A LONGLITUDINAL INVESTIGATION OF COACHING BEHAVIOURS OF PROFESSIONAL TOP LEVEL YOUTH FOOTBALL COACHES  
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PURPOSE OF THE STUDY  
- The purpose of this study is to identify what factors impact five English professional youth football coach’s behaviour and cognitive processes during two football seasons.  

INTRODUCTION  
- Although coaching has become increasingly recognised as a complex social process, coaches have responsibility of their implemented behaviour in practice (Partington & Cushion, 2013).  
- A significant body of research on coach behaviour identifies ‘instruction’ as the most frequently used behaviour by football coaches (e.g., Cushion & Jones, 2001; Ford & Williams, 2010; Partington & Cushion, 2012; Potrac & Jones, 2007).  
- Coaches currently use behaviour which have been learned from a combination of tradition, coaches’ intuition, and emulation of other coaches (Cushion & Armour, 2003; Partington, Cushion & Harvey, 2013).  
- The purpose of this study is to identify what factors impact five English professional youth football coach’s behaviour and cognitive processes during two football seasons.  

METHODS  
- 5 male professional English youth football coaches at a Football Association Premier League Academy.  
- Two separate data points were collected over two seasons (season 2009-10 and season 2011-2012) in mid-season (November to March) over 16 weeks.  
- This study used the Coach Analysis Intervention System (CAIS) (see Cushion, Harvey, Muir & Nelson, 2012) combined with interpretive interviews to examine coaching behaviour.  
- Interview data were analysed using abductive content analysis (see Nelson & Cushion, 2006).  

RESULTS AND ANALYSIS  
- The differences in the coaches behaviour was identified from the CAIS coded data (see Figure 1).  
- The interpretive interviews identified the coaches rationale for change and what impacted that change of behaviour between season 2009-10 and season 2011-2012 (see Tables 1 and 2).  

DISCUSSION  
- Coaches instigated a change in behaviour from season 2009-10 to season 2011-12 based on new knowledge and an increased self-awareness.  
- A range of different educational tools was described by the five coaches as a reason for increasing self-awareness and knowledge of what behaviour to use and why.  
- A mixture of separate and integrated formal and informal education processes impacted on the coaches use of behaviour in practice.  
- The individual nature of the education over a twenty month period of time influenced the behaviours performed.  

IMPLICATIONS FOR PRACTICE  
- Coach education should provide a range of pedagogical approaches that actively and individually involve coaches over a period of time (Nelson, Cushion & Potrac, 2013).  

REFERENCES  

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FIGURE 1. Percentages of coaches behaviour.  

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplar quotes</th>
<th>TABLE 1. Coaches rationale for the change in behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-awareness</td>
<td>‘In the 2011-12 season I instruct less and use silence on-task more to observe’</td>
<td></td>
</tr>
<tr>
<td>Knowledge</td>
<td>‘So less instruction during the sessions and more silence, letting them play, letting them learn for themselves, in essence to learn’</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Education (number of coaches)</th>
<th>TABLE 2. What has impacted coaches change in behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-awareness</td>
<td>Coach Analysis Intervention System (5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reflection (4)</td>
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<tr>
<td></td>
<td>Feedback from players (3)</td>
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</tr>
<tr>
<td>Knowledge</td>
<td>F.A. Youth Award (5)</td>
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<tr>
<td></td>
<td>Mediated other (4)</td>
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<tr>
<td></td>
<td>Research (2)</td>
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<td></td>
<td>Teaching qualification (1)</td>
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</tbody>
</table>

TABLE 2. What has impacted coaches change in behaviour.