Planning, Implementing and Evaluating in Sports Coaching

Vlad I. ROŞCA[1]

Abstract

Achieving success in sports is strongly related to peaking at the right intervals. Peaking means that athletes are able to deliver their best performances at a certain given time of competition. This paper looks at the attributions of coaches in such a high standard preparation, arguing that, if reaching sporting success is the end goal, then the preparation of athletes needs to mean more than the simple training of motorical skills. The importance and necessity of adopting the managerial principles of planning, implementing and evaluating in sports coaching are being discussed. The research aim is to detail on how a managerial like-approach can be beneficial for coaching. Sports-specific characteristics of planning, implementing and evaluating are discussed in detail.

1. Introduction

Achievement in elite sports means that athletes have reached some peaks in performance that have allowed them to be competitive at the highest possible levels (Cashmore, 2002: 192; Cohn, 1991; Harmison, 2006; Jackson, Roberts, 1992; Sicilia et al., 2017). Athletes at the peak are able to maintain control over their performances, and direct power and energy towards reaching certain goals (Gould et al., 1999). Peaking in sport, though, is not a haphazard, but a well planned process, conditioned by training cycles (Bompa, 2001: 269; Bompa, Carrera, 2005; Bompa, Haff, 2009; Coutts, Cormack, 2014: 71). Coaches develop strategies ment to lead their athletes at peaking at the optimal moment for obtaining success (Kuipers, 1996, 1998).

This article is designed as a brief comparative study between sports coaching and general management. The purpose of the research is to highlight the importance of using three strategic management tools (planning, implementation, evaluation) in coaching. Regarding the entire coaching process as a strategic plan is important because the physical, psychological, or technico-tactical skills of athletes do not occur by chance, but they acumulate over a long period of time, with every training unit (Pankhurst, 2007: 4). Coaching is a long-lasting process, in which close emotional ties are created between the coach and the athletes (Davis, Jowett, 2010; Forrest, 2008; Jowett, 2003; Jowett, Cockerill, 2003; Moen, 2014; Philippe, Seiler, 2006; Poczwardowski et al., 2002). The athletes perceive the coach as the disciplinarian, knowleadgeable and motivated person able to help them reach success

---

[1] Vlad I. Roşca, The Bucharest University of Economic Studies. E-mail: vlad_rsc@yahoo.com

(Becker, 2009; Ramzaninezhad, Hoseini Keshtan, 2009; Stirling, Kerr, 2009; Tomlinson, Yorganci, 1997), though changes in time have encouraged a more participative coaching approach as opposed to the patriarchal style sports have been used to (Martin et al., 1999). If working closely with athletes to help them improve their skills, the coach has to create a proper, supportive environment (Wales, 2002) for athletes to develop, which mainly occurs during training sessions. The creation of this supportive environment, that has to lead to success, is a result of how good a coach can plan, implement, monitor and evaluate success. In the first part, the article looks at what sports coaching could mean from a managerial point of view, and then it moves on to present a short theoretical framework of how planning, implementing and evaluating could be done in sports.

2. Coaching

Coaching can be described as the effort that a coach invests with the aim of obtaining certain physical and psychological abilities from the athletes he is preparing, while also considering an acumulation of these abilities to peak at a defined moment. While, at a basic level, coaching is strictly concerned with improving athletic skills, developments throughout history have risen the demands of coaches to be concerned with more than athletics, asking for pedagogical, mental or managerial training as well (Cassidy et al., 2008; Gould et al., 1990). Several authors, such as Côté et al. (2009), Light et al. (2014) and Potrac et al. (2000) thus call for a holistic approach to coaching.

The emergence of public schools during the English Regency and Victorian Eras saw the introduction of physical education classes as a new trend in education (Coghlan, Webb, 2003; Cox, 1991). It has not been long before teachers realized that sports can not only rejuvenate pupils and serve to leisure purposes, but also contribute to educating them at different levels: physically, morally, and spiritually (Cunningham, 1980; Horn, 2008: 188). These changes have materialized in the appearance of physical education and sports teachers, the forerunners of current coaches.

Coaches do not only deal with the physical training of athletes, but also with their psyche and their development as individuals (Stafford, 2005; Taylor, Wilson, 2005). In addition to physical improvement, coaching also involves teaching strategies, tactics, techniques, routines, and methods of conducting the game or the sport. It is the role of the coach to create an environment which to enable athletes to learn. Miles (2004: 1-2) believes that coaching involves creating a supportive environment for athletes to learn and to develop themselves in a context allowing sports to be practiced. That context would be the training sessions. While the official games are the exams that players need to pass in front of competing teams of athletes, the training sessions are the teaching and rehearsal units where coaches work closely with their players in order to prepare a game. The majority of the teaching that a coach does occurs during training. Training sessions imply that the coach conducts exercises and practice units to stimulate the learning skills of athletes, with the goal of transforming them in improved performances during on-game situations (Cabral, 2005).

3. The Coaching Process

Coaching is constantly under the pressure of change and adaptation, as sports themselves change (Fletcher, Scott, 2010; Olusoga et al., 2009, 2010, 2012; Thelwell et al., 2008). With games becoming more physical and the personality traits of athletes being shaped by the surrounding world, coaching styles have to adapt. Coaching has been traditionally associated with relations of power and subordination (Taylor, Garratt, 2013), with the coach taking in a patriarchal figure (Kellett, 2002; Zakrajsek et al., 2011), imposing high level demands on his athletes to perform. Lately, coaches have been encouraged to be more supportive towards emboldening athletes to take more initiative themselves, shifting the coaching to a more participative style (Denison et al., 2017). However, though, the coach wields a powerful influence both on the personalities of the athletes (Becker, 2009; Mageau, Vallerand, 2003; Vealey et al., 1998), on their behavior during practice and during games, as well as on the overall design and atmosphere of a team (Horn, 2008). It is the coach that the players look at as a leading figure whom they would be ready to follow if sporting success is promised (Dwyer, Fischer, 1990; Gardner et al., 1996; Garland, Barry, 1988; Serpa et al., 1991). A study by Reinboth et al. (2004) reveals that, the most important feature that athletes seek to see in their coach is competence. Athletes want to be coached by a person able to bring them closer to success, which is an intrinsic motivational factor for most sports people.

The whole coaching process has to be planned at high standards, as the coach is evaluated by the performances of the team he is leading. Performances, such as matches won, or, even more, tournaments won, are the indicators of coaching effectiveness. Motivated by the pursuit of success, coaches can base their training paradigm on steps similar to the managerial process. Making a parallell with general management theory, in training his athletes, the coach has to plan, act and evaluate (Bittel, 1998: 402-410; Curzon, 1989; Denhardt, Denhardt, 2009: 195; Emery, 2011; Misener, 2016: 270). He plans the training sessions, runs them, and at the end evaluates the performances of athletes (Bulger et al., 2007; Fuoss, Smith, 1981). All this has to be done by keeping in mind a reliable goal-setting. When planning training sessions, the main question that a coach has to ask is how the athletes can reach success. Improving performances for obtaining success should be the mission of the coach. After carrying out the training unit, the coach has to assess extent to which the goals of that particular unit have been met, identify where and how the quality of athletes can be further improved, and, last but not least, identify how they can implement the skills or ideas learned during training in official matches.

(i) Planning

Pankhurst (2007: 5) highlights the importance of planning for successful coaching, considering that this is what performance in sports starts with. Coaches have to understand the crucial role that planning plays, either for one single unit of training or for a longer development period that can span over several years. Planning sets the functions and goals of training (Gambetta, 2015: 48). The aim of planning in a coaching process directed towards excellence is to identify the work

that the athlete or the team needs to do in order to approach achieving success (Wrisberg, 2007: 129). Hence, why, planning training must be done according to the needs of athletes (Hughes et al., 2012). At the same time, planning helps the coach identify the right amount of training that needs to be delivered in order not to burn out his athletes and have them fail in reaching the peak when it is needed, or pose the risk of injury (Kuipers, 1996; Udry et al., 1997). In his decision-making, the coach has to visualise that, at the end of his tenure, he has to achieve success (Landsberg, 2015; Wikeley, Bullock, 2006: 15; Singer, 2010). Training sessions will be structured and planned in such a way that they integrate as a whole, which, under conditions of excellence, is equivalent to sporting success. If achieving success is the ultimate goal, planning will also take into account the intermediate goals, like for example the sporting performances during matches. The training program will be designed taking into account the contests in which the team is involved, the competition, team shape, rest periods, forced breaks, availability of athletes, past experience or training facilities. Each of the factors of influence has its specificity:

a) The contest (competition) in which the team is involved:
- the calendar of meetings in that competition;
- the number of teams competing (the higher the number of matches in the competition, the more training needed);
- the structure of the competition;
- major matches.

b) Competition (Blumenstein et al., 2005) - Competing teams or rival athletes:

- the shape and fit of competing teams (the fitter the opponents, the more seriously the team will have to train to defeat it);
- squad value (an opposing team with a lot of valuable players will be harder to beat, so training needs to be more serious);
- opposition line-up (training might also be done depending on how the opponent will line up for the upcoming game. Given that success is a long-term process, the coach will consider not only the first next opponent, but all the opponents he knows the team is likely to meet during a certain period, analyzing their games, and planning a specific training strategy);
- experience of opponents.

c) Shape of the team: In planning the training process, the coach must also take into account the shape of his own team. The answers of athletes to the requirements of the coach also depend on their shape (Lidor et al., 2007).

d) Rest periods: The coach must consider allowing players physical and mental regeneration days (Bangsbo et al., 2006; Hill-Haas et al., 2011; Smith, 2003).

e) Forced breaks: Forced breaks are intervals imposed by the competitional or by the international calendar. Many elite sports teams have got international players in their rosters; such players have to be available for international duties with the representative side of their home nation, so they will have to travel several times during the year and miss out training within their club team (Buchheit, 2017). Sports

coaches have to consider how they plan training so international players are impacted to a minimum possible, while also taking into account the workload to be carried out with athletes who are not away on international duty. For greater efficiency, forced pause periods can be coupled with rest periods for avoiding unnecessary time losses.

f) Availability of athletes: The coach will set the training schedule according to the players he has at his disposal. If, for example, some players are travelling on international duties or are injured, the coach will be planning the training without them. If some players come back after an injury, the coach might schedule separate training sessions for them.

g) Experience: the more experienced the athletes are, the easier the training, as athletes already know what they have to do and how they should behave.

h) Training facilities: the better the facilities, the better the coach can sketch a more varied workout that includes several training methods and techniques.

All these factors highlight why it is important that the coach also plays a managerial role in the team. He should be involved in developing the training camp or, as far as possible, in establishing the competition calendar so as to ensure the best conditions for his players to evolve. By investing managerially, the coach simplifies his work as a sports instructor.

(ii) Implementation

After planning the team's training process, the coach will also have to implement it. By transforming the training plan into reality, the coach brings more knowledge to his team, develops athletes and prepares them for success. In training, the coach teaches the athletes how to perform against opposition. In preparation, athletes are learning perceptual, cognitive and motor perceptual (Causer et al., 2012; Memmert, 2015: 35-38). Cognitive and perceptual learning occurs when athletes have to assimilate and analyze the information presented by the coach, while perceptual motor learning occurs when athletes use their muscular mass to physically practice the coach's requirement.
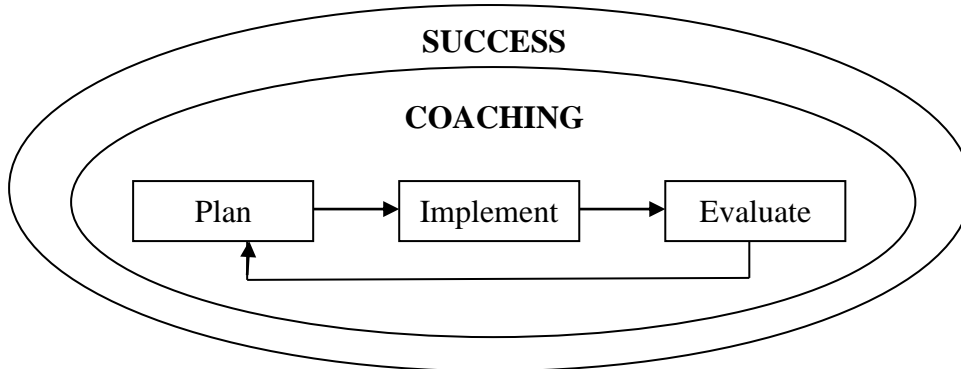
(iii) Evaluation

Through evaluation, the coach certifies the value of athletes. It is important for the coach to have a departure and an arrival time to use, so that he can compare the initial level of athletic skills and capacities, and the levels achieved after training (McGuigan, 2014). For comparison purposes, the coach should also use performance indicators (Hughes, Bartlett, 2002). These indicators help the coach to measure athlete's progress towards success. Whatever the indicators, they must meet the following characteristics:
- be consistent with the coach's vision and team goals;
- not to be abandoned until they are completed;
- be quantifiable.

In order to be able to use the performance indicators and to be able to evaluate, the coach must collect and record training data (Fuller et al., 2006). He has to monitor the work of athletes, gather information at different times, and then compare them to each other.

4. Conclusions

Figure 1 attempts a graphical résumée of the concept previosuly presented, trying to underline the importance that planning, implementing and evaluating play in sports coaching towards success.

Figure 1: Planning, Implementing and Evaluating in Coaching for Success. Source: Own representation.

Planning, implementing and evaluating are an integral part of a sports organization, being determinants of successful coaching (McLean, Mallett, 2012) and of sporting performance. Eventhough success implies more than only coaching – being situated at a higher level in Figure 1, meaning there are several factors other than coaching that ultimately can influence whether an athlete or a team is successful or not (Greenleaf et al., 2001; Lago-Ballesteros, Lago-Penas, 2010; Memmert et al., 2017; Ribeiro et al., 2017), i.e. match location (Taylor et al., 2008), home advantage (Aguilar, Paulís, 2017; Hoffmann et al., 2017; Legaz-Arrese et al., 2013), quality of opposition (Lago, 2009), match status (Aquino et al., 2017), time in play (Ryan et al., 2017) – probably some of the most important constituent of success is coaching, as this is the activity that implies the coach spend time with his athletes in order to develop them for reaching peaks in performances (Jowett, 2017; Jowett, Carpenter, 2015; Mallett, Côté, 2006; Myhre, Moen, 2017). In order to be carried out at a level as high as possible, coaching has to *borrow* managerial instruments of planning, implementing and evaluating. Coaching does not have to be limited to an on-the-field athletic preparation of sportsmen skills, but needs to be combined with management, as it needs a vision for success. A coach has to visualise what it would take to achieve success, and then translate this vision into a training module where he plans, implements and evaluates athletic performances building up for success.

References

Aguilar, M. P., Paulís, J. C. (2017): „Influence of match location in the Spanish Copa del Rey", *Retos*, 31, pp. 202-206.

Aquino, R., Martins, G. H. M., Vieira, L. H. P., Menezes, R. P. (2017): „Influence of Match Location, Quality of Opponents, and Match Status on Movement Patterns in Brazilian Professional Football Players", *The Journal of Strength & Conditioning Research*, 31(8), pp. 2155-2161.

Bangsbo, J., Mohr, M., Krustrup, P. (2006): „Physical and metabolic demands of training and match-play in the elite football player", *Journal of Sports Sciences*, 24(07), pp. 665-674.

Becker, A. J. (2009): „It's not what they do, it's how they do it: Athlete experiences of great coaching", *International Journal of Sports Science & Coaching*, 4(1), pp. 93-119.

Bittel, L.R. (1998): „Planning, Implementing and Evaluating a Supervisory Development Programme". In Joseph Prokopenko (ed.): *Management Development: A guide for the profession*, International Labour Office (Geneva), pp. 402-425.

Blumenstein, B., Lidor, R., Tenenbaum, G. (2005): „Periodization and planning of psychological preparation in elite combat sport programs: the case of judo", *International Journal of Sport and Exercise Psychology*, 3(1), pp. 7-25.

Bompa, T.O. (2001): „Periodizing Training for Peak Performance". In Bill Foran (ed.): *High-performance Sports Conditioning*, Human Kinetiks, Champaign (pp. 267-282).

Bompa, T.O., Carrera, M. (2005): „*Periodization Training for Sports*", Human Kinetiks, Champaign.

Bompa, T.O., Haff, G. (2009): „*Periodization: Theory and Methodology of Training*", Human Kinetiks, Champaign.

Buchheit, M. (2017): „Applying the acute:chronic workload ratio in elite football: worth the effort?", *British Journal of Sports Medicine*, 51(18), pp. 1325-1327

Bulger, S.M., Mohr, D.J., Rairigh, R.M., Townsend, J.S. (2007): „*Sport Education Seasons*", Human Kinetics, Champaign, IL.

Cashmore, E. (2002): „*Sport Psychology: The Key Concepts*", Routledge, London/New York.

Cassidy, T. G., Jones, R. L., Potrac, P. (2008): „*Understanding sports coaching: The social, cultural and pedagogical foundations of coaching practice*", 2nd Edition, Routledge: London/New York.

Causer, J., Janelle, C.M., Vickers, J.N., Williams, A.M. (2012): „Perceptual expertise: What can be trained?", In Nicola Hodges & A. Mark Williams (Eds.): *Skill Acquisition in Sport: Research, Theory and Practice*, Second Edition, Routledge, London/New York (pp. 306-324).

Cohn, P. J. (1991): „An exploratory study on peak performance in golf", *The Sport Psychologist*, 5(1), pp. 1-14.

Côté, J., Gilbert, W. (2009): „An integrative definition of coaching effectiveness and expertise", *International Journal of Sports Science & Coaching*, 4(3), pp. 307-323.

Coghlan, J.F., Webb, I. (2003): „*Sport And British Politics Since 1960*", The Falmer Press: London/New York.

Coutts, A.J., Cormack, S. (2014): "Monitoring the Training Response". In David Joyce, & Dan Lewindon: *High-Performance Training for Sports*, Human Kinetics, Champaign, IL (pp. 71-84).

Cox, R.W. (1991): „*Sport in Britain: A Bibliography of Historical Publications, 1800-1988*", Manchester University Press: Manchester/New York.

Cunningham, H. (1980): „*Leisure in the Industrial Revolution, C.1780 c.1880*", Croom Helm.

Curzon, S.C. (1989): „*Managing change: a how-to-do-it manual for planning, implementing, and evaluating change in libraries*", Neal-Schuman Publishers, Chicago.

Davis, L., Jowett, S. (2010): „Investigating the interpersonal dynamics between coaches and athletes based on fundamental principles of attachment", *Journal of Clinical Sport Psychology*, 4(2), pp. 112-132.

Denhardt, R.B., Denhardt, J.V. (2009): „*Public Administration. An Action Orientation*", Thomson Wadsworth, Belmont, CA.

Denison, J., Mills, J. P., Konoval, T. (2017): „Sports' disciplinary legacy and the challenge of 'coaching differently'", *Sport, Education and Society*, 22(6), pp. 772-783.

Dwyer, J.J., Fischer, D.G. (1990): „Wrestlers' perceptions of coaches' leadership as predictors of satisfaction with leadership", *Perceptual and Motor Skills*, 71(2), pp. 511-517.

Emery, P. (2011): „*The Sports Management Toolkit*", Routledge, London/New York.

Fletcher, D., Scott, M. (2010): „Psychological stress in sports coaches: A review of concepts, research, and practice", *Journal of Sports Sciences*, 28(2), pp. 127-137.

Forrest, K. A. (2008): „Attachment and attention in sport", *Journal of Clinical Sport Psychology*, 2(3), pp. 242-257.

Fuller, C.W., Ekstrand, J., Junge, A., Andersen, T.E., Bahr, R., Dvorak, J., Hägglund, M., McCrory, P., Meeuwisse, W.H. (2006): „Consensus statement on injury definitions and data collection procedures in studies of football (soccer) injuries", *Scandinavian Journal of Medicine & Science in Sports*, 16(2), pp. 83-92.

Fuoss, D.E., Smith, R.P. (1981): „*Effective Football Coaching: Game-winning Techniques for Preventing Mistakes and Errors*", Allyn and Bacon, Inc., Boston/London.

Gambetta, V. (2015): „Training Design". In Will Freeman (Ed.): *Track & Field Coaching Essentials*, Human Kinetics, Champaign, IL (pp. 48-59).

Gardner, D.E., Shields, D.L.L., Bredemeier, B.J.L., Bostrom, A. (1996): „The relationship between perceived coaching behaviors and team cohesion among baseball and softball players", *The Sport Psychologist*, 10(4), pp. 367-381.

Garland, D. J., Barry, J. R. (1988): „The effects of personality and perceived leader behaviors on performance in collegiate football", *The Psychological Record*, 38(2), pp. 237-247.

Gould, D., Giannini, J., Krane, V., Hodge, K. (1990): „Educational needs of elite US national team, Pan American, and Olympic coaches", *Journal of Teaching in Physical Education*, 9(4), pp. 332-344.

Gould, D., Guinan, D., Greenleaf, C., Medbery, R., Peterson, K. (1999): „Factors affecting Olympic performance: Perceptions of athletes and coaches from more and less successful teams", *The Sport Psychologist*, 13(4), pp. 371-394.

Greenleaf, C., Gould, D., Dieffenbach, K. (2001): „Factors influencing Olympic performance: interviews with Atlanta and Negano US Olympians", *Journal of Applied Sport Psychology*, 13(2), pp. 154-184.

Harmison, R. J. (2006): „Peak performance in sport: Identifying ideal performance states and developing athletes' psychological skills", *Professional Psychology: Research and Practice*, 37(3), pp. 233-243.

Hill-Haas, S. V., Dawson, B., Impellizzeri, F. M., Coutts, A. J. (2011): „Physiology of small-sided games training in football", *Sports Medicine*, 41(3), pp. 199-220.

Hoffmann, M. D., Loughead, T. M., Dixon, J. C., Crozier, A. J. (2017): „Examining the home advantage in the National Hockey League: Comparisons among regulation, overtime, and the shootout", *Psychology of Sport and Exercise*, 28, pp. 24-30.

Horn, T. S. (2008). Coaching effectiveness in the sport domain. In T. S. Horn (Ed.), *Advances in sport psychology* (pp. 239-267,455-459). Champaign, IL: Human Kinetics.

Hughes, M., Bartlett, R. (2002): "*The use of performance indicators in performance analysis*", Journal of Sports Sciences, 20, pp. 739-754.

Hughes, M., Caudrelier, T., James, N., Redwood-Brown, A., Donnelly, I., Kirkbride, A., Duschesne, C. (2012): "Moneyball and soccer-an analysis of the key performance indicators of elite male soccer players by position", *Journal of Human Sport and Exercise*, 7(2), pp. 402-412.

Jackson, S. A., Roberts, G. C. (1992): "Positive performance states of athletes: Toward a conceptual understanding of peak performance", *The Sport Psychologist*, 6(2), pp. 156-171.

Jowett, S. (2003): "When the "honeymoon" is over: A case study of a coach-athlete dyad in crisis", *The Sport Psychologist*, 17(4), pp. 444-460.

Jowett, S. (2017): "Coaching effectiveness: the coach–athlete relationship at its heart", *Current Opinion in Psychology*, 16, pp. 154-158.

Jowett, S., Cockerill, I. M. (2003): "Olympic medallists' perspective of the althlete–coach relationship", *Psychology of Sport and Exercise*, 4(4), pp. 313-331.

Jowett, S., Carpenter, P. (2015): "The concept of rules in the coach-athlete relationship", *Sports Coaching Review*, 4(1), pp. 1-23.

Kellett, P. (2002): "Football-as-war, coach-as-general: Analogy, metaphor and management implications", *Football Studies*, 5(1), pp. 60-76.

Kuipers, H. (1996): "How much is too much? Performance aspects of overtraining", *Research Quarterly for Exercise and Sport*, 67(sup3), S-65-S-69.

Kuipers, H. (1998): "Training and overtraining", *Medicine & Science in Sports & Exercise*, 30(7), pp. 1137-1139.

Lago C. (2009): "The influence of match location, quality of opposition, and match status on possession strategies in professional association football", *Journal of Sport Sciences*, 27(13), pp. 1463-1469.

Lago-Ballesteros J, Lago-Penas C. (2010): "Performance in team sports: Identifying the keys to success in soccer", *Journal of Human Kinetics*, 25, pp. 85-91.

Landsberg, M. (2015): "*Mastering Coaching: Practical insights for developing high performance*", Profile Books Ltd, London.

Legaz-Arrese, A., Moliner-Urdiales, D., Munguia-Izquierdo, D. (2013): "Home Advantage and Sports Performance: Evidence, Causes and Psychological Implications", *Universitas Psychologica*, 12, pp. 933-943.

Lidor, R., Blumenstein, B., Tenenbaum, G. (2007): "Psychological aspects of training in European basketball: conceptualization, periodization, and planning", *The Sport Psychologist*, 21(3), pp. 353-367.

Light, R. L., Harvey, S., Mouchet, A. (2014): "Improving 'at-action' decision-making in team sports through a holistic coaching approach", *Sport, Education and Society*, 19(3), pp. 258-275.

Mageau, G. A., Vallerand, R. J. (2003): "The coach–athlete relationship: A motivational model", *Journal of Sports Science*, 21(11), pp. 883-904.

Mallett, C., Côté, J. (2006): "Beyond winning and losing: Guidelines for evaluating high performance coaches", *The Sport Psychologist*, 20(2), pp. 213-221.

Martin, S. B., Jackson, A. W., Richardson, P. A., Weiller, K. H. (1999): "Coaching preferences of adolescent youths and their parents", *Journal of Applied Sport Psychology*, 11(2), pp. 247-262.

McGuigan, M. (2014): "Evaluating Athletic Capacities". In David Joyce, & Dan Lewindon: *High-Performance Training for Sports*, Human Kinetics, Champaign, IL (pp. 3-14).

McLean, K. N., Mallett, C. J. (2012): "What motivates the motivators? An examination of sports coaches", *Physical Education & Sport Pedagogy*, 17(1), pp. 21-35.

Memmert, D. (2015): "*Teaching Tactical Creativity in Sport. Research and Practice*", Routledge, London/New York.

Memmert, D., Lemmink, K. A., Sampaio, J. (2017): "Current approaches to tactical performance analyses in soccer using position data", *Sports Medicine*, 47(1), pp. 1-10.

Misener, K. (2016): "Program Evaluation". In Russell Hoye, & Milena M. Parent (Eds.): *The SAGE Handbook of Sport Management*, Sage Publications, London/ Thousand Oaks (pp. 259-272)

Moen, F. (2014): "The coach-athlete relationship and expectations", *International Journal of Humanities and Social Science*, 4(11), pp. 29-40.

Myhre, K., Moen, F. (2017): "The effects of the coach-athlete working alliance on affect and burnout among high level coaches", *Central European Journal of Sport Sciences and Medicine*, 18(2), pp. 41-56.

Olusoga, P., Butt, J., Hays, K., Maynard, I. (2009): "Stress in elite sports coaching: Identifying stressors", *Journal of Applied Sport Psychology*, 21(4), pp. 442-459.

Olusoga, P., Butt, J., Maynard, I., Hays, K. (2010): "Stress and coping: A study of world class coaches", *Journal of Applied Sport Psychology*, 22(3), pp. 274-293.

Olusoga, P., Maynard, I., Hays, K., Butt, J. (2012): "Coaching under pressure: A study of Olympic coaches", *Journal of Sports Sciences*, 30(3), pp. 229-239.

Pankhurst, A. (2007): "*Planning and Periodisation*", sports coach UK, Leeds.

Philippe, R. A., Seiler, R. (2006): "Closeness, co-orientation and complementarity in coach–athlete relationships: What male swimmers say about their male coaches", *Psychology of Sport and Exercise*, 7(2), pp. 159-171.

Poczwardowski, A., Barott, J. E., Henschen, K. P. (2002): "The athlete and coach: Their relationship and its meaning. Results of an interpretive study", *International Journal of Sport Psychology*, 33(1), pp. 116-140.

Potrac, P., Brewer, C., Jones, R., Armour, K., Hoff, J. (2000): "Toward an holistic understanding of the coaching process", *Quest*, 52(2), pp. 186-199.

Ramzaninezhad, R., Hoseini Keshtan, M. (2009): "The relationship between coach's leadership styles and team cohesion in Iran football clubs professional league", *Brazilian Journal of Biomotricity*, 3(2), pp. 111-120.

Ribeiro, J., Silva, P., Duarte, R., Davids, K., Garganta, J. (2017): "Team sports performance analysed through the lens of social network theory: implications for research and practice", *Sports Medicine*, 47(9), pp. 1689-1696.

Reinboth, M., Duda, J. L., Ntoumanis, N. (2004): „Dimensions of coaching behavior, need satisfaction, and the psychological and physical welfare of young athletes", *Motivation and Emotion*, 28(3), pp. 297-313.

Ryan, S., Coutts, A. J., Hocking, J., Kempton, T. (2017): "Factors affecting match running performance in professional Australian football", *International Journal of Sports Physiology and Performance*, 12(9), pp. 1199-1204.

Serpa, S., Pataco, V., Santos, F. (1991): "Leadership patterns in handball international competition", *International Journal of Sport Psychology*, 22(1), pp. 78-89.

Stafford, I. (2005): "*Coaching for Long-term Athlete Development: To Improve Participation and Performance in Sport*", Coachwise 1st4sport Ltd, Leeds.

Sicilia, A., Fernández-Balboa, J.M., Orta, A. (2017): "The structure and Content of flow Experience Narratives in Sport: The Tale of an Elite Sportsman", *Universitas Psychologica*, 16(1), pp. 1-13.

Singer, S.R. (2010): "*How to Hit a Curveball: Confront and Overcome the Unexpected in Business*", Penguin Group, New York.

Smith, D. J. (2003): "A framework for understanding the training process leading to elite performance", *Sports Medicine*, 33(15), pp. 1103-1126.

Stirling, A. E., Kerr, G. A. (2009): "Abused athletes' perceptions of the coach-athlete relationship", *Sport in Society*, 12(2), pp. 227-239.

Taylor, J., Wislon, G.S. (2005). Applying Sport Psychology: Four Perspectives. Human Kinetics: Champaign, IL.

Taylor, J. B., Mellalieu, S. D., James, N., Shearer, D. A. (2008): "The influence of match location, quality of opposition, and match status on technical performance in professional association football", *Journal of Sports Sciences*, 26(9), pp. 885-895.

Taylor, W.G., Garratt, D. (2013): "Coaching and professionalisation". In Paul Potrac, Wade Gilbert, & Jim Denison (Eds.): *Routledge Handbook of Sports Coaching*, Routledge, London/New York (pp. 27-39).

Thelwell, R. C., Weston, N. J., Greenlees, I. A., Hutchings, N. V. (2008): "Stressors in elite sport: A coach perspective", *Journal of Sports Sciences*, 26(9), pp. 905-918.

Tomlinson, A., Yorganci, I. (1997): "Male coach/female athlete relations: Gender and power relations in competitive sport", *Journal of Sport and Social Issues*, 21(2), pp. 134-155.

Udry, E., Gould, D., Bridges, D., Tuffey, S. (1997): "People helping people? Examining the social ties of athletes coping with burnout and injury stress", *Journal of Sport and Exercise Psychology*, 19(4), pp. 368-395.

Vealey, R. S., Armstrong, L., Comar, W., Greenleaf, C. A. (1998): "Influence of perceived coaching behaviors on burnout and competitive anxiety in female college athletes", *Journal of Applied Sport Psychology*, 10(2), pp. 297-318.

Wales, S. (2002): "Why coaching?", *Journal of Change Management*, 3(3), pp. 275-282.

Wikeley, F., Bullock, K. (2006): "Coaching as an educational relationship". In Robyn L. Jones (Ed.): *The Sports Coach as Educator: Re-conceptualising Sports Coaching*, Routledge, London/New York (pp. 14-24).

Wrisberg, C.A. (2007): "*Sport Skill Instruction for Coaches*", Human Kinetics, Champaign, IL.

Zakrajsek, R. A., Martin, S. B., & Zizzi, S. J. (2011): "American high school football coaches' attitudes toward sport psychology consultation and intentions to use sport psychology services", *International Journal of Sports Science & Coaching*, 6(3), pp. 461-478.