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Football coaches are praised upon winning and blamed for losing games. Despite extensive quantitative studies investigating coaching replacements, the sport literature may further benefit from mixed-method analyses, allowing coaches to articulate their rationale (Gilbert & Côté, 2013). Hence, this research confronts experienced practitioners with scientific evidence, seeking explanations for coaching volatility in Brazilian football. Specifically, within-season spells have lasted on average 65 days, while econometrics revealed a lagged effect of seven games prior to improvements following turnovers (Galdino et al., 2021). Two research questions arise: how do practitioners explain the level of coaching volatility? And, how can the status quo of constant turnovers be challenged? Qualitative, semi-structured interviews were held with 30 elite coaches and 30 staff members. First, participants were provided with the main statistics and asked to openly interpret them. Secondly, they were asked to share suggestions on how to improve conditions for long-term coaching spells. Through a deductive-inductive approach, explanations revolved around three categories: (1) mismanagement, (2) irrationality, and (3) impatience. Reflecting on alternatives to upgrade the coaching scenario, recurring insights exposed four themes: (1) regulation, (2) professionalism, (3) competitive scheduling, and (4) media coverage. Interviewees advocated the academic evidence, claiming it reflected their reality and emphasized the power ratio of club officials, as similarly documented by Nissen (2016). Results suggest that coaches and staff members urge for professional accountability within Brazilian football, appealing for a rearrangement of organizational priorities. This research highlights how collaborations with sport experts may enhance coaching recognition and management practices.

References

Presenter Biography
Matheus Galdino is currently a Ph.D. candidate in Sport Science at Bielefeld University (Germany), holds a M.Sc. in Sport Management from the German Sport University in Cologne (Germany), and has accumulated practical experiences working for Red Bull, ESPN, as well as a strategic consultant supporting elite athletes and professional football players. His research interests revolve around football coaching, talent development, and performance management.

A ‘Coach Support Programme’ Delivery Tool for Coach Developers
Harrison, Hayley

Sport Ireland Coaching, Republic of Ireland

A Coach Developer’s role is to develop, support, and challenge coaches as they learn. All too often this is simply equated to the delivery of coach education courses. Coach education courses have their place, but as ‘coach support’ programmes become ever more popular in the overall development of coaches, the Coach Developer is often left to decide what support they can offer, to whom and when, without any support or guidance provided to them. I introduced the concept of a ‘Wall of Support’ in Ireland as part of the Coach Developer Programme in 2016 and it has since been adopted and adapted for use in the ICCE ‘Supporting Coaches in Practice’ international programme. It provides a framework for Coach Developers to identify various forms of coach support, to evaluate the viability of those forms of support in their own context and it can assist them in the design of both large- and small-scale coach-centred support programmes. This presentation will show how ‘The Wall’ has been used to assist a range of organisations to fundamentally change their coach development programmes to ones where the Coach Developer is more efficient, yet more effective, and the programme is entirely ‘coach-centred.’

Presenter Biography
Hayley Harrison is the Head of the Coach Developer Programme for Sport Ireland Coaching in the Republic of Ireland and a Master Trainer within the ICCE. She has designed and delivered over 40 Coach Developer Programmes to participants in single and multi-sport environments and works both nationally and internationally in this capacity. Hayley is also responsible for the High-Performance Coach Support Programme in Ireland and continues to coach athletes at World and Olympic level in her spare time.

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Coaching for Personal Development: Retrospective Stories from 14 Swedish High-Performance Athletes
Kjær, Jørgen Bjørsholm; Daniel Fahlström, PG; & Linnér, Susanne

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Athlete-centred coaching is a foundation of the ICCE framework (ICCE, 2012). Coaches should help improve sport-specific skills and knowledge of an athlete, but an effective coach will also improve their confidence, connection, and character. Côté and Gilbert (2009) suggest that character is ‘respect for the sport and others (morality), integrity, empathy and responsibility’ (p. 314). Furthermore, connection refers to the ability to create positive bonds and relations, both inside and outside of sport. Through the retrospective stories of 14 Swedish national team athletes, the objective of this presentation is to provide concrete examples of how coaches can help athletes grow as well as introduce Noddings’ concept of practice for coaches, coach educators, and researchers to consider. In line with Noddings’ concept of practice, Swedish elite athletes value time spent outside the sporting domain with their coach (e.g., on training camps). When coaches spend time off the court with a young adult, they have the chance to work with the athlete’s mentality, which can have a positive influence on an athlete’s connection and character. Noddings’ concept of practice offers opportunities and challenges that coaches, coach educators and researchers need to consider. It highlights the important role coaches can/should serve acting as iloco parentis and the need for the coach to act as an educator (e.g., Jones, 2006). Implications of this study is for coaches and sport organisations/institutions more broadly to discuss how to implement the concept of practice into their program.

References