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THE ATHLETE-COACH RELATIONSHIP IN FA COACH EDUCATION; A BLACK HOLE?

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BACKGROUND

High quality Athlete-Coach (A-C) relationships have been found to positively influence athletes' wellbeing (Gosai et al., 2023) and performance (Phillips et al., 2023). However, coach education courses have typically not prioritised developing coaches' knowledge of the A-C relationship (Lefebvre et al., 2016).

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RESEARCH QUESTION

How is the topic of the A-C relationship integrated within the following English Football Association courses?



UEFA A Licence
UEFA B Licence

3

METHOD

Data Collection



Inductive interviews - 9 FA coach developers.



Inductive document analysis of key course documents



Data was analysed using inductive reflexive thematic analysis (Braun & Clarke, 2020).

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KEY FINDINGS

The A-C relationship is not meaningfully addressed

There is no formalised content relating to the A-C relationship in either course curriculum. Where it is introduced, it is done so in an implicit and superficial manner.

An incongruence between course content and assessment

The assessment frameworks state building relationships with athletes is a competency to be assessed.

Coach developers identify the A-C relationship as important

There was a lack of alignment between the perceived importance of the A-C relationship and its prominence within the course curriculum.

Pseudo-scientific content

Where psycho-social content is integrated, at times, it has embraced pseudoscientific concepts e.g., Myers-Briggs Type Indicator (MBTI).

In situ support is effective

'In situ' visits are an effective way to develop coaches' knowledge of the A-C relationship by capturing authentic coaching experiences.

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References
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