

North American Coach Development Summit

Poster Session * June 19, 2018

- **Posters will be on display from 10am until 4pm on Tuesday June 19, 2018**
- **Poster authors will be with their posters for conversation and questions during the poster session/coffee break on Tuesday June 19 from 3-3:45pm (refreshments provided)**
- **Posters are presented in alphabetical order as submitted by the lead author**

Coaches initial formation: An extracurricular course in the university for trainee coaches

Yura dos Santos, Leilane Lima & Larissa Galatti ; University of Campinas, Brazil

This report is about an extracurricular university course for trainee coaches, students of Sports Science in a Brazilian university. In Brazil, to be a coach, it is necessary to have a degree in physical education, but researches indicate that the curricular program does not meet specific demands of the coach profession, being the purpose of the course to develop specific knowledge and competences of the practice, based on suggestions described in documents of the International Council for Coaching Excellence (ICCE). The sessions are weekly and include workshops, focus groups to share experiences and sensations about the course. As a complement, training sessions are observed for each trainee coach, followed by debriefing with them. The subjects of each session were: (i) 'Learn and Reflect' with the aim of the students to understand the importance of continuous formation and reflection as a process of learning and self-assessment; (ii) 'Set Vision and Strategy, Shape the Environment' so that students understand the characteristics of different contexts of practice and develop the competence to analyze their contexts, set work goals, prepare a safe environment and define criteria for practitioners' success; (iii) 'Conduct practices' to guide practice, observe practitioners performance and provide feedback; (iv) 'Structure competitions, Read and React to the field' for the development of competence to make adjustments in training and competition; (v) 'Building relationships' focusing on leadership, people management and establishing relationships; and again (vi) 'Learn and Reflect', focusing on the self-assessment and development of their work philosophies. The course activities are based on experimentation, interaction, discussion and reflection of the students. It is possible to see that students are developing their knowledge and competences about coaching when in discussions they share situations problems that they experience in practice and together they negotiate solutions based on what they experience in the course.

Coaching to perform now and transition later: A 3-model theory on the NFL transition experience

Amber Selking & Rick McGuire; Selking Performance Group

In a 2009 study, 78-percent of retired NFL players had filed for bankruptcy, divorced, struggled with chemical dependency, or experienced a combination of the three within two seasons of retirement (Pendergast, 2016; Torre, 2009). The purpose of this study was to explore the process of the transition experience out of the National Football League (NFL) for former NFL athletes, and to develop a resulting theory. By using the Classic Grounded Theory methodology (Glaser & Strauss, 1967), a three-model theory emerged around the phenomenon of transitioning out of the NFL. However, it is not just NFL players who struggle with transitioning; thus, this model has applicability beyond the gridiron. The transition out of elite sport is a challenging experience for most athletes, one often wrought with emotion, uncertainty, and disruption (Stambulova et al., 2009). When the lights go out on one's athletic career it is often associated with one's very identity, and it can be traumatic to one's psychoemotional states, relationships, and self-identity (Wylleman, Alfermann, & Lavallee, 2004).

This presentation will offer an overview of the resulting three-model theory, and share how it may be leveraged by current coaches and support staff to help athletes not only optimize their current sport experience but also help prepare them to more successfully navigate the transition experience when it occurs. This model will assist coaches in better understanding the depth of the psychomeotional experience of transition while simultaneously providing a framework through which they can guide athletes before, during, and after the actual transition. It is uniquely linked with supporting performance sciences, thereby increasing the likelihood of current and former athletes engaging in

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the mechanisms proposed to aide the transition. By rightly developing the coach on the topic of transition, they become the right coach for those navigating this challenging season of life.

Creating a coach developer academy

Lynda Bowers; West Virginia University

The purpose of this project is to present a curriculum model for the USCCE that could be used as a tool to train coach developers. This project is intended for coaching educators interested in curriculum development for coach developers. The author uses the ICCE coach developer framework and the mission of the USCCE to create a curriculum for experienced coaches who want to transition into professional coach development. Prior projects have used the ICCE framework to create programs that can be adapted and contextualized (Langdon & Wilson, 2016). The current project utilizes the ICCE framework to create the USCCE Coach Developer Academy - Level I. Specific courses were constructed to meet the core tenets of the ICCE framework: professional knowledge, intrapersonal skills, and interpersonal skills (Crisfield, 2014).

The curriculum goes beyond traditional coaching education to train coach developers in facilitation, assessment, mentoring, program design & evaluation, and leadership & personal development. The proposed curriculum is a 12-month blended learning (face-to-face workshops, online courses, practical experiences) program. The beginning of the USCCE Coach Developer Academy would, theoretically, begin at the USCCE summit each summer and end the following summer. It is the author's hope that the current project serves as a conversation-starter within the coach education/developer community. It should be scrutinized by professionals with the intention of creating a quality curriculum that could be endorsed by the USCCE and adopted by institutions of higher learning or NGBs.

Exploring the everyday realities of professional practice for coach educators: A case-study of a soccer coach educator (working for the English Football Association)

Ashley Allanson; Ohio University

To date, there has been a paucity of research addressing the everyday realities of professional practice for coach educators (Allanson, Nelson, & Potrac, in press). In this regard, there has, unfortunately, been little in the way of a concerted response to Jones and Wallace's (2005) suggestion to better understand the nuances, ambiguities, and complexities of practice before providing guidelines to practitioners. This research seeks to provide some in-depth insights into the ways in which Andy (a pseudonym), an English Football Association (FA) coach educator with 17 years experience of delivering introductory, intermediate, and advanced level courses, understands and continues to make sense of his work, especially as this related to his relationships with key contextual stakeholders (e.g., coach learners, fellow coach educators, external course assessors, and various FA representatives). Towards this end, a narrative biographical (Kelchtermans & Ballet, 2002) approach was utilized to explore Andy's understandings of his career experiences and, in particular, the meaning these experiences had for him. Indeed, following the lead of Kelchtermans (2009) in education, this research forms part of a broader project that seeks to explore the interaction between coach educators and the professional contexts in which they work. Analysis of the data led to the development of two key, but inter-related, themes regarding the dynamic, emotional, and frequently micro-political nature of Andy's work as a coach educator. In order to make sense of Andy's experiences as a coach educator, Hochschild's (1983) classic work on emotional labor is principally, although not exclusively, utilized as an analytical tool. In conclusion, it is hoped that this study can not only contribute to the embryonic work addressing coach education from a critical sociological perspective (Jones et al., 2011), but it may also assist in the preparation, education, and continuing professional development of coach educators.

Factors affecting division I collegiate softball players graduation rates

Annie Lockwood & Brett Nichols; University of Northern Colorado

Collegiate athletics is a place where athletes can develop socially, intellectually, and physically in order to grow as athletes and as people (Routon & Walker, 2015). If coaches focus on various developmental characteristics, female college sports can be a place where educational innovations thrive and programs cultivate smart, independent, and confident women who graduate and become successful beyond the college playing field (Comeaux, 2012). In order for this to happen it is important for college coaches and coach educators to better understand the factors behind the graduation rates of female athletes. In this project, coaches and student athletes were surveyed about factors that contribute to graduation rates in softball players at the collegiate level. Twelve coaches and forty athletes from five different schools responded. Coaches and athletes considered travel schedules and lack of sleep as two factors that hinder their academic success. Lost class time was connected to, athletes having to play catch up in their course, thus leading to inconsistent and often unhealthy sleep schedules. Two factors that coaches and athletes reported contributing to academic success were the abundance of academic resources provided at NCAA Division I institutions, and athletes' strong time management skills. This research provides a valuable glimpse into the academic successes and challenges for softball players working towards graduation. Coaches can utilize this information in their programs by considering what other coaches report at their institutions, while also getting first-hand information from current student-athletes. The results suggest that coaches would benefit from self-reflection on their current coaching practices, and coaches should pursue meaningful conversations with support staff members on their campuses. Increased reflection and opening lines of communication may be helpful to improve the relationships with their athletes, to facilitate successful athlete development, and improve graduation rates as well as the overall experience for their athletes.

Golf professionals' approaches to coaching adult athletes

Bettina Callary, Cape Breton University, Nova Scotia, Canada; Scott Rathwell, University of Lethbridge, Alberta, Canada; Bradley W. Young, University of Ottawa, Ottawa, Canada; Glenn Cundari, PGA of Canada

The International Sport Coaching Framework 1.2 (2013) notes that more meaningful, authentic and enriched athlete experiences arise when coaches employ strategies that are considerate of age-cohort nuances. Adults are the fastest growing cohort of athletes in North America, yet little research has been conducted in understanding how coaches work with adults. Callary, Rathwell, and Young (2015, 2017, in press) have shown that the context of coaching adults is unique, with specific needs and coaching approaches. Partnering with PGA of Canada, the purpose of this poster is to examine how golf coaches are catering to their adult clientele. 165 golf professionals (143 m, 22 f) completed a survey assessing their use of adult-oriented coaching practices. Coaches believed they almost always gave positive feedback ($M = 6.21$ out of 7, $SD = 0.66$), listened to their athletes ($M = 6.16$, $SD = 0.61$), gave individualized instructions ($M = 5.91$, $SD = 0.93$), created practices that were intrinsically motivating ($M = 5.73$, $SD = 0.76$), took steps to efficiently maximize practice time ($M = 5.67$, $SD = 0.74$), explained the rationale for drills ($M = 5.66$, $SD = 0.82$), were professional and relatable ($M = 5.64$, $SD = 0.96$), and shared their accumulated experiences ($M = 5.51$, $SD = 0.92$). Coaches believed they often facilitated self-directed learning ($M = 5.24$, $SD = 0.95$), oriented learning to solve problems ($M = 5.49$, $SD = 0.87$), tailored lessons to meet athletes' individual needs ($M = 5.39$, $SD = 0.89$), and accommodated adults' busy schedules ($M = 5.35$, $SD = 1.18$). Coaches sometimes helped athletes with competitions ($M = 4.59$, $SD = 1.04$). These findings provide a profile of the extent that particular adult-oriented teaching principles are in play in an adult golf coached context. Discussion focuses on implications for coach developers and coach education programming.

Improving movement through the corrective exercise continuum

Brett Cook; Kentucky Wesleyan College

This presentation will examine the use of the corrective exercise continuum for improving movement and performance in athletes of all ages.

Leaders must lead: The role and responsibility of high school administrators in assuring right coaches are providing right sport experiences

Bryan Thomsen, Rick McGuire & Amber Selking, Positive Coaching, LLC

As general system theory applied to the social sciences posits, all elements of a system are connected and, therefore, influence one another (Hammond, 2003). A team, school, or organization can be viewed as a social system in which each part has an impact on the others: administrators, coaches, players, parents, and others are all interconnected and influencing on a constant, consistent basis. Lattner (2015) stated that a top-down, bottom-up, and culturally relevant approach to not just programming but rather, program integration, is critical in addressing the systemic and sustainability challenges when developing quality sport experiences. When it comes to developing right coaches through the right coach development, adopting a systems approach of its integration and effectiveness is a critical concept.

This presentation explores the critical role that high school administrators have in addressing the systemic, pervasive challenges of sport at the high school level: participation, attendance, parents, and most importantly, coaching behaviors. As the leader of a district, building, or department, it is the responsibility of the administrator to ensure that all coaches are utilizing scientifically-proven strategies to ensure that district goals and purposes are being met, as well as optimizing performance for every athlete they have the privilege of coaching. By leveraging a positive coaching system grounded in research from sport psychology (Cox, 2011), positive psychology (Compton & Hoffman, 2013), and traditional coaching theory (Vernacchia, McGuire, & Cook, 1995), this presentation will demonstrate how a rural school district has developed a continuing educational program for coaches that is fully integrated into the day-to-day operations of the school, and has had significant impact on the district, staff, and students. In its third year of implementation, this program has proven to address the systemic challenges of high school athletics while creating a sustainable model for right coach development.

Life skills development through sport: Conceptions and pedagogical practices of youth sports coaches

Carlos Ewerton Palheta, Michel Milistetd, Eduardo Nunes & F. Milan; Universidade Federal de Santa Catarina – UFSC

The life skills terminology can be represented as behavioral, cognitive, intrapersonal, and interpersonal skills developed to promote success in different environments of life such as home, school, and neighborhood. Sport shows itself as an excellent environment for the development of life skills due to the need to respect the rules, partners, and opponents, characteristics that enable the transmission of personal and social values. However, the contribution of these aspects depends of how sports activities are structured and offered to the practitioners. Then, these conditions highlight the importance of the role of sports coach on life skills development through sport. Therefore, it is important to know the characteristics of the coaches who propose to use sport as a tool for transmitting values and to understand their conceptions and pedagogical practices of life skills development. The objective and methodological procedures presented below belong to a master degree project that is in progress.

Objective: To verify the sports coach's contribution in the development of life skills in young athletes, through the identification of their principles, conceptions, and pedagogical intervention.

Methodological procedures: The participants will be eight coaches from a youth sport program intentionally

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designed to promote life skills development. The data collection will occur through two procedures: (a) semi-structured interview and (b) systematic observation. The interviews will be conducted using a road map that includes four categories: (1) training philosophy, (2) relationship with young athletes, (3) strategies for development of life skills through sport, and (4) the ways that he/she evaluates his/her activities and the athletes learning process. The systematic observation will occur with the use of an instrument of handwritten records "The Coach Analysis and Intervention System (CAUS)". It is expected with this procedure to verify if the pedagogical practices of the coaches are consistent with their declared statements during the interview.

Mindfulness is collegiate athletics: A case study at the University of Denver

Christina Bastian, Brian Gearity, Elizabeth Orman & Clayton Kuklick; University of Denver

Although the practice of mindfulness has a long history, research into mindfulness as a mechanism to enhance athletic health and performance is new (Gardner & Moore, 2004). Mindfulness is an "open-hearted, moment-to-moment non-judgmental awareness" (Kabat-Zinn, 2005, pg. 24). Mindfulness has also been theorized as a multi-dimensional concept which includes observing, describing, acting with awareness, nonjudgment and nonreactivity to inner experiences (Baer, Smith, Hopkins, Krietemeyer, & Toney, 2006).

Research regarding a multi-facet structure of mindfulness in sport is limited while the process of establishing a mindfulness program in the collegiate setting is absent. While the existing research is beneficial, we lack normative data and descriptive statistics. Additionally, we do not know how they understand, plan, and implement mindfulness. A better understanding of these factors could be beneficial for academic, health and performance outcomes. Therefore, our research agenda sought to review the current literature and utilize a case study on a mindfulness program in a D1 college.

In this "Research to Practice Presentation", attendees will learn the latest literature on mindfulness in sport. Attendees will be given concrete, real world take home applications of mindfulness including structuring mindfulness around practices, in S&C workouts, and the injury/rehabilitation process. While the focus of the presentation will be a "how to" integrate mindfulness for athletes, we will identify ways for coaches to also use mindfulness to enhance their own coaching performance.

Perceptions of youth coaches: A study about education and relevant knowledge to coaching practice

Leilane Lima, Yura Santos, Paula Nicolau, Riller Reverdito & Larissa Galatti; Faculty Physical Education Faculty - University of Campinas

The purpose of this study was to analyze the perceptions of youth coaches about the importance of Physical Education graduation to the development of their practice. Also, to identify relevant knowledge to their intervention and sources of acquisition knowledge.

Qualitative research was conducted with 44 school level coaches, graduated in Physical Education, in the state of Mato Grosso, Brazil (79.5% men, 20.5% women), with an average age of 35 years. An online questionnaire was used to data collection. For closed questions, a descriptive and frequency analysis was performed through the IBM spss-20 software. The open questions were analyzed according to thematic analysis.

For 43.2% of coaches, university has low relevance, considering that the generalist aspect does not supply the specific demands of their performance, beyond the lack of theoretical and practical sports content. Informal learning situations demonstrated more relevance to education. 56.1% of coaches highlighted practical situations experienced with young people, internships, contact with experienced coaches and courses on sports training (physiological and psychological aspects) as relevant to their performance. However, they understand that only this education is not enough, and it is necessary to improve their practice in specific courses of sport modality. In this sense, specific knowledge, access to physical-motor, tactical, technical and psychological contents, organizational aspects and personal attributes of coaches are pointed out as necessary for coaching. The internet (61.4%), in-person training courses (22.7%) and distance (9.1%) were cited as the main learning sources.

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In their perception, graduation does not provide the specific demands of their roles. Non-formal and informal situations were highlighted as the ones that most contributed to coaches' performance. It is important to provide consistent learning situations with the practice context of coaches, and further research is needed to investigate the coach of the school.

Psychological flexibility, implicit preference, and coaching: A review of relational frame theory and coaching applications

Patrick Smith; University of Nevada, Reno

Technologies developed by behavioral psychology, in the area of Relational Frame Theory, have been slow to be adapted to coaching applications while finding success in other training and teaching domains. This poster will highlight some of these technologies that are being adapted for coaching applications, research validating the performance-enhancing effects, and the author's current line of research to further investigate how to make coaching instructions more effective. Goal takeaway for researchers is highlighting new potential avenues for applied and basic investigations. For coaches and administrators, introduction to evidence-based technologies that can improve coaching and instructional outcomes across group sizes and levels.

Super-sized linemen in college football: The importance of health-related fitness education

Rick Ferkel & Lawrence Judge; Central Michigan University

The large stature and body mass of college football lineman can be associated with a number of post-competitive pathogenic chronic health consequences such as metabolic syndrome and cardiovascular disease. It is important that a policy is implemented to provide athletes with a reconditioning plan they can use to reduce and/or avoid this problem in the future. Conceptually, problems associated with over-sized athletes is easily accepted, however, the practicalities of solving the problem have not been fully realized. The purpose of this presentation is to define the magnitude of the problem in active NCAA collegiate linemen and create potential educational and fitness interventions.

Although competitive collegiate student-athletes might be assumed to be sheltered from risks of cardiovascular disease, a study by Buell et al. (2008) found a high incidence of metabolic syndrome and other associated adverse biomarkers for heart disease in current collegiate football linemen. Of the 70 athletes participating in the study, 34 were identified as having metabolic syndrome according to measures of blood pressure, waist circumference, fasting glucose, high-density lipoprotein, and triglycerides. If the present physical activity of current football linemen does not seem to give enough protective benefit to avoid metabolic syndrome, this creates an even greater concern for these athletes when they discontinue participation in football. The findings of Buell et al. (2008) should generate significant doubt about the presumed health of current as well as post-competitive collegiate football linemen.

While the National Collegiate Athletic Association (NCAA) has made strides within its legislation in the areas of drug testing and educational programs to protect the health of intercollegiate athletes, a program to educate and retrain college football linemen should be implemented to combat the health risks faced at the completion of their eligibility as a result of the lifestyles habits adopted as a student-athlete.

The science of the art of coaching: Examining the decision-making process of a competitively successful endurance running coach

Marshall Milbrath & Scott Douglas; Benedictine University

This presentation adds to the body of literature on coach decision-making and its application to coach education. Sport coaching is a complex process that involves attuning to multiple domains of the athletic experience. Many coach education efforts have traditionally relied on sharing sport-specific knowledge alongside sport science topics. However, emerging evidence suggests that coaches are increasingly interested in effective application of coaching knowledge through pedagogical best practices (Stoszkowski & Collins, 2016). Coaching as a whole is considered

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context-dependent with no two situations meriting the same approach (Côté, Young, North, & Duffy, 2007). Technical coaching literature in endurance running has stated that there are as many coaching approaches as there are coaches, many of which are adapted from successful coaches (Adelizi, 1992; Harter, 1993; Stevenson, 1987; Warhurst, 1985). While similar sources of knowledge are found throughout technical coaching literature, the acknowledged diversity in the application of this knowledge prompts questions regarding how competitively successful coaches coach, and how coaching knowledges contribute to these methods. Using the coaching decision framework by Abraham, Collins, and Martindale (2006) this qualitative case study examined the decision-making process of a competitively successful endurance running coach. Findings revealed that scientific, sport-specific, and pedagogical knowledges all contribute to the participant's coaching process in varying degrees and that he uses these knowledges with the expressed purpose of fulfilling goals of and within his endurance-running program. Further evidence suggests that the participant applies these knowledges with expressed appropriateness to both endurance running and individual athletes. Further research should examine this topic through collective case studies to investigate this Piagetian generalization in other contexts. In application, further understanding of the decision-making process may aid coaching education efforts by providing a systematic method by which coaches are taught to apply coaching knowledge during the coaching process.

The sports coaching professionalization in Brazil: Characteristics of a scenario under construction

F. Milan, Ricardo Quinaud, Carlos Ewerton Palheta, Michel Milistetd & Eduardo Leal Nunes; Federal University of Santa Catarina

Even regulated, the profession of sports coach in Brazil still faces the reality of improving professional qualification, something that challenges its professionalization. In this challenge, inherent elements to its professionalization can be considered: (1) a specialized body of knowledge and an appropriate educational process; (2) a professional association of regulation and protection of its members, as well as an ethics code guiding the profession. In this way, the aim of the study was to describe the profession of sports coach structure in Brazil in relation to the two scenarios mentioned, discussing ways to become professional. In the Brazilian context, the body of knowledge is considered generalist, with no ecological validity, coming from the curricula of the Bachelor of Physical Education, formal education. Consequently, the educational processes have been based on technical-methodological methods, without considering the coaches' learning and experiences. As for the second scenario, there is a Brazilian Association of Sports Coaches, which instead of a cohesive position between the modalities and the coaches, it converges to the reality of some modalities (e.g.: soccer). This lack of dialogue also interferes with the elaboration of a unique ethics code for sports coaches in Brazil. Currently, this profession has as an ethics code that is established by the Federal Council of Physical Education, being a profession of this area. Because of its broad characters and some modalities having their own ethics codes, the coach's adherence to this ideal has been low. Thus, it is important to devote attention to a professional education, a specialized body of knowledge, and structure and career path. Furthermore, there is a need for an ethical and explicit value system, an independent professional association body, a professional practice situated, and the clarity and definition of its role as a profession, which goes beyond the mere "social" recognition.

Using sport science to improve coaching: A case study of Felisha Johnson's road to Rio

Lawrence Judge, Phil Cheetham & Rick Ferkel; Ball State University

Conclusions from biomechanical data can make a significant difference in the performance of athletes if properly understood by coaches. Recent research on the shot put has yielded valuable kinematic information for elite athletes. Stepwise regression analysis indicated that release velocity, the orientation between shoulder-hip axes (S-H) at release, release angle, rear knee (RK) angle at rear foot touchdown (RFTD), and RK at front foot touchdown (FFTD) significantly contributed to the outcome of the throw. By utilizing this scientific approach, the coach can determine the velocity of release (13mps) and angle of release (36 deg) necessary for elite performance. More accurate technical adjustments can be made, and training stimuli can be devised to better accommodate the athlete's target performance. Technology used in training to assist technical adjustments must provide immediate and

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straightforward feedback, be accessible enough to permit remote coaching, be invisible to the athlete (not interfere with their training), and be accurate. The Trackman Doppler radar system was utilized in the present study for tracking trajectories of shot put throws to optimize angle, speed, and height of release. Immediate feedback in training and competition based on the evidence of the laws of physics is both convincing and motivating to athletes. The purpose of the present study was to examine the effect of an evidence-based comprehensive training protocol that utilized knowledge of results, integrated physical capacity development and technical interventions based on a quantitative biomechanical analysis. No known studies have quantitatively examined the progress of a track and field thrower that has undergone a comprehensive training program incorporating the integrated use of sport science technology and experienced coaching methods. The USATF shot put project is an example of cooperation between sport science and coaching helped to produce Felisha Johnson's Olympic trial's (19.23) performance in track and field in the women's shot put in 2016.

Utilizing educational leave to enhance coaching education programs

Drew Zwald, Hal Wilson & Dan Czech; Georgia Southern University

During my Educational Leave, I observed, evaluated and interacted with recreation, school, collegiate and professional sport coaches in the United States and Europe. In addition, I reviewed and observed coaching education programs in colleges, universities and sport programs in the United States and Europe. The data, knowledge and experiences was reported to the faculty, integrated into various coaching education courses and curriculum, provided new opportunities for partnerships in coaching education, offered new student practicum experiences and helped recruit future students. After my educational leave, I incorporated my experiences, revised my teaching content and pedagogy and changed my courses and syllabi. The new information helped our school make curricular changes in our coaching education programs to maintain our nationally accredited undergraduate Level 3 program and obtain a Level 5 accreditation with our graduate online coaching education program. In addition, the experience provided collaborative research to submit peer-reviewed articles and professional conference presentations.

What can we learn from the “non-sport” coaching? A systematic review of “non-sport” coaching research and how it can contribute to sport coach development

Andrew Dawson; Victoria University

Historically, coaching has been around as long as sport itself (Phillips, 2000). A more recent development, however, is the emergence of coaching in a diverse range of other domains such as life coaching, academic coaching, career coaching, business coaching, executive coaching, and health coaching to name a few (Grant & Stober, 2006). Along with the rapid rise of non-sport coaching practice there's been considerable research into both its practice and efficacy as a method for supporting individual development and professional learning from professional disciplines such as business/management, education and psychology (Grant 2014). This aim of this investigation is to systematically review the non-sport coaching literature and suggest a research agenda that will inform sport coach development and professional learning.

What's the coach's role in eSports?

Erica Pasquini; Sam Houston State University

The world of eSports is booming. The gaming industry supersedes film and music industries, generating \$100 billion dollars in revenue a year, projected to reach \$107 billion by 2017 (Warman, 2015). Gone are the days of gamers being lonely individuals playing videogames in their parent's basements. Rather, videogaming is now part of a collaborative and diverse market. Because of gaming success, many universities recognize the importance of introducing eSports teams on university campuses across the nation. Over 20 universities, such as The University of Utah and the University of California, Irvine are beginning to offer college scholarships. As these teams continue to gain popularity, the role of the eSports coach comes into question. Unlike traditional team sports, these players are learning as an individual before coming to college to join a unified team with a common goal. The purpose of the

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following presentation will detail research that examines an eSports coaching program of high school students aiming to attend university. Participants attended a camp where they were introduced to a team and a coach. Players participated in multiple team building events as well as mock tournaments. Post camp qualitative interviews were conducted and player statistics were analyzed to detect change in play style. Qualitative themes included feeling increased communication ability and cohesion. Themes were supported by an ANOVA that analyzed players pre and post camp kills, deaths, and assists. Researchers found that player kills decreased ($p < 0.01$), deaths decreased ($p < 0.05$), and assists ($p < 0.01$) increased from the period prior to the camp to after. This suggests that the camp may have imparted a more team focused approach to playing the game. Further suggesting that in eSports, the role of the coach may switch from a skill building focus to one of interpersonal communication and team building.