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# 1 Use of Video-Analysis Feedback within a Six-Month Coach Education 2 Programme at a Professional Football Club

3 NICK WADSWORTH, LEWIS CHARNOCK, JAMIE RUSSELL & MARTIN LITTLEWOOD  
4

## 5 Abstract

6 This research outlines how a neophyte sport psychology practitioner (SPP), working  
7 alongside a professional football coach, utilised video-analysis feedback within a six-month  
8 coach education programme at an elite level professional football club. Video-analysis  
9 feedback was primarily utilised to improve the coach's self-awareness in relation to his  
10 coaching practice. The intervention was also designed to support the integration of a  
11 psychosocial focus within the coaching context. Reflective accounts from both the neophyte  
12 SPP and the coach are provided. The reflections provide an insight into the efficacy of the  
13 intervention as well as presenting some of the challenges of delivering an intervention, such  
14 as this, within a professional football club. The use of video-analysis feedback provided the  
15 coach with an opportunity to reflect upon his coaching practice and as a result improve self-  
16 awareness of his coaching philosophy, especially in relation to the environment created  
17 within the coaching context and relationships developed with players.

18 **KEYWORDS** (technology, development, reflection, coaching)  
19

20 The use of video-analysis in sport has grown significantly in the last decade  
21 (Mackenzie & Cushion, 2013) and has been recognised as integral, not only for the  
22 development of the players, but also for the purpose of coach education (Groom, Cushion &  
23 Nelson, 2011; Nelson & Groom, 2012). However, despite this, the use of video-analysis as a  
24 tool for coaches' development remains unclear (Barlett, 2001) and research investigating

25 performance analysis for this purpose requires much more attention (Reeves & Roberts,  
26 2013). Historically the purpose of performance analysis feedback has been to reduce the  
27 coaching process down into measurable behaviours (Partington, Cushion, Cope & Harvey,  
28 2015), as opposed to considering it as a whole. As a result, coaches are not encouraged to  
29 reflect on how they as an individual impact upon the coaching context. Breaking the coaching  
30 process down into measurable behaviours, fails to highlight the importance of the social  
31 interactions that occur between the coach and their players (Cushion, 2007). Furthermore, it  
32 is apparent that coaches' attitudes towards performance analysis, for the purposes of self-  
33 reflection, are divided. Whilst some coaches actively seek feedback from others, and are  
34 willing to adapt their coaching philosophies, others refuse to 'buy-in' to the process, and as a  
35 result, fail to progress and develop (Reeves & Roberts, 2013).

36         Given the high-pressured environment created within professional football academies  
37 and considering the high turnover of staff (Partington, et al., 2015) coaches may choose to  
38 use 'safer', more traditional, tried and tested methods within their coaching practices in order  
39 to successfully demonstrate their expertise (Cushion, Ford & Williams, 2012). However, in  
40 order for coaches to have the best chance of producing players capable of playing within the  
41 Premier League - the pinnacle of English football, it is essential they continuously adapt and  
42 develop their coaching practices over time. This can only be achieved by encouraging  
43 coaches to reflect (Cushion, Harvey, Muir & Nelson, 2012), understand their current thoughts  
44 and behaviours (Harvey, Cushion & Massa-Gonzalez, 2010) and as a result prevent the  
45 culture of professional football from becoming stagnant (Abraham, Collins & Martindale,  
46 2006). By engaging in reflective practice, coaches are able to develop self-awareness and as a  
47 result better understand and change their current behaviours (Leduc, Culver, & Werthner,  
48 2012). In that sense, this research outlines how video-analysis feedback was utilised within a  
49 6-month coach education programme in order to encourage reflection and increase the self-

50 awareness of a coach at a professional football club. In addition to this, the intervention was  
51 designed to support the integration of a psychosocial focus within the coaching context.  
52 Reflective accounts from the perspective of both the sport psychology practitioner (SPP) and  
53 the coach are highlighted to provide an insight into the challenges of delivering an  
54 intervention, such as this, within a professional football club.

## 55 **Coaching and Self-Awareness**

56 It has been reported that coaches often lack self-awareness regarding their coaching  
57 practice and philosophy (Lyle & Cushion, 2010). Research has found that coaches regularly  
58 highlight the importance of developing the ‘whole player’, with particular emphasis placed  
59 on developing the ability of their players to make decisions and be creative (Wright &  
60 Forrest, 2007). Despite this, their coaching practices often do not align with their beliefs and  
61 values (Partington & Cushion, 2013). In actuality, coaches often do not provide their players  
62 with the opportunity to explore and make decisions within their coaching sessions.  
63 Furthermore, coaches often rely more on instruction as opposed to providing their players  
64 with the opportunity to ask and answer questions. Coaches that do ask questions, very rarely  
65 encourage their players to develop a level of critical thinking, due to the nature of the  
66 questions being asked and the demands they place on their players for a quick response  
67 (Cope, Partington, Cushion & Harvey, 2016). Integrating video-analysis within the coaching  
68 context has been found to encourage self-reflection and as a result challenge coaches to  
69 closely consider their coaching philosophy and practice as a whole (Groom, Cushion &  
70 Nelson, 2011).

71 Given that coaching is a complex interplay between thought and action, it is essential  
72 for any coach education programme to acknowledge the interaction between observable  
73 behaviours and the cognitive process that precedes it (Cushion et al., 2012). Video-analysis

74 feedback provides practitioners and coaches with a platform to achieve this. Coaches are able  
75 to view their coaching behaviours and critically reflect on these behaviours, whilst explaining  
76 their decisions. If facilitated within a supportive environment, video-analysis feedback can  
77 encourage reflection, increase self-awareness and have a direct impact on coaching practice.  
78 Video-analysis can also provide coaches with a greater awareness of the nature of the coach-  
79 athlete relationship (Groom et al., 2011), encouraging them to reflect and consider how they  
80 interact with their players (Cushion & Jones, 2006) to implement a more player centred  
81 approach. Furthermore, it can also highlight the importance that trust and respect have in  
82 creating a positive learning environment (Cassidy, Jones & Potrac, 2009). Partington et al.  
83 (2015) investigated the impact video-feedback had on the reflection and coaching practices of  
84 five English youth coaches. This individual longitudinal approach provided the coaches with  
85 an opportunity to significantly change their coaching behaviours in areas such as instruction,  
86 questioning and feedback as a result of their increased self-awareness in relation to their  
87 coaching practice. Clearly then, video-analysis used for the purpose of coach development  
88 has the ability to increase self-awareness and ultimately enhance learning and development.

## 89 **Coaching Context**

90 It has been suggested that coaches value the developmental opportunities they are  
91 presented with in their day-to-day work more than the opportunities provided to them whilst  
92 engaged in formal coach education (Werthner & Trudel, 2006). Whilst these coach education  
93 programmes are essential for the development of elite coaches, they are often criticised for  
94 lacking authenticity regarding the context in which they are delivered (Mallett et al., 2009)  
95 and for not considering the challenges most important to each individual coach (Nelson,  
96 Cushion & Potrac, 2006). Coaches are rarely given the opportunity to learn and develop  
97 within their own club's environment and as a result coaching courses may fail to foster long-  
98 lasting change. On the other hand, everyday learning experiences can often be overlooked

99 due to the increasing demands placed on elite coaches working within professional football.  
100 When these learning opportunities are recognised, they are often limited in direction and  
101 rarely include constructive feedback (Mallett, Trudel, Lyle & Rynne, 2009). Nevertheless,  
102 these challenges can be overcome by providing coaches with the appropriate support and  
103 resources to ensure that their development is consistently prioritised. In that sense, it could be  
104 argued that SPP are uniquely placed to provide coaches with this support and it has been  
105 suggested that the use of video feedback can ‘bridge the gap’ between themselves and the  
106 coach (Ives, Straub & Shelley, 2002). Furthermore, SPP are able to recognise the importance of  
107 viewing the coaching process holistically and on an individual basis (Partington & Cushion,  
108 2013). Hence, this 6-month coach education programme was designed and delivered by the  
109 SPP, ensuring the views and needs of the coach were considered within the broad and unique  
110 environment that existed at the club.

111

## 112 **Research Context**

113 This intervention took place at an English, Category One, Premier League Academy.  
114 The Premier League is the pinnacle of professional football in England and is recognised as  
115 one of the best leagues on the global platform. The ultimate aim of football academies across  
116 the globe is to produce individuals capable of playing first team professional football (Relvas  
117 et al., 2010; The Premier League Elite Player Performance Plan (EPPP), 2011). In order to  
118 successfully achieve this, academy programmes provide specialised support in areas such as;  
119 coaching, sport science, physiotherapy, performance analysis and sport psychology. The  
120 structure of these academies ensures that this professional support is delivered across three  
121 distinct phases; the Foundation Phase (under 5 to under 11), the Youth development Phase  
122 (under 12 to under 16) and the Professional Development Phase (under 17 to under 21)

123 (EPPP, 2011). This intervention was delivered to one of the coaches within the Youth  
124 Development Phase of the academy structure.

### 125 **The Coach**

126 At the time the intervention took place, the coach (author three), was coaching the  
127 U12's group within the Youth Development Phase of the academy. Jamie holds the F.A. level  
128 4 (UEFA A licence), Advanced Youth Award and has an undergraduate degree in 'Sport  
129 Leisure and Management'. He had 12 years of coaching experience within professional  
130 football and at the time of the intervention had been coaching at the current club for one year.

### 131 **Neophyte Sport Psychology Practitioner**

132 At the time the intervention took place, I (author one), aged 22, was in the final stages  
133 of completing my MSc in Sport Psychology. I held the F.A. level 3 (UEFA B) coaching  
134 qualification, all three Youth Modules and had six years experience of coaching football at  
135 the grassroots level. The placement at the club lasted for six months and was part of my MSc  
136 programme. During my time at the club, my supervisor (author four) facilitated the placement  
137 and supported the delivery of the intervention. The delivery of psychological support was in  
138 its infancy at the club and this intervention was designed to highlight the importance of  
139 delivering psychological interventions within the coaching context, to reinforce a hands on  
140 performance-orientated perspective, as opposed to a classroom based delivery approach. The  
141 reflections presented are designed to provide an insight into my development over the course  
142 of a six-month period and the efficacy of the intervention itself.

143

144

### **The Intervention**

145           The primary aim of the intervention was to increase Jamie’s self-awareness in relation  
146 to his coaching practice and encourage him to critically reflect upon his coaching philosophy  
147 in relation to his practical delivery. The secondary aim of the intervention was to enhance  
148 Jamie’s ability to integrate a psychosocial focus within the coaching context delivered over a  
149 six-month period. A focus on the psychosocial development of youth players has been largely  
150 ignored (Harwood, Barker and Anderson, 2015) and so the 5Cs (Confidence, Commitment,  
151 Communication, Concentration and Control) (Harwood, 2008), were utilised to ensure the  
152 desired aims of the intervention were met. Performance analysis equipment was utilised to  
153 capture the coaching sessions that Jamie delivered with a group of players within the Youth  
154 Development Phase (12-16) of the academy and an online platform was created to store and  
155 access this video footage. The intervention consisted of four key steps that are outlined  
156 below. Collectively, all four steps were designed to meet both the primary and secondary  
157 aims of the intervention.

### 158 **Step 1: Coach and Player Observation**

159           To ensure the intervention met the individual needs of the coach, I spent the first four  
160 weeks observing Jamie, both on and off the pitch, in order to better understand him as both a  
161 person and a coach. This also provided me with an opportunity to observe the players in both  
162 training and in games. Jamie, who actively viewed me as an extension of the ‘coaching team’,  
163 was keen to get my views on both his delivery and the players’ development needs.  
164 Therefore, we discussed and agreed upon individual targets for each of the players in relation  
165 to one aspect of the 5Cs. The players were then made aware of these targets and encouraged  
166 to focus on this aspect of their development over the next six weeks. After each six-week  
167 cycle, both Jamie and myself, with involvement from each player, made a decision, as to  
168 whether the player should retain this target or be given a different psychosocial focus. This  
169 step was essential to the success of the intervention, as it encouraged Jamie to focus on the



170 holistic needs of his players and better understand the importance a psychosocial focus could  
171 have on the long-term development of youth players - in line with his coaching philosophy.  
172 Moreover, it provided me with an opportunity to observe Jamie's delivery and begin to build  
173 a relationship with him, which would be essential to the success of the intervention moving  
174 forwards (Giges, Pepitas & Vernacchia, 2004).

### 175 **Step 2: Integrating the 5Cs**

176 Each element of the 5Cs framework were integrated alongside an aspect of the club's  
177 coaching philosophy that was deemed to be a 'best fit'. Confidence was combined with  
178 'Playing Out from The Back', Communication was combined with 'Playing Through  
179 Midfield', Control was combined with 'Playing in the Final Third', Concentration was  
180 combined with 'Transition' and Commitment was combined with 'Defending Principles '. In  
181 a six-week cycle, this allowed each psychological topic to be coached and ensured that every  
182 individual within the group had an opportunity to develop all areas of the 5Cs, as well as  
183 focus on their own target area. Within the *Appendix* there are examples of coaching sessions  
184 that were used as part of this six-month intervention. The five coaching sessions highlight  
185 how each of the 5C's were integrated alongside the technical/tactical focus. In addition to  
186 this, they provide examples of interventions used to develop these psychosocial qualities in  
187 the players. The sixth week was dedicated to game related practices, allowing the players to  
188 demonstrate their understanding of the topics that had been delivered in the weeks prior.

### 189 **Step 3: Capturing the Coaching Sessions**

190 After the initial four-week observation period, all of the coaching sessions were then  
191 recorded. We utilised video-analysis equipment and the video and audio footage produced  
192 were edited to highlight aspects of the coaching session that demonstrated 'best practice'.  
193 This edited footage focused on a number of aspects: the use of psychosocial interventions

194 within the coaching session, the players' responses to these challenges, the environment  
195 Jamie created within the coaching context and the interactions and relationships he had and  
196 was able to build with his players. This video footage became the foundation of the  
197 intervention and was regularly used to facilitate debate and discussion. Moreover, this video  
198 footage was uploaded onto an online platform, where all coaches within the academy could  
199 access it for educational purposes, regarding 'best practice' of how to integrate psychosocial  
200 interventions within their coaching practice. After accessing this online platform, a number of  
201 other coaches requested the same video-analysis feedback from their own sessions, giving the  
202 education programme the potential to extend beyond one coach in isolation and have more of  
203 an impact on an organisational level.

#### 204 **Step 4: Reflection**

205 Jamie and I then dedicated time together to review the video footage and reflect on  
206 what went well, as well as identify areas that could be improved. Initially these reflections  
207 followed a rigid structure in line with the cyclical process of action research (Knowles,  
208 Gilbourne, Borrie & Nevill, 2001). Action research is often associated with changes to  
209 context specific practice, as it encourages practitioners to plan, observe and reflect upon their  
210 current behaviours. Reflecting on current practices provides practitioners with an opportunity  
211 to explore good practice, as well as identifying areas that require change. Furthermore, if  
212 done as part of a group, practitioners are able to create new understanding, which can  
213 potentially have an impact upon their practice (Knowles et al., 2001). Jamie and I were able  
214 to dedicate time after each session to discuss our views of the days coaching sessions. During  
215 these sessions, we would both watch the footage together and then I would provide Jamie  
216 with an opportunity to express his thoughts, before offering my own. We would often discuss  
217 his beliefs and values regarding his coaching philosophy, the long-term development and  
218 progression of his players and elements that needed to change for the following day. As these

219 sessions became common practice, they became more flexible in structure and would often  
220 extend beyond the coaching context and include our thoughts in relation to the culture of  
221 professional football and youth development as a whole.

## 222 **Reflective Practice**

223 Reflective practice is an integral part of learning and development as it provides  
224 individuals with an opportunity to better understand themselves as both people and  
225 practitioners (Anderson, Knowles & Gilbourne, 2004) within the context in which they are  
226 situated (Nesti, Littlewood, O'Halloran, Eubank and Richardson, 2012). Furthermore, the  
227 development of self-awareness allows an individual to recognise and understand their own  
228 beliefs and values (Thompson & Pascal, 2012) and critically challenge these values in  
229 relation to their current practices (Knowles et al., 2001). However, the voice of the neophyte  
230 practitioner (Tonn & Harmison, 2004) is not well reflected within the literature. Despite  
231 recent attempts to fill this gap (Christensen & Aoyagi, 2015; Jones, Evans & Mullen, 2007;  
232 Rowley, Earle & Gilbourne, 2012; Williams & Andersen, 2012), there remains a lack of  
233 understanding regarding the diverse challenges a neophyte practitioner might experience  
234 within professional practice (Holt & Streat, 2001), especially when working alongside a  
235 professional coach. In that sense, the following sections include the reflections from the  
236 coach and neophyte SPP, written from a first-person perspective. These reflective accounts  
237 give an insight into the efficacy of the work as well as highlighting some of the challenges of  
238 applied sport psychology delivery within professional football.

## 239 **Coach's Reflections**

240 Prior to this six-month journey, given my extensive coaching experience within a  
241 variety of professional football academies, I felt I already had a strong sense of who I was as  
242 a coach and of my coaching philosophy. I am a strong advocate that the role of an academy

243 coach is to facilitate the long-term holistic development of players and people. I aspire to  
244 create the right environment for my players, which fosters a positive coach-athlete  
245 relationship (Groom et al., 2011), prioritises development over performance and puts the  
246 player at the centre of everything that I do (Cushion & Jones, 2006). However, at some of the  
247 previous professional football clubs that I have worked, the coaching curriculum had been  
248 dominated by a technical and tactical focus. Whilst these areas are essential for the  
249 development of professional footballers, I felt as though the biggest areas in football were  
250 being missed – the social and psychological corners. The ‘Advanced Youth Award’ was the  
251 first course that moved away from the more traditional style of coaching and whilst I felt this  
252 was a step in the right direction, I wanted to place even more emphasis on the social and  
253 psychological corners of development within my everyday coaching (Werthner & Trudel,  
254 2006). By utilising video-analysis equipment within my coaching practice at the club, I was  
255 able to see the connection I had with my players, as well as observe how integrating a  
256 psychosocial focus was positively contributing towards their development. It also provided  
257 me with the time and structure to reflect on my own coaching philosophy and practice, taking  
258 more of a long-term approach in relation to my own development and the development of my  
259 players. The questions posed to me and the different perspective this provided, encouraged  
260 me to try new things and take more risks within my coaching practice. Too often, because of  
261 the pressure of academy football, coaches are afraid to try new things (Cushion, Ford &  
262 Williams, 2012; Partington, et al., 2015). However, despite this pressure, it is vital to have a  
263 growth mind-set and be open to trying new things, in order to progress and develop as a  
264 coach (Abraham, Collins & Martindale, 2006). I believe that some coaches might have  
265 viewed a SPP with a camera as a threat. However, over the course of this six-month  
266 programme, Nick and I were able to build a strong professional relationship, based on trust  
267 and respect (Giges, Pepitas & Vernacchia, 2004), which gave me the confidence to adapt and

268 develop upon my coaching practice. Nick became an integral part of the ‘coaching team’ and  
269 so successfully overcame the stereotypical view that the SPP wears a suit and tie, sits in an  
270 office and asks you how you are feeling!

271 The reflective process that we engaged in whilst using the video-analysis equipment  
272 was effective in highlighting the strengths of my coaching delivery, as well as identifying  
273 aspects that needed to be adapted and changed (Knowles et al., 2001). Furthermore, by  
274 engaging in this process, I was able to see if my coaching philosophy transferred into the  
275 coaching context. Having every coaching session recorded, over a six-month period,  
276 essentially leaves you with ‘nowhere to hide’. Therefore, this process made me aware of  
277 aspects of my coaching that I was not aware of before, such as the nature of the relationships  
278 I developed with my players and the environment I created for my players to learn in  
279 (Cassidy, Jones & Potrac, 2009). Moreover, the intervention itself acted as a vehicle for me to  
280 build stronger relationships with my players, which is central to my coaching philosophy and  
281 practice. It also encouraged me to ask more questions of myself, in relation to the long-term  
282 development of my players. Why were these sessions important? How did this approach align  
283 with my coaching philosophy? Gladly, overall, my coaching behaviours reinforced my  
284 coaching philosophy and gave me confidence that I was able to implement my values and  
285 beliefs in the coaching context on a regularly basis. On the occasions where there were  
286 contradictions between my philosophy and my coaching behaviours, the video footage clearly  
287 highlighted them and the opportunity I had to reflect on these moments, ensured they could  
288 be adapted the following day. Ultimately, I strongly believe that this intervention had a  
289 positive impact on my coaching. I was able to improve my self-awareness in relation to my  
290 coaching philosophy and practice, integrate a psychosocial focus within my sessions and as a  
291 result, focus on the holistic development of my players. The final game of the season, which  
292 marked the end of the six-month journey, resulted in our biggest win, against a very good

293 academy team. However, more importantly, we were able to see noticeable progression and  
294 development in both the players and myself as a coach.

### 295 **SPP's Reflections**

296 In the days leading up to the start of the placement, I was filled with two strong but  
297 contradictory feelings: confidence and anxiety. Given my coaching qualifications and  
298 experience, combined with my theoretical understanding of sport psychology literature, I had  
299 a strong sense of confidence in my ability to successfully meet the demands of the placement  
300 (Woodcock, Richards & Mugford, 2008). Furthermore, given the quality of my training up  
301 until this point, I had clear expectations of the potential challenges I would likely be  
302 presented with within this elite environment. However, I was also experiencing anxiety,  
303 common for neophyte practitioners engaging in applied practice (Tonn & Harmison, 2004;  
304 Collins, Evans-Jones & O'Connor, 2013). This was my first opportunity to transfer my  
305 knowledge into a practical setting and given my ambitions as a practitioner, I had begun to  
306 attach a huge amount of importance to this experience. Whilst my supervisor had made his  
307 expectations clear in relation to the delivery of the intervention, I still had ambitions to  
308 'change the world' (Christensen & Aoyogi, 2015). The delivery of sport psychology services  
309 was in its infancy at the club and from my perspective; this placement gave me my first  
310 opportunity to 'prove' myself as a practitioner (Andersen &, 2007). Despite this and with the  
311 cautionary words of my supervisor still in the forefront of my mind, I was very aware that  
312 before I could successfully achieve anything, I first had to understand the environment in  
313 which I would be situated (Nesti et al., 2012). I approached the beginning of the placement in  
314 the knowledge that I needed to take my time, understand the culture of the club and build  
315 strong relationships with key stakeholders in order to provide a solid foundation for the  
316 development of the intervention.

317           It was in these early stages of the intervention that I began to truly understand and  
318 appreciate the importance of my coaching background. Whilst observation is a key element  
319 of an applied SPP's role (Larsen, 2017), essentially I was being asked to take on the role of  
320 an assistant coach within this context. Jamie made it very clear from the start that he wanted  
321 me alongside him, on the grass, to act as another set of eyes for his group of players,  
322 highlighting their strengths and weaknesses and contributing towards their overall holistic  
323 development. Therefore, it was essential for me to be adaptable (Collins et al., 2013), whilst  
324 also establishing and developing a clear practitioner identity (Tonn & Harmison, 2004).  
325 Whilst undertaking multiple roles within an applied setting is becoming more common within  
326 applied practice (Jones, Evans & Mullen, 2007), it did begin to have an impact on my ability  
327 to find a balance between my personal and professional lives (Williams & Andersen, 2012).  
328 Furthermore, whilst I was comfortable at this point to take on this flexible coach/SPP role, I  
329 did experience a strong sense of anxiety when providing Jamie with my view of his players'  
330 development needs. Despite my early confidence stemming from my coaching background,  
331 the pressure I was putting myself under to 'succeed' within this elite environment was  
332 causing me to second-guess myself (Aoyagi & Portenga, 2014). It was essential for me,  
333 especially in these early stages, to develop a strong working relationship with Jamie to ensure  
334 the success of the intervention and because of this I began to doubt my ability as a  
335 practitioner to provide Jamie with any information that would be useful in contributing  
336 towards his and his players' development. Jamie had a vast amount of experience coaching at  
337 a professional level and my knowledge and experiences in comparison to his left me feeling  
338 fraudulent (Andersen & Stevens, 2007). However, despite the self-doubt I was experiencing  
339 (Williams & Andersen, 2012), I was able to maintain a level of honesty in my assessment,  
340 which I firmly believe contributed towards the start of what would be a strong working

341 alliance (Collins, et al., 2013) based on trust and respect (Giges, Pepitas & Vernacchia,  
342 2004).

343         The more time I spent with Jamie, the more it was becoming apparent that we had very  
344 similar beliefs and values in relation to how we felt the culture and environment of  
345 professional football should ‘look’ and it wasn’t long before the critical discussions we were  
346 having about the intervention, extended to the ‘failings’ of professional football as a whole.  
347 Jamie was and still is a very forward-thinking and open-minded individual, with a clear  
348 vision and determination to improve and develop as a coach. As a young aspiring neophyte  
349 practitioner, I could strongly relate to this approach of personal development and could see a  
350 number of similar qualities in myself. This connection, on both a personal and professional  
351 level, gave Jamie and me the opportunity to share our thoughts in a safe, critical and  
352 constructive way. It was during these quiet moments of reflection and discussion, which often  
353 involved my supervisor, that for the first time in my professional career I experienced a true  
354 sense of congruence (Lindsay, Breckon, Thomas & Maynard, 2007).

355         However, in complete contrast to this feeling of congruence, was the feeling that on  
356 some levels, the placement outcomes had failed to meet my own high expectations. Upon  
357 reflection, it became apparent to me that these two strong competing feelings stemmed from  
358 the same source: my developing philosophy as an applied practitioner (Poczwadowski,  
359 Sherman & Ravizza, 2004). As many neophyte practitioners do, I took inspiration from my  
360 supervisors, which undoubtedly had an influence on the development of my philosophy of  
361 practice as an applied practitioner (Tod, 2007). Both of my supervisors were strong advocates  
362 of the organisational approach a SPP can adopt in order to positively affect the culture of  
363 professional sporting organisations. Having had an opportunity to work closely with them  
364 and watch how this approach translates into professional practice, I too had aspirations to  
365 work from this organisational perspective.



366           However, despite the fact that the intervention had been a success in achieving its  
367 primary and secondary aims, I deemed myself to have had very little impact on the  
368 environment of the club. I had worked hard, not only facilitating reflection and supporting the  
369 integration of a psychosocial focus within the coaching context, but on creating an online  
370 platform that other coaches could use as a developmental tool. As the six-month period was  
371 coming to an end I could count on one hand the number of coaches that had accessed that  
372 online platform. My supervisor's input was crucial at this point (Holt & Streat, 2001) in  
373 helping me overcome these feelings of failure and inadequacy (Christensen & Aoyagi, 2015)  
374 and encouraging me to focus on the many positive outcomes of the intervention.

375           Delivering this intervention, as a neophyte practitioner within the often-volatile  
376 environment of professional football, was an extremely challenging and rewarding  
377 experience, which undoubtedly contributed towards my on-going development as a  
378 practitioner. Upon reflection, this applied experience, in such a short period, exposed me to  
379 situations that helped shape my philosophy of practice, challenged my identity as a  
380 practitioner and highlighted the importance of understanding the culture of a professional  
381 sporting organisation. Initially, it was perhaps my naivety in relation to the organisational  
382 culture of the club and my unrealistic expectations about the outcome of the intervention,  
383 which contributed towards feelings of failure and inadequacy. I soon came to realise, in line  
384 with the experiences of other SPP that having a professional philosophy is not enough in  
385 applied practice and the role of a SPP is to understand how this philosophy can adapt and fit  
386 into the wider context (Larson, 2017). At this point in my career and in such a short space of  
387 time, it was beyond my capabilities as a neophyte practitioner to change the culture of the  
388 football club. However, I believe I was able to create smaller significant changes within the  
389 boundaries of the designed intervention. By integrating video-analysis feedback, particularly  
390 within the early stages, I was able to build strong relationships (Ives et al., 2002) with key

391 stakeholders, which gave me a platform to engage in critical discussion throughout my time  
392 at the club. Combining my coaching experience with my understanding on sport psychology  
393 literature allowed me to develop a fluid practitioner identity within this context. The multiple  
394 roles I adopted throughout my time at the club ensured the aims of the intervention were met;  
395 Jamie was provided with an opportunity to increase his self-awareness in relation to his  
396 coaching practice, a psychosocial focus was successfully integrated within the coaching  
397 context and the holistic development of the players was considered.

398

399

### **Conclusion**

400 The primary aim of this six-month coach education programme was to improve the  
401 self-awareness of the coach by utilising video-analysis feedback, within the coaching context,  
402 to encourage reflection upon his coaching philosophy. In addition to this, the secondary aim  
403 of the intervention was to integrate a psychosocial focus within the coaching context, in order  
404 to focus on the holistic long-term development of the players. As highlighted in the above  
405 reflections, both the SPP and the coach reflected positively on the efficacy of the  
406 intervention, believing it to have been successful in meeting the primary and secondary aims  
407 within the six-month period. Key to the success of the intervention, discussed by both  
408 practitioners, was the professional relationship developed between the SPP and the coach. It  
409 is becoming more common, within applied sport psychology practice, for the SPP to work  
410 collaboratively with the coach (Sharp & Hodge, 2013), as opposed to working directly with  
411 the athlete. In order for this work to be effective, the SPP must take the time to understand the  
412 individual needs of the coach and focus on building a strong professional relationship (Giges,  
413 Pepitas & Vernacchia, 2004). The SPP must be flexible in their approach to the consultancy  
414 experience and needs to demonstrate an ability to be able to embed themselves within the

415 culture of the club (Sharp & Hodge, 2013). The use of technology throughout this  
416 intervention, not only provided the SPP with the opportunity to achieve this, but also was  
417 integral in facilitating the reflective process. Rather than breaking the coaching process down  
418 into measurable behaviours, this intervention encouraged the coach to reflect on the video-  
419 analysis feedback as a whole, considering the influence they had on the environment  
420 coaching process. The structure of the reflections (Knowles et al., 2001), which were  
421 facilitated by the SPP, ensured that the coach had the opportunity to explain their coaching  
422 behaviours and as a result this intervention was able to closely consider the interaction  
423 between coaching behaviours and the decision making process (Cushion et al., 2012).

424 In this new and advanced technological age, SPPs should strongly consider the use of  
425 video-analysis equipment within their applied practice with coaches. Whilst integrating  
426 technology within applied practice can be time-consuming, it acts as a vehicle to be able to  
427 build strong relationships (Ives, Straub & Shelley, 2002) and is perhaps one method of  
428 providing ‘proof’ that the SPP is positively impacting on development and performance  
429 within the sporting organisation. The development of coach education programmes should be  
430 developed within the context in which they will be delivered and utilise the video-analysis  
431 feedback to view the coaching process as a whole. Ultimately, this approach to applied sport  
432 psychology support can be extremely effective and is often well received within elite sporting  
433 environments.

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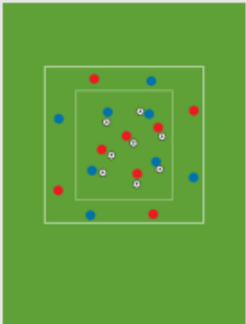



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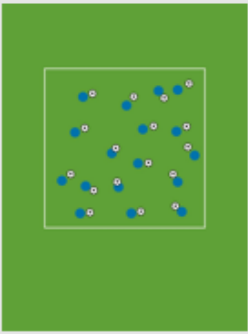



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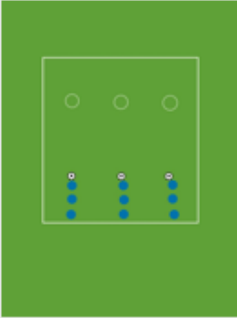



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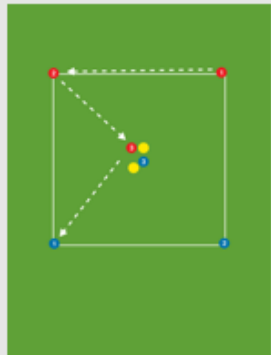
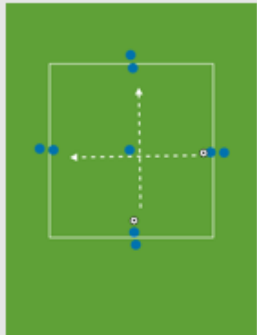


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## Appendix

<b>Playing out from the back and Confidence</b>				
Learning Objective: To keep the ball safe side when turning To keep the ball safe side when dribbling with both feet against pressure <b>To demonstrate confidence under pressure</b>				
Technical	Psychological	Physical	Social	Tactical
1) lift eyes in possession 2) receive back foot	<b>1) Confidence</b>	1) Tempo 2) Size of Area / Rest	1) Teamwork 2) Encouragement	1) Team Shape 2) Rotations / Space
				
<b>Technical Unopposed Turning</b> Learning objectives: 1) To keep the ball safe side when turning 2) Type of turn (Set turns: Step Over, Drag back, Stop Turn) 3) End Product (Pass to inside player)  Before Phase: What do elite dribblers do? Be confident to try new skills  During Phase: Lift eyes where is space to play into. Communication with player that you are going to work with. Turning skill  After Phase: What did you do well? Turning skill what skills did you select?  Session description: Inside players start with a ball each Outside players without a ball Inside players dribble out to swap positions with outside players, turn and pass to player that they swapped with.	<b>Turning 1v1</b> Learning objectives: 1) To keep the ball safe side when turning 2) Type of turn (Set turns: Step Over, Drag back, Stop Turn) 3) End product final pass  Before Phase: How can you hide the ball? Be confident to try new skills  During Phase: Communication Turning skill  After Phase: What did you do well? Turning skill what skills did you select?  Session description: Both feeders play square first then play into red. Red must then turn and play a pass in to the opposite feeder. Feeder plays square. Defenders stay in their half attacking players move from half to half	<b>Turning Boxes 7v7</b> Learning objectives: 1) To keep the ball safe side when turning 2) Type of turn (Set turns: Step Over, Drag back, Stop Turn) 3) End Product (Pass to inside player)  Before Phase: How can you hide the ball? Be confident to try new skills  During Phase: Lift eyes where is space to play into. Communication with player that you are going to work with. Turning skill  After Phase: What did you do well? To lift eyes to recognize space Turning skill what skills did you select?  Session description: Normal game except to score a goal you must complete a turn in a box. The smaller the box the greater the reward?	<b>SSG Arsenal Football</b> Learning objectives: 1) Encourage players to have a forward thinking mentality. 2) Recognise space. (Drive / Pass) 3) Receiving skills (back Foot)  Before Phase: Try to support team mates so that they can play forwards.  During Phase: How many touches do you need to play forward? Decision making (Risk Taker) Pass selection (weight) Dribble (keep ball safe side)  After Phase: Support play Communication  Session description: 7v7 SSG Arsenal Football 2teams of 7 playing normal football, however the rules are that any backwards or side wards passes can only be in 1 touch. If a player has more than 1 touch they must play forwards.	<b><u>Confidence</u></b>
				<ul style="list-style-type: none"> <li>• Players are encouraged to identify role models at the start of the session who demonstrate high levels of confidence</li> <li>• The coach provides consistent praise to both effort and achievement</li> <li>• Each individual player is encouraged to set themselves a target to achieve for the session</li> <li>• Coach attempts to create a 'no fear of failure' environment, by celebrating individuals that try new things and make mistakes</li> </ul>

Playing Through Midfield and Communication				
Learning Objective: To make a run to create space for partner To be able to rotate/interchange to receive <b>Demonstrate effective communication</b>				
<b>Technical</b> 1) Distances in possession 2) Weaker foot challenges	<b>Psychological</b> 1) Communication	<b>Physical</b> 1) Movement to create space 2) Size of Area / Rest	<b>Social</b> 1) Teamwork 2) Encouragement	<b>Tactical</b> 1) Overloads 2) Team shape
				
<b>Ball Familiarity / Functional and conditioning</b>	<b>Diamond Play around</b>  Learning objectives: 1) Back foot receiving / Both feet 2) To play in limited touches 3) Receiving skills  Before Phase: How can you find space for yourself Body shape to receive (Open)  During Phase: How many touches do you need to move the ball on? Pass selection (weight) Passing techniques Receiving players trigger to move of the cone  After Phase: Communication Speed to follow pass / rotate  Session description: Player moves the ball around the outside of the diamond. (Progression 2 balls) Middle square possession link play every 4 minutes the groups rotate.	<b>Midfield Combination</b>  Learning objectives: 1) Movement to receive in a diamond 2) Weight of pass (detail of pass) 3) Supporting Run  Before Phase: Where is your space before you receive? Scanning? Do we only scan of one shoulder? What are we scanning for?  During Phase: What can help you? Who can help you? Movement after pass  After Phase: What did you do well? Did you manage to use all receiving skills?  Session description: Red plays into yellow diamond. Yellow diamond combines and plays through into final third. Blue then play through yellow diamond. Progression all yellows must touch the ball quick play combinations, rotation before next attack. 3rd man run to support front players.	<b>3 Zone Game</b>  Learning objectives: 1) Scan before receiving 2) Recognise space to drive into 3) Keep ball safe side  Before Phase: How can you find space for yourself?  During Phase: How many touches do you need to play forward? Decision making (Risk Taker) RWTB (keep ball safe side)  After Phase: Support play Communication  Session description: 3 Zone Game Play through thirds GK starts the play Players can pass into next zone or safety zone. If ball is played into safety zone player is Unopposed for 3 seconds.	<b><u>Communication</u></b>  <ul style="list-style-type: none"> <li>Whiteboard used at the start of the session to highlight the different types of communication and why they are important</li> <li>Multiple balls used at times within the sessions to create 'chaos' and encourage more detailed communication</li> <li>'Silent Soccer' to further highlight the importance of communication</li> </ul>

Playing in the Final Third and Control				
<p>Learning Objective: To be able to shoot accurately with the instep and laces from 10-15m with both feet under pressure            To use a variety of shots accurately with a high level of success            To maintain emotional control throughout the session, under pressure</p>				
<p><b>Technical</b>            1) Distances in attacking situations            2) Weaker foot challenges</p>	<p><b>Psychological</b>            1) Control</p>	<p><b>Physical</b>            1) Movement to create space            2) Size of Area / Rest</p>	<p><b>Social</b>            1) Teamwork            2) Encouragement</p>	<p><b>Tactical</b>            1) Overloads            2) Team shape</p>
				
<h2>Functional and Conditioning</h2>	<p><b>Transition Waves</b></p> <p>Learning objectives:            1) Movement to get free            2) Detail of space in front            3) Recognize overload            4) Transition (nearest man closes the ball down)</p> <p>Before Phase:            How big can we make the space?</p> <p>During Phase:            Body shape to play forward            Where is the overload?</p> <p>After Phase:            What did you do well?            To lift eyes to recognize space</p> <p>Session Description:            Green plays against yellow. When green score red drive out, yellow switch with red and green react to the transition quickly.            If red score then they will play against blue.            Green would switch with blue.            Progression:            Each team can be timed in possession. Score will be kept, every goal gets a point.            (work as a team one player switching off could cost the team, which could result in lots of running and pressing)</p>	<p><b>DNA 3 Ball Finishing</b></p> <p>Learning objectives:            1) To be able to shoot accurately with the instep and laces 10-15 yards out with both feet under pressure.            2) To use a variety of shots            3) To have accuracy with a high level of shots</p> <p>Before Phase:            Correct body position</p> <p>During Phase:            Can you accurately shoot at goal?            What shooting techniques could you use?</p> <p>After Phase:            Reactions / follow up            Movement to receive a new ball</p> <p>Session description:            Yellow will shoot first in the middle. Then from the right first red will supply a cross into the goal area. Blue defenders will match the amount of yellow attackers.            3rd ball will be played in by the coach.            As soon as 3rd ball has been played run back and start again each team will get 3 minutes to score as many goals as they can.</p>	<p><b>Shooting Wars</b></p> <p>Learning objectives:            1) To be able to shoot accurately with the instep and laces 10-15 with both feet under pressure            2) To use a variety of shots accurately with a high level of success            3) To recognize where and when to use an overload</p> <p>Before Phase:            Think about different shooting techniques</p> <p>During Phase:            Accuracy            Movement after first shot            Rebounds            Shot selection</p> <p>After Phase:            Support play            Communication</p> <p>Session description:            Two teams players are locked into 2 zones. Double goals are scored from back zone or from a rebound of GK.            Players are rotated every 4 minutes.</p>	<p style="text-align: center;"><b><u>Control</u></b></p> <ul style="list-style-type: none"> <li>Whiteboard used at the start of the session to identify positive and negative emotions associated with performance</li> <li>Competition is created between groups in an attempt to create pressure situations</li> <li>The pace of the session, leads to mistakes, which tests the players ability to overcome adversity</li> <li>Players set challenging, individual goals (number of goals to score) at the start of the session</li> </ul>

<b>Transitions and Concentration</b>				
Learning Objective: Movement with and without the ball Receiving skills in transition from defense to attack <b>Ability to identify key triggers for the transition</b>				
<b>Technical</b> 1) Distances in attacking situations 2) Weaker foot challenges	<b>Psychological</b> 1) Concentration	<b>Physical</b> 1) Speed of recovery runs 2) Size of Area / Rest	<b>Social</b> 1) Teamwork 2) Encouragement	<b>Tactical</b> 1) Overloads 2) Team shape
				
<p><b>Figure 8 Passing</b></p> <p>Learning objectives:            1) Detail of pass            2) Receiving skills            3) Weight and Accuracy            4) Passing Channels</p> <p>Before Phase:            What passing techniques will you use?</p> <p>During Phase:            How many touches do you need to play quickly and accurately?            Weight and accuracy of pass.</p> <p>After Phase:            Support play            Communication</p> <p>Session description:            Figure 8 Passing            1 passes to 2, 2 passes to 3. 3 will then punch pass to opposite colour.            Players will change sides after set time so that they can work on weaker foot.            Progression: different type of pass.            Chip, lofted, driven.</p>	<p><b>Sweat Box</b></p> <p>Learning objectives:            1) React quickly to transition defending            2) Get close to the radar            3) Hard to beat in a 1v1 situation</p> <p>Before Phase:            What do elite defenders do?            Be confident!</p> <p>During Phase:            Desire not be beaten!            Brave</p> <p>After Phase:            What did you do well?            How did you hold the attacking player up?</p> <p>Session description:            First player runs with the ball if he beats the middle man, a player from the side will then attack. Middle man must be switched on and show concentration.</p>	<p><b>Square Transition</b></p> <p>Learning objectives:            1) Quick Transition            2) Security behind ball            3) Recovery Runs</p> <p>Before Phase:            Which teams break quickly?</p> <p>During Phase:            Quick reactions            Where am I on the pitch?</p> <p>After Phase:            End product: Recognition of overloads in possession.            Recovery runs win the ball back out of possession</p> <p>Session description:            Blue make at least 10 passes if they do they can break out and score.            If red intercept they look to link up with red on yellow to create an 8v4 against blue.            On the 12th pass blue or yellow can have a shot at goal            Blue will hunt as a four to win possession back.            If blue win possession they get the chance to score.</p>	<p><b>SSG 4v4 Transition Game</b></p> <p>Learning objectives:            1) Recovery runs            2) Desire            3) Work Ethic</p> <p>Before Phase:            How can you find space for yourself?</p> <p>During Phase:            Team strategy?            When driving out with the ball recognition of overloads</p> <p>After Phase:            Support play            Communication</p> <p>Session description:            4v4 game on a small pitch with GK's            As soon as a goal is scored then the scorer must go and switch with a man on the outside.            Players on the outside can be used as bounce players.            If numbers are not correct for 4v4 then extra players can be added to play in wide areas.            Players can be rotated every 4minutes</p>	<p><b><u>Concentration</u></b></p> <ul style="list-style-type: none"> <li>Consistently encourages the player to focus his attention both on and off the ball (scanning)</li> <li>In each session, there were aspects that could distract the player and so they had to recognise and attend to the correct cues at the right time</li> <li>Game related practices require the players to focus on aspects specific to their position</li> <li>The 'chaos' created within the sessions, means that players have to respond quickly to transitions and mistakes made</li> <li>Bibs removed at times to further encourage players to scan and be aware of their environment</li> </ul>

<b>Defending and Commitment</b>				
Learning Objective: To be patient when defending in 1v1 situations To mirror opponents feet <b>To maintain effort throughout the session, despite fatigue, failure or mistakes</b>				
Technical	Psychological	Physical	Social	Tactical
1) Be patient 2) Mirror feet	<b>1) Commitment</b>	1) Pressing 2) Size of Area / Rest	1) Teamwork 2) Encouragement	1) Team Shape 2) 1 goes we all go
				
<b>Heading skittles</b> Learning objectives: 1) Work your feet to get in line to head the ball 2) To use arms, neck, shoulders to head through the ball with your forehead 3) To show a mentality to head the ball in free play. Before Phase: What do elite players do when they Head the ball? During Phase: Encourage attacking headers, concentrate on heading the ball down. After Phase: What part of your head made contact with the ball? Session description: One player will be standing behind the balls he will feed the ball to a player to head down to try and knock a ball off. Relay game first team to knock all balls off wins.	<b>3v3 or 4v4 Heading</b> Learning objectives: 1) Work your feet to get in line to head the ball 2) To use arms, neck, shoulders to head through the ball with your forehead 3) To show a mentality to head the ball in free play. Before Phase: What do elite players do when they Head the ball? During Phase: Encourage attacking headers, concentrate on heading the ball down. Which is the best goal to score in? After Phase: What did you do well? What part of your head made contact with the ball? Session description: One team will start with the ball as a team they will try and move the ball up the pitch. To score you can score through the cones or into the goal. Players will come up with their scoring system for this.	<b>Defensive Awareness</b> Learning objectives: 1) Pressing lines and shapes (Nike Tick) 2) Distances 3) Adjust as ball moves 4) Drop on kicking foot going back Before Phase: What do elite defenders do? Be confident! During Phase: Commitment not be beaten! After Phase: What did you do well? Session description: Practice starts with ball fed into 4v2 by T player. Can blue retain possession in end zone. If blue make 3 passes they can decide to either break out and run through a gate or clip a ball into one of the three boxes. Defenders must be ready to either intercept attacking player or drop to intercept lofted passes. If red intercepts they can play back into end zone or make long passes into the goal.	<b>SSG Defending Outnumbered</b> Learning objectives: 1) Team shape 2) Recognize space 3) Recognize overload situations Before Phase: How can you find space for yourself? During Phase: When you have the extra player how can you use the overload? When you don't have the extra player what will your team shape be? After Phase: Support play Communication Individual challenges set throughout the session by the coach focusing on the individual players targets and key learning objectives. Session description: One team plays with 1 less player to encourage consistent commitment, despite adversity	<p style="text-align: center;"><b><u>Commitment</u></b></p> <ul style="list-style-type: none"> <li>• Players' effort is consistently rewarded throughout the session</li> <li>• Individual players are set specific and challenging targets within the session to encourage persistent effort</li> <li>• Mistakes are acknowledged as an opportunity to learn</li> <li>• Role models are identified so the players know what commitment 'looks like'</li> </ul>