (11min 15sec)

Researcher: So first of all, how well would you say you understand the Academy's philosophy?

Coach: Erm, I'm hoping to understand it well. I'm coming to the sessions whenever I'm available to observe senior coaches, to observe Head of Coaching, to observe the Academy Manager, senior coaches delivering the sessions. The reason behind it is to be as familiar with the philosophy as possible. I think the more time you spend in this environment, the more beneficial it is for yourself.

Researcher: What would you say the academy philosophy is then, in terms of playing style, player expectations?

Coach: We want to keep the ball…

Researcher: Yeah…

Coach: That's one of the key characteristics as an academy. Erm, maintaining possession, attacking football, erm, controlling possession, you know, defending wise out of possession, pressing high…

Researcher: Yeah…

Coach: Erm, we want our players to recognise the trigger, to be able to play the ball early, do it in packs, doing it as a team. Erm, those two would be the main characteristics.

Researcher: And how would you say this has been communicated to you, is it (Academy Manager and Head of Academy Coaching)? Has it been sent out via a document, or?

Coach: We have been given a document via email before every season…

Researcher: Yeah…

Coach: Erm, *pauses* I've been lucky enough to be able to shadow (Academy Manager and Head of Academy Coaching) with the (under) 21's, erm…

Researcher: And do you think that's been the most helpful way in learning the philosophy then? In watching those and observing them as coaches?

Coach: For me, personally, I'm a visual kind of guy. I need to see it on the pitch…

Researcher: Yeah…

Coach: Erm, I need to listen to it. So for example, the way, erm, the coaching styles, their approach to players…

Researcher: Yeah…

Coach: I need to be able to see it, listen to it. Then, I can apply it within my session.

Researcher: So what's your overall role at the club then, in terms of the age group you look after and coach?

Coach: I'm working with the under 12's, erm, as a part-time coach. Sometimes I get a chance to work with different age groups. Prior to this season I've been working with the foundation phase. Erm yeah, this year I've had the opportunity to work with the (under) 13's, 14's, 15's, 16's.

Researcher: And with those age groups then, what's the learning environment that you're trying to create with those players? In terms of their needs?

Coach: Erm, *pauses* at the beginning of the season I was trying to assess what the level of ability of the players was…

Researcher: Yeah…

Coach: Trying to stimulate them, and give them what they needed so it was based on what they could perform…

Researcher: Right…

Coach: What their knowledge was, and then aligning with the coaching document…

Researcher: Yeah…

Coach: What do they need to have at the end of the season? And erm, you know, I realise it's a journey. It's not going to happen overnight…

Researcher: Yeah…

Coach: One week, two weeks, two months, it's a year-long or season-long journey. So, having the knowledge of what's needed at the end of the journey… I'm trying to incorporate all of those.

Researcher: So would you say it's a combination of both what you think should happen, and also what's going on at the academy in terms of the philosophy they're trying to promote as well?

Coach: Philosophy is crucial. We want to have players that understand the way we play. Erm, a very useful for me, personally, is the contact with all the kids…

Researcher: Yeah…

Coach: I know (under) 13's at this point, this season, they know this, they can perform at this level, this is what the senior staff expect from the players, like right this is where we need to get. And I think with my (under) 12's, this has been very helpful for me to assess what's needed and what the target was. Where do we go?

Researcher: Good, and how does the type of session dictate how you coach? So in terms of player led, coach led, match prep?

Coach: Yeah…

Researcher: The content of your session?

Coach: Player led, erm, there might be more questions, question and answer type of interventions, self-discovery, setting challenges, letting the players discover answers…

Researcher: Yeah…

Coach: Erm, coach led will be a more commanding style. Points will be coming up from the coaches. It might be an instant change in performance, because that's how we want to affect those kids in the coach led session. We want to show them the pictures, to show them what we expect from them, and then hopefully they can take some things on board and then do it.

Researcher: And moving on now into your personal coaching then, what would you identify as your strengths as a coach?

Coach: Erm *pauses*

Researcher: Without sounding too… *laughs*

Coach: I would like to think I'm a good man-manager. With those kids, it's about getting to know them…

Researcher: Yeah…

Coach: And erm, really being able to affect them individually. Every player's an individual project in my head. I know the academy is also big on each player being an individual project. If you know what the child responds to, how to approach that individual person, you can get a lot out of that kid…

Researcher: Yeah…

Coach: So that has been… I think I'm quite aware of it, and I'm trying to use it as my strength. I try to build a rapport with players, and get the best out of them.

Researcher: So on the opposite side of that, what would you identify as your weaknesses as a coach? Or what you'd like to improve on in the future?

Coach: Erm… *pauses*

Researcher: If any? *laughs*

Coach: I would like to improve in a lot of departments, a lot of areas. At times, I'm getting frustrated too easily when the players don't respond…

Researcher: Yeah…

Coach: To sessions, or to environments we create. I'm conscious about that, and trying to work on it… I'm actually working on it, allowing the players more freedom, allowing them to play, ball rolling time, and just giving them specific points to work on, rather than showing them my disappointment.

Researcher: Yeah I get you. So in terms of your own learning and development then, how much of that would you attribute to formal, and non-formal settings? So if we speak about your coach education background, erm, and your CPD events, how much of your knowledge and your learning has come from these settings?

Coach: Erm, I think there is very little from formal, erm, CPD's or courses. I think you have to do it yourself. Put in practice by practising, erm, that's how you get… I like instant feedback on the pitch…

Researcher: Right…

Coach: Like tonight, (Head of Academy Coaching) being out there with me, being able to ask questions, erm, bounce off each other, speak to coaches who are more experienced and are here full-time. They train with the players, they know what we need to achieve, and this is very valuable.

Researcher: I've noticed that a few times. Like with your sessions when (Academy Manager) is on the outskirts as well, giving input, would you say that helps you as well with your learning and development?

Coach: Yeah, yeah, yeah, definitely. If full-time members of staff… I know I come in every now and then and have discussions in the offices…

Researcher: Yeah…

Coach: And that's how you learn. I like to tap into that and be able to exchange, erm, you know your ideas and thoughts. It doesn't have to be a massive chat, little questions. (Head of Academy Coaching) has been a massive help tonight…

Researcher: Definitely, yeah…

Coach: And I've heard things that I've had to pick up on and I'm going to use them in the future and get better.

Researcher: So, with your day-to-day role at the club then, erm, what would you say has been the most challenging aspect? First of all, in practice?

Coach: *silence*

Researcher: So in terms of when you're planning the sessions? In this setting?

Coach: Erm, *pauses* I think from my perspective, it would be the time. I'm working as well. I've got other work commitments. Sometimes session design is time consuming, because you want to make sure you tick all of the boxes…

Researcher: Yeah…

Coach: The session is made up of three or four different components: position specific, underload session, match prep. So, you prepare for all those individual components, and you want to have the detail. You try to prepare the pictures in your head: what's going to happen? How am I going to step in? How am I going to coach? And, erm, it's time consuming…

Researcher: Yeah…

Coach: And at times it has been difficult to spend that time - or delegate time - to prepare that session. Then after the session, you need to find time to evaluate… Session evaluation, that has been the biggest challenge for me.

Researcher: Is there anything that's been challenging about the players themselves? Having to coach those in the session?

Coach: You mean my group there?

Researcher: Yeah, so is there anything that's sort of been challenging, and not straightforward? Has there been any challenges faced? Or what's the main one?

Coach: Erm, *pauses* what we've noticed at the beginning of the season, the kids were not exposed to these type of sessions…

Researcher: Yeah…

Coach: This type of coaching, erm, it's more of a command style. The sessions are on the bigger pitches, with more players. I think it took them time to adjust to it, get on with it, but I think just recently they've turned the corner and have been doing well - better than what they were - so it has been good recently.

Researcher: Okay, and that's all from me, cheers for that. Is there anything else you want to add, or?

Coach: No, no.

Interview concludes

Interview with Coach 6 – Saturday 22nd October (9mins 2 secs)

Researcher: So first of all, when did you join the club?

Coach: Erm, it was about eight years ago now, I think it was. I can't remember the exact date, but I joined first of all the community trust…

Researcher: Yeah…

Coach: So I was going in to schools, coaching, that sort of stuff, which started to lead camps. I started to become one of the lead coaches, then I got asked to go do the development centres. I did the development centres for two, maybe three years, then I came into part-time coaching in the Academy and became a full-time coach at the Academy.

Researcher: So what's your current role then?

Coach: My urrent role is Assistant Youth Development Phase Coach, so there's two of us that run it, and I look after the (under) 12's and (under) 13's basically.

Researcher: Yeah, and how long have you held that position?

Coach: Erm, just coming into my second year now.

Researcher: Right, and could you tell us how well you understand the academy's philosophy?

Coach: Erm, I believe I've got a good understanding of it. The academy philosophy is about, erm, playing out from the thirds, possession-based approach, and making sure we're organised in and out of possession, and when we're on the ball trying to disorganise the opposition through clever, intricate play, passing and moving etc.

Researcher: And how would you say this has been communicated to you?

Coach: Erm, well, being full-time obviously you're in a lot more than what the part-time staff are…

Researcher: Yeah…

Coach: So it's what we do, it's every day that it's - not mentioned - but it's the topic of our philosophy that's around everything we do.

Researcher: Has there been any other, kind of documents, that you've received?

Coach: We've got like, erm, coaches' handbook.

Researcher: Yeah, and how do you receive those?

Coach: We receive them as full-time staff, and the part-time staff are given it. It's usually seasonally, the latest one went out literally a week, two weeks ago, something like that. There's also coaches' handbooks, stuff like that.

Researcher: Would you say that's been the most helpful to you? I've noticed that people like (Head of Academy Coaching) are on the side-lines a lot…

Coach: Yeah…

Researcher: Obviously overlooking the practice, and maybe making sure that philosophy is being stuck to, would you say that's helpful, or?

Coach: Yeah that's helpful, I'd say more than a booklet can. Because obviously talking to more senior coaches than what I am…

Researcher: Yeah…

Coach: So what we're delivering is what they want at the top, so there's continuity going through.

Researcher: So what would you say the type of learning environment that you're trying to create for these players is?

Coach: Erm, one where they make their own decisions, erm, one where they feel like they can ask questions… Sorry ask questions if they need to, where they don't feel at risk of exposure, should it be an answer, should it be expressing themselves on the pitch etc. Erm, but when we say that we want to go out and express ourselves, there are times when we use the commanding style of coaching - that's on like match prep, like today, on a Saturday morning…

Researcher: Yeah…

Coach: So we will give more specific information as opposed to question and answer or guided discovery.

Researcher: So with the coach led it's a more commanding style, what would you say the player led is?

Coach: Player led, erm, probably could be in any of the sessions but when it comes to match prep it's a lot more coach led. Player led is really influenced on the small-sided game sessions, possession games, anything like that. Match prep is a lot more coach led.

Researcher: And how would you say the players learning needs have been assessed then?

Coach: Say that again, sorry?

Researcher: How would you say the players learning needs are assessed? Is it something that's been communicated to you through the age groups, or?

Coach: The learning needs have been assessed, we have IDP's…

Researcher: Yeah…

Coach: And that's the Individual Development Plan. Each coach has access to them, each player has access to them, each Lead Phase Coach has access to them…

Researcher: Yeah…

Coach: They're written by the coaches. Because obviously, you know, erm... *pauses* near enough daily, so they know how much progress they're making towards it and when certain targets are progressing, etc…

Researcher: Yeah…

Coach: And we also do staff meetings where we'll discuss each player individually, on a multi-disciplinary, sort of coaching, science, erm, medical, so we all get together and discuss it then as well.

Researcher: Yeah, so moving on to your personal coaching now then, how would you say you've developed it to date, outside of the club?

Coach: Outside of the club? Well the club… Initially when I was only part-time and I was at the trust I funded all my own qualifications up to the UEFA 'B' Licence, because I was only at the development centre then. Since (ex-Academy Manager and Academy Manager) have come into the academy they've pushed CPD (Continuing Professional Development) a lot more and started funding a lot more things to go and do…

Researcher: Yeah…

Coach: So they've put me on my (UEFA) 'A' Licence, which has cost, you know, thousands of pounds…

Researcher: Yeah…

Coach: They've put me on my Advanced Youth Award modules, so they've done these for me, as well as the CPD.

Researcher: And outside of coaching, what other qualifications do you hold?

Coach: Erm, I've got a degree in Physical Education, and a PGCE (Postgraduate Certificate in Education) in post 16 (years) education.

Researcher: Do you think that's transferrable to this context as well - the experiences that you've had?

Coach: Oh, definitely, yeah, definitely, it's all transferrable into this.

Researcher: So in terms of your learning and development as a coach, what would you say is the most valuable source? So we'll start off with formal coach education?

Coach: Erm… It's… I'd probably say informal and discussing with senior coaches like your under-21, under-23 coaches, Head of Academy Coaching, Academy Manager, erm, (local youth coach educator) that comes in (FA coach mentor), I get more from that. However, I do see a lot of value in the formal coaching qualifications as well, there's some that you go on now where you'll go and say like, 'I've done this before'…

Researcher: Yeah…

Coach: But it just reinforces what you already know, which isn't a problem but it's always nice to know you're on the right track. My (UEFA) 'A' Licence has been good formal education in helping me.

Researcher: So would you say the higher, say, you get up the coaching ladder, the more helpful it is?

Coach: Yeah, because obviously you're supposed to… The higher up the coaching ladder you go, the more exposure you're getting to sort of, different methodologies and stuff. So yeah, the more they stretch you.

Researcher: Okay, so in terms of your day-to-day responsibilities at the club, what would you say is the most challenging in this context?

Coach: Erm, keeping up to date with the PMA (Performance Management Application) system. You've got to put your own on, you've also got to monitor what, erm, part-time staff members put on the PMA. So that's the most challenging, making sure basically all the paperwork side of the job is done properly.

Researcher: So it's important to recognise that there's more to your role than just coaching?

Coach: Oh definitely, yeah, like most of my day when I'm not out coaching will be spent on a laptop, inputting data which is equally as important for when the auditors come in. We need to be making sure that's as good as what your playing philosophy is. However, I'd sooner spend more time out on the field…

Researcher: Yeah…

Coach: If the PMA wasn't involved, I'd be going into secondary schools, talent identification, putting on sessions. That's how I'd prefer my role to have developed, but at the end of the day, this is how football is turning…
Researcher: Definitely, yeah…

Coach: All the accountability with regards to making sure we're up to date with the administration side of things.

Researcher: Is that a lot different from the previous positions you've been in then?

Coach: No, to be fair, erm, in the college it's exactly the same. There's learning objectives, learning outcomes. You've got to monitor it, you've got to continuously, erm, assess progress of the learners. That's the same as a player here, so the educational system has come really deep into academy football. But I don't mind, I think it's right to do it, at times, I just don't feel it needs to be as stringent as it is.

Researcher: Yeah, and just going back to your philosophy, just one more question on that…

Coach: Yeah…

Researcher: Would you say that your philosophy aligned with the Academy's before joining, or?

Coach: That's a good question. Before I joined, I didn't really have much experience at high-level football. I came in with a really open mind…

Researcher: Yeah…

Coach: Erm, and I was quick to adapt those ideas. I didn't sort of fight against them. I have got my own opinions on things, but the way… When I first joined the Academy, the way that they wanted to play their football - which was many years ago - was the same way that I liked anyway, so there wasn't any conflict from me really.

Researcher: And just the final question from me - just a thing I've observed from today's session – (new coach who left and was not included in study), as a new coach, is that something you enjoy? Kind of, mentoring?

Coach: Erm *pauses*

Researcher: Maybe not mentoring, but you know, giving your opinions?

Coach: Yeah, yeah, I don't mind it. I do like helping young coaches. In my previous role at the community trust, I used to run, erm, a programme called Step into Coaching. So, what we used to do - and obviously been a teacher a post 16 that's what we used to do as well… But Step into Coaching was about new coaches coming in with no qualifications, and they'd do a 6 month course with me…

Researcher: Yeah…

Coach: And they'd get a (FA) Level 1 out of it, as well as other broad, erm, coaching experience. So out on the field, getting them ready for that first step going out into that community side of coaching…

Researcher: Yeah…

Coach: And I really, really, enjoyed that…

Researcher: Good…

Coach: I think I had about - in a year - probably about 50 students. That was really valuable, yeah, I enjoyed that.

Researcher: Great, well that's all from me today mate, cheers for that.

Coach: No problem.

Researcher: Anything else to add, or?

Coach: No, no, no, that's all good.

Interview concludes

Interview with Coach 7 – Monday 31st October 2016 (12min 21sec)

Researcher: So, first of all, when did you join the Academy?

Coach: August 2014.

Researcher: And was that on a full-time basis?

Coach: No, part-time.

Researcher: Part-time, and could just give us a biography of your playing and coaching experience?

Coach: Oh hell, playing? *laughs* I played really local. I wasn't in any sort of programme

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like this. I did play in (top local amateur league) and (amateur leagues). The highest level I did play at was (semi-professional club) as a 40-year-old.

Researcher: Was it?

Coach: Yeah, so it all came a bit too late for me really! *laughs*

Researcher: *laughs* Yeah, so how did you find your way into coaching then?

Coach: Coaching? I got involved with my son's team, helping out the coach, as most coaches start out.

Researcher: When was that?

Coach: Oh, let me think, *pauses* 1996-1997.

Researcher: 20 years ago, that, good going! *laughs*

Coach: *laughs* yeah it's ages ago. So yeah, I did that, and then I didn't know what to do, I just did stuff what I… I was still playing then, so I just did stuff what I did on a Tuesday with my men's team with the (under) 6's on a Saturday morning *laughs* which didn't work very well.

Researcher: *laughs*

Coach: Then I found out about the County FA (Football Association), believe it or not, erm, I got through my (FA) Level 1, 2 and 3 (UEFA 'B' Licence) with (FA Coach Mentor, also worked with Academy under study).

Researcher: And what's the current experience you hold, in terms of your formal qualifications?

Coach: I am a… I've done my (UEFA) 'A' Licence with the English FA, I'm a (FA Youth) Module (Level) 3 assessed coach, I've been invited to apply for the (FA) Youth Advanced Award, but they want full-time members of staff at clubs, not part-time, so they've got priority, which is fair enough. I don't need to do my (UEFA) Pro Licence because I wasn't a professional footballer, so as far as the main strand (of qualifications) I'm about done. I'm also a tutor for the FA, I deliver (FA) Level 1 and Level 2, that's why I haven't been here for a couple of weeks on a Saturday, because I'm delivering a (FA) Level 2.

Researcher: Did you say you work in a college as well? (In previous conversations)

Coach: Yeah.

Researcher: Is that delivering courses?

Coach: Yeah, BTEC (Business and Technology Education Council) and NCFE (National Awarding Organisation) in Sport and Public Service, across Levels 1, 2 and 3 now.

Researcher: Yeah…

Coach: And they've just asked me to be a curriculum leader, I don't know if that means I'm not very good at tutoring *laughs*

Researcher: *laughs* And what's your current role at the Academy? What's the age group you're responsible for?

Coach: Under 15's and 16's, they're a joint squad.

Researcher: And in the time since you've been at the Academy, how well would you say you understand their philosophy?

Coach: The club's?

Researcher: Yeah…

Coach: Erm, *pauses* quite well I think. In my scorecard the other week (initial coach checklist sent to coaches prior to interview process) I put it quite low, but quite well, erm *pauses*

Researcher: What would you say the key elements are?

Coach: *pauses* Well, the key elements for me, erm, they like to have creative players who express themselves on the ball, play through the thirds, possession-based football, erm, *pauses* they're the key bits. Also, to have a good learning environment, erm, enjoyment, I'm not sure about fun… I'm not sure about fun because they're in a professional environment, aren't they?

Researcher: Yeah…

Coach: So, they can have fun, but not a pantomime. Just something on the philosophy, I mean I don't go and watch the first team - only on the television - there's a bit of a difference I think, so whether it's the Academy philosophy, I think they're two slightly different ones.

Researcher: Right, and how would you say it's been communicated to you best, then? Has there been documents that've been sent or?

Coach: Yeah we have… I have them in my folder, anyways, with my whiteboard. I've laminated them, we've had coaches' meetings every so often, every couple of months, erm, which certainly a couple of years ago (Head of Academy Coaching) sent all the slides about the philosophy, erm, *pauses* so it is quite well communicated the philosophy and approach to one. My own view on philosophies is… We've just had a review of a lad, and what (Academy Manager) wants us to do in a certain situation, well I'm not sure we can give him that answer.

Researcher: Okay, and would you say your philosophy aligned with that of the Academy before joining?

Coach: What for, the (under) 15's and 16's?

Researcher: Your philosophy, how you think you should coach…

Coach: Yeah it is. I think if we've got the ball, the opposition can't score. If it's about ball retention or possession, I just think sometimes it can be a detriment to the… See I think each age group has a slightly different take on it. I think (under) 15's and 16's should be more about game management, through the philosophy, but game management, how to win games, and I don't mean by cheating or pulling hair, but actually knowing how to win games…

Researcher: Yeah…

Coach: Because the reality is, and for example (Academy graduate who has appeared for and is currently involved with first-team) was a 16 year old 18 months ago, and now if he's in the first-team he needs to know how to win a football match…

Researcher: Yeah…

Coach: So it can't all be about equal minutes, and playing nice all the time, because if he gets a runout they'll want (Academy graduate) to manage the game…

Researcher: Yeah I get you…

Coach: They might want him to put the ball down the line - rather than play in field - to time-waste.

Researcher: Yeah, and I know you spoke about producing a good learning environment for the players, how would you say this changes with the content of the session, starting with coach led sessions? What would you expect your coaching style to be?

Coach: *pauses* Well, I've been videoed once so you might've already seen a bit of that, *pauses* I think the (under) 15's and 16's should have a decent knowledge and understanding of the game already, especially if they've been here 3 or 4 years. Oviously we still get 1 or 2 in occasionally now at this age, with only a year under their belt, but when you think about that sentence about 'football age', I know they're only 15 or 16 but some of these have been playing Academy football for 7 years, so they should have an idea… Obviously the club's gone up a level (Category 3-Category 2) in the last 18 months haven't they?

Researcher: Yeah…

Coach: Which has caught a few of them out, I think, early on, erm… So the question was again?

Researcher: So I know you have coach led, and player led…

Coach: Yeah, yeah, sorry…

Researcher: So the differences between the two…

Coach: Initially, I think a lot of the… During the activities… A lot of the activities are led by (Under 15's/16's coach) and myself, the design of them, the topics, and what we're actually gonna do. So, sometimes it'd be interesting to see what the kids would do, erm, because that'd probably check a bit more of their understanding. So, if we had a transition session tonight or a counter attack session, it would be interesting to give them the cones and say 'you design one'

Researcher: Yeah…

Coach: And see if they knew, because it's all good and well getting them in and asking them a few questions, some kids know the answers and generally know the answers, and some of them know a lot of choice words. I think some of them just relay counter attack and use four or five words which, over the years, they've heard, so initially it should be player led, to a point, but I think if you're making the same mistakes two or three times I think the coach has to step in, and become more coach led.

Researcher: Right, okay, and moving on now into your personal coaching, so what would you highlight as your strengths and weaknesses as a coach?

Coach: *pauses* I'm not really comfortable with that question, *laughs* erm, last year in my own review, erm, (Head of Academy Coaching) rightly said I wasn't hard enough on the kids, I agree with that. I think some of that's down to me not being here full-time, so if I was really tough on one or two of them, if I was in the next morning when they were in, I think I could be their mate again, but if not it might fester a bit with them. So I aren't as tough as maybe (co-coach of under 15/16's) is, and that's not being negative to him, that's

maybe why I'm not tough, because of the amount of time I'm with them, erm, *pauses* I think I have a good understanding of the game, especially from a defensive perspective because of where I played myself, erm, so that's my strength really.

Researcher: And you spoke about your knowledge coming from playing experiences, how much would you say has come from maybe playing under coaches, and also your coaching experience?

Coach: It's been far more about being coached by coaches when I've been on courses, I was hardly coached. We didn't have all this when I was a kid. We had managers of teams, but coaches? *laughs* We weren't coached.

Researcher: No?

Coach: We ran around the field didn't we, and then played a game, you know what I mean? Very little coaching, and in some ways nowadays you might say kids get a bit overcoached don't they?

Researcher: Yeah…

Coach: Erm, it's all about the coach, when really it shouldn't be should it? Maybe that's why we don't have creative players (English football).

Researcher: So, would you say most of your knowledge has come from being on courses?

Coach: Yeah, definitey.

Researcher: Is that due to the quality of your experiences?

Coach: What on, the courses?

Researcher: Yeah, well both, and when you were younger as a player as you mentioned about the managers you had?

Coach: Yeah, the managers I… I didn't really have good managers, I just had… Because I didn't play at a level to say that, I just think I became a better footballer in my latter years because I was attending some courses…

Researcher: Yeah…

Coach: Because even the kids here, I'm not sure they know why they do stuff,. They do it, but I'm not sure they know why they do it…

Researcher: Yeah…

Coach: And I wasn't at this level, but I was the same. I maybe made the right decisions, but I didn't really know. But, since being on courses, especially the higher up you go… I mean I've been on the (UEFA) 'A' Licence, which was two 14 day… two 14 day, erm, *pauses*

Researcher: Blocks?

Coach: Yeah, blocks. Living blocks, so you was playing, eating, sleeping, drinking football, you know…

Researcher: Yeah…

Coach: So all that helps, but it isn't just about the courses, it's about the people on them as

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well, the candidates, you know, afterwards. So I think I learnt more about that, about the game, from being on courses with coaches.

Researcher: Yeah, and final question from me, of your day-to-day role at the club, when you're in, what would you say is the most challenging aspect? On and off the pitch?

Coach: Well, as a part-time coach, some of it's time, because I have a full-time job elsewhere… So time, but the challenge here with the sessions, or kids, erm, *pauses* it's the variety of sessions. I have the Future Game (FA Coach Development Framework), I have all that stuff. I have an FA Coaches' Licence with all them (sessions) on. But, the reality of it is, some of them are similar anyway, and I do think in my own philosophy, the (under) 15's and 16's need to be playing the majority of their activities in training. They need to be game-related, and not, erm, like the IDP (Individual Development Plan) stuff. I'm not saying they shouldn't do that, but on a night, it should be more realistic to the games on a weekend.

Researcher: Yeah, and just staying with the time aspect, how are you finding the PMA (Performance Management Application)? I've heard a few coaches speak about that?

Coach: Erm, it's okay. I work at a college, so I've had a bit of spare time on a Monday and Tuesday, that's been taken away from me a bit this week, but erm… So I get chance on PMA, if I did my old job – which was working on a construction site – I'd have had to do it in my own time on a night, wouldn't I?

Researcher: Yeah…

Coach: At least I'm doing it in college time…

Researcher: Yeah, definitely…

Coach: Or on my dinner *laughs*

Researcher: *laughs* And that was all from me, that was great.

Coach: Alright.

Researcher: Anything else to add?

Coach: No, I've enjoyed it.

Researcher: Good, cheers for that.

Interview concludes

Interview with Coach 8 – Thursday 9th November 2016 (10min 53secs)

Researcher: So, first of all, could you just give us a brief summary of your playing and coaching career?

Coach: Erm, well playing career I started at (club under study), I was 16, played for them for about 11 years, made about 300 appearances I think, went to (professional football club), 4 years there, (professional football club), a year there…

Researcher: Yeah…

Coach: Meanwhile coaching at (club under study), erm, when I was here, coaching

at (professional football club), did a little bit at (professional football club), and (local semi-professional football club) after that, did some coaching there with the keepers at Ferriby.

Researcher: So how many years of coaching experience have you got?

Coach: From about, *pauses* From about 1994, so from about 1994 I started doing a bit of coaching.

Researcher: 22 years then?

Coach: Yeah, but when I started you didn't really need any qualifications then, but as the time goes by its more about qualifications and, to be fair, I've learnt a lot, a lot.

Researcher: Since you've done your coaching qualifications?

Coach: Yeah, yeah.

Researcher: And when did you join the Academy then?

Coach: The academy? I think I've been here about 5 years I think.

Researcher: And what's your current role at the club?

Coach: I just do the… The Youth Development (Phase) players (goalkeepers), so (under) 13's, 14's, 15's, 16's.

Researcher: And in your time at the club, how well would you say you understand the Academy's philosophy?

Coach: Erm, it's getting better and better every year for me…

Researcher: Yeah…

Coach: I think they (Academy Manager and Head of Academy Coaching) are installing it into the players, which is brilliant. Everybody knows where they're coming from. Erm, for the goalkeeping philosophy, I understand it really well because I work with a lot of these, the outfield players probably a bit less. Regarding the formations and what they want from the players, obviously they (outfield coaches) have their own CPD's (Continuing Professional Development sessions) with the players, and hopefully I'll try and get on one of them as well.

Researcher: So, what would you say the key parts of the philosophy is at the club?

Coach: Erm, well playing out from the back, erm, the technique, the diving techniques for the 'keepers, erm, distribution, especially with the lads that I take now, there's a lot of technical work there.

Researcher: Yeah I've noticed that, they were using their feet a lot weren't they? (in session prior to interview)

Coach: Yeah, all using their feet. They've gotta be comfortable on the ball. They've gotta be able to play out from the back, I think. We're trying to work on the 'keepers now, to be good with their feet so they do take this into games and thing.

Researcher: Yeah, and would you say your philosophy aligned with that of the clubs' before you joined, or do you think it's something that's developed?

Coach: Erm, to be fair I think the last 3 or 4 years I think 'keepers with their feet has come out a lot more. Even though I did play, I think my philosophy was trying to teach the 'keepers. I didn't get very much coaching so I think it's important to get the basics right, like how to save a ball to start with, erm, and also use their feet. I think throughout the Academy now the 'keepers are getting better, better at it, but I don't think they (players) feel it's as important as saving shots, which I personally do.

Researcher: Yeah…

Coach: I think it's just as important, because in bigger games you very rarely have any shots to save, a lot of its distribution, organising and communication, a lot of it's not to do with saves…

Researcher: Yeah…

Coach: Even though they (players) have to be able to do those sort of things.

Researcher: Yeah, yeah, and erm, with the types of sessions I've noticed that there's player led and there's coach led?

Coach: Yeah…

Researcher: What would you say the differences are between the two?

Coach: Erm, *pauses* I think if it's coach led… Sorry if it's player led for the goalkeepers they can put a session on, but I don't think they can receive the specific fundamentals of a goalkeeper - the diving techniques and things - because even if you explain the diving techniques to these lot - I've already told them a few times tonight - they still think they're doing it right. So, I think sometimes the sessions can be player led, as in what they want to do…

Researcher: Yeah…

Coach: Because that's what you do…

Researcher: Like at the end tonight? (individual goalkeepers worked on weaknesses)

Coach: Like at the end, yeah. They were working on stuff what they're struggling with, and want to get better at, things like that. But, with goalkeeping I think it's… It's definitely more coach led, probably a little bit more so than with the outfield players.

Researcher: Yeah, and as for the learning environment that you're trying to create,

what would you say that is?

Coach: Erm, enjoyable. But, I think you've gotta concentrate a lot as a goalkeeper, *pauses* for me, concentration levels have gotta be high throughout the session, erm, and I think… I don't think they're as high as they should be, I'll be honest, erm…

Researcher: There's a lot of pressure isn't there, as a goalkeeper?

Coach: Yeah, yeah, and there's a lot of frustration with those 'keepers (in session) at the moment. When they make mistakes… But I just want them to have… Enjoy it, but work hard, be sharp and enjoy coming to training really.

Researcher: Yeah, and for the learning needs, is this something you put into the session, or is it something that you follow from the club?

Coach: It's from the club, yeah. We've got our microcycles, obviously today was crossing. It was a cold night so I tried to induce… Well I tried making it a bit more match realistic, so I'd done the technical bit, I'd come in for a cross, plus a little shot, which you're gonna get if you come for a punch, you'll get a shot...

Researcher: Yeah…

Coach: And then we opened it up a little bit more where it's like a little bit more play in the 18 yard box, like you'd do in a game with a cross coming in and a shot, with a lot of bodies in there…

Researcher: Yeah…

Coach: And you notice the difference. It becomes more physical in there and they've gotta make the decisions, that I think are important to make, especially near the end, making it more match realistic, as much as you can anyway.

Researcher: Yeah definitely, and moving on now into your personal coaching, what would you say your strengths and weaknesses are as a coach?

Coach: Erm, strengths, I think I do alright with big-ish groups, erm, because I think it's quite hard to work with a big group, trying to keep them all active, I think that's one of my strengths. I try and keep all the goalkeepers doing something, whether its throwing it, kicking it, or saving it, I don't have anybody stood around I don't think, erm…

Researcher: Yeah I did notice that in the bit where you were crossing them and all the 'keepers were playing the ball in the box weren't they?

Coach: Yeah that's what I mean, so in theory with that at the end they're actually getting used to being comfortable on the ball, they don't realise they're doing that but the idea is getting used to being on the ball, having a shot and then all charging in.

Researcher: Yeah…

Coach: Erm, my weaknesses, erm, probably working with outfield players really. As you see, we just tend to work with goalkeepers, erm… I'm just starting now to… Well this season I've started going with the younger ones, the Foundation Phase 'keepers on a Saturday, and sort of working on the match side of it instead of just the technical side of it, and I think that's going really well…

Researcher: Good…

Coach: I quite enjoy doing that. So, probably the weakness side of it is probably working with outfield players as well.

Researcher: Yeah, and in terms of how you've developed your coaching, what qualifications do you currently hold?

Coach: Erm I've got… Well for a goalkeeper you need to do your (UEFA) 'B' Licence outfield before you can do your Goalkeepers (UEFA) 'B' Licence, so I've got my (UEFA) 'B' Licence outfield. I've passed my (UEFA) 'B' Licence for Goalkeeping. I've got the (FA) Youth Module (Level) 1 and 3, I missed 2 because I was away for half of the sessions.

Researcher: Nice, and how much of your knowledge would you say has come from the formal courses?

Coach: The courses? Erm, *pauses* the youth development one (youth modules) more so really, erm, as in trying to get the 'keepers to see if they can work it out themselves…

Researcher: Yeah…

Coach: Before it was mainly old-fashioned, 'this is what you do, this is what you're doing' and I think you realise that some 'keepers… You don't wanna make them all the same, you wanna… Some people have different techniques and it works for them. We've got some 'keepers who are really good with their feet, where they maybe should go with their hands, but if they're saving them with their feet, erm, they're saving a shot *laughs* and they're dealing with it…

Researcher: *laughs* That's all that matters, isn't it?

Coach: As long as it's in the right areas I think it's good. But erm, the (UEFA) 'B' Licence… The 'B' Licences, *pauses* I think it's good because you learn how to work with outfield players and they give you different perspectives into coaching…

Researcher: Yeah…

Coach: Erm, but is it… I don't think I've learnt too much from it, I've just learnt a little bit from how they work with outfield players really.

Researcher: And I know you spoke about, erm, playing at a decent level as well, so would you say that more knowledge has come from maybe playing under managers and learning from other coaches?

Coach: Maybe a little bit, but I mean when I used to… Obviously I've had

goalkeeping coaches as well, and they'd volley the ball at me - volleys here and volleys there - but what I've realised throughout coaching is you very rarely get a volley, *laughs* unless someone strikes the ball at you. I try to work it in a way where the shots are a little bit nasty, a bit awkward, which is probably what they'd get in a game, so I've learnt a little bit from… Well obviously I've learnt quite a lot from stuff throughout my career and you just pick - like anyone - you pick little bits you enjoy, and what can be worked on, I think that's what I've probably done, picked little bits up.

Researcher: Yeah, and final question, in your day-to-day role, what do you think is the most challenging aspect, on or off the pitch?

Coach: As in? Sorry…

Researcher: So on the pitch, it might be controlling the players in a session, for example?

Coach: Oh right, yeah, erm, *pauses* I think training wise controlling the players concentration levels I find very hard. I've got some older ones who are focused, and I've got some younger ones who literally go high and then go low, they'll focus for a bit and then just disappear, and their mind will go certainly. If that's something in my coaching letting them down I don't know, but I think sometimes they've gotta knuckle down and take a little bit of responsibility themselves.

Researcher: Yeah, and what about off the pitch? I know a few coaches have spoken about, is it the PMA?

Coach: Oh, PMA (Performance Management Application), erm, I think all that side of it is, obviously, quite hard to do, I mean I'm in a full-time job…

Researcher: Time consuming then?

Coach: And I've got a family, so it's time consuming, yeah, but I'm quite lucky as (Head of Academy Goalkeeping) does a bit for me, so erm, he always says if I'm struggling just let him know, to be fair to him he does a lot for me.

Researcher: Good, and that's all from me tonight.

Coach: Yeah?

Researcher: Thanks for that.

Coach: No problem.

Researcher: Anything else to add?

Coach: No, that's it.

Researcher: Alright, good.

Interview concludes

<u>**Interview with Coach 9 – Thursday 27th October 2016 (12min 05sec)**</u>

Researcher: So, first of all, could you just give us a biography of your playing and coaching career, starting with your playing career?

Coach: Erm, I *pauses* from a young age or?

Researcher: Yeah, sure…

Coach: Erm, basically as a youngster I played just local juvenile football, straight through to under 14's where I joined an amateur side. I was there for a year, then went back to play local juvenile up until under 21's. Then, at under 21's I was lucky enough to get signed by (professional football club)…

Researcher: Yeah…

Coach: I spent 7 years there, joined (professional football club), erm, played a season with them in the (second highest national football league), and a season in the (highest national football league), left (professional football club) in 2002 and signed for (club under study)…

Researcher shares experience of watching player at (club under study)

Coach: Erm, played for (club under study) between 2002 and 2004, and left (club under study) towards the end of the season when I joined (professional football club), where I played until 2006. I had 12-13 years where I was lucky enough to be a professional, and eventually retired through a chronic knee injury.

Researcher: How did you find your way into coaching then?

Coach: Erm, I started at (last professional club), I wasn't interested in coaching in the slightest really, probably a typical player who thinks they'll play forever. Then, the manager got sacked at and a guy called (manager name), who was until recently in charge at (professional football club) took over as manager and asked if I would help him, be his assistant, erm, because we were the two senior players. He did 99.9% of the stuff, he was meticulous. He was always destined to be a coach…

Researcher: Yeah…

Coach: But it, kind of, opened my eyes to the other side of the game which I really enjoyed in the 3 months I had with him, so I decided to go and do my coaching badges. I enrolled on my UEFA 'B' Licence that summer, which would've been 2006.

Researcher: Right, and what's your current role at the club?

Coach: I am a part-time coach, coaching the under 14's and any other age group that requires a coach when someone can't make it really, so predominantly the under 14's but only part-time.

Researcher: So what can you tell us about the Academy philosophy, how well would you say you understand that?

Coach: Well I'm lucky enough to have worked here full-time a couple of years ago. I worked here for a couple of years full-time, so obviously the philosophy from the (under) 9's up to the (under) 23's is pretty much - not at all academies - but there's kind of a general philosophy nowadays about playing through the thirds, erm, playing attractive, forward football, building from the back, erm, and having the correct values in the way you

do it, being respectful of your opponents, and that kind of thing.

Researcher: Yeah, so how would you say it's been communicated to you best?

Coach: Erm, well actually when I worked here before it was something that we all had discussed, you know, the way we play, in weekly meetings and stuff like that, and it's also done through emails, erm, with all the information in documents to study and make yourself aware of what's expected of ourselves and the Academy kids.

Researcher: Right, and I know you worked here before…

Coach: Yeah…

Researcher: So there may have been a few changes since then, would you say that your philosophy aligned with that of the Academy's before (joining), or is it something that's developed since you've been here?

Coach: My personal philosophy?

Researcher: Yeah…

Coach: Erm, *pauses* No I think it's probably the same now as when I worked here full-time. I'm a coach who also likes open, attractive football. I like to see the ball been passed and go forwards in the right way. However, and probably since I've become a coach, I've become a bit more realistic about how the game could and should be played. We all want to play attractive football, everybody wants to be Barcelona, but we can't all do that, and so last year Leicester winning the Premier League opened a few people's eyes. Sometimes if it's on to play that football, great…

Researcher: So it's just when to know whether to play forwards and when to recycle the ball?

Coach: Yeah, if you had someone in your team with the pace of someone like Jamie Vardy, you have to utilise that strength and if the ball is on to play over the top then at times you have to do that, so I think it's about mixing it up and knowing, like what you said, when to and when not to do it.

Researcher: Definitely, yeah, and for the under 14's then, what's the learning environment you're trying to promote as a coach?

Coach: Erm, I think first and foremost they've gotta come and enjoy themselves. They're still kids, which at times is easy to forget because of the amount of hours we do with them, and the time they spend at the Academy. Obviously too, we want them to be as successful as they can be…

Researcher: Yeah…

Coach: But I think sometimes we have to take a step back and remember that they're still kids, so they have to come in and enjoy what they're doing. I would say I create an environment where we have a bit of fun, we have a laugh and a joke, but the kids also know when the time is right to get their heads down and work hard, and be serious about it. Ultimately, we want them not just to develop into better people, but better footballers.

Researcher: Yeah, definitely, and how would the type or timing of the session affect that learning environment, in terms of how you'd coach the players?

Coach: You mean the timing as in the actual time, or the time that they play?

Researcher: The type and time, for example, a match prep session compared to a other sessions earlier in the week?

Coach: I think the way the curriculum is set out at the minute it's quite similar to what a first-team would do. On a match preparation day your focus is probably on doing set pieces, phases of play, stuff like that. It may not be as intense at stuff you'd maybe do at the start of the week, when you're building up to it. I think a lot of the drills we do now are specific to the day of the week…

Researcher: Right…

Coach: Early on in the week, the quicker, the more intense, maybe the harder - if that's the word - the drill or the session. Whereas when the week goes on, although it's still full on, it's still quite intense, we might taper off a little bit, and it'll be more specific to what we're looking for towards the Sunday.

Researcher: Yeah, and I know we've spoke about your coaching background already, but what coaching qualifications do you currently hold?

Coach: Erm, at the minute I hold the UEFA 'A' Licence…

Researcher: Yeah…

Coach: I'm about a month away from completing my UEFA Pro Licence…

Researcher: Nice…

Coach: And I've got the… *pauses*

Researcher: Youth modules?

Coach: Yeah that's it, FA youth modules, 1, 2 and 3.

Researcher: And how many years experience do you have in coaching?

Coach: Erm, I started… That would've been 2005 probably, so 11, almost 12 years, something like that.

Researcher: And in that time, what would you identify as your strengths as a coach?

Coach: *laughs* I'd like to think that's for other people to say, erm, but I think I communicate well with the boys. I think I have a not bad knowledge of the game, which I try and put across fairly simply, because when it comes down to it, it's quite a simple game, and even us as coaches try and complicate things, all sing and all dance in sessions, when really its about 2 goals, 22 players and a ball in the middle of it. So, as I say, I think I communicate and I try and get any knowledge that I've gained through playing and coaching. I try and get that to the players, obviously I try and keep things as straightforward and as simple as I can.

Researcher: And on the opposite side to that, what would you say, if any, *laughs* are your weaknesses?

Coach: Weaknesses? I've got probably about a million weaknesses. Like any coach, I'll come and watch the under 11's train and think 'wow that's great, I've never seen that before' or I'll see a kid doing something at under 16's and think 'that's brilliant' and I think I'm maybe gonna try and get that into my sessions. I think if you, as a coach, think 'well I've got this badge, or that badge' or that experience, I think that's when you stop learning and developing. I think if you wanna keep learning and developing, learning from other coaches, learning from players, learning from different departments you have now as well

in your Academy, and you take that into your sessions and embrace it, you can only get better yourself. I'm always looking to improve at pretty much all parts, you know

Researcher: Yeah I get you. So, we spoke about you learning in different environments, how much of your learning… I know you've found yourself high up the coaching pathway, so how much of your learning would you attribute those courses?

Coach: The courses? Erm, *pauses* quite a lot actually. I think again I was probably a typical footballer who thought that 'I'm not sure you need coaching badges to be a coach', you know I've got a knowledge of the game, and I've played under managers who were, one in particular I'm thinking about was a great player, played at one of the best clubs in Europe, but he couldn't coach, because he expected everybody to be as good a player as he was…

Researcher: Yeah…

Coach: So courses, they're good as in how you set things out, plan things, erm, you're aware of the layout on the pitch, whether it be phases of the pitch, whether it be how to use the players etc. So I think the courses… Definitely the one I'm on at the minute (UEFA Pro Licence) covers not only coaching, it covers managerial issues, sports science issues, boardroom issues, you know, so you're learning pretty much anything and everything from it, which as I say, can develop you if you ever become a manager or work at a higher level.

Researcher: Yeah, and what about other sources of learning, such as your playing experience? Playing under different coaches? Being around the Academy as well?

Coach: Well, like I say, I think being in and around the Academy you learn from every coach, you know, from (Academy Manager) and (Head of Academy Coaching) who are at the top of the tree, right down to whatever *pauses*

Researcher: Foundation Phase?

Coach: Foundation phase, yeah. I suppose I shouldn't say 'right down to' because as coaches and teams, everyone should be treated the same because we're all trying to aim for the same goal, if you like…

Researcher: Yeah…

Coach: But yeah, like I said earlier about watching sessions, I'd speak to coaches and they might say things I've never heard before, or seen before. So yeah, certainly from learning under different managers how to go about things, how to treat players, how not to treat players, erm, how to put on sessions which are simple but effective, erm, through years of seeing the same coaches and seeing the sessions they put on can only help you develop yourself.

Researcher: And as an academy coach, in general, what would you say is the most challenging aspect of your day-to-day role?

Coach: *laughs* I'll tell you the most challenging thing, picking a team on a Sunday where everybody gets the same game time.

Researcher and Coach laugh

Coach: I know that sounds daft, but when you've got 18 players in your squad, trying to make sure each one of them gets more than, or gets at least 2 periods out of 4 is a nightmare. The amount of paper you get through to actually do that… But no, I think the older you get and the more you get into coaching, the hardest thing is trying to keep the boys happy, because when you take a step back you have to realise these boys are going to school, so they've got school work…

Researcher: Yeah…

Coach: They've got maybe school football teams, they're young lads who want to be children as well. Some of them might have exams coming up in the next year or two, some of them might have personal issues at home…

Researcher: Yeah…

Coach: So I think it's one of them where you come here and have to make the environment as enjoyable as possible, so when they go away they've got a smile on their face.

Researcher: And what about the off-field stuff, such as the PMA (Performance Management Application), how are you finding all of that kind of stuff?

Coach: Erm, whoever invented PMA should be shot *laughs*

Researcher: *laughs*

Coach: No, erm, I mean I've been doing a couple of years, and you kind of get used to it, but I think it's understandable you have to log your sessions or whatever but it's gone a little bit too far. I think things are just so meticulous nowadays - and I can understand why - but I just don't think the amount of content you have to have is necessary.

Researcher: Yeah I get you, and that was the final question from me, unless you've got anything to add?

Coach: No I haven't.

Researcher: Cheers for that.

Coach: Thank you.

Interview concludes

Interview with Coach 10 – Thursday 27th October 2016 (10min 2sec)

Researcher: So, first of all, could you just give us an overview of your personal biography?

Coach: Of myself?

Researcher: Yeah, that includes both coaching and playing?

Coach: Erm, I finished playing early due to an injury. I'd always had an interest in coaching because it's what my Dad did. I went out and got the qualifications as part of a college course as well, and then I went on - at 18 - to go and do my (UEFA) 'B' Licence. Then - at 23 - I got my (UEFA) 'A' Licence…

Researcher: Nice…

Coach: And I've been at the club for 9 years now.

Researcher: Is that part-time or full-time?

Coach: I've been part-time and full-time. I was part-time staff for 7 years and I've now taken the (under) 18's for 2 years now…

Researcher: Right…

Coach: And previous that position I took the (under) 15's and 16's.

Researcher: So in terms of the Academy's philosophy then, how well would you say you understand it?

Coach: Yeah I understand the philosophy really well. Although things have changed recently within the last 2 or 3 years, it's still very much a possession-based philosophy, playing out from the back, high tempo football, technically gifted players really.

Researcher: Okay, and how would you say this has been communicated to you best?

Coach: Erm, *pauses* I think we all have access to the coaches' handbook, especially erm, being a full-time member of staff. It's something we always speak about on a daily basis, how things are communicated. We have regular staff meetings about how individual players are fitting into that philosophy, and how we as coaches are getting the philosophy across to them, so to speak. Also, we speak about whether all of the players are fully aware of it. We make sure it's communicated to them so they understand it.

Researcher: Yeah, and would you say that your philosophy aligned with that of the Academy's before the changes you spoke of? Or, is it something that's changed in the time since?

Coach: No, before, yeah before.

Researcher: Before?

Coach: Yeah, I think it's one of them where - as a coach - you have your own beliefs, your own philosophies. I think it's then a matter of really, if you believe that strongly in it, then the players will buy in too. But no, I'd say mine was - and is - very much in agreement with the philosophy of the football club, without a shadow of a doubt. This was the reason why I came here in the first place.

Researcher: Yeah, yeah, and in terms of the sessions then, I know these will be affected by maybe the day or content, in terms of how you coach. But, how would you say these factors change your coaching?

Coach: Erm, obviously we have a certain syllabus that we work from. Whether that's for individuals, as units, or as a whole team, erm, and again different days depending upon what we feel the need is (as coaches). That has to fit in with the periodization as well, leading up to a game on a Saturday. Obviously, you might have heard I mentioned to the lads at the start of the session (morning of interview) that it's… Playing (professional football academy) on Saturday, who are quite a bright, quite bullish, erm, quite direct and intense, so to speak. So they will start bright Saturday. That's why I try to get the lads into the habit of 'look you're at work now, you've got to start bright' and that's all in preparation and build-up to Saturday's game. Because ultimately, that's where the lads are judged - on a Saturday morning.

Researcher: Definitely, yeah. So you said that you coached the under 18's then, so at that level and age group, what would you say is the learning environment that you're trying to form for the players?

Coach: Erm, competitive. I think that's a big one, it's got to be a competitive environment. It's got to be a high tempo and pressured environment…

Researcher: Yeah…

Coach: We do have to put a certain amount of pressure on them (the players) because we're

in what we class as the Professional Development Phase. They have to be preparing for professional football. They have to -although it's not all about winning - learn how to win. They have to learn a certain level of game management. So, it's all these parts which come into the making of a full-time professional footballer.

Researcher: Is that assessed through each phase, the learning needs? Does each phase have different needs?

Coach: Yeah.

Researcher: Yeah?

Coach: And that's provided to us, again, through documentations and discussing with other coaches in the Academy.

Researcher: Right, so going on now into your personal coaching, erm, I know you spoke of your formal coach education background, how much of your learning and knowledge has come from those sources?

Coach: *pauses* A little bit.

Researcher: Just a little bit?

Coach: A little bit. I think a lot has been through my coaches, through coaches and managers who I've worked with, or under. I think a lot of it - my knowledge - has been through my own learning as well. I know that you do pick things up on courses, but the majority - and the bulk of the knowledge - comes from personal experiences really.

Researcher: Yeah, I know a couple of people (previous interviews) have said - which I feel is quite a good point - that it might not be the course itself, but when you're on those courses…

Coach: Speaking to others?

Researcher: Yeah. So in a way, it acts as like a bridge between the two sources?

Coach: Yeah, definitely.

Researcher: Sharing experiences with other coaches?

Coach: Yeah, exactly.

Researcher: Good, so what would you say your strengths are as a coach?

Coach: I think one of my big ones is communication - in all aspects really. Communication with other staff, communication with players. Tactically, I think I'm quite astute really. I think that's my niche - in 11v11 tactical elements - that's what I really enjoy.

Researcher: Yeah, and on the opposite side of that, what would you identify as your weaknesses, or areas to improve on?

Coach: Erm, *pauses*

Researcher: If any? *laughs*

Coach: I think there's always… Every area can always have an improvement. I think I need to have a look - and it would be a key area of development for me - for the next step really. So I'm working with (under) 18's at the minute, but what does it really mean for the (under) 23's programme? And then, what's the step for the first-team programme? Do you

know what I mean?

Researcher: Yeah…

Coach: So hopefully that will be a little bit of education for me… Not go with the first-team, I'm not saying that. But, maybe the odd time be invited down to (first team training ground), then I can watch the first-team train, watch the first-team coaches, and see how or if they do things differently, or what their real characteristics are as coaches really.

Researcher: Right, and in your current day-to-day role then, what would you say you find most challenging? First of all, as an Academy coach?

Coach: What I find most challenging? Erm *pauses*

Researcher: That can be in general, so in the context you operate in?

Coach: Oh, it's probably all the paperwork, and laptop work, and the PMA (Performance Management Application). So this is all about picking up and reinforcing evidence of what you're doing (as coaches) really.

Researcher: I don't think many people will see that part to it either will they?

Coach: No, because a lot of people will think it's a couple of hours of football, play football every day. That's just a 2 hour gap of it, a 2 hour gap of an 8, sometimes 10 hour day really.

Researcher: And what about on the field, with your particular age group – the under 18's - is there anything you find particularly challenging with that age group?

Coach: Erm, I think at the moment what's quite challenging is getting them to understand the difference between digging people out (unfair criticism) and communicating with people in a positive way, rather than getting on somebody's back and becoming negative. I think that's something quite challenging that we're having to deal with at the moment. It's just… I think it's a culture now, (researcher name), that some of the players… Mummy and Daddy have always told them they're great. They've never really been told that they're not very good at something at school, erm, *pauses* and I think they actually struggle to deal with… It's constructive criticism. I always try to say to them 'look, I'm gonna tell you yes, you're doing well in certain areas' but I'm gonna be on at you to say 'that needs to be improved, this needs to be improved, and that's not good enough'

Researcher: Yeah…

Coach: Because in 2 years' time, they'll come in the building… 2 years will go very quickly, and you need to know where you're at.

Researcher: Selection process, isn't it?

Coach: Yeah, and it's no good me saying 'yeah well done son' little Johnny sat there and I'm going 'yeah well done, you're doing superb, really well done' when really, his first touch needs to be better, his range of passing, his left foot's not very good, his heading, he needs to get fitter because he needs to work harder. At the end of the 2 years, he'll go '(coach name), you've not really given me the tools to be able to go and do my job'

Researcher: Yeah…

Coach: So it's that little… That element of constructive criticism that they all need to take on board and actually realise where they are. I don't think they realise how difficult it is.

Researcher: Yeah, and that's all from me, thanks, that was great. Unless you've got

anything to add?

Coach: No, that's everything mate.

Researcher: Okay, cheers for that.

Interview concludes

Interview with Coach 11 – Tuesday 25th October 2016 (8min 55sec)

Researcher: So first of all, could you just give us a biography of your playing and coaching background, starting with your playing career?

Coach: Erm, moved to (professional football club) when I was 16, on a scholarship. I stayed there 'till I was 32, playing in the Championship (2nd highest division in England) for the majority of that time. I played a couple of years in the Premier League (highest division in England). I ouple of loan moves as well, (names two professional football clubs), then I went to (professional football club) for about two-and-a-half years, in League One (3rd highest division in England) and the Championship. Then, I finished off at (two professional football clubs) in the last year of my career. On retiring I worked for (professional football academy) for two years coaching their under 18's. I left (professional football academy), had a break from the game for a couple of years, then started here.

Researcher: So did you complete your coaching badges whilst you were playing football?

Coach: I did my (UEFA) 'B' Licence whilst still playing and my (UEFA) 'A' Licence once I'd finished.

Researcher: Right, so what's your total coaching experience, in years?

Coach: In years? Two-and-a-half, coming up to three years.

Researcher: And what about your playing career, how many seasons was that?

Coach: 16 seasons.

Researcher: Great, so in terms of the Academy's philosophy then, how well would you say you understand this in the time that you've been here?

Coach: Yeah I understand like, what (Academy Manager and Head of Academy Coaching) are trying to do, and what they're trying to achieve. So yeah, I feel I've got a decent understanding of it, yeah.

Researcher: What would you say are the main parts of the philosophy are at the Academy?

Coach: Erm, obviously retention of the ball really, playing through the thirds. We wanna play a progressive game, keep the ball. I think that's the main thing, is ball retention.

Researcher: Yeah, and how would you say this has been communicated to you? Has it been passed through as a document? Or in meetings?

Coach: Both really. You know obviously, we've got a coaching philosophy and I've been in meetings with (Head of Academy Coaching) and stuff, so they've explained the way the club works and what they're expecting.

Researcher: Yeah, and what would you say the most effective method of communication has been in you learning the philosophy? Has it been the meetings, or actually being out on

the field?

Coach: Erm *pauses* probably being out on the field really, just seeing the way people work - at different levels - but with everyone trying to do the same thing really.

Researcher: Right, and in terms of the learning environment you're trying to promote as a coach - starting with coach led - what would you say these sessions look like?

Coach: Erm *pauses* What do they look like?

Researcher: Thinking about coaching behaviours?

Coach: Oh, my behaviours. I try and drive the tempo of the session, so I'm quite vocal, just because I know the intensity they need to play at. I think definitely coming into the building fresh, the (under) 18's don't train at that intensity enough, so I'm driving the sessions and demanding the intensity there. That's only because I know that's what they need to play at to be game realistic and get the best out of them.

Researcher: And what about player led sessions, then? How would you say that would look?

Coach: Erm, I don't think there's enough player led stuff. I think they're still finding their feet. I think when they first move into the building full-time, they don't quite grasp the concept of what they have to do extra, and above and beyond what we tell them…

Researcher: Yeah…

Coach: But it's something that we're forcing as much as possible. I had a meeting with one of the lads yesterday about, you know, taking it upon himself to instigate stuff and ask us for help and ask questions. It's probably through not enough player led stuff going on, but it's something we're pushing for.

Researcher: Okay, and how would you say the learning needs are assessed, then, for each age group? Again, is it through documents or has it been outlined to you?

Coach: Yeah, stuff has been documented with regards to how players learn in different age groups. But you know, my own experience of working with this age group is only a few years, but you pick up on how the lads work. I think I've built up a good relationship with them.

Researcher: And what's the age group you're responsible for?

Coach: Under 18's.

Researcher: Under 18's, erm, so moving now into your personal coaching, you spoke about your playing experiences, would you say that's the most valuable tool in your learning and development as a coach?

Coach: Yeah, probably for myself, yeah. I've obviously been in and around professional football for 20 years or whatever it is, so you know, I've seen most things at some point or another. There's nothing that shocks me inside and outside of sessions. I've seen good coaches and bad coaches. Hopefully I've picked up some of the good stuff and I continue to do that - keep picking up the stuff I think is good - and putting to one side the stuff I think is not so good.

Researcher: So would you say your philosophy aligns with the Academy here, or is it something that's developed?

Coach: Definitely, to a certain degree. Yeah I do agree, you know, about the ball retention

and playing out, playing through the thirds and that but I do feel I'm slightly more progressive. I wanna see the lads pass the ball forwards as much as possible. I want that to be the first choice which, you know, isn't different to the way it's been pushed here. But, there is an emphasis on ball retention, which sometimes there's a grey area isn't there…

Researcher: Yeah…

Coach: Where sometimes you keep the ball, or do you pass forwards and put the ball at risk, so it's just getting that balance right really.

Researcher: Yeah that's it, so how much do you value informal learning sources? For example, being around other coaches at the Academy?

Coach: Yeah I think it's great. I think it's great for the lads. Unfortunately now we're a little bit isolated here (academy-first team divide). We get to see (ex and current Academy Manager) take sessions, and (Professional Development Phase Coaches) but we miss out on that first-team stuff. I think the players miss out more than anything. 've obviously been in and around first-team football for a long time so I've seen it all…

Researcher: Yeah…

Coach: But it'd be nice for the players to see that environment and see the tempo at which things are done at.

Researcher: Yeah definitely, and what are your thoughts on formal coach education, like your coaching badges? Is that something you value as well?

Coach: Erm, I do and I don't. It's almost like a little bit of a tick box exercise with some of them, but you have to complete them to get this particular sort of job. Then, you have to do another one to stay qualified. A lot of it is experience. The people who are taking the courses at times aren't any more experienced than some of the people who are doing the courses, so…

Researcher: Okay…

Coach: It's one of those, you do pick up little bits and pieces each time. The more you go to, the more you pick up and that's all you can hope for really.

Researcher: And in this particular context - academy football - what would you say the most challenging aspect is of your day-to-day role?

Coach: Erm, just managing the players really. You've got different personalities, you've got different… And just trying to keep everyone positive and focused in their frames of mind really. That's the most challenging thing, especially what I've found at this club is that - I wouldn't say we've got any problems – we seem to have more issues here than what I've dealt with in the past. It's the off-field stuff really, so that's what I've found most challenging really.

Researcher: Right, and is that in relation to the particular age group you coach?

Coach: Erm, not necessarily. I'm not sure whether it's just the intake wave got at the moment, in comparison to what we had when we first started the season. There's been a few challenging issues there and it detracts from what you're trying to achieve really. You just wanna focus on the football. The off-field stuff shouldn't really, you know, get in the way and I've found it has done at times.

Researcher: Yeah, and keeping with off the field, some coaches have spoke about the other work your role involves. What about that? Is that something you find challenging too?

Coach: It's not too bad. I wish we had less to do, just because the less you have to do in here (office), the more time you could spend out there (pitch) or talking to the lads. I wish we had less, but I don't really find it challenging, no.

Researcher: Right, and that was the final question from me.

Coach: Thank you very much.

Researcher: Unless you've got anything you want to add?

Coach: Nope, that's it.

Researcher: No worries.

Interview concludes

Interview with Coach 12 – Tuesday 18th October 2016 (13min 52secs)

Researcher: First of all, can you just outline what you understand to be the academy's philosophy, in terms of how they want you to coach?

Coach: How they want me to coach? Trick question at the start *laughs*

Researcher: Yeah, it is a tough one…

Coach: Erm, they obviously want us to coach so the lads enjoy it, and that's a good part of it. But they're here to learn. There's no point in sort of putting on a session to say enjoy it. They've got to enjoy it, they've got to learn, and they've got to know boundaries on how they can improve and behave in the session.

Researcher: Okay, and you oversee all of the Academy goalkeeping, so do you have a predominant team that you have or is it across the age groups?

Coach: No, I basically work from the under 21's down to the under 9's. I'm at the under 18's and under 21's games to oversee their goalkeepers, but also to ensure a goalkeeper coach is at games throughout the system.

Researcher: So in terms of how you've understood the philosophy then, how's that been communicated to you, so how have you learnt about it?

Coach: Erm, through (Academy Manager and Head of Academy Coaching) really, I think they've put the philosophy in place, and that's obviously helped coaches learn and hopefully develop the players as well.

Researcher: And is that through watching them? Is that through mentoring sessions? Is it through classroom stuff? How have you understood it?

Coach: Through… Yeah, we get a document sent out to us as well, which has the philosophy on there, so obviously I've read that, erm, watching them in sessions, speaking about things, you know, day-to-day just actually being around the Academy.

Researcher: Okay, and if you could maybe give the points on what that looks like, in terms of what the philosophy would look like in a coaching session? Could you maybe just describe some of the key things?

Coach: How it would look in a session?

Researcher: Yeah…

Coach: You see that in a session. Obviously when they put on a shape session, you'll see how we want to play…

Researcher: Okay…

Coach: So we'll see how we want to be set up every single week, our philosophy is to play through the thirds, and we see that as well.

Researcher: Okay, brilliant. So you said that you coach all of the age groups and oversee the goalkeeper coaching in general?

Coach: Yeah…

Researcher: So when you coach, let's say the older kids, what type of learning environment are you trying to create there, compared to maybe when you're coaching the younger ones?

Coach: That's a good question to be fair, because like you said that's the biggest part of my job sometimes. You know sometimes, I can train the under 21 'keepers in a morning, sometimes the first team keepers, and at the night time I'm taking under 9's…

Researcher: Yeah…

Coach: So it's sometimes the same session you can put on, but obviously the outcome is slightly different, and the way you put it across again is going to be different. If I'm speaking to a 9-year-old I'm going to speak in a different way to what I would an older 'keeper, but every time I'm looking to get the same result out of it - to do well for themselves at each and every level.

Researcher: Okay, sounds good. Erm, so in terms of understanding that then, and knowing how to pitch it differently, what kind of things do you draw upon to be able to do that?

Coach: My own experience I suppose. I don't have a guideline for it. I don't think to myself I need to be careful today because I'm speaking to a 9-year-old, it's just something I've done for the last 10 years. When I was at Grimsby as well, I was coaching first team 'keepers in a morning and the younger ones at night. It's just something you pick on and I suppose something you get experience with.

Researcher: And how challenging do you find that?

Coach: Challenging, but I enjoy it. I don't find it a struggle; I don't find it difficult…

Researcher: Yeah…

Coach: I find it part of my job, something I've got to do, and be good at it.

Researcher: And the things that you find difficult, would you say that differs depending on who you were coaching? I guess for the older ones compared to the younger ones, 'I find this difficult', whereas with the under 18's-21's 'I find something different to that difficult', if that makes sense?

Coach: Yeah, yeah, definitely. I think each and every age group is different in every way. Erm, when I take the under 9's, 10's, 11's, obviously it's how do I get the techniques into them. They actually love coming to the place, whereas some of the older 'keepers can be a little bit different in the way they do sessions. So you've got to be freshening it up all the time to ensure they're into the session as well.

Researcher: Okay, and in terms of the types of sessions, so I don't know if this is biased to the goalkeepers but certainly for the outfield coaches, kind of game based or coach-led and more player-led sessions, how does the type of session affect how…

Coach: The biggest thing as a goalkeeper coach is to re-create what happens in a game, and that's something in our sessions that you'll see today. But also in that as well is good technique. You need to have the technique to make them saves, so sometimes like today's session we're going to be working on recognising goalkeepers need more power in their legs to make more saves, as at the minute they just seem to fall over…

Researcher: Yeah…

Coach: They know about stepping into a dive, but all they do is fall over so we're trying to build on their power. First, you've got to look at this in the session and also with that, put it into a game-related exercise so they can make these sort of saves and produce the power.

Researcher: And would that vary depending upon the age group or would it just be to different extents?

Coach: It would be to an extent; you can do the same session. What I'll be doing today I've got a big age range really, the under 13 'keepers on day release, and I've got the under 18's 'keepers as well, so they both do a similar session, but I'll just be looking to get a different outcome from the session for both.

Researcher: Okay, and would the under 13's and under 18's be in the same session today?

Coach: Yes, yeah…

Researcher: So even within the same session you have to think about…

Coach: I do, and that's the challenge. I think it's a challenge to put a 13-year-old with an 18-year-old, but it's something I believe in, and something you've got to do. I think you've got to be able to adapt your session to fit in. I think it's good for the under 13's to do the under 18's 'keepers work.

Researcher: Okay, brilliant. And moving on now more specifically to your kind of own learning needs as a coach, what sort of areas are you trying to work on or do you think you need to work on?

Coach: Erm, I feel to take on a role with 'keepers at any level, from under 9's to the first team I feel okay doing that. A thing I need to get better with is having a better understanding of team shapes. Erm, the set pieces we do for the under 21's, I need to get better at that and understand that more. *Pauses* I've got to step away from watching just goalkeepers play, which I do, I don't look at systems. If someone came up to me after 20 minutes and asked "What system do, they play?" I wouldn't have a clue. I don't look at it. I don't take interest in that.

Researcher: Right, okay…

Coach: All I'm interested in is how our goalkeepers do if I'm honest.

Researcher: And is that, kind of, something that's evolved over the last few years with the recognition perhaps that goalkeepers need to be more able with their feet? Is that a perception of mine or is that something that actually…

Coach: I think it's something I've always known I need to get better at. Each year, I tend to try and look at that. I mean, a number of times I've been on the bench of a first team match at (previous club) and someone turned around and said "Their number 10's not bad is he?" and I'm not seeing him. I genuinely haven't, so that's genuinely something I need to get better at. I need to start recognising other players are on the pitch as well.

Researcher: Okay, and I guess to date then… I mean you spoke earlier about formal experiences as a player and a coach, erm, what other sources of knowledge have you…

Do you think have impacted? So thinking about things like FA coaching badges, do you attribute much to those types of things? Or?

Coach: I think the biggest learning I've had since I've been here is going to the first team with (First Team Goalkeeper Coach). That's been a massive thing to watch how they train, how he puts sessions on to get game-related outputs out of it. You've got senior 'keepers so if you don't do it right, they'll tell you. I think that's been a massive learning curve and erm, experience for myself, to watch. I mean I've been on the (UEFA) 'B' Licence goalkeepers badge, which was really good, I met some good people, some good coaches on there as well, I saw lots of different sessions…

Researcher: Yeah…

Coach: That was, again, very good so I've been lucky enough since I've been here to do that, erm…

Researcher: What was the kind of, key standout thing do you think, from going to the first team and…

Coach: I think the standout thing for myself was, it was not much different from when I was working with League 2 goalkeepers. That was one of the things that stood out to me a little bit. But equally, the quality is excellent, so as a coach you've got to apply and push yourself to think, 'I can do this'

Researcher: Yeah…

Coach: So that was a big, big test for me.

Researcher: Yeah, okay. So just kind of, concluding then, erm, what do you consider in general terms the most challenging aspects of your day-to-day role? That's as the Head of Academy Goalkeeping, so in a coach education, you're in kind of a mentoring capacity to other coaches, but also from a coaching perspective?

Coach: The biggest challenge, there's a couple of them at the minute because I'm feeling a bit frustrated with how, how lads are now, how sometimes I feel I've got to be the energy of the session…

Researcher: Yeah…

Coach: If I'm not, then I don't get anything out of them, and that really frustrates me. That's not with all the 'keepers but with some, and with the group of (under) 21's and (under) 18's, when I watch sessions it's frustrating. I find it frustrating that they don't have the same intensity that I believe we should have.

Researcher: Yeah, that's something I can relate to…

Researcher and Coach share mutual experiences on subject

Coach: It's so frustrating, how I came through as an average goalkeeper, you know, but what I did have was a desire to make saves and a desire to do well…

Researcher: Definitely, yeah…

Coach: And I think I made use of being not very good to actually get through…

Researcher: Yeah…

Coach: Now I see people with ability, and actual technical gift but they haven't got the mindset, the desire to use it…

Researcher: Yeah…

Coach: I find that a massive challenge, and something that I've got to maybe… And I've put in my thing (coach reflections) I get frustrated with it, because I do.

Researcher: And do you think that's something you were aware of, kind of, do you try and coach that into them? Anything that you're trying to do, or is it kind of one of those things you think they're at this age now they have to take the responsibility for it themselves?

Coach: I think it's a bit of both really, you do try and tell them and try and explain how if they don't do it, they'll be out looking for another job, but they don't see it until they're out of it. It's how do we, as coaches, make them see it now?

Researcher: Yeah…

Coach: And, you know, I think that's one of the biggest challenges in Academy football.

Researcher: And, erm, mentoring the other goalkeeper coaches, what do you consider to be challenging aspects of that role?

Coach: That's been a really good thing, I had a chat with (GK Coach) last night, who does our, erm, Foundation (Phase) 'keepers, (he) put on a session last night and he's been very willing to learn over the last couple of years we've been in together, and we bounce off each other looking at different ideas. I watched him coach last night and I was absolutely made up. I really was. For him, because he was enthusiastic in the session, he put a session on that he enjoyed and thought about, which he always does with his sessions. But you can see how much he's developed as a coach, and it was great to see last night. Parents have been coming in saying how good his sessions are. That was a really rewarding thing for us last night.

Researcher: Great, and how does that work then? Do you have group meetings, is that…

Coach: Yeah, there's been times I've actually just watched him coach. I've just sort of come along to a session, he's took the session, I've watched, and after it he's asked me how he's done. I've been honest every time with him and said 'that's been good' or 'can you maybe look at this way next time?' and he's really took it on board. His session last night was really good and it made me go away thinking 'that's great'

Researcher: Yeah…

Coach: He's made a step forward in his own coaching career.

Researcher: Great. Anything else to add, from what we've discussed?

Coach: The only thing I would say on my own with the way the Academy is run, is (Head of Academy Coaching and Academy Manager) are switched on as well…

Researcher: Yeah…

Coach: And again, on the players, it's difficult when they've got it comfortable in other environments.

Researcher agrees before Coach shares example within Academy

Coach: They're given everything, technically, but it's whether they've got the self-drive, and that's what we're up against, and what frustrates me at the minute.

Researcher: Yeah. Right, that's great, brilliant, perfect.

Interview concludes

Interview with Coach 13 - Monday 24th October 2016 (12min 46sec)

Researcher: First of all, can give us an overview of your role at the club?

Coach: I'm the Lead Youth Development Phase Coach, I'm in charge of the (under) 12's to (under) 16's, so the main focus is the (under) 14's, 15's, 16's.

Researcher: And when did you join the club?

Coach: 2007.

Researcher: Can you remember what month that was?

Coach: It was erm, July, when I started that, yeah.

Researcher: Was that on a part-time basis at first?

Coach: Erm, yeah initially in 2007, and then I became full-time in 2007 as well.

Researcher: Right, and in terms of the academy philosophy then, how well would you say you understand this?

Coach: I'd say yeah, pretty well yeah.

Researcher: Could you give a few examples of what this philosophy looks like?

Coach: Yeah, we try and sort of dominate possession, erm, and we try and get the players to create passing lines, erm, open up the passing lines to disorganise opposition, the usual stuff, playing out from the back, through the thirds. We think it's important the higher up you get in the development phase, sort of bordering on the PDP (Professional Development Phase) to recognise what that looks like, what that looks like from the (under) 12's, and how it's different from the (under) 16's, to the (under) 18's…

Researcher: Yeah…

Coach: So, I think my role within the philosophy is to let the players make the decisions, on what the right pass is, because I think they're sometimes there's a misinterpretation of what playing through the thirds is. So really, it's just them (the players) making the decisions, that's what we're trying to do.

Researcher: Yeah, and how has this philosophy been communicated to you?

Coach: Erm, we have regular staff meetings, we get given all the handbooks, we're involved in the actual process of the audit, all the team shapes and everything. Obviously, me and (Assistant Lead Youth Development Coach) work very close with (Academy Manager), so he allows us to have that input. From here it's sort of portrayed through that what it looks like, obviously the (under) 23's, 18's. Like I say, mine and (Assistant Lead Youth Development Coach) job is to ensure that filters right down, so top-down really.

Researcher: Yeah, I've noticed (Academy Manager) is on the side-line a lot?

Coach: Yeah, he is.

Researcher: So would you say that's more helpful than any documents you've received?

Coach: Oh yeah, definitely. I've got quite a good relationship with (Academy Manager), where if there is something either during coaching or approaching him afterwards, you know, saying what does he think, he's great at giving sort of feedback, areas to think of next time you do it. You get some good feedback and it just sort of backs up… The majority of time it backs up what you think. A lot of it you wanna

make sure you're doing it right anyway so if you've got him (Academy Manager) here - which obviously he's here a lot - it's an opportunity to go over to him and ask if it's alright…

Researcher: Yeah…

Coach: Because obviously it's for your own backup. You don't wanna be delivering something that isn't right if you're doing it all of the time, which is a massive help.

Researcher: Erm, and you spoke about the philosophy, so in terms of the learning environment you're trying to create, how will that depend on the content of the session? So, we'll start with coach led sessions, what would you say are the outcomes you're trying to gain? Or the style you'd adopt as a coach?

Coach: Is that my style?

Researcher: Yeah…

Coach: I think it's hard sometimes to find a balance because in an ideal world you hope the session you put on gives you outcomes anyway, but that ain't reality, it doesn't work like that. So sometimes like today, you know, we spoke about what the (number) 9 would do, and (player) didn't get it, so that's when you have to go, sort of a little more in depth and probably take a lot longer than what you wanna do. That's the advantage of having them (the players) in during the day during half term, because you can spend that little bit longer with them making sure… And I said it earlier, somebody asks a question and everyone else stays quiet, but you can tell there's another 3 or 4 players that don't get it either…

Researcher: Yeah…

Coach: So, in an ideal world you'd be hands off in coaching as much as you can, hoping the session brings the outcome. But, there are times you've gotta go in and give them that extra bit of detail and sort of clarify it. It's trying to find a balance really.

Researcher: And one thing I missed out at first, did your philosophy align with that of the Academy? Was that a reason for joining? Or has it developed over time?

Coach: Erm, there's similarities definitely. We're certainly more possession-based now, and probably more focused on the tactical side of the game, which the players benefit from. Before maybe we were a little bit, erm *pauses* I don't know how to say it, *pauses* relaxed, as in it was games and it was almost too hands off, because you weren't really encouraged to step in and give that detail. Whereas now, the way the philosophy and the curriculum, if you like, has developed, it allows the players to get far more access to the tactical side…

Researcher: Yeah…

Coach: Erm, so yeah I would say there's been massive progressions within the curriculum, and in the actual philosophy of the academy. Now it is based on possession, looking after the ball and sort of giving the opportunities to the players to develop the tactical side of their game.

Researcher: Would you say that's come from (ex-Academy Manager) and (Academy Manager) coming from (previous club of Academy Manager), their philosophy?

Coach: Yeah, I mean obviously that's where they started. I think that, you know, what's pleasing is that they've got a clear philosophy. The best part is what they say, they deliver. So, it's not like they're preaching they do something and you go and watch the (under) 23's and it's something completely different. That's why it's important that its top-down, because some of the younger groups – not all - but some will go and watch the (under) 23's, so it's important for them to know that's what they've gotta do. There's a reason why they're doing it at (under) 13's, 14's, 16's upwards, it's that natural progression: 'this is what we do', obviously it looks different

but at least they're seeing actually what the purpose is and what happens. It's definitely their style and no-one can argue with the success they've had with it last year. You look at the players we've got in the first team and again, that all backs up what they're trying to do here. It backs up their argument, so I think it's great for the kids.

Researcher: Good, and moving on now into your personal coaching, so what would you identify as your strengths?

Coach: Strengths? *laughs* erm *pauses* I think I get the best out of the players. My mannerisms and my demands are quite high, but it's to a point where, you know, they've gotta enjoy themselves. I like them enjoying themselves purely because of the amount of time they're here, they spend a lot of time here (training at the Academy). It's important that they're enjoying themselves, but it's also important that they're enjoying themselves whilst doing it right (training). If we have a bit of a laugh they know it's because they're doing it right, and I let them do it. At times I'm maybe a bit hard on them, but its only because I know they're capable of better. I think my strength is getting the best out of the players and setting standards, and getting them to set their own standards as well.

Researcher: And you said you're maybe a little hard on the players at times, are there any other weaknesses you could identify?

Coach: I think at times I talk too much.

Researcher: Do you think?

Coach: Yeah, sometimes I go in, erm, and I spend too long talking about the thing (drill) and I've gotta try and get away from that, Obviously today was different with (player) not understanding it, but that was great as he was open and said he didn't understand. So yeah, sometimes I talk too much, I'm probably doing it now *laughs*

Researcher: No, that's good for me *laughs*

Coach: *laughs* So yeah I probably talk too much to be fair.

Researcher: Erm, so in terms of how you've formulated your knowledge, how much of this would you attribute to formal settings, so coach education?

Coach: Erm, they certainly give you a base to work from. I've nearly finished my (UEFA) 'A' Licence, erm, but the thing with working in this environment is you get stuff from people that you don't get on courses…

Researcher: Yeah…

Coach: So don't get me wrong, the courses serve a purpose, absolutely. But, when you're working off people, for instance when you've got (ex-Academy Manager), ex-pro, (UEFA) Pro Licence, you've got (Professional Development Phase Coach), ex-pro, (UEFA) Pro Licence, god knows how many hundred games under his belt. Even now they've brought (Professional Development Phase Coach) in, you've got (Academy Manager), (UEFA) 'A' Licence coach. They're all there with a lot of experience and the good thing is their door is always open, you could literally sit with them talking about stuff. So yeah, the formal stuff is good, don't get me wrong, erm, I think the way the formal courses are going now it's more 'What do you think? What do you think you'd do?' and sometimes you just wanna be told…

Researcher: Yeah…

Coach: So sometimes you just want someone to say to you, 'if you're a midfielder, this is what you'd do' and that's what you get from the people that work here. You get a lot more from the people here than what you would do just attending courses.

Researcher: That's definitely something I've observed with (Academy Manager) and (ex-Academy Manager) on the side-lines, the coaches often consult with them, for example 'anything else to add?'

Coach: Yeah, yeah. No its good, that's the thing, because of the way we work they're so open about it. You can go anytime and have a chat, and (PDP Coach) will get the board out, pens everywhere, but its great because you don't get that anywhere else. You don't get that from the courses because there's too many of you…

Researcher: Yeah…

Coach: You know, the last few courses I've been on there's been about 30-40 people on the course, so for someone to go into detail on a course with each person it'd just run forever. So yeah, sometimes it's good for someone to come and say to you 'This is what it looks like, this is how we do it' I like that. I prefer that if I'm honest.

Researcher: An interesting point would be that formal learning sources could act as a bridge to informal learning sources…

Coach: Yeah…

Researcher: So you'd go on these courses, and it may not be the course itself, but because you're interacting informally with the other coaches, you could meet them and maybe share ideas afterwards?

Coach: Yeah, you sort of… It's like anywhere, you always get those who you don't want to talk to, but you do also get the ones who you do develop a good bond with, and you do share ideas, and you bring them back here. A good thing that (Academy Manager and ex-Academy Manager) have made us do is if we go on a course, we've got to present to staff here about what we were introduced to on the course. This opens a completely new debate, so bringing things back and saying for example, 'someone from Man City does this' and then we'll discuss that, and we'll sort of go 'well they can because they've got that' (facilities, players), but it is good and again that's something else they've (Academy Manager and Head of Academy Coaching) have brought in. It opens up completely new discussions. I think the FA (Football Association) now are a bit worried about telling people because especially now with the EPPP (Elite Player Performance Plan) being in, everyone's gotta have their own philosophy. So in some respects, they understand that every club is different. But in a way they aren't, because if you speak to another club it's 'we play through the thirds', so yeah you do get a lot of things to discuss and with what's been brought in, it does allow this discussion to be brought to a different level on how it would fit in here. it helps keep things moving.

Researcher: Good, and the final question from me, in your day-to-day role what would you say is the most challenging in this context?

Coach: Challenging in?

Researcher: Academy football…

Coach: Erm *pauses*

Researcher: Whether that be your coaching or the players themselves?

Coach: Erm, the most challenging thing is sometimes keeping yourself in that act. As daft as that sounds, so Thursdays, for instance, so I'm out 10-12 (am-pm), 2-4 (pm), and 7-9 (pm)…

Researcher: Different ages?

Coach: Yeah, which is great, but sometimes when you get to that last hour, 8-9 (pm), you're done. You're drained. But you've gotta keep that act of… The enthusiasm, do you know what I mean?

Researcher: Yeah…

Coach: And what you can't have is the players looking at me, going 'he's knackered', do you know what I mean? Even like mentally you're going 'I've been out for nearly 9 hours today coaching' which again, I'm not complaining because I could be out digging holes in roads…

Researcher: Yeah…

Coach: So I'm not complaining, but sometimes that is challenging because you've gotta keep the enthusiasm up. Because if you don't, I don't care what age group you're working with, if they see a slight 'off' in the coach, I think you've lost them. So for me I think the challenging thing is staying in that mode…

Researcher: Definitely…

Coach: And that enthusiasm, that will if you like, of going into that last 10 minutes. Because obviously some of those kids haven't been in all night, or all day, so they're coming in fresh at 7, and I've already done 6 hours of coaching. So I've now gotta put it on them to go 'come on then, let's go!' so they don't wanna see me saying 'lads, do whatever you want' so for me, that's the challenging thing.

Researcher: Yeah I get you, and that's all from me today mate, cheers for that.

Coach: Thanks very much.

Researcher: Anything else to add?

Coach: No, no.

Interview concludes

Interview with Coach 14 – Thursday 6th April 2017 (8min 31sec)

Researcher: So, first of all, what is your current role at the club?

Coach: I am a senior PDP (Professional Development Phase) coach. I've been in the position for the last three years.

Researcher: Okay, and in your time at the club, how well would you say you understand the coaching philosophy?

Coach: Erm, yeah, been part of it over the last three years I'm sure that - the same as all of the coaches - you know, the understanding is paramount…

Researcher: Yeah…

Coach: Because at the end of the day it's the stuff you learn to pass onto hopefully the players, and educate the correct way.

Researcher: And how would you say this has been best communicated to you?

Coach: Erm, obviously departmental, we interact quite a lot. All of the coaches are in the same office, you know. With the part-time ones (coaches) as well, they've got access to us as well - the full-timers…

Researcher: Yeah…

Coach: But daily discussions. If there are any issues, any problems, there's people on hand to, sort of, come up with a solution to any problems that arise.

Researcher: Okay, so could you give a few examples of the coaching philosophy?

Coach: With regards… Players, it's paramount…

Researcher: Yeah…

Coach: It's all about players first, you know. We're trying to educate them in all aspects of the four corners: the psychosocial, the technical, and the tactical. Obviously the program has been put together, erm, and the periodisation now for the full-time players, that's implemented on a daily, weekly, and quarterly basis.

Researcher: Yeah, okay, and what about the playing philosophy, then? What are the key aspects of this?

Coach: Same again. It's all player focused, player-centred. We want all the kids to be comfortable in playing various situations…

Researcher: Yeah…

Coach: Systems of play, erm, predominantly at the moment we're 4-3-3, 4-2-3-1. But, more often than not, from my experience, the systems you play are all animations…

Researcher: Yeah…

Coach: Erm, ideally what you're looking at - if you teach players the correct way to defend - they should be able to adapt to different formations. They should be able to adapt in whatever formation you play, whether it's 3 at the back, 4 at the back, or 5 at the back…

Researcher: Yeah…

Coach: But if you teach them the correct principles of defending, they should be able to come up with solutions to deal with any problems that are given to them in a game.

Researcher: Okay, and although I'm aware the learning needs for players in each phase may differ slightly, what type of environment are you trying to create for players in this phase (PDP)?

Coach: Erm, *pauses* it's a very big culture shock. The program, personally… The program, at (under) 23's level, especially the fixtures, at times are not the most competitive in nature…

Researcher: Yeah…

Coach: And in the ideal world, we try to give them the tools to deal with the

problems they encounter, but in an ideal world we'd like to let all the young lads go on loan, i.e. National League, League Two, League One…

Researcher: Yeah…

Coach: And learn their trade, you know, where all of a sudden winning is the important part of football. In that environment there'll be players there who survive on winning games…

Researcher: Yeah…

Coach: And getting extra revenue…

Researcher: So would you say that's, sort of, a difference between here and the first-team? Like a gap?

Coach: Yeah, I think we do wrap them (academy players) in cotton wool at times. We've gotta expose them to the real world. The sooner they get that opportunity, the better they will be equipped, the better they'll understand what's required to make sure they can deal with that in the real world.

Researcher: Yeah, definitely. So moving on into your personal coaching biography, then, what's your… If you could just give a brief overview of your playing and coaching career?

Coach: Playing? How long have you got? *laughs*

Researcher: *laughs*

Coach: Back in the day, when the balls were laced…

Researcher and coach laugh

Coach: No, I'm very fortunate, I played the game for 20 years professionally…

Researcher: Yeah?

Coach: I've been at numerous clubs, erm, represented (national team) at every level. I did my (UEFA) Pro Licence 12 years ago, assistant managed national squads – Male and Female – erm, and for the last 6 or 7 years I've been back coaching with the PDP (Professional Development Phase), previously at (professional football academy), and now at (club under study)

Researcher: Nice. So in your time as a coach, what would you identify as your strengths?

Coach: Erm, *pauses* I definitely show a lot of empathy…

Researcher: Yeah…

Coach: Understanding the process of what these lads go through, as I possibly went through the same, although it was a different period of time. Socially, there's a lot of the same problems, you know, leaving home, moving in digs…

Researcher: Yeah…

Coach: So you empathise with some of the players. Social media, I'm frightened of it, and what it can do to the players, these young lads. That's the scary part of it all… But no, I think I empathise with them all, with a wealth of experience, and a majority of similar experiences in football…

Researcher: Yeah…

Coach: But now I see myself as trying to help, passing on my experience to younger coaches, to move onto bigger and better things.

Researcher: Definitely, yeah. So just going back to your experiences in football, how much of this would you attribute to formal sources? For example, courses like your (UEFA) B, A, Pro Licences?

Coach: Yeah, I've always thought that attending courses is only beneficial…

Researcher: Yeah…

Coach: You know, you're always gonna be a scholar of the game if you love it. I think that means you become a sponge, you can't get enough…

Researcher: Yeah, definitely…

Coach: So any CPD (Continuing Professional Development) training days, or any opportunity to actually go further and develop yourself, you take advantage of that. I'm no different to the rest of the coaches in our department, the beauty of it is we've got a young… A young group of enthusiastic, energetic, erm, *pauses* sponge-like coaches, who want to get better…

Researcher: Yeah…

Coach: They wanna be tested. They want to pick up as much as they can to benefit themselves. And, from benefiting themselves, the players will benefit from that.

Researcher: Yeah, definitely. And going back to your career as a professional, to what extent would you say this has helped you out in coaching? Through playing?

Coach: Erm, *pauses* as I said, my character when I played, it was a little bit different. You could tackle in those days…

Researcher and coach laugh

Coach: One of my strengths was heading the ball and tackling. These are two things I think are declining in the modern game. Players aren't too comfortable heading the ball, defenders have gotta intercept. They've gotta be far more students of the game with regards to reading the game...

Researcher: Yeah…

Coach: So they can anticipate where and when to intercept the ball, whereas back

in the day it was the physical aspect…

Researcher: Yeah…

Coach: Don't get me wrong, there are parts of the game which still are physical, but a lot of it has been taken out of it. But, from being a player that's the way I was, and I'd like to think I like to demand a lot of the players…

Researcher: Because you know what's expected?

Coach: Yeah, and if you don't do it on the training pitch, you'll struggle to do it on a Saturday.

Researcher: Yeah that's a good point. The final question from me, so in your day-to-day role at the club, what would you identify as the most challenging aspect as a coach?

Coach: Erm, *pauses*

Researcher: So that could be within sessions? Or off the pitch?

Coach: No, no, I think it's equal all through. I think you try and do the best job you can. Obviously with the sports science side of it, I… Not having a sports science degree, obviously it's all helpful…

Researcher: Yeah…

Coach: To give me a greater understanding. There's an understanding behind why they actually do it. They need to do it, but a lot of it is from experience, and you look and you see, and possibly judge…

Researcher: Yeah…

Coach: Not always correct, but if you're prepared to listen to others as well, it's good for them in an educational environment/

Researcher: Definitely, yeah. Well that's all from me today, cheers. Is there anything you'd like to add?

Coach: No, no, thank you.

Interview concludes

Interview with Coach 15 - 14th February 2017 (8mins 36secs)

Researcher: So, first of all, could you start by giving an overview - or a biography - of your playing career first?

Coach: Yeah, well I was erm… I played rugby, so I was on a scholarship programme as a junior, I just played football with my mates…

Researcher: Yeah…

Coach: And then I got to an age where I needed to choose between football and rugby, and football won. So, from there I was at (two local semi-professional clubs).

Researcher: And how did you find your way into coaching?

Coach: Erm, basically I was offered a place with the community trust, with the Football in the Community scheme at the time. I was doing erm… I did my (FA) Level 2 with the Trust, then from there I got involved with the Academy, 16 years ago now…

Researcher: Really?

Coach: Yeah, and since I've done my (UEFA) 'B' Licence, and obviously other qualifications as well.

Researcher: Okay, and what's your current role at the club?

Coach: So I'm… Within the Academy, I'm the under-9's coach with the Foundation Phase, erm, and my full-time job is that I teach the BTEC students (within community trust)…

Researcher: Yeah…

Coach: So I teach them, and look after the football side as well…

Researcher: And is that (researcher names local sixth form college), or?

Coach: It's with the Trust, so it's at (local sixth form college), but it's based at the (indoor academy training facility)

Researcher: Okay. So within your time at the club, how well would you say you've come to understand their coaching philosophy?

Coach: I'd like to think I know it pretty well *laughs*

Researcher: So what would you say are the main aspects? Or the basic principles?

Coach: I think it's about helping to create players who can think for themselves, who aren't scared to… Aren't scared to fulfil… I think that's a big thing, to be comfortable on the ball technically. But with that, we need to use a more hands-off approach and let the players make the decisions themselves, and solve the problems.

Researcher: And what about the playing side of the philosophy? How are you expected to play?

Coach: Yeah, so it's obviously about being comfortable on the ball, receiving it under pressure, playing through the thirds. It's that wanting to win… I mean winning isn't everything, but doing it in the right manner…

Researcher: So in terms of this has been communicated to you, what have you

found the most helpful source?

Coach: Well the philosophy has changed. Obviously, in recent times… So when I came to the Academy, there was a booklet with everything that each phase was looking to achieve, and the transition between phases and how this would be looked at…

Researcher: Yeah…

Coach: And obviously through working with (Lead Foundation Phase Coach) for a number of years, you know he tells it how it is, and what is expected.

Researcher: So would you say your philosophy and that of the Academy align? Or have they previously aligned? Or, is it something that has developed over time?

Coach: I think maybe years ago it wasn't, but I think over the years - and as a person - I've grown with experience, to appreciate more, erm… *pauses*

Researcher: It's changed over the years I imagine?

Coach: Absolutely, yeah, I think it's erm… Yeah, I said this to somebody the other day when I was doing a dissertation piece, it was more about my ego when I was younger. Now, it's a lot more about trying to produce players for the next age group…

Researcher: Yeah…

Coach: And then progressing, eventually, to the first-team at the football club.

Researcher: Yeah, definitely. So as for the sessions you deliver, you have the coach-led and player-led…

Coach: Yeah…

Researcher: What would you say the main differences are between the two?

Coach: I think the biggest thing is - in the player-led sessions - it's very much the players making decisions for themselves. It's about the players finding the best routes for them, rather than, you know… I think a lot of those sessions can look like chaos, but eventually they sort themselves out. I think producing the more intelligent and brighter footballers can achieve the outcomes we're looking for as coaches.

Researcher: Yeah, and what about for the coach-led sessions? How would these differ?

Coach: Erm, *pauses* I think sometimes they potentially are very, very structured. There's not that much room for player input, players to really express themselves…

Researcher: Yeah…

Coach: And I think it's… There's benefits of both. I think if you wanted to get something across very quickly I think coach-led could be best. But, for long term development I think, potentially, player-led is more the way forward for me.

Researcher: Yeah, and you spoke previously about the players' learning needs being categorised by phase?

Coach: Yeah?

Researcher: So what would you identify as the main learning needs of the under-9's?

Coach: Erm, I think the biggest thing is to love the game of football. Technical ability obviously is one, or is a big one. But, you're not gonna get a finished article at 9; you're not gonna get a finished article at even 29. So it's, you know, to instil the right philosophies that the club are trying to achieve, the values and morals, erm, and be technically sound, and to play with no fear… That's a big thing, play without fear of making a mess of things.

Researcher: Yeah, and I know you mentioned you held your (UEFA) 'B' Licence?

Coach: Yeah…

Researcher: So if you could give, kind of, a breakdown of your own learning? How much would you attribute to formal sources?

Coach: Yeah, well I'm a tutor for the FA as well, so I've done all of the generic tutor training too…

Researcher: Yeah…

Coach: So I think, erm, the big one for me is the youth modules, particularly with (FA Coach Mentor who comes into academy as a youth coach developer), I've found them particularly engaging. I've found these a little bit less structured within the sessions - with the youth modules - compared to the more mainstream coaching pathways…

Researcher: Yeah…

Coach: But again, that suits me, so it's good.

Researcher: And what about from your own playing experiences, and also working under coaches as well?

Coach: Yeah, erm, see back then it was very much 'stop, stand still, do as I tell you, otherwise do one', you know, so it's… Coaching has evolved massively, especially in… Well, since I started coaching, but even in the last five years, it's huge…

Researcher: Yeah…

Coach: You know, the changes, and the way that people are delivering, and being given the freedom in designing their own sessions like they are.

Researcher: Yeah, and working within an Academy set up, what would you say are the difficult parts about it?

Coach: Erm, *pauses* I'm quite fortunate in the respect that I've only just got back on the PMA (Performance Management Application). I'm also fortunate that I work with (Lead Foundation Phase Coach), so yeah he does the PMA for me, but previously I found that particularly difficult…

Researcher: Yeah…

Coach: Erm, you know, it's… The easiest thing - or I think the best thing - is the microcycle that we work to. It's a case of 'here's your topic' and you have freedom to design a session that achieves those outcomes… So yeah, for me PMA was quite difficult. It's time consuming and getting it absolutely spot on is difficult.

Researcher: Yeah, and do you find anything difficult within the sessions themselves, as far as any challenges that you face as a coach?

Coach: Erm, I think sometimes if the players get the outcome quickly, it's where you take the session from there…

Researcher: Yeah…

Coach: As long as you are staying in the theme you're working towards, but we're quite fortunate that we've got a bright group. With this group, you might just need to maybe have a little bit of a Plan B, just in case they achieve the outcome quicker than expected, so the session can be progressed.

Researcher: Yeah I get you, and that was the final question from me mate, unless you've got anything else to add?

Coach: No mate, I'm happy with that. Thanks.

Interview concludes

Interview with Coach 16 – Saturday 12th November 2016 (9min 35secs)

Researcher: First of all, could you just give us a biography of your playing career?

Coach: Erm, playing career, I started off at my local grassroots team, when I was 6 or 7 years old. I played there 'till I was 14 or 15, then went to another team – grassroots again - played there 'till I was 16. As soon as I finished at 16 I went to a men's football team, played there 2 years, then joined another men's team – just local. I've played in (top local amateur league) and had a couple of games for (local semi-professional club), but apart from that really that's all there is.

Researcher: How did you find your way into coaching, then?

Coach: Coaching, that was erm… Started… I did my (FA) Level 2 when I was just starting college (sixth form). I had to do 10 sessions of Level 2, so I started with the College Girls Centre of Excellence program…

Researcher: Yeah…

Coach: Then after that I just started going down there more, I did my Level 2, then luckily I got a role with the under-12's there doing sessions on a Monday night. Then from that I started at (local primary school physical education provider), which is in primary schools delivering sessions there. Then again, just more opportunities came with (local representative team) with the girls there, then obviously here at (club under study).

Researcher: Okay, so when did you join the Academy?

Coach: Erm, I did the development centres this time last year… Erm, not last year, this time 2 years ago in the development centres. Then I started at the Academy, erm, at the start of last year (season), so September 2015.

Researcher: Was it? And what's your current role at the club?

Coach: Erm, just a part-time under 11's coach, who helps with the Foundation Phase.

Researcher: Yeah, and in your time at the Academy, how well would you say you understand their philosophy?

Coach: *pauses* Erm, I understand the basic principles of what the club… Or what the academy wants. I do think that sometimes they change… In my opinion, they change what they want. We were just speaking about it then (prior to interview), sometimes it's about letting the kids play, making their own decisions, then sometimes they want us to be onto them and try and help them out. I mean in terms of the actual words they use like, erm, 'pressing and tidy in transition', I understand all of that. It's just how they actually want it delivering that I'm a bit unsure about.

Researcher: Yeah, and how would you say the philosophy has been communicated to you best? Has it been in meetings? Or has it been through learning from other coaches around the club?

Coach: I think it's better when coaches actually talk to you, do you know what I mean?

Researcher: Yeah…

Coach: When they talk to you 1-on-1 I find it so much easier, rather than the meetings. Sometimes I think they say stuff… Stuff gets said, but it doesn't actually get delivered, or it kind of gets lost somehow…

Researcher: Yeah…

Coach: So I mean it can be miscommunicated.

Researcher: Okay, and I know we spoke about this before the interview briefly, but does the Academy philosophy align with yours, then? Or is it something that has developed?

Coach: Erm, in terms of how they actually play, I agree with it, 'cos I think they should be playing more progressive football where it's about keeping the ball and trying to win it back early with the pressing, that kind of stuff. I just think that sometimes - especially in games where we're struggling - they (players) might need another alternative where they've got to play a different style of football for that game. I think really – as coaches - we should give them more options in how to win a game, rather than 'we're just gonna play this way' and that's it, do you know what I mean?

Researcher: Yeah, yeah. I know we spoke about it earlier (prior to interview) as well, with the coach led and player led sessions, what would you say the differences between the two are, as a coach?

Coach: Erm, I think with the coach led, we try and get more detail out in our sessions, so rather than letting them (players) get on with it and make their own decisions, we're trying to impact them and show them the right way of doing things. I do think the player led encourages them - probably socially – and they get more out of it. I do think for some of them it'll work better as they'll make their own decisions, rather than us having to go in and correct them.

Researcher: Yeah, and with the under 11's, then, what are the players learning needs and how have these been assessed?

Coach: Erm, *pauses* I think that for the under 11's, they need to be able to… It's quite a strange age 'cos they need to be able to step up from 7v7 into 9v9, but they'll also play some 11v11 as well. Really, they still need to be encouraged to do the stuff on the ball technically - all the skills and dribbling past players - but I think they need to, erm…Iin terms of positioning and tactical stuff, they need to develop that as well, so that when they get to 11v11 they're in a better position for it, 'cos I think at the moment we're probably stuck between trying to improve technically and getting them to dribble past players and all the rest of it, or do we try and focus on the tactical side of 'are they in the right position? Are they making good runs off the ball?' so we're kinda caught between the two.

Researcher: I see, yeah. So for your personal coaching, I know you spoke about the (FA) Level 2, but what other qualifications do you currently hold?

Coach: Erm, I completed my (FA) Youth Module Award, which is all 3 modules…

Researcher: Nice…

Coach: Again, I think I started that when I was 16. I did my Module 1, progressed onto my Module 2 - which at the time I don't think they had a Module 3, I think they (FA) were just starting to do that afterwards - and I was lucky enough with the girls' program that they offered me an opportunity to do the Module 3, so I completed that. I've done other courses like Futsal and stuff like that as well, on the side.

Researcher: Okay, and how much of your knowledge would you say has come from those courses?

Coach: Erm, *pauses* my (FA) Level 2, maybe a lot of it, because I'd only just started off. I was learning how sessions go and stuff like that…

Researcher: Yeah…

Coach: I actually think, erm, speaking to other coaches and watching their sessions is probably gonna be more beneficial, do you know what I mean?

Researcher: So the more experienced coaches?

Coach: Yeah, I actually think I get more from discussing with people at the end of sessions, asking them how they thought it went and all the rest is probably where I get more out of it than the actual courses.

Researcher: And what would you say your strengths and weaknesses are, as a coach?

Coach: *pauses* Erm, strengths *laughs* I think I get on with the kids really well. I can communicate with them in different ways. I think I'm good at 1-to-1 communication with them, speaking to them and getting stuff out of them, question and answer and stuff like that…

Researcher: Yeah…

Coach: I think weaknesses, maybe I could improve on how I actually… The messages that I give them, so whether it's 'do I go in and deliver a group message?' or 'do I speak to them 1-to-1?', maybe being a bit more clearer with that message. Maybe I need to have a specific target and, like, try to get that out of them…

Researcher: Yeah…

Coach: And I think sometimes, erm, I've gotta be a bit more harder on them, and maybe say to them 'you need to be doing this, you need to be doing that' and showing them… Maybe not showing them why, but speaking to them and saying 'we expect more from you' in relation to the demands of the actual session.

Researcher: Yeah, yeah, and in this context, what would you say is most difficult in your day-to-day role? Starting off with in sessions?

Coach: What do you mean by that? Sorry…

Researcher: Erm, so it could be controlling the players? For example, it might be player behaviour?

Coach: Erm, *pauses* again I actually think it's probably to do with making them get… Getting the most out of them in the session, but also not being too critical. We need to be making sure that the environment is, like, positive, but at the same time trying to get… Trying to stretch them to get the most out of their needs. Rather than just erm, being critical and having a go at them, can we try and do that in a positive way so they're still enjoying it and trying to do the things we want them to do, getting on the ball and all the rest of it, but at the same time making sure that we're keeping our expectations at a high level…

Researcher: Yeah…

Coach: So they're still doing the right stuff on the ball.

Researcher: And what about off the pitch? I know a few coaches have spoken about the PMA (Performance Management Application), what do you think… How are you finding that?

Coach: Erm, *pauses* PMA, at the moment it's alright, it depends when you… I think when you're doing the reviews and stuff like that, the reviews take a long time and it can become quite frustrating, especially when they don't save and stuff like that…

Researcher: Yeah, you're part-time as well aren't you?

Coach: Yeah, yeah, especially with my work it's a bit easier, 'cos I'm not in 9-5 every day, I can imagine how hard it would be. Obviously I know how to use a laptop, but I do think at times it can be quite frustrating, especially when you've got 6 or 7 reviews to write out, and a lot of them - I think - are just the same as the ones that I've done before, do you know what I mean?

Researcher: Yeah, yeah…

Coach: A kid who is a centre-back is always gonna have to improve on his defending, do you know what I mean? So sometimes I feel like we could just copy and paste it, do you know what I mean?

Researcher: *laughs* Yeah, yeah. Well, that was the final question from me, cheers. Do you have anything to add?

Coach: No, that's all.

Interview concludes

Appendix K: Interview transcripts – Set 2

Interview with Coach 1 – Wednesday 17tth May 2017 (12min 34secs)

Researcher: So first of all, during the observation process, how did you feel about being videoed? I'm not sure if this is something that's you've been exposed to before? How did you feel?

Coach: Erm, yeah it was okay, erm, the first session I was a little bit conscious of it I think, but after that it was just as if it wasn't happening…

Researcher: Was it?

Coach: Yeah, it was just as if it was a normal session so…

Researcher: What was it that you were conscious of then? Was it initially thinking about what was to be observed in your coaching, or?

Coach: Yeah, I mean *pauses* I think it was when I was thinking about the session

myself afterwards, I thought I'd maybe spoke more or done more coaching than I would normally do…

Researcher: Yeah…

Coach: So maybe I was been conscious that I was on camera and about how I should have to do it, erm, but after that the rest of the times I could just be myself so…

Researcher: Okay, so in terms of the stats, I'm not sure how much access to these, but if you have, how useful would you say these are in influencing your personal coaching?

Coach: I think they could be useful but, erm, we were just given our own data, which wasn't particularly helpful, we had nothing to compare it to or against. I think if there was let's say the average of an academy coach so I can see if I talk more or less than the average…

Researcher: Okay, or what about maybe within this academy?

Coach: Yeah, and then I can see why I do that, is it the age I'm working with? Is it my own style? But I think averages or something to compare it against, I don't think theres much, theyre just numbers, they don't mean anything, so I'd like something to compare them to.

Researcher: Yeah definitely, and on that as well, the way that these stats were presented, was there a lot to take on at once?

Coach: Yeah…

Researcher: So would you prefer them to be a bit more simplified?

Coach: No I didn't mind that too much, 'cos I had the, erm… We'd been given the definitions of them and everything, I think the other one on there (the stats) that was a bit *pauses* or that a lot of us felt was a bit strange was it said none of us had any humour with the players, and a lot of us thought we'd tended to joke around a lot with the players, so we didn't see how that had been coded but no, I didn't mind, there was a lot of different behaviours, so it helps you erm, think about your coaching.

Researcher: Okay, and obviously with that data, I know the availability of the videos has been a bit of an issue this year, but how useful would you find these?

Coach: I think both sources give you opportunities to learn. Like I say if it's the data, if we could compare this to other numbers then you've got an objective number to help you look at your coaching…

Researcher: Yeah…

Coach: And then by having the videos, you can maybe see the explanations of why your numbers are different from one session to another, and what the reasons were. I think having the actual footage would help alongside having the objective numbers as well I think.

Researcher: Definitely yeah, so if you were to view these videos, obviously we're trying to sort these for early next week, do you think if you did pick up on aspects of your coaching that this would impact your future practice? And that may be the behaviours you select, but also your coaching in general?

Coach: Possibly, erm, obviously by looking at it (videos) you can look and think 'I could've done this a bit better there' or 'I could've done this more' erm, and I think obviously with having the numbers as well if there's... Where it says you did one type (behaviour) more than others, I think it might help me in balancing different learning styles for players, perhaps, but without watching the videos I'm not too sure.

Researcher: Okay, yeah, and again when these videos are accessed, are these something you'd prefer to watch yourself in your own time? Or would it be something that you'd welcome watching with a full-time member of staff maybe? Or both?

Coach: I think I'd possibly prefer to watch them on my own...

Researcher: Would you?

Coach: Yeah, erm, but I wouldn't be objected to watching with a full-time member of staff and maybe they can give their feedback on it as well, I'm not sure really sure to be honest *pauses* yeah I suppose it would be good if they put their feedback on it, but I think I'd prefer to watch them on my own first and come up with my own thoughts.

Researcher: Okay, and within the academy as well, what opportunities for you developing your personal coaching do you have? And on this, what do you find most useful?

Coach: I think just the openness, willingness, that if I've got any questions you can come to the full-time members of staff that have got more experience, they're happy to answer any questions that I've got and stuff, so rather than... Obviously structured wise we've got the CPD (Continuing Professional Development) events and stuff...

Researcher: Yeah...

Coach: But more for me it's like I say, the informal stuff that if theres something I wanna ask someone about something they can help me, just informal chats with experienced coaches I think, rather than anything that's programmed that we do.

Researcher: Okay, and I know that this can be helped further by the videos being available, but for your own learning needs as a coach, what are these? Are they something you've reflected on in your own coaching? Are they something that are always in the back of your mind? How have they been identified?

Coach: Yeah I mean I think it's just self-reflection, erm, obviously with (Head of Academy Coaching) sending out the staff appraisals, it adds some of the questions for us to answer and reflect on ourselves, so I think that helps with self-reflection,

that there was specific things on 'can you tell me what you think you've done well?' etcetera…

Researcher: Yeah…

Coach: And it forced us to reflect, so that was helpful.

Researcher: Right, and I know you mentioned before about reflecting on your sessions when you'd been observed and maybe being conscious of using certain aspects more or less than you would have liked to? Is that something you sometimes feel about the sessions you deliver? Or is that just, sort of, a natural thought afterwards?
Coach: Erm, *pauses* I mean at times just maybe the session flow, I can maybe be a bit more command and Q&A rather than letting the players themselves self-discover, that's maybe something I've become aware of, erm, particularly on the player-led nights that maybe I could do more… Let them do more than what I do, erm… No it's just sort of on reflection, that was more just really my first camera one (observation) I was maybe a bit conscious about it, so I think it's just through reflection really.

Researcher: Okay, and for the age group that you coach, could you just summarise the coaching style you look to adopt? And why is this the case?

Coach: Erm, so I coach the under-10's, erm, trying to let them make mistakes, put them in game-based stuff where they have to manage mistakes, make decisions…

Researcher: Yeah…

Coach: A big one for me is that they've gotta make decisions, erm, obviously they still need that technical input as well so, erm, I like to try and let the session flow as well, so giving 1-on-1 feedback, so I might just drag a player to one side and talk to them, and let the session keep going, rather than stopping everyone, I think at that age they just wanna keep playing, erm, and if I stop everyone to make a point they can become bored and distracted…

Researcher: Yeah…

Coach: So I think I prefer to just grab one player and give them that information themselves, and if there's something that can help everyone then I'll do that as well.

Researcher: Okay, so for these players, then, what's the end goal for the under-10's? Is it something where you're looking to improve the players for next season? Or is it that you're looking towards the next age group? Or phase?

Coach: Erm, just looking to progress them as players, looking to move them up the academy, from one stage to another, from one age group to the next, the step-up.

Researcher: So on that, then, how do you feel your players learn best?

Coach: Erm, there's mixed, but predominantly I think they learn from trying it and giving it a go…

Researcher: Yeah…

Coach: But there's others that will take it in just from me saying it to them, or asking questions, but I think the majority of the group like to try it themselves.

Researcher: Okay, so just on moving forwards with the process really, I know some coaches have mentioned maybe having the chance to work with different ages within the academy and seeing how they coach, is that something that you'd like to do next year? If you were being observed as well?

Coach: Yeah, I think obviously working with different age groups would help my learning, how I would have to do things differently with different ages, so maybe just observing coaches and the way that they deliver with different age groups, and how they differ things would help as well, so yeah I think anything like that you can get a variety of experiences from, which would help.

Researcher: Definitely yeah, and on the other part of the process with the observation data, is there anything on how the stats were presented that you feel could be improved? So you might have, for example after two sessions, and linking in with your learning needs, a more specific intervention for your own coaching? This might be, for example, your line of questionioning, or it might be focusing on specific as opposed to general feedback? Would that be something, if it was more focused on specific behaviours?

Coach: In terms of for the stats?

Researcher: Yeah…

Coach: Erm, like I say for me the big one was for something to compare your personal stats too, so whether that's averages, or what we're needing to hit in certain things, 'cos without that it was sort of 'well this is what you do' but how does that reflect on other different coaches? And why? So I think having some sort of average numbers would help, or target numbers, erm, if from then there's big disparities then we can identify areas that I can maybe specifically improve on, and then we can maybe target that in whatever way or with support.

Researcher: Yeah I get you, and with the observations also, would you prefer these to be on a more regular basis? Or less often? Or are you happy with how it's gone?

Coach: I mean obviously if we were to be observed more it'd be more helpful, but the practicality of it… I think once a month like we were doing was okay…

Researcher: Yeah it was, wasn't it?

Coach: Yeah, I've not been done for maybe a couple of months now but yeah, at the beginning it was quite regular, or regular enough.

Researcher: Definitely yeah, and that was my final question, unless you've got anything to add?

Coach: Alright, no that's it, thanks.

Interview concludes

Interview with Coach 2 – Wednesday 17th May 2017 (15min 40sec)

Researcher: So first of all, thinking back to the observations, how did you feel about being video recorded? Was it something that you've been exposed to before? Did you feel nervous? Did you just see it as part of your role at the academy?

Coach: Erm, *pauses* it's happened a couple of times before, I think maybe once or twice, once was at Uni and once on my (UEFA) 'B' Licence course, erm, *pauses* I wasn't that nervous about it but it does make you think, definitely...

Researcher: Yeah…

Coach: Probably because you're gonna look back on it again.

Researcher: And is that before the session? Are you thinking about how you're gonna act? And what you're gonna say? Or is it more afterwards thinking what you could've, or wish you could've changed maybe?

Coach: Erm, *pauses* it's probably during it, you might think about what you're saying a little bit more…

Researcher: Yeah…

Coach: It's like, I don't know, maybe whether you're being clear with your points or things like that.

Researcher: But I supposed once you get going you might forget the microphone is even there at times?

Coach: Oh you do, yeah.

Researcher: But the kids are always on hand to remind you *laughs*

Coach: *laughs* That's true, and it's… The first time I did it, because I hadn't done it regularly, it was a bit more pressure, whereas recently 'cos we've been doing it all season you get used to it much more.

Researcher: Yeah, and I'm not sure how many of your stats you've viewed yet? But thinking of these, how useful would you say these are in terms of influencing and/or highlighting your coaching behaviours?

Coach: Erm, *pauses* the most interesting bits I saw when we had the meeting and got the spreadsheet was about your feedback to the players, whether they were positive or general/specific.

Researcher: Yeah, and what did you find about your feedback? Was it mainly positive? Or?

Coach: Erm, yeah I think there was more positive and erm, more specific, but there was still quite a lot of general.

Researcher: Which, I suppose, you'd expect, during a session there's always gonna be times you'll say 'well done' etcetera?

Coach: Yeah, yeah.

Researcher: And I know there's been some issues with accessing the videos, and these are now available, so if you can imagine viewing those, would you say these are more beneficial to your personal coaching than the statisitics? Or would you say it would be a combination of the two?

Coach: I would say the videos would be more useful than the data.

Researcher: Okay…

Coach: Because you can see what you're saying… But I suppose they go hand in hand really don't they?

Researcher: Yeah…

Coach: 'Cos you can look at the data, like if you just watch a session you might not really pick up on certain things…

Researcher: Like the behaviours you are using?

Coach: Yeah, whereas with the video as well you can see it

Researcher: And what do you think about how the data was presented? I know it was categorised into certain things? How did you find this?

Coach: I think it could have been a little bit different…

Researcher: And is that simplified? Or changed?

Coach: Maybe clearer points…

Researcher: Okay…

Coach: But yeah with the video as well you can save it and go back and watch it, or sit down with somebody.

Researcher: And do you think this could impact your future coaching then? Maybe if you picked up on certain things that you didn't notice? Or even didn't have the chance to notice without the video?

Coach: Definitely yeah, and I've just done the (UEFA) 'B' Licence assessment course, and my action plan with (FA Coach Mentor) was to get myself recorded and evaluate it…

Researcher: Right…

Coach: And that also appeared to be to do with my feedback as well, with the

recorded videos, erm, so I think it would be a useful step in developing my own coaching.

Researcher: Definitely yeah, so once you access these videos, are they something you'd prefer to go away and watch in your own time? Or potentially alongside maybe a full-time member of staff? Or a bit of both even?

Coach: Erm, *pauses* probably a bit of both…

Researcher: Both?

Coach: Yeah, it would be really useful to have other staff to comment on it with me and watch through it, but I'd also like the time to sit down at home and watch it just in my own time.

Researcher: I see yeah, and then maybe sit down together and see if there's anything they see differently? Or that you may not have picked up on?

Coach: Yeah, maybe, yeah.

Researcher: Yeah, erm, so within the club then, I'm aware they put on some CPD (Continuing Professional Development) sessions, but what other opportunities are there to support your own development? I know you spoke about having an action plan?

Coach: Yeah…

Researcher: But are there any other opportunities within the academy?

Coach: To improve my coaching?

Researcher: Yeah, how they're helping you to improve your coaching, I know, for example, you were with (under-12's) coach the other week delivering a session to that age group weren't you?

Coach: Yeah, so with the (UEFA) 'B' Licence course, erm, *pauses* over the last season I've worked… I've been given access to work with the older players quite a lot, so I think coming in a lot, working with older players has improved my coaching and it also expands my experiences, erm, so I'd say that's helped a lot.

Researcher: So carrying on with your personal coaching then, what do you think your learning needs are as a coach? And how have you identified these? That might be through the stats that you've seen? Or any videos that you've watched or will watch in the future?

Coach: Yeah, erm, *pauses* well one of the things from me was to improve my tactical knowledge, erm, being on the (UEFA) 'B' Licence course that's in my action plan…

Researcher: Yeah…

Coach: Erm, *pauses* but also looking at developing young players and the CPD we've done, it was about that specific feedback, and then that data was useful then

to see how much of what I was saying was specific.

Researcher: As opposed to general, is that?

Coach: Yeah.

Researcher: Okay, so in terms of the age group you're coaching currently, what's the style of coaching you're looking to adopt with these players?

Coach: Erm, well this season I'm working with the under-11's, erm, they're still in the Foundation Phase, so its really more technical, erm, like specific feedback, erm, but also as theyre nearing that transition to YDP (Youth Development Phase) erm, *pauses* I think there's a bit more general, maybe a bit more negative feedback, because you've really got to nail down the improvements they've got to make

Researcher: Okay, and how are you putting this across to the players in sessions? Is that something that's based on your own philosophy? Or is it shaped by the academy? Or both?

Coach: Erm, *pauses* it's probably mostly by the academy, like when I came in I thought I'll probably use more silence 'cos of the data, to help them learn, but with the academy they've probably shaped it as in they want me to give them more information, so like more specific feedback, rather than standing back and letting them discover it.

Researcher: Okay, and I know you spoke about the transition of your players from one phase to another, has that been the goal for you this season? To prepare these players for the next step and what's expected of them?

Coach: Yeah, so at the start of the season me and (co-coach of under-11's) our objective really was to prepare them ready for the YDP, but the first half of the season was still about developing them in the Foundation Phase, whereas the last few months now we've really been putting it onto them as well, putting it onto them about 'you have to do these things if you want to be ready for under-12's'.

Researcher: Yeah, and just going back to your personal coaching and the opportunities to watch this back, but is there anything aside from the statistics and just in general, that you think you do more than you like to? Or not as much as you'd like to in sessions?

Coach: What like? My behaviours?

Researcher: That can be your behaviours, or your style of coaching in general.

Coach: Erm, *pauses*

Researcher: Thinking about the age group, I don't know, it might be letting the players make more decisions themselves, for example?

Coach: Yeah, I think probably this season has shaped my ideas differently and I'll probably want to step in a bit more and coach a little bit more actually…

Researcher: Yeah…

Coach: And I think it's coming from having the confidence to do it, I think my confidence has improved, the longer I'm in the academy environmemt.

Researcher: And I suppose on that, being videoed is quite a big thing really isn't it? Having someone there observing your coaching?

Coach: Yeah I suppose so, to be able to put the right information across and stuff.

Researcher: Definitely, so the players in your session then, how do you think they learn best? In terms of maybe your coaching style? Or how you put your points across to players?

Coach: Erm, *pauses* I think they learn best… I think it's a combination, like to give them clear information, erm, about how to improve as individuals and as a team, but also… They also need time to make mistakes, its just getting the right balance.

Researcher: Okay, and really moving forwards with this process, I know a few coaches have mentioned if this was something to happen again next season, I know you said you've had the chamce to work with other coaches? But if you and all the other coaches were being observed again, do you feel it would benefit you by watching these other coaches? Or having your stats compared to other coaches in the academy? That might be the same or a different phase?

Coach: Erm, as in watching other coaches live? Or watching their session videos?

Researcher: More observing the coaches in sessions, I know time may not always permit that.

Coach: No, yeah, I think it is good to observe maybe a couple of times a season, I did that this year with the under-16's, the way I react with it and you can see where some of your players are gonna be in 5 years time, and some of the information they put across to the players.

Researcher: And in turn that would maybe influence your own coaching as well?

Coach: Definitely, yeah.

Researcher: Okay yeah, and a final point really, I know we've covered the video availability and the stats maybe being a little bit confusing, so would you say, for example if you were to be observed on a regular basis and you've picked out areas to improve on, whether that's yourself or by another member of staff, would you prefer it if these systems were focused on a smaller amount of behaviours? Or more specific? As opposed to how it is currently?

Coach: Yeah I suppose yeah, erm *pauses* and I don't know whether it will be but could it be like, if you had a smaller section, could it be more detailed in that section?

Researcher: Yeah, so for example, just going off the top of my head, it might be a line of questioning, so focusing on just your questioning behaviours, and whether these are open, or are they closed?

Coach: Yeah…

Researcher: But also on that, you could look in more depth on how your players are reacting to the questions, you know, you could potentially go into a lot more detail into specific behaviours, which would be more beneficial for your personal coaching, I imagine?

Coach: Yeah, yeah, I'd agree with that once you've got that plan, it might be good to sort of have a genral one, I don't know if that would be the first one? Like the first recording would be a general one?

Researcher: I get you, yeah, sort of like a baseline of the data?

Coach: Yeah, so you know and you can see all of the different sections…

Researcher: Yeah…

Coach: But then once you've got your action plan for the year and uyou know the players you're working with, then it might be more detailed.

Researcher: Yeah definitely, that was the final thing from me, unless you've got anything to add?

Coach: No, thank you very much, it's been a pleasure.

Interview concludes

Interview with Coach 5 – Saturday 20th May 2017 (18min 22secs)

Researcher: So just to start us off, if we can go back to you actually being video recorded, I'm not sure if this is something that you've had happen to you before? On a course maybe? Or is this something you felt nervous doing? Or did you just see it as part of your job?

Coach: Erm, I've been recorded a few times on FA courses, and we've got a youth coach educator who is videoeing sessions as well and giving us feedback, so it was kind of a normal routine…

Researcher: Yeah…

Coach: So it didn't put any extra pressure on or anything.

Researcher: No? Were you aware I was there at all? Initially maybe?

Coach: Erm, maybe initially with the first one because of the whole process and how you were coding it, we had to be conscious a little bit more with what we were saying, but I guess with the second and third session it just *pauses*

Researcher: It just became a bit of a routine for us didn't it really?

Coach: Yeah it was just a case of 'oh there's Josh in the dugout, he's always there'

laughs

Researcher: *laughs* Yeah I know, and now that all of the stats have been sent across, I'm sure you will be given access to these, but if you can imagine these stats, how useful would you say this side of the process would be?

Coach: Erm, I've only been videoed *pauses* erm, I haven't been videoed after the mid-season meeting with Ed (researcher/supervisor) so for me it would be limited…

Researcher reminds coach of recent session he was recorded in and has been coded, explains video is on a hard drive now available for coaches/stats have been sent across

Coach: Oh yes I forgot about that, I've not had the stats back yet

Researcher: Okay, so if you can imagine… I suppose what we're trying to think of here is the stats or the video? Is it one or the other you see as more useful to your coaching? Is it both?

Coach: I think having it as a hybrid works well, because you can watch the video, have a look at the stats and think 'okay, I've used this style again'.

Researcher: Yeah that's true…

Coach: Or 'why is this?' you know, if you've got it fresh in your head after the session you can refer to it.

Researcher: And I suppose with just the stats alone it may be a case of 'well what's this?' but also then the video alone doesn't accurately show 'well what am I doing there?' as you can't physically count the behaviours during the session, so I suppose they can complement each other.

Coach: True…

Researcher: That's, again, something to think about for next year, maybe after every session that's recorded, coaches have access to the video with the stats attached to it, and then you could start piecing your sessions together couldn't you?

Coach: That is true, the timeline could be a valuable point as well, 'cos if you've got a session fresh in your head you can then refer back to it and think 'okay, I've done it this way because of this'.

Researcher: Yeah…

Coach: Whereas if you watch it some time after…

Researcher: I mean, there's all sorts of factors isn't there to be fair? Different topics?

Coach: Yeah, you might not remember the session.

Researcher: Definitely, and I know we've spoke about the video availability, but if you got access to these videos, would you prefer to watch them in your own time? Or would you prefer to come in with a full-time member of staff to watch them? Or both?

Coach: Erm, I think it's good practice to be able to go through the session with someone senior at the club, definitely…

Researcher: Yeah…

Coach: And to have access at home and be able to watch it in your own time has its own benefits as well.

Researcher: And what are those benefits? Would it be maybe to see the differences between what you see and others have seen in your session? Or do you think you'd be more critical of yourself?

Coach: Erm, *pauses* I'm always very critical regardless, whether there's someone next to me or not, but I would like to sit with someone next to me and get some feedback, 'cos we always look at our own performance through our own lenses, and sometimes it's a little bit false…

Researcher: That's a good point…

Coach: So it's always good to have someone next to you, questioning 'why have you done this?' and if you can justify it, then that's fine, but sometimes in our own heads when we watch it by ourselves we just go 'yeah I've done it this way, well done, that's fantastic'.

Researcher and coach laugh

Coach: But somebody else might go 'why?'

Researcher: Yeah…

Coach: So I think it's useful to have the opportunity to watch with someone else next to you, yeah.

Researcher: Yeah, so the academy have brought this in (observations) as quite a new process to aid in your development as coaches, are there any other ways you've felt supported in your coaching this year?

Coach: Erm, *pauses* I've found the opportunites very valuable where the senior staff come down and spend time with us on the pitch during the sessions…

Researcher: Yeah…

Coach: You know, asking questions and maybe slightly changing things, and asking why we've done certain things that way or the other, so that contact with full-time members of staff has been very beneficial for me this year.

Researcher: Okay, and if we can move on now into your… I know we've spoke about the learning needs of your players in the first interview, but let's say at the

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start of the season, what did you identify as your learning needs as a coach? Or is that something you've developed across the season?

Coach: Erm, *pauses* well having done the Coach Competency Framework last year, we've identified some areas for improvement for myself with the Line Manager, I've been working on it, and I've changed phase as well, which has been a challenge in itself, because I've worked with the under-9's as well as the under-11's, now I'm with the (under) 12's to 16's, so it has got its own challenges, erm, *pauses* but having this opportunity has been very, very useful in terms of being able to hear yourself, see whether my coaching styles align with the coaching syllabus and the coaching programme…

Researcher: Yeah…

Coach: So it's useful, I would like to see the same project in place next year.

Researcher: Yeah definitely, and if you could just summarise the style of coaching that you've been looking to adopt this season with the (under) 12's to 16's? What would you say that is? Because obviously that might change with the Foundation Phase to the Youth Development Phase? So what's been the approach you've been looking to take?

Coach: It definitely depends on the day of the week, the type of the session, erm, so on the Wednesday night with the biobanding sessions, I use more self-discovery and guided coaching…

Researcher: Yeah…

Coach: Erm, posing challenges and nudging players to do certain skills or things that will help them to become effective in a game, on the Thursday night it might be more erm, commanding style with some interventiosn and walkthroughs, but still giving players the ownership to come up with their own sollutions and ideas of how to tackle the challenges they face, and on a Saturday morning…

Researcher: Is that match prep on a Saturday?

Coach: Match prep yeah, again it's more coach led but with time to practice and ball rolling time, quite balanced so the players are relatively fresh for the game on a Sunday, but still getting a chance to play and enjoy, and have the opportunity to practice.

Researcher: I think that's a good point really, because when I'm coding them it would serve as a reference point for you if the days and topics were attached, which is why coaches were asked to outline their purpose at the start of the videos, this way you can maybe look at it and think 'okay, maybe that explains why more of this behaviour was used' as without this, you may be thinking 'did I use too much that day?' or 'was that relevant to the session aims?' so again if it was to happen again next year, I'm not sure what the process will be but it could be better being more… I agree it needs to be outlined clearly the day and topic of the session…

Coach: Definitely yeah.

Researcher: So in the style you've been looking to adopt, is that something that's come from experience? Or is that influenced by the academy's philosophy as well?

Coach: It's definitely… The aim is to match the academy philosophy, 'cos we want to develop a certain type of player within a certain environment, erm, and the way you rely on synergy throughout the academy…

Researcher: Yeah…

Coach: So we need to make sure that the points the players get are consistent throguhtout the age groups, erm, yeah.

Researcher: Okay, so if we could just think of… Is your team the under 12's?

Coach: Under 12's, yeah.

Researcher: Right, so I know we've spoke to a couple of coaches with the under 11's, so with their players moving up a phase their aim was maybe to prepare the players for that next step, what's been the aim for you this year with the under 12's?

Coach: *pauses*

Researcher: Is it a case of preparing them for the under 13's? Or is it across the phase that you're looking to prepare them for?

Coach: *pauses* Erm I've had opportunities to work with different age groups, for example on a Wednesday night I've been working with the (under) 15's and 16's, and then I'm attached to the under 12's age group, so for me this season it has been a challenge for me to get them up to the level that they erm, they're supposed to be at…

Researcher: Yeah, and is this the (under) 12's?

Coach: Yeah the under 12's, so it's been to get them up to that level, we've managed to do that with certain individuals, certain players responded to it well and stepped up, erm, other players unfortunately couldn't do it and they had to be released.

Researcher: Okay, so I know you spoke there about different players being at different levels, but how would you say your players… I know this might change between individuals, but how would you say that they best learn?

Coach: *pauses* Well the idea is that each player is a separate project, so we have to find the right methods and trigger points that work with certain individuals…

Researcher: And is that just as you get to know the player across the season? Or throughout their time at the academy?

Coach: It helps massively to know the person behind the player, 'cos I think they're just kids who just happen to be very good at football, erm, but if you can get to know the person behind that player it helps to see whether that indivudal needs a more commanding style, telling, because when you ask questions they

might answer but aren't neccesarily replicating the knowledge on the grass…

Researcher: Yeah…

Coach: And with others it might be that the player is doing well, and you can aid that learning process by actually giving some questions, giving some challenges, and looking at the response the player gives you, so it's about knowing the individual and knowing the coaching style to use with a player.

Researcher: Yeah…

Coach: Erm, to make sure that learning processes of the highest value occur.

Researcher: Okay, and just moving forwards with the process for next year, I know you spoke about previously having the chance to work with the (under) 15's and 16's, is that something that's been beneficial for you and your coaching?

Coach: Erm definitely, I've been lucky enough to have access to different age groups throughout my time at the academy, and I've always found it useful to know what levels are required when the players reach that age, so for example this year having opportunity sometimes working with the (under) 13's, I knew that in 12 months time there has to be a big, big change or response, because they (under 12's) are nowhere near the level required.

Researcher: Yeah, and with the (under) 16's as well, they're at the end of the phase aren't they?

Coach: Yeah…

Researcher: So you've seen the end product for that phase?

Coach: Yeah, and you can use it to benefit yourself as a coach, 'cos you've got access to those players and nudge them, so 'look, he is there' and 'you are 4 years away from that point, but if you could keep doing those things you can get there'.

Researcher: Okay, and with the stats side of the process as well, rather than focusing on what I have this season, so for example your instruction, your feedback, I know a couple of coaches have mentioned… Im not sure if this is something you'd like but maybe your first two observations could be a general overview, and then either yourself or sitting down with other members of staff, went through this and focused on specific areas agreed upon? Do you think this could be quite useful?

Coach: So just let me make sure I'm getting this right, so the first two sessions would be general sessions?

Researcher: Yeah…

Coach: And then gage what the needs are for me personally?

Researcher: Yeah, and that's not me gaging you, that can be yourself or with discussions with staff

Coach: It would be different, 'cos this season we were videoed on different nights, where the theme or type of sessions dictated our behaviours, whereas if we were to do this it might give you different stats with regards to coding our behaviours, so that could be something we could maybe explore, yeah.

Researcher: Okay, and really just to wrap up, is there anything else aside from that and the availability of the videos as well? So is there anything that I could've done more? Or is there anything next year that you'd like to see change?

Coach: I've enjoyed the process definitely, it was useful to have that and to have you here, you have to be very grateful for that *laughs*

Researcher: *laughs* Yeah…

Coach: 'Cos it's very useful for our development, and the more often you could be here with us… I know you are here a lot but there is so many staff…

Researcher: I know what you mean, yeah…

Coach: You might have to dilute yourself.

Researcher: So maybe just keeping it on a regular basis?

Coach: Yeah, I found the process very valuable for my own personal development, so the more I could get it, or the more access I could have to yourself or the tools that you use, the stats you produce from it, they're very beneficial I think.

Researcher: Okay good, and that was all from me, unless there's anything else?

Coach: Okay, no that's it.

Interview concludes

Interview with Coach 7 – Thursday 18th May 2017 (32mins 56secs)

Researcher: So first of all, I know we've spoken about your coaching experience (in first interview), I'm not sure if being video recorded is something that's happened to you before? How did this feel? Did you view it as just part of your job? Or did you feel nervous at all with the microphone on?

Coach: No I didn't feel nervous. The first time there was some confusion wasn't there, on the night?

Researcher: Yeah…

Coach: And it was the night, a Thursday, which normally (co-coach of under 15/16's) leads on, and I turned up and you were ready to go (record)…

Researcher: I get you, yeah…

Coach: And me and (Academy Manager) had a few words, and I said 'no I'm ready to go'. I would've just delivered whatever (co-coach) was gonna deliver that

night…

Researcher: Yeah…

Coach: I think *pauses* maybe because of my age, maybe because of my experience, that if someone gives me half an hour notice I should be able to deliver or put on some sessions relative to the topic of the night.

Researcher: I think that was just in the first couple of weeks really, wasn't it?

Coach: Yeah it was, yeah.

Researcher: But since then it's all been alright hasn't it?

Coach: Yeah, yeah it has. I've had no issues.

Researcher: And I've noticed you've been replying to the emails of schedules now haven't you?

Coach: Yeah, that's just to make sure.

Researcher and coach laugh

Researcher: And I know we've touched on the stats before… I've actually sent all of these through, and I'm not sure how much access you've had to those yet? But if you can imagine, how useful do you feel you'd find the stats?

Coach: Well when we had the meeting in the classroom, the erm *pauses*

Researcher: Oh, the CPD (Continuing Professional Development) night?

Coach: Yeah that's the one, I don't know if you were there that night?

Researcher: I wasn't, no…

Coach: I erm… I thought they were alright, I like stats…

Researcher alludes to previous conversation with coach

Coach: Yeah I like all of that stuff, erm *pauses*

Researcher: So to what extent do you think they influence your coaching? Or maybe highlight areas of your coaching?

Coach: *pauses* Reading the stats in the mid-year review, I don't know if I changed anything drastically afterwards…

Researcher: No?

Coach: Erm, *pauses* it's hard 'cos there was maybe 15 people in that room, and it's difficult to get too much information across from yourselves. We went through some of the headings and then you could relate this to your own coaching.

Researcher: I think there's just ways of looking into these stats. I mean you might find yourself comparing these and thinking 'well why is mine that and his is that?'

Coach: Yeah…

Researcher: But that, again, could all depend on – which we're aiming to get out of the process moving forwards – which topic was the session on? How long was the session? What age group were the players being coached?

Coach: Yeah, 'cos obviously my lad is here (as a coach) and he said he'd been told he was quiet, but he said 'well I've got 0.5 and someone's got 0.3' I don't know…

Researcher and coach laugh

Coach: And I looked at a couple of things and I compared some - and I think everybody would've -'cos it's the nature of us

Researcher: Yeah, definitely…

Coach: I wasn't competing with anyone. I was maybe comparing, but I certainly wasn't competing. *pauses* Me as a… I'm also an FA Tutor, so with some of these behaviourisms, there's a big push now on ball rolling time. 75% of your session should be ball rolling, that's what I'm telling coaches on (FA) Level 1 and Level 2 courses…

Researcher: Yeah…

Coach: So it would be interesting to see if I practiced what I preached, with a different hat on.

Researcher: I mean that's someone else you can do with this process, my study was more focused on behaviours, but you can also code the time spent in each practice - which I've done but it doesn't appear in your stats, So, you could say 'he was in a technical practice for 20 minutes, for example, and then the players went for a drinks break for 10 minutes' which, like you say, you might be aiming for certain percentages…

Coach: Yeah…

Researcher: So that's maybe something to think about…

Coach: And that's something that's maybe I'm more conscious of, because I'm obviously also in a different role (sixth form college tutor) so I don't know if I'm at an advantage or a disadvantage that I coach in other programmes, do you know what I mean?

Researcher: Yeah, yeah…

Coach: *pauses* The question here is players or ball rolling time? Whats more effective? The ball rolling and being engaged, playing the game? Or the percentage of that time being given instruction? Whether the ball's stopped playing or whatever, I'm a believer in… They haven't come here to play football, but they've come here for that ball to be rolling haven't they?

Researcher: Yeah I get you…

Coach: So I can't remember really much of the details about those numbers now - whether I was quiet or how many breaks they had - I know they don't tend to have a lot of breaks with me…

Researcher: No, but again that's something we can look at…

Researcher explains to coach how coding practice states would work

Coach: See there might be just a drinks break, or a drinks break where I've set them a challenge to go away and discuss. The one with a discussion would take longer than a drinks break would, wouldn't it?

Researcher: Yeah that's true…

Coach: Erm, *pauses* but personally when I've had the email (confirming observation) and I know when I'm on, it's been a benefit for the simple fact that… I don't work here full-time, so I can't speak for them, but when you've been at work all day and you come here, I have a session plan every week, it's on PMA (Performance Management Application) before I come to that session…

Researcher: Yeah…

Coach: So it's planned. I think that, when I know you're coming, and that you aren't here to look at the technical detail of my session, I think it puts the emphasis on what my task that night is.

Researcher: You mean so you're more focused on getting the outcomes from the session you want? As opposed to being conscious of me being there observing and what I'm looking for?

Coach: Yeah, it hasn't really affected me with you being there, and I've had the microphone on me before…

Researcher: Yeah…

Coach: And when I've had it on before, the people then have been more focused on what I say, rather than how long I've said it for…

Researcher: Or how much you've said certain things?

Coach: Yeah, or how long the kids have spent having a break, you know, it's been more about technical detail 'cos they were on qualifications. I haven't really been affected by you being there, it's put me in more of a positive environment rather than an apprehensive one…

Researcher: Yeah, definitely

Coach: *pauses* I think the positive is that night (of being observed) I've gone through exactly how I think that session is gonna run with the kids, so 'I'll have a break here' or 'I'll ask them this before the break'

Researcher: Yeah…

Coach: There's been a bit more planning in what I'm gonna ask them.

Researcher: And obviously when you get the chance to view these videos, do you think that you'll find them more useful than the stats? Or do you think that they can be used in combination?

Coach: I think they can be used together. When we got the data, I think there were one or two who said it - but most would agree - that really, without the video of it… And again, some of it's age appropriate, some of it's ability appropriate, and there's also your topic on the night, isn't there?

Researcher: Yeah, again that all comes into how you'll behave at the end of the day, doesn't it?

Coach: Yeah, and even that… I don't know if you've considered that, so the (under) 16's are the last here on a Monday and a Thursday, until 9 o'clock, and they've been here all day on day release, so do you know at half past 7, how many times do they need stopping when they've been here all day?

Researcher: Yeah there's all of those little things isn't there?

Coach: There is isn't there, and it's *pauses* sometimes after games on a Saturday they might need stopping more, but *pauses*

Researcher: So with these videos then, do you think once you have access to them that they'd also influence or highlight some of your coaching behaviours?

Coach: Oh god yeah *laughs*

Researcher: And are these something you'd take away yourself and critique?

Coach: Yeah I'd be by myself in a room, yeah *laughs*

Researcher: What about watching them with someone else? Or would you prefer to watch them in your own time?

Coach: Oh I wouldn't mind watching them with somebody else if I had to, but I… The first thing for me from previous experience would be the tone of my voice…

Researcher and coach laugh

Coach: I cant stand to hear myself speak…

Researcher: *laughs* I'm the same to be fair…

Coach: But certainly it's been good to have some sessions videoed. I've done that at the college as well…

Coach shares previous experience filming at college

Coach: But erm, I think it affects you, 'cos you pick up on your traits don't you?

Researcher: Yeah…

Coach: Those words you use all of the time, like some people go 'erm, erm, erm' or 'freeze', don't they?

Researcher: *laughs* yeah, yeah they do.

Coach: And I've just used them…

Researcher and coach laugh

Coach: Erm, but it would be good to get the session videos I think - not as a test on the coach… I'd certainly like… Let's say my topic was counter attack, I'd like my session to be videoed from a height, so I could see how many times… So I could see if I've give them the right information, the right detail, and if I've missed or spotted…

Researcher: What do you mean? To see to what extent the players have achieved that in the session?

Coach: Yeah, to see how I've affected players, or made an impact on the players…

Researcher: Yeah I get what you mean. I know this process is something that has been brought into the academy to help develop you as coaches, so how useful have you found this? Or is there any other ways you've felt supported over the last year?

Coach: I think it's a step forward in the right direction. It's just maybe the bit after it - after the video – where we've been videoed, we've had one set of data sheets, and that's pretty much it…

Researcher: Yeah, I mean a few coaches have mentioned a more structured process…

Researcher shares observation experiences and how they initially started on a monthly basis

Researcher: And moving on now into your personal coaching, I'm not sure if you've identified - maybe at the start of the season - what you as a coach are looking to get out of the season? Or moving forwards into next season? What would you say your learning needs are as a coach? And how have these identified? Or would you say these may be influenced by the videos to come?

Coach: Yeah the videos will be helpful. My… I'm… *pauses* I'm a part-time coach, so the group of kids I'm assigned to, I don't have them for every session. Maybe (co-coach) is a constant with them, 'cos he's a full-time member of staff. I just try and put my own thoughts and angles on it, and hope we're all singing from the same hymn sheet…

Researcher: Yeah…

Coach: And that we all have the same ideas, I'm not sure that'll be true…

Researcher alludes to coach answer in first interview on differences in approach to full-time co-coach, Coach explains how he may not be as 'tough' on the players as his co-coach (i.e. if a full-time staff member is tough on a player, it can be resolved – if needed - the next day, whereas part-time staff may have to wait two or three days until they are next around)

Researcher: Yeah I know what you mean. And just overall - that might be related to the age group you coach - what's been the style of coaching you've been looking to adopt with the players? In terms of in sessions?

Coach: *silence*

Researcher: That might be how you're getting the points across to the players? Or what you're looking to get out of the session?

Coach: I think in this age group it should be more about guided discovery. The majority of them have been here since the age of 9 or 10. They should have a really good understanding of the roles and responsibilities of a couple of positions by now…

Researcher: Yeah…

Coach: And I know that changes with the formations, three at the back, four at the back…

Researcher: And do you think your previous experience in educational settings might impact on your ability in these guided discovery type settings?

Coach: Yeah maybe.

Researcher: You know, it might be something that occurs in a classroom-based setting, I don't know, maybe instead of saying 'here's your work' you might ask them questions relating to that work?

Coach shares experience of Level 1-3 students and how some need telling more than others

Coach: And that's the same with the lads here, I don't really wanna give them the answers. We should try and set up the challenges for them to work out themselves, 'cos on Saturday we aren't there to give them the answer. Sometimes we do, but we can't physically stop the game and say 'what are you gonna do with that kid who keeps dropping in?' or whatever…

Researcher: Yeah that's a good point, so you mean try and get this across to the players during the week for them to be able to go out there and perform on a Saturday?

Coach: Yeah, that's it.

Researcher: Okay, so I know that the academy might have their own influence on how you coach, like with the curriculum, you said?

Coach: Yeah…

Researcher: So the way you coach in sessions then, is that your personal philosophy as well? Is that something you try and put across?

Coach: Yeah, certainly it's my take on it really. I wouldn't think I step too far away from… I certainly deliver what the topics are that week…

Researcher: Oh yeah…

Coach: We coach the 6 activities that are defined. We go through them, but I think it's a positive that we have a… We don't wanna be too regimental, we wanna be giving the players the same messages but not in the same style, don't we?

Researcher: Yeah…

Coach: 'Cos it would be too regimental, and football isn't a regimental game…

Coach shares joke with researcher on regimental professional football managers

Researcher: *laughs* So aside from the statistics, I know they can look a bit confusing to some people…

Coach: Yeah…

Researcher: But these aside, are there any points in your sessions… Again the videos will help this, I'm sure, but is there anything you feel 'I might do too much of that' or 'I might not do enough of this'? That might be when you reflect on your sessions?

Coach: Erm, *pauses* I've done plenty of sessions which haven't worked here. I think if anyone thinks they've done every session spot on… There's plenty of sessions afterwards where I've thought 'you know what, that didn't quite work tonight' and theres been some which I've really enjoyed.

Researcher: And for your age group, that's the under 15's and 16's, isn't it?

Coach: That's right, yeah.

Researcher: So the next step for them after that then, is the under 18's?

Coach: Yeah…

Researcher: So what's been your goal this season? Has it been to prepare them for that step up? Has it been...

Coach: Yeah, so we've hardly had any (under) 16's playing in the (under) 16's this year. It's mainly been the (under) 14's and 15's, so when you jump in the car and go home… We haven't had many hammerings, but theres been games we've struggled…

Researcher: Has that been maybe with the better players moving up an age?

Coach: Yeah, and the older ones.

Coach shares experience of particular player who competes physically in the coach's age group, and has since moved up to the under 18's

Coach: So sometimes you think 'this is hard work' you know, going to places with 14 and 15 year olds is difficult at times…

Researcher: Yeah your age group is quite difficult in that sense, isn't it? It's almost like the (under) 23's picking up some of the (under) 18's better players? Then the (under) 18's picking up some of your better players?

Coach: Yeah exactly. That was certainly the case at the beginning of the season.

Coach shares joke about first team manager at the start of the season having a limited squad, and how this had a knock on effect on the academy

Researcher: *laughs* It's true though, isn't it?

Coach: Yeah, I remember having a 14 year old on my bench that same Sunday.

Researcher and coach laugh

Coach shares examples of individual players who were in coach's under 16 squad last year, and have since been offered scholarships and/or featured in this season's successful under-23 campaign

Researcher: So I know you've spoken a bit there about getting the points across to the players this year ahead of moving up a phase, but how would you say the players in your sessions learn best? And how have these been identified? I know these might not be the same ways for every player?

Coach: No it isn't…

Coach shares experience of individual players and how their learning differs

Coach: Sometimes the design of your activity seemed a bit alien to them.

Researcher: So did this affect how you coached? Maybe some you were able to question and answer? Whereas others needed a more command style?

Coach: I'm not too sure about the full-time staff, but I'm aware a lot of them are being put on their (FA) Youth Modules, so hopefully as the years go on, the (under) 16's in 5 years time - which are now the (under) 11's - will be accustomed to things like session design…

Researcher: So like you mentioned about the first-team situation having a knockdown effect, this is perhaps something that will impact the academy in the opposite way?

Coach: Yeah that's it…

*Coach shares previous experience of asking another age group questions

travelling to an away game, with the majority not being able to answer this*

Coach: But I think previously, it felt like coaches were doing their own stuff, maybe coaches here before focused on the stuff they were good at, so if they were defenders, they told them about defensive situations, 'cos they could demonstrate it well, I don't know…

Researcher: Okay, yeah. So this part now is about moving forwards with the process into next season and how it could be improved, there's been a few different suggestions put across…

Coach: Yeah…

Researcher: So how about maybe, time permitting, having opportunities to observe coaches in other age groups or phases?

Coach: You mean instead of the videos?

Researcher: No, so for example, in the meeting if there was any part of you thinking 'why did I have only that amount for that behaviour?' or 'why did he have that amount?', as well as being observed yourself, you could observe others during sessions maybe? To see what's going on in and around the academy?

Coach: Well there was a day when the Foundation Phase came to watch the Youth Development Phase on a Saturday, they came and watched our game to see how two coaches work together…

Researcher: Okay…

Coach: But no, certainly recently I would've liked to have gone and watched the (under) 14's…

Researcher: Is that to see who you could be picking up next year?

Coach: Maybe yeah, I cant surmise I'm gonna be with the (under) 16's this year… It's like the two (under 18's coaches), I think they should come and see every one of the under 16's before Christmas…

Researcher: What about anything else then? I know we've spoke about the stats maybe being a lot to take on without an accompanying video?

Coach: Yeah…

Researcher: What's been maybe suggested is having one or two observations initially, with a general view of your coaching behaviours, then either yourself or maybe with someone else, you could say 'this is what needs working on' or? You know, focusing on a more specific aspect?

Coach: Yeah I know what you mean, it is quite broad…

Researcher: But with this you can look at, for example, lines of questioning, what questions were you asking? But also how did the players react? You can look at all of these things

Coach: And is it open and closed questions on it?

Researcher: That is on there, yeah

Coach: 'Cos some kids, in the college, you can ask them an open question and only get a closed reply *laughs*

Researcher briefly explains the process of how questions were determined as open or closed

Researcher: So yeah, with this you can narrow it down into questioning or maybe feedback, making it more individualised, but that could come from the videos again…

Coach: I think it has been good, you get out of it what you want, without the videos it's difficult…

Researcher: Yeah I know…

Coach: But for me the key things was that I plan every week, like I say, and I know you're not there to observe the technical details of my session, so coaches might mention being observed more times than another, but you're not videoing their actual session, are you? There's no ulterior motive surely?

Researcher: Yeah that is true, it's for your own coaching too I suppose? With the average session, you obviously can't access that session? It's something you can save and look back on isn't it?

Coach: Yeah exactly…

Researcher: But really, the final question, is there any more issues with the process? Anything I've done? The way it's gone? I know we've covered having it more structured and the availability of the videos, but anything aside from that?

Coach: Yeah the videos for me, and I don't know what the process is with the Coach Competency Framework, it's a good tool to have, it's a difficult one isn't it Josh, 'cos we're all gonna be compeititve at the end of the day, that's our background…

Researcher: Yeah…

Coach: We've probably all played football, so you've gotta be careful how that's (the data) is used sometimes, someone might wanna start creating a league table with it.

Researcher and coach laugh and share joke on creating a league table of coaching behaviours

Researcher: But I think we've just gotta get it across that 1) it's not trying to catch the coaches out…

Coach: No…

Researcher: And then 2) it's not like a test, it's more just for their own coaching, and again that will come with the videos, it might be a case of 'oh, that's why I maybe didn't ask as many questions, 'cos they were getting it'

Coach: Yeah there's that isn't there? And if theyre learning something new, especially the younger ones, you're probably gonna have to ask and ask until they get it, if you're doing something that already know, or you're consolidating or adding fine details to their learning, maybe you don't need to.

Researcher: It's just being able to connect the two really I guess, being able to have the stats and the videos, organising the sessions, you'd have a lot more insight into what was going on, wouldn't you?

Coach: I think this is a good tool, if you're a coach as old as me, or at the other end of the spectrum like my son, he should still be able to observe his session and know if hes met the needs of the kids, tried to get out as best he can his bits he wanted to get out that night, and if that was the best way to get these outcomes, and that goes for me as well, there's plenty of times I've gone away and thought 'what the…'

Coach shares example of being unsure of how to best implement topic into a session

Coach: It wasn't until a CPD night that they showed us what they wanted, and it became clearer, but I thought that was quite repetitive every week, the same type of thing.

Researcher: Yeah I get you, and that's all from me, unless you've got anything to add?

Coach: No, that's it.

Interview concludes

Interview with Coach 9 – Thursday 5th May 2017 (16min 06secs)

Researcher: I know there's been some issues with coaches accessing their videos, so we'll start with the statistics?

Coach: Yeah, I've looked at the stats…

Researcher: Okay, so what are your feelings regarding that type of information? In terms of its usefulness for you?

Coach: Yeah, well I mean I think we spoke about it on the CPD (Continuing Professional Development) night, didn't we?

Researcher: Yeah we did…

Coach: I think people… I don't know if confused is the word, but certainly there was a lot of info, and a lot of numbers, it was a bit like "well what's this?"

Researcher: Yeah…

Coach: You know, it was like "positive feedback" and you maybe had a 2, and you're thinking "2, that must be rubbish, I'm sure I gave more than 2 positive feedback in my session"

Researcher: Yeah…

Coach: But I think we spoke on that, that the positive feedback fell into another bracket or something?

Researcher: Yeah, yeah, general or specific…

Coach: Yeah, so it was interesting, but I didn't take a great deal out of it because of the actual content of it. There was quite a lot of content in there.

Researcher: Okay, so for you then, we're thinking about moving this process forward, so what would be the most helpful for you? So, you know, in terms of support for your coaching, professional development support, what would that look like for you if you could decide?

Coach: Erm, again I think we spoke in the meeting about either yourselves or another one or two coaches or whatever, sitting down… But I mean in an Academy, theres that much going on during a day that you find it hard to say "right, I'm going to take an hour out and watch the video that you've done for me on Wednesday night"

Researcher: Yeah…

Coach: And asking someone "would you mind sitting with me and we'll go over it?" and you're sitting with one of your peers saying "that was really good" or "it looks like you could've done a bit better there" so you're getting feedback all of the time from people that you work with, but in this setting it's virtually impossible to…

Researcher: Yeah…

Coach: You'd need to go somewhere away from here, and go somewhere and go "I'll be back in an hour" because then no-one can come in and say "oh, there's someone on the phone for you" or "are you still going to that game on Sunday?" or "there's a boy waiting outside for treatment" do you know what I mean?

Researcher: Yeah…

Coach: So it's hard. There's just something going on all of the time. But in terms of the actual thing, like with the feedback sheet, you know what footballers are like, we're not the brightest are we?

Researcher and Coach laugh

Coach: So just making it more simplistic really, so people can see "this is what we're looking at" you know, so many different categories, and "this is what we're getting out of it" and I know you spoke about not judging people, or marking people…

Researcher: Yeah…

Coach: You know, everybody's different, everyone learns in different ways…

Researcher: Yeah, and obviously you all coach different players, you might have a really strong group, but you may have a weaker group in the same phase…

Coach: Yeah that's it…

Researcher: So that's gonna dictate how the coaches are gonna work with those people…

Coach: Absolutely…

Researcher: I mean we were speaking to (U18 coach) earlier and his role with the (under) 18's, you know, his best players get taken by the (under) 23's, so then he's constantly picking up (under) 15's and 16's, who, if they're not ready, may disrupt some of the lads that are already in the squad…

Coach: Definitely, yeah…

Researcher: So these are all the complex issues that coaches have to face…

Coach: True…

Researcher: It's not as simple as going out there and intending to do X and getting Y, we know it doesn't work like that, but I think from our point of view we're just trying to think of what would be useful for you? And if that's maybe making things a bit more simplistic in terms of the information you're getting, and more clarity in terms of what these things mean, then that's absolutely great, because then we can go and make sure that happens…

Coach: Yeah…

Researcher: Because ultimately, we want it to be useful for you, in the sense of you can get it, access your filmed sessions and use it in a manner that will help you with your coaching…

Coach: Absolutely, yeah…

Researcher: So in terms of your own professional development, then, what do you think has worked best for you in the past? I guess there might be some real standout points in your coaching career? That might be coach education, or working with more experienced coaches? What seems to have worked for you, do you think?

Coach: Erm, I think because I've coached in quite a wide variety of places, so I started here 12 years ago part-time, I'd just moved back… I had a spell at Bristol Rovers…

Researcher: Right, okay…

Coach: When the manager left, one of the players who took over asked me to help him, so I was his assistant manager for 2-3 months, so straight away, with no coaching badges, I was not interested in becoming a coach, but was kind of thrust straight into it, so you're straight into "you're playing whoever on a Saturday" and "you're doing set pieces"

Researcher: Yeah *laughs*

Coach shares story of where the manager he assisted has ended up through his career

Coach: So I learned a lot from (Manager of ex professional club), he, as a player, had pretty much made note of every session that he'd took part in, from the age of 21. I, on the other hand, as I say I wasn't interested in becoming a coach, so learning from people like that was great…

Researcher: Yeah…

Coach: And then I came here and started working with the (under) 13's, which was from one extreme to the other…

Researcher: Yeah…

Coach: Again, you're learning different skills 'cos you've gotta be different with a 13-year-old then you have with a pro and stuff like that…

Researcher: Absolutely…

Coach: Erm, left here and went to (semi professional team) for 4 years, which was non-league, so you're into a different… You're working with adults again, but guys who are training twice a week, and so 16 of them get paid every week, and the ones who don't make the 16 don't get paid, so you've gotta deal with all of that stuff as well as the football…

Researcher: Yeah, yeah…

Coach: Then back here full-time, 12-16 year olds, then I've just had a year at Leeds (United) coaching their under 18's, and then back here again with the 12-16 year olds *laughs*

Researcher: Right…

Coach: But I think it's been good 'cos I've worked with all sorts of ages, which I think has stood me in good stead with the way I handle things…

Researcher: Yeah, absolutely…

Coach: So I now kinda know that I can't say to a 12-16 year old certain things, not that I would do that with under 18's, but sometimes when you're in a non-league game, you're a bit more demanding…

Researcher: Yeah, course…

Coach: So I think I've picked up a lot of different things over the years that have helped me, in terms of how you treat people and how you go about things

Researcher: So you currently work with the under 14's?

Coach: Yes…

Researcher: So what is it that you're trying to do? So what is the end goal with these kids? Not necessarily session by session, but if you looked over a slightly longer period where you start at the beginning of the season, where do you want them to be at the end of the season?

Coach: The (under) 14's are the best group in the Academy, no doubt, and that's not because of me…

Researcher and Coach laugh

Coach: When I came here I was told they were the best group, they are the best group. They're probably the best individual players within the Academy, they're probably the most competitive group. So for me, the goal is to get as many of them scolarships as we can. There's no doubt in some of their abilities, but I think tney're been told for the last couple of the years that they're the best group in the Academy, so some of them know they're quite good, so we've got 3 or 4 who have poor work rate, but they know that when they get on the ball they can make things happen. So as well as trying to coach them to become better players, I'm also trying to reiterate to them that it takes more than just skill to become a professional player…

Researcher: Yeah…

Coach: You have to have work ethic, you have to work hard everytime you come into the building. Although you're an individual here, trying to get your own scholarship, you're part of a team on a Sunday. So the biggest thing for me for them is, I'm trying to hammer home to them that they're good players, but you need to do more to become a footballer, that's what we're trying to get into them at the minute

Researcher: Absolutely, and if we just go back to this whole process of what's happened this season, how have you felt about being recorded? I don't know if that's something that's happened to you before, whether you've had the opportunity to be filmed? But you know, how did that make you feel? And how did the process in general make you feel? Was it quite a daunting exercise, or quite sceptical of it? How would you say you felt?

Coach: No, absolutely fine. Erm, I think I got videoed before when I got my Youth Module…

Researcher: Okay…

Coach: Erm, as usual, when Josh comes up and gives you the microphone, your first thought is "oh no, here we go, don't swear" and that's not to say I'd swear

anyways at under 14's but…

Researcher: Yeah, yeah…

Coach: And you know, "don't say something you shouldn't" but once you get into the session and you're kind of in the moment… Plus, the good thing is I'm not somebody who is gonna sit here and go "I don't need to watch my clips", if I watch my clips back with yourselves, or one of the coaching staff, and they say "you could maybe have done that a bit better" I would say "okay, yeah, thanks for that"

Researcher: Yeah…

Coach: 'Cos that's the whole idea of it, to try and make us better as coaches. So if you see 1 thing, or 10 things in a coaching video and think "it could be a little bit better if you tried this" it would be for my benefit. It's to benefit myself and all of the other coaches. I've got no problem with it.

Researcher: So if we were to move forward with things, then, what would you be looking for? I know there's been issues with some of the videos, but we're gonna make sure that's sorted as soon as possible, but beyond that is there anything that would be really helpful for you? Maybe there's people that don't have the time to sit down and talk through their coaching, and that's not to say you need people to tell you, but maybe as a sounding board? Is that something you'd think would be useful?

Coach: Do you mean sitting down with somebody else?

Researcher: Yeah…

Coach: I think it's always good to have a… I mean, I know if I sat down myself, I would slaughter myself. I wouldn't say "that was good" you know, I'd pick out things and say… I mean I don't like watching myself back anyway, 'cos sometimes you don't realise how Scottish you are at times…

Researcher and Coach laugh

Coach: So I don't like watching myself back, but I know that if I did, I would pick up on the negatives rather than the positives…

Researcher: Right…

Coach: Which I suppose isn't a bad thing, it's things you want to improve on…

Researcher: No, no, absolutely…

Coach: But it would probably be good to have somebody with you to say "what do you think of that?" or "you maybe could've done that instead" or "that was quite good" and then you get, kind of, a more balanced view on it

Researcher: Okay, yeah that sounds good. And in terms of the wider stuff, I mean, some of the coaches have spoke about having the opportunity to talk more, or even work with different sessions?

Coach: Yeah…

Researcher: I think that's particularly the case with the older groups, to avoid that motonomy. Would you see that as beneficial, not very regularly, but just to change things up a bit and to give coaches to see what each other are doing?

Coach: Absolutely. Because I've always said theres a bit of a perception in this country, if a new coach comes in it's "oh, stick them with the under 8's"

Researcher: Yeah…

Coach: Whereas I know in a lot of other countries now, theyre putting their best coaches with the kids, because that's the golden age…

Researcher: That's the norm, yeah…

Coach: So you might go and watch an under 9's session and think "that's a great drill, I've not seen that before" so for me, you're always learning, whether you're watching Marco Silva (current first-team manager) or the under 8's group in the Academy. There's always things you can learn from them, there's always things you can pick up, from anybody and everybody. So yeah, I'm very open in that respect.

Researcher: That's great, thanks for that.

Coach: No problem, thanks mate.

Interview concludes

Interview with Coach 11 – Thursday 5th May 2017 (23min 47secs)

Researcher: So first of all, I don't know if you've had any opportunities to watch any of your coaching videos?

Coach: No I haven't had my clips

Researcher: Yeah, we know there's been an issue with those, they are all here and on a drive, but we've had some technical problems. They will be available as of next week. So in terms of the statistics, then, I know you've had some of that, and there's some more to come. What are your thoughts on that, in terms of its usefulness? With helping you with anything coaching related?

Coach: I think it'd be helpful if I had something to compare it against. For example, I'm quite high on management – direct (coaching behaviour), how does this compare to other people? Because I see other people coaching, and I know they're different styles to me, but I'm not sure how different, do you know what I mean?

Researcher: Yeah…

Coach: So I think if I had some information, you know, it doesn't have to be "These are your stats, these are his stats" but just a generic "this is how you

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compare to different coaches in the academy" sort of thing

Researcher: Right, okay…

Coach: So you know you're slightly more this way than the other, which would give me an idea of what my coaching style is, rather than just comparing it to nothing, because at the moment it's just figures, which mean, well what they mean…

Researcher: Yeah, course…

Coach: Is that a good thing? Is that a bad thing? Is it similar or not to other people? So I'd like to be able to reflect on my coaching and be like "I'm slightly more than (co-coach of under 18's) in this, but slightly less in this" and also comparing to other people in the academy, I think that'd be helpful.

Researcher: Okay, yeah, that sounds good. Erm, do you feel that, numbers aside, when you're coaching you feel you're doing something more than you're wanting to? Or not doing something as much as you'd want to? Do you ever feel that's happening when you deliver?

Coach: Yeah, definitely. Erm, but that's dependent on the players I'm delivering to.

Researcher: Yeah…

Coach: You know, in the past I've delivered to players where I don't feel the need to drive the session, I can just set it up and it drives itself, but the group of players I'm working with at the moment need constant, you know… They need constant input to keep them on task and focused, and I sometimes feel I'm inputting more than what I want to, but that's just because of the players I'm dealing with, not because that's how I want to do it, I just feel they need that.

Researcher: That's a really good point. So next year it may be a bit of a different situation where, I don't know, there could be a group of players that don't need that, and as a consequence you do something a bit different?

Coach: Yeah I'll alter my style accordingly, I'd like to think so anyway because I sometimes feel I say more than what I want to…

Researcher: Yeah…

Coach: That's maybe with the (under) 18's, I've done sessions with the (under) 23's, left them to it because they're a bit more confident, a bit more vocal, and they drive the session themselves, so I've noticed just with the two different age groups anyway.

Researcher: Yeah, and I know that you obviously coach only in the Professional Development Phase, but have you had any experiences in the past where you've coached the lower age groups, and again you've felt that there needs to be more of a directive, and a bit more telling, rather than stepping back?

Coach: Yeah, definitely, and when I coach with the older ones it's very much… Because they've been training for years I expect them to know the basics of a drill

without me having to explain "this is a possession drill, this is what…" you know what I mean, just set it up and let them get on with it

Researcher: Yeah, course…

Coach: Whereas with the younger age groups, you do have to stop it and spend a bit more time explaining what we're doing, why we're doing it, trying to get them to understand, so I like the sessions higher up (PDP phase) to be quicker, trying to get from one thing to another as quick as I can, I don't really wanna have to explain it because they'll work it out, good players work it out.

Researcher: Yeah…

Coach: Whereas younger players need a bit more…

Researcher: And I guess, as well, you're working in an age group whereby it's pretty important for the players in terms of their futures about how they perform?

Coach: Exactly, yeah…

Researcher: Erm, so again, does that dictate a little bit in terms of…

Coach: Yeah, definitely, I don't think you need to… Well you do remind them, but not constantly remind them why they're doing things, the outcomes, they know what they're trying to get better at, they know where the end game is, so you don't have to keep referring back to that, I suppose.

Researcher: And what do you find is the most challenging aspect, then, of delivering in that particular phase, would you say?

Coach: With the older ones?

Researcher: Yeah…

Coach: Erm, *pauses* one of the most challenging things is that you're seeing them every day, it's 6 days a week including the game on a Saturday, so it's a bit of a familiarity type of thing. You don't wanna be saying the same things, "you do this, you need to do that" you wanna keep it fresh…

Researcher: Yeah…

Coach: I try keeping bright in the sessions, because if you're constantly saying and doing the same things it loses a bit of its impetus, momentum, whatever you'd like to call it, so that's what I find difficult dealing with this age group, especially when I've had… This season I've been dealing with coaching 10 players, maybe a little bit less a lot of the time, so you're constantly talking to the same players over and over…

Researcher: Yeah…

Coach: So I think it can lose a little bit in its delivery.

Researcher: So as much as that's maybe a strength in some aspects, that you really

get to know them inside out…

Coach: Yeah…

Researcher: Like you say, it's quite diffciult to make sure that it always a little bit different…

Coach: Yeah, exactly, yeah…

Researcher: That's a good point. Erm, in terms of your development, then, if we're thinking generally about it, what kind of things over the period of your coaching career, at certain points, what things have had the most impact on you, and how you currently coach?

Coach: Erm, I suppose it's just experiencing different coaches, like I say if I'm just doing the (under) 18's on there, on my own, separate to everyone else, I'm never getting the opportunity to see other coaches coach, not seeing what sessions they do, not seeing how they deliver sessions…

Researcher: Yeah…

Coach: So you end up just doing your own thing, you're not improving there are you?

Researcher: No, no…

Coach: So I think the most important thing for me is spending time with the (under) 23's, seeing those coaches deliver, and then maybe just the odd session with (YDP coaches), just getting the different, you know, more holistic view of what's going on in the Academy, but also the differnet styles, going back to the same thing of if there's something I see in their sessions, taking it on board.

Researcher: Course, yeah, and you know, now you've got some stats around coaching and delivery, does it serve as a reference point for you at all? I guess if you have some information on others, you may initially not be sure what that means, but after watching them coach, does it help you identify how they deliver?

Coach: I think so, yeah, if we were all open enough to maybe even highlight things we each do a lot of, so "these people do a lot of that" and you would then go see that and be able to say "I can see why you're doing a lot of that" then I think it would work…

Researcher: Yeah, yeah…

Coach: But I think if… I mean I'd be happy for other people to see mine, and maybe highlight the stuff I do a lot of, and say "this is (co-coach of U18) style, this is how he does it" do you know what I mean?

Researcher: Yeah…

Coach: And if anyone came and watched my session they'd be able to see that, they'd be able to relate it back to the numbers, then it puts a bit more of realism…

Researcher: A bit more context as well, doesn't it?

Coach: Yeah, exactly.

Researcher: So in terms of watching other coaches, then, I guess that's quite difficult given the amount of hours that you coach, the age group that you work in…

Coach: Yeah…

Researcher: So for you then, and your professional development over the next 6 months, what would you want?

Coach: Erm, I'd say have it, maybe every month or so we did a thing where someone came and watched me, and I watched someone else. At the end of the day there's 2 coaches with each age group, so there's no reason why I couldn't swap roles with (YDP Coach) for a day, or a person who works with me swaps with someone else, do you know what I mean?

Researcher: Yeah…

Coach: So everyone gets a little bit of a view of what someone else is doing, and if we've got these (statistics) to relate back to specifically, say I'm working with (Lead Foundation Phase Coach), I don't lead the session but just watch him, and he does the same for me, over the course of the season you might have spent 1 or 2 sessions with each coach in the Academy, which then makes us all singing off the same hymn sheet, making sure we're all working together and getting a better relationship with each other

Researcher: Yeah, and I guess as well, the conversations you would have, the conversations can only go so far before you have to go and watch each other?

Coach: Yeah, exactly…

Researcher: You can talk about good practice, what you're trying to do and achieve, but ultimately until you start seeing other people do that, or they come and see you, it really only goes so far, the conversation…

Coach: That's it, yeah, the best thing to do is to see it, isn't it?

Researcher: Okay, that sounds really good. Erm, so in terms of other experiences, then, what are your thoughts on anything related to other coach education you might have received? In terms of impact? I know you mentioned seeing other coaches operate, maybe when you were more of a novice coach watching more experienced coaches, but now working within the Professional Development Phase, and a senior coach at the club, how do you push your own development even when others are perhaps looking to you, rather than you looking to them?

Coach: Erm, *pauses* I mean we occasionally have, like, meetings with the senior coaches, where someone will put on a presentation and then we'll discuss it. It's not really about the presentation, though, it's more the discussion it starts, opening the floor about "what do you think about this?" it might be a certain way of playing, etcetera, and we open it up, so I think that's beneficial…

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Researcher: And does that happen a lot?

Coach: It happens. Everyone's busy aren't they, so I'm not saying we need more of it, but it's beneficial.

Researcher: Okay, that's good. So going back to this season, then, what is it that you've really tried to do for these players? Do you feel that you've got a group of players this season that maybe haven't been as strong as previous years, as a collective? Or have they been stronger? You know, what is it that you've tried to achieve and what's determined that?

Coach: Erm, there's two things I've tried to achieve. My primary target is to get players to a level where they can have a career in Football. That's always in the back of my mind. I'm trying to help them become a little bit better every week, so whenever they leave me they're gonna get a job in Football, and are gonna be a professional. And my other thing is to try and create a certain level of performance on a Saturday so they don't lose confidence in what they're doing…

Researcher: Yeah…

Coach: So their belief in themselves in becoming a professional footballer is maintained, 'cos if they keep getting beat on a Saturday they're gonna stop believing in what you're telling them, they'll lose confidence. So it's sort of two-fold, my first job is helping them become better players, but if we're getting results on a Saturday… The standard of the players when I arrived was not as good as I expected, or that I've worked with in the past, to be brutally honest, so it's been tougher than what I thought, and obviously in my job with the (under) 18's, as soon as someone's playing well and they're getting close to a level where they're really kicking on, they getting taken off you (under 23's squad) and you get a whole new group of lads from the (under) 16's who, in my opinion, are way off it, you know what I mean?

Researcher: Yeah, yeah…

Coach: So it makes that Saturday thing even harder, especially this year it's been even harder, the results and maintaining confidence, that side of it has been tougher.

Researcher: I guess with the (under) 23's, I'm sure this will change depending on the club you work for, but with the (under) 18's, like you said, the best players will go up to the (under) 23's, erm, and the (under) 15's/16's are perhaps…

Coach: Not good enough?

Researcher: Yeah, not physically ready for what's to come, so in terms of being mindful of results, then, does that determine how you coach? You know, one eye might be one preparing the players for professional football, whether its here or somewhere else, but also you want to maintain self-esteem and confidence?

Coach: Yeah…

Researcher: So, I don't know, maybe the (under) 18's come to a session without

the focus and intensity you expect, will that impact your delivery?

Coach: Yeah, definitely, I think theres a certain level of desire, focus and concentration that no matter how much ability and confidence you've got, I think those things need to be there regardless, and I think the psychological effects of players coming through is underestimated, you know, I don't think there's enough in general really. Losing games every week, like I say, it affects you, and it's hard to pick them up, especially when you're seeing them 6 days a week, you know…

Researcher: Yeah…

Coach: Erm, I'm not really sure where you're going with your question? But I just think theres two parts to it that need to be running parallel really: trying to produce players, and ensuring the players are confident in their abilities…

Researcher: So theres a bigger picture isn't there, really? Creating the players may appear a big picture, but there's also getting them by on a week-to-week basis?

Coach: Yeah, and that's the difficult thing, trying to marry the two, especially this season since we've got small numbers, we've had the better players taken off us and the lads that have stepped up haven't quite been there. It becomes a difficult situation really 'cos the lads that are there constantly there, for example Billy Chadwick has played for us 90% of the season, he knows when lads are stepping up they're not quite good enough, they're gonna let us down, they're gonna cost us goals…

Researcher: Yeah…

Coach: And he sees other lads disappearing off, he knows when he sees them go we aren't gonna be as strong, so it's hard to maintain his focus, concentration and confidence.

Researcher: Do the players in the (under) 18's, then, the lad you've just mentioned who are part of that core group, what do you think is the impact for them, do you think, seeing players around them going up, and coming up from the younger age groups, not only relating to chances in games, but also in day-to-day training sessions?

Coach: Yeah it becomes difficult to keep them motivated, and to keep them on task, like you say, but that's been one of my primary jobs this year, to do that. I do think that the core group who've been there have improved, so although I'm saying this, that and the other, my primary job was to get that core group better, and I do think I have achieved that goal…

Researcher: Yeah…

Coach: But whilst I've done it, I've almost had one hand tied behind my back, you know, it's been difficult in the circumstances. I think next year with a bigger core group of the (under) 18's, if the (under) 23's poach 1 or 2 of our players it'll be fine, at least we'd be seeing the progressions we're looking for, which would have positive impacts on our players to perform well. I just don't wanna see 4 or 5 of our players going at once

Researcher and Coach laugh

Researcher: And I guess what's happened at the first-team might have impacted that as well, has it?

Coach: Yeah, yeah, it all filters down…

Researcher: They've not got a big squad have they?

Coach: No, and we're at the bottom of the pile if you like, within the Professional Development Phase, so we get…

Researcher: Everyone just takes from you?

Researcher and Coach laugh

Coach: Exactly, yeah, which is the way it's always gonna be

Researcher: Yeah, and the final thing really is around the actual process around being video recorded. How did you feel? I don't know if you've had many experiences of that in the past?

Coach: It was fine, it didn't worry me too much. Erm, *pauses* I think there was just one occasion where the filming had finished and the equipment was packed away, but I still… You know when the lads are still out there, it might not be a structured session, but I'm actually still working, and I might spend a couple of minutes after training talking with a player…

Researcher: Yeah, I get you…

Coach: So I just felt on that one occasion really, I thought it was a bit like "your session is finished, that's it" but my session starts before that, and finishes until the lads have gone in really, I could have still been working…

Researcher: Yeah…

Coach: So potentially parts could be missed which are important, just psychological things, you know, talking to players about something, just asking someone about their day, things like that, before or after training, they're just as important, potentially, from a psychological point of view to that player, making him feel good about himself, making him feel part of the group, if he wasn't played on the Saturday and I spoke to him a couple of minutes before the session, that's just as important as me saying "check your shoulder" during the training session…

Researcher: Yeah…

Coach: So when you're working with players full-time, 6 days a week, things like that, I think, from my coaching point of view and the way I do it, are really important

Researcher: No that's a really good point, and I guess with this stuff, you know, I appreciate the limitations in terms of the sessions being only a snapshot of the

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week and the interactions between yourself and the players, and how we cannot capture all of this. Moving forwards, then, that's an important point about making sure this happens, but is there anything else you think can be achieved in this process? There will be discussions with (Academy Manager) about how this can best work next season, we want the coaches to drive it and not be a tick box exercise, so from your persoective, what would be the most helpful thing for you moving forwards into next season?

Coach: Erm, I think just what we spoke about earlier, the link up with other coaches, the relationships, understanding how other people coach, and to actually view how other people coach…

Researcher: Yeah…

Coach: It may mean that I come in late on a Tuesday, for example, and I do the evening session. That could be a bit of a pain in the arse with the time, but it releases the monotony for me of just coaching the under 18's every day and having a game on a Saturday…

Researcher: Yeah, definitely…

Coach: You know, it might just give me one day where I can do something different, with a different age group, and I just think that would help my coaching by just seeing other people. It doesn't matter if you're a really experienced coach like (PDP Coach), or someone who has just started in the Foundation Phase, you've got a different style of coaching, and that's what you're looking for. You're not necessarily looking for the content, but I'd learn a way of addressing players or running a session. I think I can learn from all coaches.

Researcher: Absolutely, and I suppose the broader aim is the same for everybody isn't, it? To prepare players for the first-team?

Coach: Yeah…

Researcher: So if you could speak to the (under) 14's coach about the types of players they're producing, you could even be prepared for, in 3 years time, who you might have in your own team?

Coach: Yeah, exactly, you've got a good link then. I might be watching their training session and the coach might ask my opinion about a player, and I might be able to help him, or help that player, which will eventually help me because he'll be an (under) 18 with us, so I just think that link where we're not just doing our own job. I think it's easy to get caught in the day-in, day-out of doing your own individual job, but actually if we could arrange it where, maybe once a month, we have a bit of a mix up

Researcher: Great, yeah, that sounds good. Thanks.

Coach: Alright, thanks mate.

Interview concludes

Interview with Coach 12 – Thursday 5th May 2017 (17min 08secs)

Researcher: So first of all, obviously you've had a process whereby you've seen some of the stats of your coaching, and we've been through that process…

Coach: Yeah…

Researcher: Erm, so could you just tell us what your thoughts are around that?

Coach: The only thing is I've not had any numbers back yet?

Researcher: Right, okay…

Coach: So I've not really had anything to go off, sort of thing…

Researcher: Okay, well I've actually got them with me, you can take a look after this (interview)

Coach: Yeah alright, and I've not seen any footage yet, there's been some problems with the computer hasn't there?

Researcher: Yeah, we've been having some problems, but we'll make sure you get to view your sessions in the next week or so. I suppose we can speak a bit more broadly then about how you're supporting your coaching, so for you then, obviously we've tried to do something here which is maybe a bit different to what you've perhaps had access to before?

Coach: Yeah…

Researcher: And I appreciate the issues that you've just alluded to, but generally, how do you get supported in your coaching? And how do you feel about that? You know, in terms of, do you feel it's sufficient? Do you feel that there's anything… Any gaps you'd like to fill in? Or?

Coach: No, no, I'm pretty happy really with the way it's gone, and you know, we've got good knowledge in the office anyway…

Researcher: Yeah…

Coach: So you're always supported, but as a goalkeeper coach you're pretty much on your own anyway, you know I'm used to that, you're the only (full-time) goalie coach, you work everyday but don't really speak to others about what you're gonna do, I pretty much know what I'm gonna do and how I'm gonna do that.

Researcher: So their (outfield coaches) sessions don't really…?

Coach: Well now and again if they're doing a crossing thing, I might work on crossing stuff, if it's the theme of the session…

Researcher: And I've noticed you sometimes build the goalkeepers in don't you?

Coach: Yeah…

Researcher: So you may put them into small sided games, for example, and be on

the sideline focusing on the goalkeepers?

Coach: Oh, I always… When we go into the games, I go across with them just to watch and speak with them during the games, so…

Researcher: Yeah…

Coach: But I probably speak to the most, I would say (Academy Manager), (Professional Development Phase Coach), (Professional Development Phase Coach), they're the three that I tend to ask for advice from.

Researcher: Yeah, so in terms of your coaching journey, then, what do you think are the pivotal points in that journey? In terms of stopping and thinking, "I've really taken something from that"?

Coach: I think the biggest learning curve for myself is before I came here, in a lot of ways. When I first became a senior (first-team) goalkeeper coach (at previous club), I worked with two 'keepers who didn't really like me, you know, there was a little bit of conflict there, and I think really that stood me in good stead for how I'm gonna be past that point.

Researcher: And what did you learn from that situation, in particular, do you think?

Coach: How to deal with people, how to be like "this is my way, and how I'm gonna do it" but I was a young coach at the time so I can understand why, in some ways, erm, and then when I did come here I was fortunate to take the senior 'keepers (first-team), I was confident in that, and how I was gonna deliver my sessions, and not think "this is what they want, to try and help them" but no, I've gotta do what I think is right for them…

Researcher: Yeah…

Coach: That way, you get respect.

Researcher: And if we go back to before that process, then, so you've got to a point where you're really confident in what you're doing…

Coach: Yeah…

Researcher: So what got you to that point?

Coach: Confidence is massive. You've gotta have confidence in what you're saying, you know, I'm quite comfortable now to go and take the (first-team) 'keepers down at (first team training ground)…

Researcher: Yeah…

Coach: And if they say "why are we doing this?" or "what's your thoughts on that?" I'm confident enough to do it, going back to my beliefs, whereas before I probably… I'd be a little bit nervous doing that

Researcher: And at what point was you… Did you think you developed that? And how do you think you developed it?

Coach: I think I developed it at Grimsby, working with the senior goalkeepers, working with each and every single one…

Researcher: So you as a player? Or as a coach?

Coach: No, as a coach working with the players.

Researcher: Right, okay…

Coach: Working with the senior 'keepers and getting, I suppose decent feedback to what you're doing, each one that came in seemed to like what I did…

Researcher: Yeah…

Coach: And then when I came here, I did the same thing with Gary Walsh (ex first-team goalkeeper coach) I did the same thing with him, going down to watch and then taking sessions, and just being myself, with some sort of belief that what I was doing was right

Researcher: And what about coach education, how do you feel that's contributed?

Coach: In which way?

Researcher: So any goalkeeping courses you might have been on?

Coach: Yeah, yeah, they're good. The biggest CPD (Continuing Professional Development) since I've been here has been watching Gary Walsh (ex first-team goalkeeper coach)

Researcher: It is?

Coach: To pick up things from him, how he gets things across, seeing how he got his points across to different trainers, such as (first-team goalkeepers), and then seeing how younger 'keepers like we've got here at the Academy were put into the sessions, so…

Researcher: They've been going down to (first team training ground) as well, haven't they?

Coach: Yeah, yeah, they've had the chance to go down, which is great.

Researcher: Sounds good, so in terms of your development needs, then, if we were to think of the next 6 months or so, what do you think they are? And I know you've alluded a lot there to watching more experienced goalkeepers at the time, and learning from watching them?

Coach: Yeah…

Researcher: And as the senior goalkeeping coach at the Academy, you might not always have the opportunity to go down to (first team training ground) and continue do that?

Coach: No, no, and it's been frustrating, if I'm honest with you, now Walshy has left. I don't feel like I'm getting that CPD anymore…

Researcher: Definitely, yeah…

Coach: Obviously there's Hugo (new goalkeeping coach) now, so I don't know what he does, basically, so it's different, whereas Walshy had me involved all the time. I'm still lucky, though, I've got (Academy Manager) that I speak to about things, they encourage me to speak to the outfield players as well, which I see as a different progression for me, and I enjoy it, erm *pauses*

Researcher: So is it a tough one, then, to really articulate… If (Academy Manager) was to approach you and ask what you really want, like from us, what can we do to support your development? What do you think that would be?

Coach: I don't think they could do anymore, they're there to speak to, to help, if I've got an issue I'll go and see them, you know, (Academy Manager and PDP Coach) aren't patronising, they just listen, they're good, I've got no issue with that, I'm well supported in that way, it's just the goalkeeper-related sessions side of things. I'm lucky really as I know someone who works within the FA, so I can give him a call and go down to watch his sessions, and also Walshy has asked me to down to Villa if I wanna watch him as well. So I might take them up on these offers in the summer ready for next season.

Researcher: Yeah, great. So in terms of your coaching career then, I guess there's an extra responsibility for you to oversee some of the other goalkeeper coaches at the club?

Coach: Yeah…

Researcher: So how do you find that?

Coach: I really like to help them, yeah, particularly (Foundation Phase Goalkeeper Coach) who came in as a relatively inexperienced coach, obviously played the game, erm, and helping him get points across in sessions, I think he's been our biggest success in a lot of ways, he's improved so much, his confidence has gone from a level where he's afraid to tell a lad something incase he's half right or wrong, to being more confident in himself, which is great to see, and I think he's… I mean you're trying to put it across to (FP GK Coach), he's a grown man, you know, you don't wanna be seen as patronizing…

Researcher: No, course…

Coach: And I don't think he sees it as that, he knows we're just trying to help him, and he wants to be the best he can be which is great, and (Youth Development Phase Goalkeeper Coach) is the same, he comes to you with different scenarios, he's a bit more of a confident coach…

Researcher: Yeah…

Coach: But even still, he still asks you things, talks to you, he's open with you, we have some good conversations, some debates, which I think is great.

Researcher shares observation from goalkeeper coach session

Researcher: So do you think that when you can access their video footage, given your role in their development, this would be a useful thing for you, then?

Coach: Massive. That's what we said before about having the videos, so that we can all sit down, sit and watch each other's, and say "that was that, that was this" or "there's a different way you could've put that across" you know, so that'd be good, yeah.

Researcher: Sounds good. Erm, *pauses* in terms of looking at the goalkeepers at the club, what kind of things do they seem to respond to the best? And does that change depending upon how old they are? You know, so if we look at how you try to coach, I appreciate you're mainly working with the older ones, but what do you think they respond to best?

Coach: I think they respond to the truth. I think the biggest thing I've learnt since being a coach is that if it's not good enough you've gotta tell them, at whatever age they are…

Researcher: Yeah…

Coach: From (under) 9's to first-team. Obviously the way you word it is different, how you put it across is different, but I had two keepers doing some kicking the other day and it wasn't very good, it was poor…

Researcher: And what age were they, sorry?

Coach: They are under-15's…

Researcher: Okay, yeah…

Coach: So I just said "this is rubbish lads" you know, "this isn't good enough, what am I seeing, concentrate on your touch better" and the standard just lifted straight away, just by saying "we don't accept this, it's not good enough"

Researcher: Yeah…

Coach: And that way, the standard lifted, so I think they respond to the truth

Researcher: And do you think that's changed here? Would you have been like that, let's say at somewhere like Grimsby, were you the same there? Or is it now the aspirations are higher, you're at a Premier League club, and players potentially need to transition into the first-team? Is that why you're like that?

Coach: No, no, it's just the way I am. That's not changed.

Researcher: So it wouldn't matter?

Coach: Even if I was to go down to (local semi-professional team) tomorrow, you know what your levels are and where you want them to get to. I think I just… Yeah I was like it at Grimsby, I just don't accept a 9-year-old 'keeper messing around, I don't accept the first-team 'keeper having a bad training session, you know

Researcher: So do you find it harder with the younger ones than the older ones, or not? Because I guess for some of the younger kids they're still trying to work out whether they even want to be here?

Coach: Yeah, I mean… I think I just word it differently, you know, like with an under 10's goalkeeper might just be a case of "come on mate, that's not good enough is it?" or "you're better than this, I expect better" but either way, you've got your levels and the standards you wanna set

Researcher: Yeah, so I guess we've spoke about what your approach to coaching is, erm, but if we were to try and identify the main thing you try and do when you coach, what would you say that is? So you know, after every session, what do you want to come away knowing you've done?

Coach: I suppose you want the players to enjoy what they've done, obviously, you've gotta enjoy goalkeeping if that's your passion, you've gotta develop…

Researcher: Yeah…

Coach: And then you'll listen better…

Researcher: Yeah…

Coach: Erm, but you wanna see improvements, we're in an improvement business aren't we, whatever I put across, you wanna feel they've picked up on it in their own way, different ways for different goalkeepers, making sure they've learnt something on that day

Researcher: Definitely, yeah. Right, that's everything, unless you wanted to say anything else about anything we've discussed?

Coach: No, no, I'm happy. I've enjoyed my year really, I'm developing as a coach, around good people, good coaches. I'm allowed to step out of my goalkeeper frame a little bit with the (under) 23's, which I enjoy, saying my opinions to (Academy Manager), which he accepts and listens. We have good debates, which I think are healthy

Researcher: Absolutely…

Coach: Talking about tactics, players, opinions. Everyone's got different opinions which need to be heard, and as I say with (Academy Manager) he accepts them. He's the boss and we go with what he says, obviously, but he hears out what we have to say.

Researcher: Yeah, and I guess just a final thing, then, in terms of the performance analysis, you obviously get that on all of the games?

Coach: Yeah…

Researcher: How do you use that stuff? Do you use it? Is it something that impacts, you know, the way you'd go about structuring your coaching sessions, or?

Coach: The thing that maybe I'm a little bit old school with, is that I'm a big believer in reflective learning…

Researcher: Yeah…

Coach: I watch a 'keeper, and I can see myself if he's kicked it well, I can see myself how he's doing…

Researcher: Yeah…

Coach: Yeah you might watch a video again and say "you know what, he didn't step into his dive properly" these little details, but ultimately you're just using your eyes to watch, to see if he's kicked it well, you know, I don't need some chart to say "he's had 70% possession today with his feet" you know, I can see he's kicked it well and in the right areas every single time, so I'm still a big believer in that

Researcher: Right, okay, that's us done…

Coach: Alright, was that okay?

Researcher: Yeah, thanks mate.

Interview concludes

Interview with Coach 13 – Thursday 5th May 2017 (19min 50secs)

Researcher: So the first thing is looking at the process from your perspective from a coaching point of view, rather than the Head of Coaching. What importance have you attached to any of the statistics that you've seen?

Coach: Yeah I think a lot of it, personally, is the volume I talk, and what my volume is about, I think the reason I talk to the staff a lot is because I'm very aware sometimes that I go on about things (talk) too much, so I think it's what I'm actually going on (talking) about is the biggest point. Sometimes I'll talk and talk, but the relevance of that point… From some of the stats it seems I might have gone off on a tangent, and used other things (behaviours) that are relevant, but not to that point in time…

Researcher: Yeah…

Coach: So I've tried to, sort of, minimise it since I've looked at my stats. I've not had my feedback from the last couple of sessions, will we still get those?

Researcher: Yeah, we've got them for you, they'll be sent out along with the coaching videos

Coach: That'd be great, yeah. It would be interesting to see the differences, the first couple you do, you don't really understand what you're doing, if you know what I mean?

Researcher: Yeah…

Coach: 'Cos you've got nothing to go by until you get the first set of results

Researcher: And it depends on the context as well doesn't it?

Coach: Yeah, I mean the thing with me is I do a lot of coach led sessions. All of the sessions that I've done have been coach led, I don't do player led sessions, purely because of when my day off falls. I've done all my Youth Modules and things like that, where they talk about your content, but I still feel theres times where you need to do that old fashioned "stop, stand still, this is what you need to do, I don't want your opinion, I don't wanna know what you're thinking, 'cos I gave you 5 or 6 attempts at it, and you still can't do it", so for me there's times when it's like "listen mate, this is what you need"

Researcher: Yeah…

Coach: And I'm doing it because they need to know why now…

Researcher: And I don't think anybody would disagree with that, I certainly don't, and maybe one of the criticisms that can be levelled at something like the Youth Module is that it's kind of gone "all do it this way" and then "everyone do it this way", so wheres the inbetween?

Coach: Yeah…

Researcher: So, from a Head of Coaching point of view, then, what do you think the impact has been from the coaches, and if there hasn't please say that?

Coach: No, no, I think the coaches have been really into it. Obviously a lot of them are interested in seeing where its gonna go. I mean, we've been having problems with the hard drive where it won't connect to our laptops, but that's just a teething problem, isn't it?

Researcher: Yeah, yeah, that'll all be sorted.

Coach: And with the infancy of it all, but I think it needs to be more accessible for coaches. I think what helped was me re-sending the explanations out of the actual blocks (coaching behaviours) mean, 'cos when I sent that back out I think a few staff sort've said "right, so that actually means that"

Researcher: Yeah...

Coach: And I certainly didn't it. I looked at mine and went "right, I know what that means now" in terms of the clear definitions, so I think the coaches want that feedback of where you were at… As I say, until you get that feedback, you don't really know what youre doing…

Researcher: No…

Coach: You know, you've got nothing to work from, so when I got my first set of results I thought "right, that is an area" so I think from a coaching point of view, theyre all really into it, and they all wanna continue it if possible, and get a real… What I wanna do is, and obviously this depends on my role at the club next season, 'cos I might not be Head of Coaching next year… That for me has gotta be the groundwork of the pathway…

Researcher: Yeah…

Coach: And that's in terms of where they go and what they (coaches) need to improve on. And that's from full-time staff, senior staff, sort've guiding them down that way as well…

Researcher: Yeah…

Coach: If we can really see their areas of improvement then we can really make everything focusrd on that area, rather than being so generic, and going "think about that, that and that" we're actually – like we do with players – saying "listen, you don't need that, you're doing really well at that, but this is what you need to look at"

Researcher: And I think that's the key thing, because you could have big group CPD (Continuing Professional Development) sessions, and what one coach might need to work on might be the polar opposite of the others…

Coach: Exactly…

Researcher: So while one coach is there thinking "this is great, this is really useful", for another theyre thinking "I already knew that" and it's tough, so I guess then, if we're looking at moving this forward, how do you think we can best do so, so that is has the most impact? And that's with a view that all videos have been accessed by then? Is there anything, in addition, you think would be really useful? Some of the coaches have spoken about potentially being able to watch sessions of coaches in other phases, up or down a phase?

Coach: Yeah, yeah, I think what would help in that respect would be – as long as everybody agrees to it – is to make some sessions readily available to everybody, almost like a library, and almost go "coach led" or "player led" you know, you mentioned before with the more recent sessions, coaches had to give a brief description of what they were working on?

Researcher: Yeah…

Coach: And I think if we can get, sort of, a bank of those videos on a library, like I say as long as everyone agrees to it. Full-time staff, we'll open ours up. Some part-time staff, rightly so, might not be too keen on doing that, because of where they feel theyre at, at the moment… But certainly if we can start getting that library together… And I think the other thing is making regular meetings, almost like reviews… So the players do reviews, every 6 weeks and every 12 weeks. For me, the coaching staff should be exactly the same. There should be a constant review of every 12 or 16 weeks, whatever you wanna do, where it's actually with Head of Coaching, that coach and then yourselves, really putting a plan together and going look "for the next 16 weeks, this is what you're gonna focus on"

Researcher: Yeah, and I think that's right, there's gotta be a specific element, otherwise it's like "okay, fine, but I don't really know what to make of this"

Coach: Yeah, exactly. If they don't have clear… It's things we can go through, with yourselves, like their video clips. We could say, for example "that's a great

example of you getting it right" and "this is an example where if you just tweak that a little bit, that can make it better", 'cos I think its important that they see themselves doing it right and wrong…

Researcher: Yeah, yeah…

Coach: And I know I'm talking from experience, but I like it when people say to me "you could've changed that there" and actually having that information in front of me and saying "what you've done there is fine, but if you tweaked it to this, bearing in mind it's supposed to be a player led session", do you know what I mean?

Researcher: Yeah…

Coach: Just having that in front of them, so they've almost got a story of their journey then.

Researcher: Absolutely, and it can become a discussion then of when they are watching their video, it's with the intention that, you know, are they coaching in the way they intended?

Coach: Yeah…

Researcher: And is that practice… Is that happening in the way that they envisaged it was gonna happen? And if we can get to that point then we'll hopefully make some real progress…

Coach: Yeah, definitely…

Researcher: But I think that's a great idea, in terms of the more constant face-to-face stuff, and the more constant contact, rather than letting it drift. It can drift over a long period and they might be getting their stats through every month but they may think "how does this differ?" with no set plan in place?

Coach: Yeah, I agree. I think that's where this mentoring system that (Academy Manager) wants to get put back in place will be beneficial…

Researcher: That sounds good, yeah…

Coach: Then it'd be (Academy Manager), the Head of Coaching, a mentor, yourselves. I think that'll help the mentor too, rather than just going from what he sees. We talk about coach bias, and there'd be a mentoring bias. Rather than being subjective, they'd actually have the stats in front of them so you can go "actually, I thought you were struggling there but you're doing alright with it", so I just think with the mentor and a coach, it will give the coach a solid plan of where they need to go from there, and with the mentor's help they can clearly identify their areas of improvement

Researcher: Yeah…

Coach: So I just think overall, really, it just provides clarity on what they're doing. From that, we can look at what their needs are, you know?

Researcher: Yeah…

Coach: It might be, for instance, "I tell you what, go and spend your next three sessions with the Foundation Phase, 'cos I think youd benefit from working with a younger kid, who actually doesn't know the answer", so it might help, for instance, his line of questioning, do you know what I mean?

Researcher: That's a great point, yeah

Coach: It's just stuff like that, but that idea's mine, and no-one can use it

Researcher and Coach laugh

Researcher: So in terms of your professional development, personally, what seems to have worked for you in the past? So what opportunities have you been able to explore which have worked? Equally, what kind of stuff doesn't seem to work too well?

Coach: Erm, *pauses* I don't think, as daft as it sounds, I don't think there's a negative to it at all…

Researcher: No?

Coach: I can't see myself saying "I don't like that because…", I think everything you see is because it's you, and with the bank of sessions you've got, it's far better than just a one-off. The feedback that I've had is that if it's a one-off, you are different, you know it's a one-off, you do things you wouldn't normally do. Because it's a consistent thing, it becomes a more natural process…

Researcher: Yeah…

Coach: So, the only thing I wouldn't mind seeing, again I don't know how this would work, would be their (coaches) within a game environment, as well…

Researcher: Yeah…

Coach: So then we can almost compare and contrast. You might have a coach, for instance, who is really hands off in training, and when it comes to a game, all he does is bark orders…

Researcher: Yeah, I get you…

Coach: So then we could work on "what's the difference? What's making you do that?", you know, 'cos I've done things with my (UEFA) 'A' Licence where I've done (been observed) games, and I've listened to myself. From what I've seen, I think I'm pretty similar to how I am in a training session, but I've seen coaches who are totally different in training sessions, and at the opposite end of the spectrum in games. So I think tying that in with the last question, I think if we can marry up with a few games to get an overall picture, I think that would be quite good as well. It's just to see how their behaviours change from a training session, where really you've planned everything…

Researcher: Yeah…

Coach: Obviously you've planned for certain outcomes not being achieved, but when you're in a game and all of a sudden they're (the opposition) aren't playing with two up top, they're playing with a three, and you're panicking now 'cos you can't deal with it…

Researcher: Good point…

Coach: But from a coaching point of view, I think everything you see with it… I think as long as you evaluate it properly, once you see the videos, and the (behaviour) categories…

Researcher: The thing is, if by the time next season starts there's been a process of analysing individual learning needs, by that point the videos will have been accessed and viewed, so they can be used as a reference point, then there is no need to use the full behavioural categories as we are now…

Coach: Right…

Researcher: So, for example, if you've got a coach that wants to work on their questioning, then we would just look at their questioning behaviours, and see how this changes over a period of time…

Coach: Right, okay…

Researcher: Rather than looking at everything… We can't work on everything at once…

Coach: Yeah…

Researcher: So if we're able to get to that point where coaches, with their mentor or more senior coaches, are able to articulate the specific things they want to work on, then we can tailor the observational stuff to make sure that information is been captured…

Coach: But you'll get that from what you've done now, won't you?

Researcher: You will, but we could do it in more depth. So if it is questioning, then we can have a little bit more in terms of looking at the types of questions being asked, what's the response of the players like, do you know what I mean?

Coach: I see, yeah, yeah…

Researcher: You know, we can clip that, rather than the coaches seeing the whole video, and being like "well I only wanna see my questioning, 'cos that's what I'm working on"

Coach: That'd be great…

Researcher: So that's maybe a 4 or 5 minute clip, as opposed to an hour and a half. It's just going by the practicality of the process, as other coaches have alluded to.

Coach: Yeah, that would be really good…

Researcher: Okay, that sounds good. That's brilliant.

Coach: Is that alright?

Researcher: Yeah, all of this is really useful in helping inform the process for next season.

Coach: Perfect, yeah. Thank you.

Interview concludes

Interview with Coach 14 – Thursday 5th May 2017 (24min 55secs)

Researcher: So, first of all, we just wanted to know your thoughts on the process we have been on over the course of the season with the filming of video sessions?

Coach: Yeah, well having worked with the Welsh FA, I was first introduced to it 10-15 years ago, no disrespect to the English FA…

Researcher: No, no, I understand the Welsh FA is very advanced…

Coach: We got it from Holland and the mentoring process, but any form of, erm, CPD has gotta be beneficial to the coaches…

Researcher: Yeah…

Coach: So as long as you're openminded, and the coaches are openminded… Initially when you started, everybody gets on the backfoot, because they don't understand what the process is…

Researcher: No…

Coach: And obviously it's new from your point of view, if you don't know what the outcome of the process might be…

Researcher: Yeah, yeah…

Coach: And if you don't know the outcome of it, there's no in between, but yes, the information you're collecting can only be good for the coaches

Researcher: I mean, I guess for us, we're looking at from your point of view as the most senior coach at the club, and overseeing the development of a lot of other coaches within the Academy, you know, what do you think would be the most helpful for these guys, in terms of the information they receive? It's very much an open shop, we can do a lot of stuff with this information…

Coach: I think, going back to previous, and going back to Europe to understand how other associations do it, the overriding thing that came out of it was that there's no right or wrong way to coach…

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Researcher: No, I agree…

Coach: The whole idea of is that you're given a template. You're given a driving licence, for example. You've gotta get a car, and learn, by going out on the road. Likewise, as a coach you've gotta have a team to learn how to do it…

Researcher: Yeah…

Coach: There's loads of ways. What we found, individually, it has shown individual traits as a coach. Your passion overrides, your style comes out, the way you observe, the way you look after the team, the way you coach. And then all of a sudden, when you work in a partnership, that's a different one…

Researcher: Yeah…

Coach: Simply because, at my age, working with (Academy Manager) and (ex Academy Manager), there's times you don't step in, because you know that they're on that plateau, where if you interfere with that, it'll be animated, do you know what I mean?

Researcher: Yeah, yeah, course…

Coach: And there's other times then, where if you don't step in, they don't know if theyre doing it right or wrong…

Researcher: Yeah…

Coach: But then it becomes about opinions, doesn't it? Subjective…

Researcher: Yeah…

Coach: So that's what we found, it's not only the information you gather, it's how you disseminate that, and what ways can it be disseminated. Is there a way to point fingers to say "you're not doing certain things" or is there a way of seeing the good side of it, 'cos there's no right or wrong way, so we find it hard in the way of what are we actually getting out of it, and what we found was the one thing that was overriding in all of it was, the coaching process in Wales was different. You observe, you diagnose what has gone on in the session, you give correct information and feedback, you show the picture, and let them rehearse it, and ultimately understand it…

Researcher: Yeah…

Coach: So those things are active processes all the way through it, but its what you want out of that. I think each filming session, you can take chunks out of all of it, there'll be good information there, you'll observe bits of information you actually relay to the players. There's definitely positives that will come out of the process.

Researcher: Yeah, I mean I guess for us it's looking at it as… I know there's been some slight issues with coaches getting access to videos, but hopefully it has become a process whereby they can become a little bit more aware of what they're doing…

Coach: Definitely…

Researcher: And, you know, so whilst we're not saying that this is how you should or shouldn't be coaching, as you said there is no right or wrong, and it's very much about who the players are you've got in front of you, and what it is that they wanna achieve at that point in time, erm, and really it's about trying to rely on what the players need and want, and asking the question "am I doing that?"

Coach: Yeah…

Researcher: And I guess it's that kind of situation… So how do you try and support the coaches with that?

Coach: It's understanding what's required…

Researcher: Yeah…

Coach: For example, if I go along with one of the junior coaches – who I've done a lot of work with – understanding what their session is and what they want out of it, and what tends to happen, especially with the younger coaches, they'll coach what the session is, not what's in the session…

Researcher: Yes…

Coach: So then it becomes, erm… They're wearing blinkers because they were told they needed to create a full-back supporting the wingers to create a 2v1, and cross from wide areas, for example…

Researcher: Yeah…

Coach: They're blinkered on that, but hang on, that's a small part of the bigger part, so you've gotta show your knowledge and understanding of "how do you get to that?"

Researcher: So it's kind of an example of being really rigid towards a session? Maybe an hour and a half of planning, and regardless of what happens in the session, the plan will be stuck to?

Coach: Yes, and sometimes you've gotta coach what you see, not what you want to see. I think coaches tend to go off track because… It becomes fault, their recreations are not realistic, they're manufactured…

Researcher: Yeah…

Coach: They wouldn't happen in a game, but they're doing it for a phase of play, because you want that end product to come out of the session, so you manufacture it…

Researcher: Yeah…

Coach: But then when you're in a game, you need that realism, but you can't manufacture that your number 10 loses the ball, creates a 2v1 etcetera, it doesn't happen…

Researcher: So is that something you try and work on, then?

Coach: Yeah, because there's varying levels. The overriding factor doesn't change, there's no right or wrong way to coach, but as long as they understand the processes. You as a coach, it's what you observe, then on your observational skills, what do you diagnose in your mind? What's right or wrong?

Researcher: Yeah…

Coach: What's wrong is X, Y, Z, so I'll give you the information, discussion, feedback. That doesn't mean you do understand, you might not, despite saying Yes. These are the kind of things the coaches will be looking back on during their filmed sessions.

Researcher: So I guess for you, then, stepping into sessions and overseeing coaches, is it a case of you hoping to see coaches to analyse their own coaching? So you know they have an understanding of why they are doing certain things, maybe?

Coach: Yeah, we've gotta give them the basic template, and that comes from the FA. There's a structure in place, it's needed. The difference being at a club is that club sessions are different to educational settings…

Researcher: Yeah, course…

Coach: So the bigger picture in the CPD days that (Academy Manager) puts on, is giving them the information relating to how we want to see sessions being delivered, and because we deliver them that way, players will take away X, Y, Z, and you as coaches will have a greater understanding of X, Y, Z, so when you come back to it again, you'll have a better understanding to implement that in moving towards the next level.

Researcher: Yeah, and I guess to support that, whilst there's a few issues getting the coaching videos ready to be viewed, as I said, they are there and will be available very soon, so how do you see someone in your role using those videos as a tool to help coaches develop their own practices?

Coach: Yeah, it's gotta be… The way that I would do it, or the one that I've done it previously is "you go away and have a look at your own session, be critical of the positives and negatives" with regards to "what do you think of this, what do you think of that?" then we'd sit down together… There's gotta be a way forward, but it's gotta be a two-way street as well, you've gotta build bridges with that coach, 'cos what I might see as what I want to see relating to session delivery, they may not perceive the same way…

Researcher: Yeah…

Coach: But the end product must be the same… What I'm saying is his coaching style might be totally different to mine, the way I would deliver it, but the end product is what we want the players and the session to actually show.

Researcher: And how do you resolve it then, if you're going in with your years of experience behind you, maybe knowing a bit more about what works and what doesn't work, how do you resolve that if you've got coaches that do something very differently to you?

Coach: I think the biggest thing, or biggest word I could say is empathise with them, 'cos obviously I've come through different genres of coaching, whereas back in the day there was a lot of direct football. I played a lot of direct football…

Researcher: Yeah…

Coach: Later in my career the game changed, I started playing

Researcher: And how does that change how you go about your work?

Coach: Immensely. It makes me more rounded and understanding…

Researcher: Yeah…

Coach: The game has changed, defending has changed. It's gone from defending to win at all costs, to interceptions, to reading the game, knowing when to mark tight and when to drop off, cover and support. These things were around 30 years ago, but the focus has shifted. Look, as I said, there's no right or wrong way to do it, but if you can coach kids, show them pictures, give them information to show what is required, cover all aspects, meaning a "what if?" scenario, which is still a big part in coaching, regardless of the session aim and outcomes…

Coach uses visual aids to support answer

Researcher: So in terms of supporting coaches throughout the phases, how do these differ from working with, for example, an under 10's coach, to a professional development phase coach?

Coach: They're different, definitely. There are basics that will stay.

Coach provides playing examples of how defensive styles have changed

Researcher: And what about the coaches?

Coach: Yeah, it's about sitting down with the coaches, seeing where they're at. If he's done, what is it the (FA) Level 2 in England for mechanics?

Researcher: Yeah…

Coach: Level 3, the half pitches, so you'd find out where they're at, and lead them. You give them the bait, and they throw it out to you.

Researcher: Is it more difficult, then, with the Foundation Phase coaches, or just a different challenge?

Coach: Just a different challenge. Yeah, the higher you go up, to PDP level, they're of a level that's a required level, more so than the junior coaches. Personally, I think the more experienced coaches should be with the kids, because they're the

ones who learn, at that age…

Researcher: Yeah, yeah…

Coach: But often, the better coaches want to go straight to the top. It's a funny way around.

Researcher: Thinking about the European systems…

Coach: Yeah, their most senior coaches are with the juniors…

Researchers: And then by the time the kids get to PDP age, you'd hope they wouldn't need as much coaching?

Coach: You would hope the senior coaches will have made them more rounded players, with more knowledge.

Researcher: Yeah…

Coach: But that goes back to the coaches, trying to help them as much as possible, but not to lead. It's gotta come from them.

Researcher: No, definitely. So thinking about going into next season, it's pretty much open in terms of the stuff we're able to do, so this year has been about coming in and looking into coaching behaviour, which has probably had a mixed level of success in terms of the impact that it's had…

Coach: Can I ask you a question? Nothing personal, just with us being part of the same group?

Researcher: Yeah, sure?

Coach: What's made you ask that? What hasn't been achieved, from your point of view?

Researcher: Well obviously the coaches have had issues viewing the videos, which is a bit of a technological problem…

Coach: Why's that? Excuse the ignorance, sorry, I just wanna be a part of the process…

Researcher: No, it's fine, there's just been some issues due to us using different software to what is available to the coaches.

Coach: Oh right, okay, so it's a technical issue?

Researcher explains issues with technology/safeguarding

Researcher: Another issue on reflection may have been the presentation of the statistics in the reports, I know a few coaches have mentioned these may be more effective in simpler forms?

Coach: One thing I would say about statistics, they are subjective. I support their

use, and have done going back to my FA days. Coaches go on a negative straight away, 'cos it looks as if we (senior Academy coaches) are looking for faults…

Researcher: Yeah, course…

Coach: So then they get really defensive, and they don't want to discuss it. It's that negativity again.

Researcher: As many times as you may say it's not an assessment…

Coach: Yeah, that's it, and at the end of the day what we want out of it is for them to become better coaches…

Researcher: Yeah, absolutely…

Coach: We help them, they become better. It's just about how you get over that bridge.

Researcher: It is, yeah, and I know you were not here when we did the CPD night, but that was one of the main issues. It was still seen as an assessment, or evaluation. People were determining whether their coaching was good or bad, as many times as we said that wasn't the case, it was been perceived that way…

Coach: It will be, always will be. Sorry to say that, but from my experience, you won't get away from that.

Researcher: Moving forwards for next season, we're thinking of this process can be improved. Videos can be made available, maybe on a monthly basis, for coaches to then sit down with a senior coach to view them?

Coach: Yeah, definitely.

Coach shares previous experience of ex international footballer and their resistance to filmed coaching

Coach: No disrespect, but that's filtered down to this level. Whether you're an ex player, or a club coach, people don't like to be told what they're doing incorrectly…

Researcher: Or even possibly open up avenues for that to happen?

Coach shares previous experience of analysing coaching sessions through tick box exercise: question and answer, autocratic/democratic, information given to players/regurgitated back to coach

Coach: It's understanding that these tools are there for them to become better.

Researcher: Yeah, and you're in a much better position than we are. You have the respect of the coaches, you work with them every day, you're someone they look up to so that relationship is already there. You may say something and they may believe it?

Coach: Yeah that helps, and it comes with experience. It comes with time, but the

problem is sometimes coaches want to run before they can walk. The british mentality is get to the top as quick as you can, rather than learning your trade. We've got some very good coaches here, but at times there's a tendency to use something like this (filmed sessions) as a negativity, and then if one of them sees it negatively, it spreads like wildfire.

Researcher: Yeah I get you. That's great, thanks for that.

Coach: Thank you. I hope it helps. From my point of view, you can't do enough.

Interview concludes

Interview with Coach 15 – Thursday 18th May 2017 (17min 08secs)

Researcher: So to begin with, going back to actually being observed, I'm not sure if this is something that's happened to you before? How did you feel when you were being observed?

Coach: Erm, how did I feel? *pauses*

Researcher: Did you feel nervous? Or?

Coach: No, it was something I've done before for my (FA) Youth Module stuff, I haven't done it for a while, a bit nervous I guess, but it was fine, I think the biggest thing was to do what you would normally, rather than concentrating on the microphone.

Researcher: And caught up in being filmed?

Coach: Yeah that's it.

Researcher: And I know initially you were a bit late joining the process this season, and I don't know how much access you've had to your stats, but having the stats of your sessions, how useful would you say they are? And that's in infoming or highlighting your coaching?

Coach: Yeah I think it's… When we did the feedback before (CPD night), I think it was with Ed (co-researcher/supervisor), it was good to see it in black and white, some of it was based on people's opinions, quite subjective, but it sort of made you question how you deliver.

Researcher: And I think there's ways of looking at it as well, I suppose you cant just take it for what it is and say 'why have I got this?' and 'why has he got that?' because there's that many different things, the content of the session, the length of the session, the age of the players in the session, it depends on all of that doesn't it?

Coach: Yeah absolutely.

Researcher: And then as well as the stats, with the data presented, did you find this okay? Was it confusing at all?

Coach: I think when it was placed in front of you it was quite confusing, but it was

explained pretty well, I think the big thing was on my first session… I've not seen my stats from the second one, but I think in the first session it was the first of that particular topic, so it was very much technical stuff, and speaking to (Lead Foundation Phase Coach) after the session, he was saying that they'd never done defending before…

Researcher: So was it maybe a case of getting it across to these players?

Coach: Yeah it was to a certain degree.

Researcher reverts back to statistics and explains these have been sent and should be available to view for all coaches, and also the videoed sessions on hard drive to be brought in for coaches to view

Researcher: So if you can imagine viewing these videoed sessions, would you say these may be something you would use more than the statistics? Or would they be best used in combination?

Coach: Erm, I think it'd be good to see the videos to look at, but with the results on the sheet as well, so yeah I think the combination of the two would be beneficial.

Researcher: Yeah I mean… I suppose you can watch a video and see what you're doing to an extent, but in terms of how often you're doing things for example, this can't be done.

Coach: Yeah exactly, yeah.

Researcher: And then again, if you could see these videos, do you feel these would maybe impact your future coaching?

Coach: Yeah definitely, I think looking at the data from the first session, there's stuff that I'd look at, and there's stuff that I have looked at since that meeting and I've gone 'there was a lot of technical stuff' but I had to do a lot of technical stuff 'cos of what it was on the cycle, but erm, maybe looking at other aspects of my coaching more…

Researcher: And again that's to do with the numbers isn't it, with these numbers alone or the video alone, it might not be as beneficial for you…

Coach: Yeah that's it.

Researcher: So with these videos, are these something you would go away and watch in your own time? Or would you come in as well to watch alongside a full-time member of staff?

Coach: I think both, for me obviously when I've done my (FA) Youth Module stuff I've been filmed by (FA Coach Mentor) in the past, you know, I've watched videos countless times in the past, I've been doing it for 17 years I think it is now, wow 17 years.

Researcher and coach laugh

Coach: But yeah, sitting down with a full-time member of staff and going through

it would be… I think anything that's gonna help you improve is a good thing so.

Researcher: And I know this has been brought into the academy quite recently as a tool to support you and the other coaches, is there any other ways you've been supported in your development?

Coach: Erm, I think obviously the CPD (Continuing Professional Development) stuff that they put on with (FA Coach Mentor) coming in is always good, I think the Coach Competency stuff has been top notch, I've never seen it before, I've not heard many clubs that have done it? If any?

Researcher: No I'm not sure, to be fair.

Coach: Erm, so yeah I think it's a good tool you know, and in my opinion it's something that should be embraced and done on a more regular basis.

Researcher: Yeah definitely, and that's the whole point of this really, to see where and what we can improve on for next season as well…

Coach: Yeah definitely…

Researcher: But moving on now into your personal coaching then, so this might be also from the stats you've received? Or the videos you'll receive? But what would you say your learning needs are as a coach? And how have these been identified?

Coach: Erm, *pauses* I think obviously looking at the stats sheet that we got erm, a lot of it was a high amount of technical information that I'd passed on…

Researcher: Yeah…

Coach: Erm, I think if we were to be filmed, I know time dictates that, but over a period of time and there was maybe an average of what you were doing, I don't know if that's something you'll be doing in your evaluation? I think for me, more tactical stuff, maybe 'cos of when my sessions fell on the curriculum might have dictated why I was high percentage of technical, but yeah that as a tool on a more regular basis, for me would be more beneficial.

Researcher: That's definitely something to think about next season, I'm not sure what the process will be next year…

Researcher shares experience of observations, initially beginning with coaches observed on a monthly basis, but has changed through availability, explaining to coach only those coaches observed three times in practice would be included in systematic observation data, and why this is the case

Coach: I think one thing was mentioned by the other staff was trying to predict the type of players we would create based on the data, which I thought was a bit unfair, I think there's that many factors in what you were doing in that particular session you were being filmed in…

Researcher: Yeah I get what you mean.

Coach: Erm, I think some people were looking for a definitive answer of 'this is

what you're gonna produce' so for me, it was a tool that… The data that I've got back, and will get back, the videos that I'll watch, it'll be a case of 'what can I take from it?' and 'what could I improve?' you know, its that plan and review kind of thing…

Researcher: Yeah…

Coach: It's that self-evaluation thing all the time.

Researcher: And on that, if you could summarise the approach you've been trying to take in your coaching this season? That might be for a specific reason? For example the age group that you coach?

Coach: Yeah I think erm, obviously having two years out of the academy set-up, and (Lead FP Coach) coming in full-time as the Foundation (Phase) Lead, I think in the past we had a cycle to work to but it was never small group or individual work, team and IDP (Individual Development Plan) sessions, you would just work on certain things for a period of time…

Researcher: Yeah…

Coach: Erm, so the changes in that had been quite difficult to get my head around at the start, Tuesday is your small group work, Wednesday is your game-based play, Saturday is your match-prep, it was all new to me, so for me is a big learning curve.

Researcher: Okay, so in the session itself, what would you say… How are you trying to get your points across to the players in your age group? Or phase?

Coach: I think now, erm *pauses* I think in general there's a lot more questions and answers, I've taken that from FA Tutoring and my background with that, erm, a lot more questions rather than 'this is what I wanna see' you know?

Researcher: Yeah…

Coach: I think erm, *pauses* if there's been an issue I've been quick to let the players know there's an issue, but I've tried to let the players solve it themselves…

Researcher: Yeah…

Coach: Rather than step in and just give them answers all of the time.

Researcher: And would you sya that's come more from your personal experiences? Or is the academy's curriculum, like you say, is that also influencing it?

Coach: I think… I know I've bought into the philosophy of the academy, erm, obviously there was the philosophy before (first spell at the club) but it's quite, not set in stone, that's not the word I'm looking for *pauses*

Researcher: Structured?

Coach: Yeah, it's 'this is what we're trying to achieve, this is how we're gonna achieve it'

Researcher: Yeah…

Coach: And it's about 'do you buy into it?' and yeah I think I've bought into it, erm, *pauses* yeah I've enjoyed it, it's been a challenge, but its been enjoyable.

Researcher: Okay, and for the age group you coach, is yours under-10's?

Coach: Under-9's…

Researcher: Under 9's?

Coach: Yeah…

Researcher: So what's the… If you think about the goal for this past season, I know for example the under 11's it might be about preparing them for the YDP (Youth Development Phase)…

Coach: Yeah…

Researcher: So what about the under 9's?

Coach: I think the big thing for us obviously we want to develop them for the next age group, so passing them on as part of the Foundation Phase, and we wanna win games, but we wanna do it in the right way…

Researcher: Yeah…

Coach: But not just the actual playing side, the mental side, so winning in the right way mentally, erm… I see the kids as a long-term project, you know, they're nowehee near the finished article, but then another thing was to get as many players pushed up as we could into the under 10's, the ones who could deal with it, and I think unfortunately we've got a big group, but it's a strong group, so there's been 8 or 9 players that have done that (played up an age group) at different times

Researcher: Okay, and within that group then, how would you say that the players best learn? And how have you identified these ways? I guess it might be that they all learn in different ways? Or?

Coach: I think yeah, very much there's… I think (Lead FP Coach) said something once years and years ago to me, it's always stuck with me, 'learn your players first'

Researcher: Yeah…

Coach: So learn what makes them tick, can you give this guy a bit of a rocket if he needs it? Does he need answers? Does he need showing?

Researcher: Definitely yeah.

Coach: Or does someone need the arm around them approach? Erm, *pauses* I think in general the group are very switched on, so I think if a challenge is set they'll try and solve it, and they'll learn off each other, which I think is a big thing, rather than (Lead FP Coach) or myself stepping in, I think there's a strong core

group of 4 (players) who are exceptional for their age…

Researcher: Yeah…

Coach: And I think the others sort of, look up to them and aspire to be in that sort of bracket.

Researcher: Okay, so just moving forwards with the process and how it can be improved really, so a couple of coaches mentioned, again it's time permitting and working around schedules, but having the chance to observe coaches in the same phase? Maybe the age group above? Or a different phase? Just to see how they're operating? Would that be something you'd welcome? As well as being observed yourself?

Coach: Yeah, a big thing for me is you wanna learn from other people, different sessions, different ideas, different delivery styles, and for me the biggest one is the observation you know, being able to look back at the sessions that I've done and thinking right 'this went well' or 'this didn't go well' and thinking 'why?'

Researcher: Yeah…

Coach: And 'how did I put this across?' or 'was I a bit harsh on him there?' or 'did I step in a bit there and not let them solve it themselves?'

Researcher: Yeah definitely

Coach: Erm, yeah I think for me the… It's a combination of the two (seeing other coaches and watching yourself back) but for me it's the observations, how it's literally 'right, there's your mic, I'll be upstairs ready to go, flick the switch on and you're good to go' kind of thing, and I think rather than it being made a big deal of…

Researcher: When you're getting observed you mean?

Coach: Yeah when you're getting observed you know, we get the email, I know what it is, I know you're gonna be there ready for me *laughs*

Researcher: *laughs* Yeah that's true.

Coach: *laughs* And it's like go and do what you'd normally do, rather than…

Researcher: And it's for your benefit as well I suppose?

Coach: Yeah it's not a pressure situation, it's do what you do.

Researcher: And for the stats that you'd get from that process then, they've been quite broad haven't they? Rather than specific?

Coach: Yeah…

Researcher: But again there's other things you can do with this tool, you might have for example, a first observation of general behaviours like you've had this season…

Coach: Yeah…

Researcher: And then within that, you or after discussions with other staff might pick up areas where you think 'I wanna look at that'

Researcher provides coach with example of previous study and how this broke down a primary behaviour (questioning) and focused on this in more depth

Researcher: And then from that, this might create more individualised CPD sessions for yourselves? Is that something you'd agree with?

Coach: Absolutely yeah, it's a great idea, I think yeah the spectrum is quite broad and maybe to get the best of the best out of someone you might need to specialise in or focus on a particular area, yeah it's a great idea

Researcher: And this could then be planned for individual coaches? Or even by phase? Based on the learning needs of those players?

Coach: Yeah absolutely.

Researcher: And then just the final question really, aside from the videos not being available as we would've liked them to be, is there anything else that could have been done? And that's by me? Or by the club? I know you spoke about more regular observations?

Coach: For me that would probably be the only thing, obviously its erm… I only came back in at the academy in October…

Researcher: Yeah…

Coach: So I appreciate that it's difficult, I think I had a 3rd session booked in but it fell on a Tuesday, and it was a Gymnastics session, but no with regards to you it's been spot on

Researcher: Yeah it's been alright, hasn't it?

Coach: Yeah, no issues whatsoever, for me it'd just be if staff allowed, if time allowed, if resources allowed, if it could be done on a more regular basis

Researcher: And maybe with more structure to the videos?

Coach: Yeah, I think a good thing would be if there was maybe a night every month where all staff sat down…

Researcher: Yeah definitely…

Coach: And watched a staff member's session and kind of go through it, I see issues with that, with egos, I get that, but I think for example if you were looking at full-time staff who are in day in and day out, then some of that I think would be really beneficial for everything

Researcher: Definitely, I agree, and that's pretty much it from me unless you've

got anything to add?

Coach: No it's been a pleasure, Josh.

Researcher: Good.

Interview concludes

Interview with Coach 16 – Wednesday 17th May 2017 (20min 08secs)

Researcher: So first of all, going into actually being observed, how did you find this process? Was being video recorded something you've been exposed to before? Was it something you felt nervous doing? Or did you just see it as part of your role as a coach?

Coach: Erm, *pauses* sometimes we've had it at the academy before, where we've had sessions that have been recorded, they (academy) put just a microphone on us last year, but to be fair its relatively new…

Researcher: Yeah…

Coach: Like we've done it maybe four times, its not something we've done a lot, do you know what I mean? So…

Researcher: So is it something you felt nervous doing, initially?

Coach: Not really, to be fair it was just like a normal session really…

Researcher: At times did you maybe forget you even had the microphone on then?

Coach: Yeah, it was really the kids saying all sorts of stuff that got picked up

Researcher and coach laugh

Coach: But yeah, it wasn't anything different to what I'm used to if I'm honest.

Researcher: Okay, I'm not sure how much access you've had to the stats that you've had sent across, but how useful would you say these are in informing your personal coaching?

Coach: Erm, *pauses* certainly when I looked at them before, there were a couple (of behaviours) where I was a bit like… I think there was something like technical detail, and I actually looked at it compared with the other people (coaches) do you know what I mean?

Researcher: Yeah…

Coach: And that one just seemed miles out compared to the rest, it was like maybe 100 or 200 (frequency) more, and in my head I was like 'is that right?' or 'is this something that I do?' or is it maybe something that's gone wrong, I don't know, erm, *pauses* to be fair I know we were saying in the meeting before, it might be better to maybe look at it in a different light rather than just statistics…

Researcher: Yeah, and maybe when they are used, they could be simplified?

Coach: Yeah, yeah.

Researcher: Would you prefer it if it was narrowed down in relation to your personal coaching, for example your line of questioning maybe?

Coach: Yeah, I just think it would be… It might just be easier to maybe watch the video and juat go through it, rather than the actual stats, erm *pauses* the stats are a bit… It's alright saying like, 'you've done 100 of these' but did I need to do 100 of them? Or was it for a good reason why I did them?

Researcher: So would you prefer these combined then? With the availability of your personal videos?

Coach: Yeah…

Researcher: And possibly answer the questions you mentioned?

Coach: Yeah, I would…

Researcher: Okay, erm, and presuming you have access to this videos, which you certainly should by next week, would you say these could have impacts on your future coaching? Let's say, for example, you get chance to watch yourself back in sessions and reflect on what you did well? And equally what you could improve on?

Coach: Yeah I think so, I think that's probably the biggest one, certainly since I've been here, I've been videoed like three, four, five times and I've never actually seen a session that I've done…

Researcher: That's a good point to be fair…

Coach: And that's not just this year, that's last year as well, and then I think well why don't they (academy) show us it so we can actually see what we're doing and what we aren't, 'cos really you're only living it through your head, do you know what I mean?

Researcher: Yeah, definitely…

Coach: You're not actually observing yourself and thinking 'what am I actually doing?' do you know what I mean?

Researcher: Yeah I get you…

Coach: So its all in the moment, kind of thing.

Researcher: And again, when you get access to these videos, are they something you'd rather watch in your own time? And that's on your own? Or is it something where you'd maybe come in to the academy and watch them alongside a full-time member of staff?

Coach: Erm, *pauses* it's just with time really, I mean… To be fair I would like to

watch them on my own and get my opinions on things, but at the same time I would like someone else to say 'you've done this right' or 'you could work on that' do you know what I mean?

Researcher: Yeah…

Coach: I think maybe a mixture, maybe initially I'd say watch it by myself, and then get someone else to review it with me

Researcher: Okay, and is that something that's available currently within the academy, then? In terms of the support on offer to develop your personal coaching?

Coach: Erm, *pauses*

Researcher: And if not, what other kinds of support is there available?

Coach: *pauses* I'm not sure really, before they've (academy) done it where we've been interviewed, but I've never really had any feedback from it, I actually think it's maybe for them to watch and then… Them to see what's going on, rather than for us to actually get some coaching points from it, do you know what I mean?

Researcher: Right, okay…

Coach: Rather than so it improves us, erm, *pauses* I don't know really, for me it should be more they watch the videos with us, or watch our session, then we come in and they say 'you've done this well' and 'you've done that well'

Researcher: Yeah…

Coach: I just think, erm, sometimes we don't really get as much from the actual videos as we probably should do, do you know what I mean?

Researcher: Yeah…

Coach: Certainly last year, obviously not with this stuff but we got videoed quite a lot and it was a bit like, 'well they're videoing us, but why?' 'cos we never saw any of it…

Researcher: I get you, yeah, 'cos it's for your own coaching at the end of the day isn't it?

Coach: That's it yeah.

Researcher: And moving on now into your personal coaching then, what do you feel your learning needs are? And how have you identified these?

Coach: What do you mean? Like wanting to improve on?

Researcher: Yeah…

Coach: Erm, *pauses* certainly I'm doing my (UEFA) 'B' Licence at the minute, I think my detail in sessions, actually providing the kids with information is good, I

just think that sometimes I can get maybe a bit, rather than saying one point and being direct with that one point, I sometimes rather be a bit vague… Not vague, but I think sometimes I could hit home that point maybe a little bit more, I think sometimes like erm, *pauses* even on Sunday's game if I'm honest, theres times when I'm talking about possession and I'm talking about defending and I'm talking about pressing high, and sometimes it probably just becomes a little bit too much, maybe just stick with one point

Researcher: Okay, and how have you identified this? Is that just through reflecting on your own coaching? Or have you had chance to…

Coach: Probably through my own reflection if I'm honest, I mean I do speak to others…

Researcher: Yeah…

Coach: But a lot of their stuff is on 'you need to be louder' and stuff like that, and from the actual stats that I got… Obviously loudness wasn't really a stat was it?

Researcher: No, no…

Coach: But from actual input, my input was probably as much as the vast majority, so in my head I'm like…

Researcher: What do you mean by input? Do you mean silence? Or do you mean the amounts of feedback you're given?

Coach: Yeah, in terms of like the feedback, and I think there was like erm, *pauses* I forget what it was, there was one where it was like generic wasn't there?

Researcher: Yeah…

Coach: Then there was like specific?

Researcher: Yeah, general and specific feedback…

Coach: Well on all of them ones, mine was quite high, which I actually thought was good.

Researcher: In the sense of players knowing where they are going right and wrong?

Coach: Yeah, I actually thought when people were saying 'you're not loud enough' I thought that wasn't really a specific point, it's not is it?

Researcher: No, I know what you mean…

Coach: 'Cos they might say my information wasn't clear and loud in terms of so everyone can hear it, but in terms of actual detail and stuff like that, I do think I give them (players) quite a lot, do you know what I mean?

Researcher: Yeah, and I know you spoke about it a little bit there, but what's the approach you're trying to adopt in your coaching? And why is this? For example,

in terms of how you put your points across to the players?

Coach: Erm, *pauses* to be fair my thing is to let them play quite a lot, give the players a lot of opportunities to make their own decisions, at the moment probably, certainly this year, I've spoke to them more as individuals than before, normally before I'd stop the whole group and say 'we all need to improve on this' when maybe it might be better working with one or two, whereas this year it's been more just speaking to individuals, making sure they know certain points, it depends really on the information you're giving them…

Researcher: Yeah…

Coach: So if you're giving them quite a generic team kind of thing, where for instance at the minute they're (players) working on receiving the ball in tight areas, I'll give the points to all of them…

Researcher: Yeah…

Coach: Whereas if one kid wasn't receiving the ball on his back foot, or something like that, then I'd just speak to him as an individual.

Researcher: Okay, and which way do you think the players learn best then? Or do you think, again, it depends on the situation?

Coach: Erm, it probably depends on the situation, it probably depends on the player as well, I think some of them you can speak to as individuals and they'll get it straight away, whereas some of them just aren't interested in it and would rather just be getting on with the session.

Researcher: Right…

Coach: I also think sometimes setting up the session to make sure it gets that stuff out, so if you're doing like small, tight sessions it might work on their receiving skills, rather than being like big areas where they're actually running and it's more of a physical session.

Researcher: Okay, and does that come from the academy then? Do you have a broad topic and then you'll go away and coach that topic?

Coach: Yeah, we have a curriculum where they give us like erm, *pauses* every 3 weeks I think it is it changes, so we've gotta stick to that, but I do think it can be quite… It's quite structured in terms of how they want it, they want 50 minutes of the activity, 50 minutes of this, or 20 minutes of whatever…

Researcher: Yeah…

Coach: But I think the actual topic can sometimes be quite broad in the sense that it's 'dribbling with the ball' but then is that in tight areas? Or is that over a bigger distance? I think to be fair it's quite good that they let you put your own spin on it, but at the same time because the sessions are structured it's like 'we're gonna do this for 30 minutes, we're gonna do that for 30 minutes' so it becomes quite… I think the kids get quite erm, *pauses* bored of it, do you know what I mean?

Researcher: Yeah, yeah…

Coach: And I think you can see that.

Researcher: So in terms more of coaching philosophies and how the session is approached, does that come from your own personal beliefs? Or is that also influenced by the academy?

Coach: I think the academy does to be fair, I get that we all have our own personalities and stuff, do you know like in the sessions?

Researcher: Yeah…

Coach: But erm, certainly with… To be fair a lot of the stuff has been positive but even with working with individuals is a real thing the academy tries to push through, so I think it works in two ways, you still need to keep your own beliefs on stuff, but obviousky the be all and end all is that the academy gets the players through, do you know what I mean?

Researcher: Definitely yeah, and going back to the observations, numbers aside and when I've not been there to observe, do you ever feel like you do certain things more or less than you'd like to in sessions? When you reflect on them?

Coach: Erm, *pauses* I think erm, *pauses*

Researcher: I know you briefly mentioned earlier about your learning needs…

Coach: Yeah, I think sometimes… It depends really, I also think it would be interesting to see like, this is gonna sound really daft but what mood the coaches are in, do you know what I mean?

Researcher: No I get you, like for example with you being part-time and having other commitments during the day?

Coach: Yeah, I think rushing from work and stuff like that will affect it (the session), obviously I'm in schools and that might affect it, I also think just training, erm *pauses* workload, but also if they've been doing well in training, does that affect how many times you step in?

Researcher: Yeah…

Coach: And actually coach, or if they've had a couple of nightmare weeks and you're finding it frustrating, are you maybe not hitting the points or being onto them a bit harder, do you know what I mean?

Researcher: Yeah, there's all these factors affecting your practice isn't there?

Coach: That's it, I think I change quite a lot, certainly recently from coming to Christmas to the last couple of weeks we've been doing better, so me and (co-coach of under-11's) have been more relaxed with them…

Researcher: Yeah…

Coach: And that's as the results have got better, 'cos we haven't been so 'you need to do this' as much.

Researcher: Definitely yeah, so moving forwards with this process into next season, I know a couple of coaches have mentioned being able to watch coaches from other age groups and seeing how they coach? I know you mentioned about time being a factor, but do you think this is something that could be useful?

Coach: Yeah…

Researcher: For example, if you were still to be observed but you also have opportunities to see how other coaches in the academy are coaching?

Coach: Yeah, certainly I think the different age groups, being able to watch them and see how they deal with their players, even your own age group really, I mean we do get to see bits but obviously we're training at the same time as them…

Researcher: Yeah that's true…

Coach: But just seeing how the coaches deal with their players and their session, and then also certainly the age group above, 'cos ours is the age group of under-11's in the Foundation Phase, and under-12's is the YDP (Youth Development Phase) so maybe even just the year above us, just seeing how they deal with them and seeing if there's a big gap between…

Researcher: Which would also allow you to see what you're getting the players ready for too, I imagine?

Coach: Yeah definitely.

Researcher: Okay, so final questions really, again moving forwards with this process, aside from the availability of the videos, what would you say could also be improved? And that could be, for example, the stats being presented in a simpler way? Or a more specific way? So for example after identifying your own learning needs, or they had been identified, you could focus more specifically on that aspect of your coaching? Rather than 'this is how much instruction you're using, this is how much feedback you're using'…

Coach: Yeah I think it needs to be a bit more specific in terms of like erm, 'this is something we think you could work on' or 'this is something we think you're doing well' rather than just being a load of a numbers which really, at the minute, are a bit difficult to say if it's working or not

Researcher: I get you, yeah…

Coach: And again, I know in the meeting before where they said it's not about 'you're doing 80 of them, so you're doing really well' because everything is different…

Researcher: Exactly, and that's even affected by the length of a session, but again you could compare that between you and (co-coach of under 11's), for example? Or others in that phase? So if it was an aim to improve decision-making, for

example, behaviours relating to that could be compared with other coaches in that phase? You would imagine your age would be different to maybe…

Coach: Like the under-16's, yeah…

Researcher: Yeah that's it, or the PDP (Professional Development Phase)…

Coach: Yeah…

Researcher: So again that's another thing to think about, isn't it?
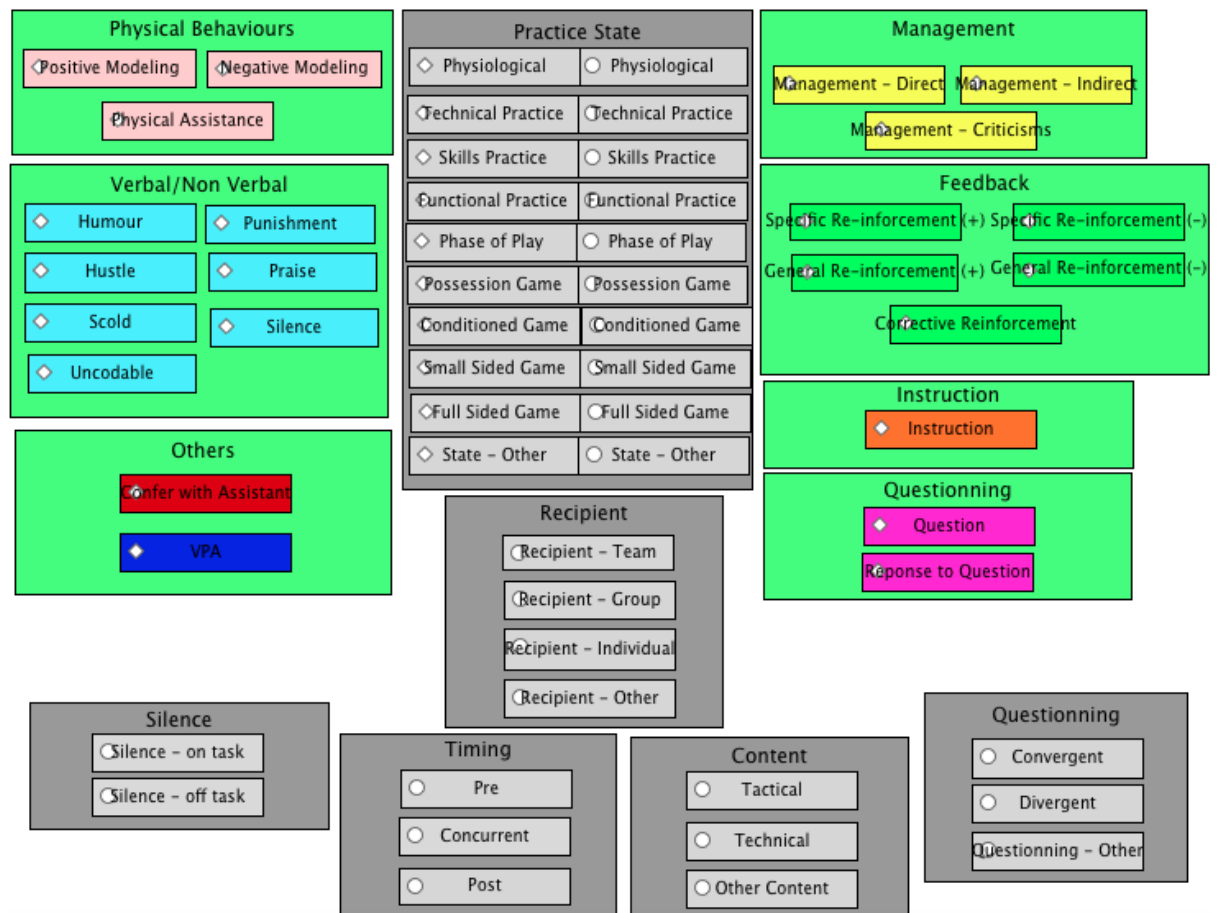
Coach: Yeah, yeah…

Researcher: But yeah that's it from me to be fair, unless you've got anything you'd like to add?

Coach: No, that's it.

Interview concludes

Appendix L: Coach Analysis Intervention System (CAIS)

Coding window (CAIS) used to categorise coaching behaviours (SportsCode):

Primary CAIS behaviour definitions (Cushion et al., 2012):

Behavioural Classification	Behavioural Description
Primary Coaching Behaviour	
1. Positive Modelling	Skill demonstration- with or without verbal instruction that shows performer the correct way to perform.
2. Negative Modelling	Skill demonstration- with or without verbal instruction that shows the performer the incorrect way to perform.
3. Physical Assistance	Physically moving the performer's body to the proper position or through the correct range of movement.
4 & 5. Specific Feedback (positive or negative)	Specific verbal statements (either positive or supportive OR negative or unsupportive) *that specifically aim to provide information about the quality of performance* (can be delivered concurrently or post). e.g. Positive: 'Good you followed through well', 'Good drag', 'that was good defending', 'I liked the way that you got nice and low in the tackle', 'good serve', 'excellent counter attack/fast break'.
	Negative: 'Don't lose sight of the ball and your man', 'Don't force the pass', 'the attack is too slow', 'you're swinging too early', 'you've got to talk, guys', 'you maybe got caught a bit too wide'.
6 & 7. General Feedback (positive or negative)	General verbal statements OR non-verbal gestures (either positive or supportive OR negative or unsupportive (can be delivered concurrently or post). e.g. Positive: 'Well tried', 'well done', 'good job', 'much better', 'that's lovely', 'I like that', clapping.
	Negative: 'don't do that again', 'oh, guys, please', 'that was rubbish', 'you got that wrong', 'not from there', holding head in hands.
8. Corrective Feedback	Corrective statements that contain information that *specifically aim to improve the player(s) performance at the next skill attempt* (can be delivered concurrently or post).
	e.g. 'it would help if your stance was not a metre wide', 'you probably do not want to be on the same side as your team-mate initially', 'move your feet and not your stick', 'pass it earlier next time', 'force them away from the goal when they are attacking', 'we need to increase the ball pace'.
9. Instruction	Verbal cues, reminders or prompts to instruct / direct skill or play related to player(s) performance. e.g. 'Talk', 'Press', 'Keep them there', 'Mark up', 'Go with the runner', 'Move left', 'Now run left', 'Pass the ball', 'Take a shot', 'Get behind them', 'Go' (to activate or initiate a player's behaviour during a drill).
10. Humour	*Jokes or content designed to make players laugh or smile.*
	e.g. 'Have you got steel toe caps in those trainers?', 'Have you eaten steak for your lunch today?'
11. Hustle	Verbal statements or gestures *linked to effort* to activate or intensify previously directed behaviour. e.g. 'You can do it, keep working' or 'Pace, pace, pace', 'Go, go, go', 'Let's go'.
12. Praise	Positive or supportive verbal statements or non-verbal gestures which demonstrate the coach's general satisfaction or pleasure to a player(s) that *DO NOT specifically aim to improve the player(s) performance at the next skill attempt.*
	e.g. 'your work rate was excellent today', 'good effort', a smile, pat on the back or thumbs up.
13. Punishment	Specific punishment following a mistake. e.g. 'give me 20 press-ups', 'three laps', 'five sit-ups'.
14. Scold	Negative or unsupportive verbal statements or non-verbal gestures demonstrating displeasure at a player(s) that *DO NOT specifically aim to improve the player(s) performance at the next skill attempt.* e.g. Shaking of the head or arms held aloft, swearing at a player(s)
15. Uncodable	Not clearly seen or heard, not belonging to any other category.
16. Silence	Coach is silent this can be on- or off-task. (See secondary questioning behaviours below for definitions of on- and off-task).
17. Question	Coach asks a question about skill, strategy, procedure or score, the status of a player's injury, about the welfare of a player, to a match official, etc. (see secondary questioning behaviours below for specific examples).
18. Response to question	Coach responds to a question that may or may not be directly be related to practice or the match competition.
19. Management – Direct	Management that is practice/match competition related coach behaviour contributing directly to practice/ match competition or explaining how to execute the skill, drill or game.
	e.g. 'I need you in three groups of four' or behaviours such as target setting, refereeing or scoring in practice, or verbal explanations such as 'during this drill I want', 'the purpose of this task is to…', calling timeouts in matches, asking the bench to make a sub in matches, explaining the starting line-up for a match, re-organising line-ups during timeouts, etc.
20. Management – Indirect	Management that is practice related coach behaviour, not contributing directly to practice/the match competition. e.g. Collect all the balls and bibs, sending players for a water break, travel arrangements for fixtures/up-and-coming practice sessions.
21. Management – Criticisms	Management that demonstrates displeasure at the player(s) behaviour or match official's decisions. e.g. Players: 'You're late again!', 'leave the balls alone while I'm speaking', 'we are taking too long to get this practice organised', 'we need to make our substitutions more frequently', 'listen to the person who is speaking, please', 'girls, your attitude stinks', 'if you don't want to do this practice we can run instead', 'its fine, we will finish practice late then', 'stop whining at each other', 'stop being lazy'.
	Officials – 'that's a carry', 'that's a penalty', 'that's an unbelievable call', 'that was a foul'.
22. VPA	Coach engaged in Verbal Protocol Analysis ('think aloud techniques' verbalising their actions, communications, thoughts, and feelings).
23. Confer with Assistants	Coach confers with assistants to talk about, manage or reflect on anything concerned with the practice (i.e. management and organisation of practice, players' performance within practice and in games) which is related to current training episode.

Secondary CAIS definitions – Training states (Cushion et al., 2012):

Behavioural Classification	Behavioural Description
Practice/Training States	
Physiological	Primary goal of the physiological aspects of the game (e.g. warm-up, cool-down, conditioning, stretching).
Technical Practice	Individual or group activity covering isolated technical skills under limited or no pressure.
Skills Practice	Individual or with a group covering technical skills under pressure from opponent(s).
Functional Practice	Re-enacting isolated simulated game incidents with or without a focus on a particular skill. These can be unopposed (i.e under no pressure from opponents(s) such as shadow play/game simulated patterns of play/movement) or opposed.
Playing States	
Phase of Play	Attack vs. defence play covering team cognitive strategies used to outsmart opponents which involve ONLY one team of players scoring, or the two teams of players scoring in different ways (i.e. attackers score in a main regulation goal/basket and the other team runs the ball out through some marker cones/ over a line, or by outletting the ball to a feeder/coach etc.).
Possession Game	No goals/targets in which retention of possession rather than scoring is the primary objective.
Conditioned Game	Restrictions/variations to rules, goals, or area of play, but with both teams scoring in the same way.
Small Sided Game	Two goals, realistic to regulation rules, with both teams scoring in the same way.
Full Sided Game	Two goals, regulation rules and players (i.e. 11 vs. 11 in case of field hockey), with both teams scoring in the same way.
Management/ Transition States	*Management/Transition States*
*State – Other**	Time when coaches are managing/addressing the team of players to explain up-and-coming practices, transition or move players from one practice state (i.e. technical practice) to a NEW or DIFFERENT practice state (i.e. skills practice), and time when players are taking a breaks from practice (i.e. water breaks).

Secondary CAIS definitions – Recipient (Cushion et al., 2012):

Behavioural Classification Recipient	Behavioural Description
Individual	Coach talks or responds non-verbally to a single player either one to one, by pulling a player aside during practice or in a match/competition, uses a player's name, etc. in BOTH PRACTICE and in MATCH/COMPETITION contexts
Group	IN PRACTICE GROUP refers to the coach talking or responding non-verbally to more than one player, up to half of the team of players. IN MATCH/COMPETITION GROUP refers to more than one player on the court/field of play, and players who are substitutes who are NOT on the field of play, irrespective of whether these substitutes are greater in number than those on the court/field on play.
Team	IN PRACTICE TEAM refers to the coach talking or responding non-verbally to more than one half of the team of players. IN MATCH/COMPETITION TEAM refers to those players on the court/field of play.
Other	Coach talks or responds non-verbally to an assistant coach, referee, parent, spectator, etc.

Secondary CAIS definitions – Timing (Cushion et al., 2012):

Behavioural Classification Timing	Behavioural Description
Pre	Information given BEFORE a performance episode
Concurrent	Information given DURING a performance episode.
Post	Information given AFTER a performance episode.

Secondary CAIS defintions – Content (Cushion et al., 2012):

Behavioural Classification Content	Behavioural Description
Technical: Technically-based	e.g. related to individual techniques such as passing, shooting, dribbling, etc.
Tactical: Cognitive strategies that involve player decision-making	e.g. patterns of play, formations (e.g. defensive shape), counter attacking, pressing, player movement and connections etc.
Other	Not fitting any other behaviour category.

Secondary CAIS definitions – Questioning and silence (Cushion et al., 2012):

Behavioural Classification Questioning	Behavioural Description
Convergent	Limited number of correct answers/options – closed responses (i.e. often yes or no answer). e.g. 'Which is the best passing option from here, forward or back?', 'Did you get your injury treated?', 'are you ready to sub on the field of play?', 'are you going to call play one?', 'why did you do that?', 'do you think that option was good one?', 'was that the way that I showed you to do that skill?', 'was that the correct choice?', 'which team is defending?', 'do you understand what I want you to do?', 'can you show me what you just did?'
Divergent	Multiple responses/options – open to various responses. e.g.: 'what options do you have available in that position?', 'where were you looking to see whether the spike was coming straight or cross court?', 'when do you think it might be a good idea to step up and press the ball?', 'how might you help team-mates who are out of position defensively?', 'what things might you do to help the player in possession of the ball?', 'once we have committed all the defenders into that channel, where do we go?'
Silence	
Silence on-task	Coach monitors practice without reacting verbally or non-verbally.
Silence off-task	Coach is not visibly engaged in the practice.