
EPrint URI: http://eprints.glos.ac.uk/id/eprint/5046

Disclaimer

The University of Gloucestershire has obtained warranties from all depositors as to their title in the material deposited and as to their right to deposit such material.

The University of Gloucestershire makes no representation or warranties of commercial utility, title, or fitness for a particular purpose or any other warranty, express or implied in respect of any material deposited.

The University of Gloucestershire makes no representation that the use of the materials will not infringe any patent, copyright, trademark or other property or proprietary rights.

The University of Gloucestershire accepts no liability for any infringement of intellectual property rights in any material deposited but will remove such material from public view pending investigation in the event of an allegation of any such infringement.

PLEASE SCROLL DOWN FOR TEXT.
Right boys this one’s important. We’re 1 – 0 down at half time and you lot are playing like muppets. There’s no heart, no grit. You need to fly into tackles and let them know they’re in a fight. You’re just not competing with them, get stuck in and fight for this game, have you got no pride? You’re letting me down, the club down and each other. This is just a load of rubbish, I thought you lot could play?

There is an acceptance that sports coaching has as its primary focus, the improvement of individual and team performance (Jones, 2005) and that effective coaches are those that have progressed furthest in terms of formal hierarchical (National Governing Body) sporting qualifications and degrees in related subjects (Pullo, 1992). It is suggested that ‘traditional views of coaching have located it [coaching] within a bio-scientific, product-oriented discourse’ (Cassidy et al., 2004:175). Coaching has been seen as unproblematic and straightforward and in fact coaches (and educators) are seen as being able to pass knowledge on to others (hence the notion that coaches are performance improvers).

It will be argued that the journey of becoming a coach is situated in formal, nonformal and informal contexts and that coaching and coach education literature must address and fully embrace the reality of sports coaching and how we become coaches. To do this, it is essential that we seek to (re)define what is at the ontological core of sports coaching if we can attempt to illuminate the reality of the practice. Coaching has emerged not only as a profession (Woodman, 1993) but also as a research field (Saury & Durand, 1998; Jones et al., 2003) yet coaching practice remains close to the fictional auto-ethnographical account (Sparkes, 2002) of coaching in action that opens this abstract.
This fictional representation of an interface between an athlete and a coach is important, because this is often what practitioners are exposed to and consequentially regard as real coaching. This presentation will attempt to provide a critical overview of coaching literature, in relation to coaching (Jones et al., 2004), coaches’ knowledge (Cushion et al., 2003), coach learning (Nelson et al., 2006) and development of expert coaches (Schempp et al., 2006). To do so, the presentation will take the place of 4 short stories (narratives) that are autoethnographical (Coffey, 1999; Markula & Denison, 2005; Okley & Callaway, 1992; Reed-Denehay, 1997; Sparkes, 2000; Van Maanen, 1995; Young, 1991) in nature making them accessible to coaches, but also framed theoretically in knowledge construction (Nelson et al., 2006) to foster academic debate regarding how knowledge is constructed through the formal, nonformal and informal.