

RESEARCH IN SPORTS COACHING

The Psychology of Sports Coaching

Research and practice

Edited by
Richard Thelwell,
Chris Harwood and
Iain Greenlees



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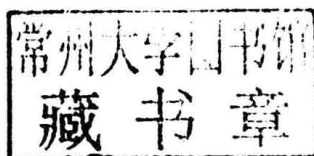
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The Psychology of Sports Coaching

This is the first book to offer a comprehensive review of current research in the psychology of sports coaching. It provides detailed, critical appraisals of the key psychological concepts behind the practice of sports coaching and engages with contemporary debates in this field. Organised around three main themes, it discusses factors affecting the coaching environment; methods for enhancing coach performance; and how to put theory into practice through coaching work.

Written by an international team of researchers and practitioners at the cutting edge of psychology and coaching, each chapter introduces a key concept, defines key terms, provides a comprehensive literature review, and considers implications for future research and applied practice. Encompassing the latest developments in the field, it addresses topics such as:

- the theory behind effective coaching
- creating performance environments
- promoting psychological well-being
- developing resilience through coaching
- transformational leadership and the role of the coach.

The Psychology of Sports Coaching: Research and practice is an indispensable resource for sport psychologists and sports coaches, and is essential reading for all students and academics researching sport psychology.

Richard Thelwell is Head of Department for Sport and Exercise Sciences at the University of Portsmouth, UK. Richard has amassed a portfolio of over 70 peer-reviewed publications including edited book chapters, international journal publications, and international conference papers. His current research interests lie within the area of coach psychology and in particular the themes of stress, emotion, coping and performance, psychological skills and behaviour change, and expectation effects. Richard also has a vested research interest in professional practice factors in applied sport psychology and is a Registered Psychologist of the Health and Care Professions Council. He also serves on the Editorial Board for the *International Review of Sport and Exercise Psychology*, the *International Journal of Sport Psychology*, and is Associate Editor for *Case Studies in Sport and Exercise Psychology*.

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Routledge Research in Sports Coaching

The *Routledge Research in Sports Coaching* series provides a platform for leading experts and emerging academics in this important discipline to present groundbreaking work on the history, theory, practice, and contemporary issues of sports coaching. The series sets a new benchmark for research in sports coaching, and offers a valuable contribution to the wider sphere of sports studies.

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Dave Day and Tegan Carpenter

Women in Sports Coaching

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The Psychology of Sports Coaching

Research and practice

Edited by Richard Thelwell, Chris Harwood and Iain Greenlees

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hoped that the empirical evidence presented within each chapter, together with the dissemination of this body of research into practical implications for applied practice, offers a comprehensive, thought-provoking essential library for students, graduates, doctoral students, academics and professionals working in the fields of applied sport psychology and coaching science. The format of each chapter has been standardised as much as possible to resemble the works published in academic journals, with chapters divided into several sections: an introduction; a section clarifying and defining key terms; a comprehensive and contemporary review of literature; the directions for future research; and the implications of the work for applied practice.

The first part, *Factors that affect the coaching environment*, commences with Paul Wylleman, Nathalie Rosier, Koen De Brandt, and Paul de Knop who critique key coaching considerations through athlete development phases. The chapter details the transitions and stages athletes face in different domains of development using both a lifespan model and a holistic perspective to outline the development of the elite athlete career, before considering future research directions and implications for professional practice. In Chapter 2, Andrew Mills and Matt Pain critically review the creation of development and performance environments for adolescent athletes. Factors perceived by successful coaches to underpin optimal development environments are examined prior to critiquing the research findings that, when put together, highlight the importance of establishing cohesive player-centred environments guided by a clear vision and philosophy. Chapter 3, written by Megan Gilchrist and Cliff Mallett, reviews the theory behind effective coaching. Using self-determination theory as a framework, the authors unpack the complexity associated with why coaches coach the way they do, and provide direction on future research, and the relevance of this knowledge and understanding to coaching practice. In Chapter 4, Sophie Yang and Sophia Jowett use the 3+1Cs model to evaluate the understanding and enhancing of coach–athlete relationships in relation to individual differences, relationship characteristics, and environmental factors. In doing so, they explore key determinants of coach–athlete relationships, and how relationship quality associates with motivation, self-concept, team cohesion, and collective efficacy. In Chapter 5, Chris Wagstaff considers how sport psychologists can support coaches during organisational change, and provides a comprehensive review of research examining change in these domains. Given the increased focus of research in the area, the authors provide an insight to how coaches may seek to maintain effective performance during periods of substantial change. The final chapter within Part I by Camilla Knight and Daniel Gould reviews the coach–parent interaction and covers issues that coaches encounter with parents, and potential strategies to optimise parent–coach relationships. Given the paucity of literature examining coach–parent interactions, the chapter concludes with future research options focused around education and intervention strategies.

The second part, *Enhancing coach performance*, starts with Paul McCarthy and Burt Giges who, in Chapter 7, examine how the needs of coaches are met. The chapter highlights how coaches satisfy particular psychological needs

through the coaching process and in particular how psychological needs are identified, satisfied, or unsatisfied. Having highlighted future research priorities, the authors comment on how practitioners may wish to integrate such material when consulting with coaches. Steven Rynne, Cliff Mallett, and Martin Rabjohns, in Chapter 8, consider research examining the work of high performance coaches, the factors that influence coach performance, and the qualities of successful coaches. The authors illustrate the concept of the coach as a learner, individual strategies to enhance coach performance, and organisational strategies to support coaches, prior to highlighting future research opportunities in the area with a focus on performance development. Chapter 9, written by Peter Olusoga and Richard Thelwell, reviews the literature examining coach stress and coping. In addition to reviewing the salient literature, the authors consider potential intervention strategies to manage stress experiences, before reviewing the implications for professional practice and future research. In Chapter 10, Andrew Manley, Iain Greenlees, and Richard Thelwell outline the key components associated with expectations that athletes have of coaches. The critique examines the subsequent effect of athletes' coach expectations on their attention, effort, and general behaviours prior to concluding with suggestions for applied practice and future research. Chapter 11, by Ryan Flett, Sarah Carson-Sackett, and Martin Camiré, reviews literature associated with the actions that coaches take to promote effective outcomes. In addition to critically reviewing the antecedents of effective coaching across the context of participation coaching, performance coaching, and high-performance coaching, the consequences and outcomes of both positive and negative actions are discussed in order to provide practitioner implications and future research directions. Juliette Stebbings and Ian Taylor bring Part II to a close with their chapter on coach well- and ill-being, and impacts on coach and athlete performance. Literature examining the influence of sporting environments on coach well-being is also reviewed, before the authors explore the often ignored processes for how athletes influence coaches' psychological health. The chapter concludes with suggestions as to how research can stimulate and improve applied practice.

The final Part of the text addresses issues associated with *Working through coaches* and starts with Calum Arthur and Alan Lynn, who review transformational leadership and how it may be used for, and by, the sports coach. A comprehensive review of the literature is presented, outlining how coaches can engage with the theory. Having identified a number of future research directions, the chapter closes with a detailed description of the potential applied implications within the sport, and, in particular, the coaching domain via use of the Vision, Support, and Challenge model. In Chapter 14, Chris Harwood discusses the concept of coaching efficacy with a specific focus on the importance of developing the confidence of coaches to integrate mental skills and psychological strategies into their daily coaching practice and philosophy. In addition to potential research directions, attention is given to the methods and behaviours by which coaches shape the psychosocial development of young athletes. Matthew Smith, Sean Figgins, and Chris Sellars, in Chapter 15, review the inspirational