Exploring the psychological attributes underpinning elite sports coaching

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Exploring the psychological attributes underpinning elite sports coaching

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Abstract

The influential role of the coach in athlete performance and development has long been acknowledged, and coaches are now considered “performers”, just like their athletes [1]. The purpose of the present study was to explore the psychological attributes elite coaches perceived to underpin their ability to coach most effectively and factors perceived to influence attribute development. Qualitative research methods were implemented where 12 elite coaches (8 male, 4 female) participated in semi-structured interviews. Inductive thematic analysis generated 9 higher-order themes related to psychological attributes: (a) attitude, (b) confidence, (c) resilience, (d) focus, (e) drive for personal development (f) being athlete-centred, (g) emotional awareness, (h) emotional understanding, and (i) emotional management. In addition, 3 higher-order themes were generated related to factors perceived to influence attribute development: (a) education, (b) experience, and (c) conscious self-improvement. Findings indicated that several attributes perceived to be essential to coaching effectiveness related to the emotional nature of coaching, where coaches’ abilities to identify, understand and manage emotions in both themselves and others had many positive effects.

Keywords

Elite coaches, psychological attributes, development, coaching effectiveness
Psychological attributes underpinning coaching

Introduction

Research conducted across sport science disciplines has strived towards understanding the unique attributes of elite performers in an attempt to uncover what enables them to perform successfully and reach the pinnacle of their careers [2]. In sport psychology, much attention has been given to exploring and understanding the psychological attributes of elite athletes with the aim of influencing athlete talent and development [3,4]. It is widely acknowledged that coaches have an important role in athletes’ lives and can influence athletes’ performance, behaviour, and psychological well-being [5]. In comparison to athletes, much less consideration has been directed towards identifying and supporting the psychological needs of coaches. Since Giges, Petipas and Vernacchia [6] argued that as much attention should be given to coaches’ preparation and performance as has been given to athletes, research has increasingly recognised that coaches are indeed “performers in their own right” [7,1]. Coaches, like athletes, are often required to coach in highly pressurised environments, make critical decisions, deal with adversity and are held to incredibly high expectations [6]. To this end research conducted with coaches has increased and provided insights into key performance areas such as coaches’ stress and coping [7], coaches’ efficacy [8], and coaches’ leadership [9]. However, little attention has been directed towards exploring the psychological attributes that underpin coaches’ abilities to perform effectively.

Current understandings of the coaching process [10] advocate that coaching is not merely delivered, but rather a complex social system that involves both coach and athlete(s). With each coaching situation argued to involve some degree of novelty, coaching practice has been suggested to hold limited roots in generic rules and structured planning [11].
Accordingly, the term “structured improvisation” has been coined in an attempt to characterise coaching practice [12]. Coaching effectiveness is therefore “not dependent upon the efficient application of a sequential process but on the quality of interactions between coach, athlete(s) and the context” (p.88) [13]. In the most simplistic terms, the coaching process involves a coach’s attempt, in various ways, to positively influence the learning and development of their athletes [14] and therefore should be understood and studied in a manner that accounts for this.

Traditional coaching research has predominately focused on studying the observable behavioural elements of coaching and the coaching process. Describing a coach’s behaviour through quantitative methods has dominated the research [14]. Although such methods conform to assumptions of traditional scientific methods (e.g., phenomena must be observable, measurable and replicable) it fails to address aspects of the coaching process that are unobservable [15]. Consequently, with such an emphasis placed on behavioural observation there is little understanding regarding the reasoning behind the action. For example, research reveals that expert coaches can, in the main, say the right thing at the right time, yet our understanding into how they know what to say and when is limited [16].

A series of studies conducted by Gould and colleagues [17,18] examined factors affecting Olympic performance from the perspective of both athletes and coaches. Findings from this research have demonstrated both the positive and negative influences coaches can have on athlete performance at major competitions. In particular, athletes’ perceptions of how coaches can negatively influence performance included the coach’s inability to handle pressure and avoid distractions, poor coach-athlete communication, coaches changing behaviour, over-coaching, and setting unrealistic expectations. Athletes’ perceptions of how
coaches can positively influence performance included coach trust and friendship, coach planning, making fair decisions, and receiving coach feedback [4]. Gould et al., [17] also reported coaches’ perceptions of factors that influenced their own coaching performance at the Olympic Games. Specifically, coaches indicated that having the ability to remain calm under pressure and make decisive decisions positively influenced their coaching effectiveness, whereas the inability to deal with crisis situations, and manage stress between athletes and coaching staff were perceived as ineffective. More recently, research has identified several key factors that Olympic coaches attributed to their success at the Olympic Games [19, 20]. For example, Olusoga et al., [20] explored the factors that enabled coaches to perform under pressure (i.e., Olympic environment). A variety of factors emerged such as lifestyle choices, strategic planning, team and athlete preparation, taking time out, and team support. Coaches also identified a number of psychological attributes (e.g., communication, passion, emotional control, perception) and skills (e.g., rationalisation, routines) highlighting the notion that psychological attributes are important for coach performance. Indeed the authors pointed towards the need to enhance coaches’ own psychological skills to develop these attributes.

Athlete talent development literature has consistently demonstrated that athletes’ psychological attributes are malleable and capable of being trained and developed over time [e.g., 21-23]. Such research has informed intervention-based studies concerning the application of psychological skills training to enhance athlete development and performance [e.g., 23]. To date, scant research has attempted to understand how the psychological attributes of coaches are developed, which is not surprising considering the current lack of research concerning coaches’ psychological attributes. Based on athlete talent development
research, investigating factors perceived to influence the development of psychological attributes in coaches could hold important implications for the design and implementation of intervention studies aimed to enhance coach development and effectiveness.

Collectively, existing literature provides insight into a broad range of factors perceived to influence coach effectiveness and success. This research highlights the importance of understanding the psychological attributes of coaches and how such attributes are developed. Taking into account the paucity of research regarding the factors expert coaches attribute to their own success [19], a detailed investigation into the psychological attributes of elite coaches and related developmental factors will broaden the breadth and depth of existing literature. This form of investigation has the potential to expose and explain some of the unobservable cognitive contexts that drive coaches’ behaviours and positively influence coaching effectiveness. Thus, the purpose of the present study was to explore the psychological attributes elite coaches perceived to underpin their ability to coach most effectively, and how such attributes were perceived to have developed.

Method

Participants

The sample for this study comprised of 12 elite coaches (8 male, 4 female). In line with previous research, the definition of elite athletes was used to define coaches as “those who work with performers on a regular basis who are current national squad members and perform at the highest level in their sport” [24, 1]. A purposive criterion sampling method [25] was employed in line with previous research using an elite coach sample [1, 26]. The criteria for inclusion required coaches to have at least 10 years coaching experience, and to have coached athletes to medal success at major sporting
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competitions (i.e., Olympic Games, World Championships). Participants represented a variety of sports including gymnastics, disability table tennis, canoe slalom, judo, lacrosse, field hockey, track and field, rowing, and trampolining.

Procedure

Following institutional ethics approval, all participants were initially contacted via e-mail outlining the aims of the research and the procedure for data collection. Informed consent was gained from all participants before data collection. Given the exploratory nature of the study, in-depth interviews were considered the most appropriate method of data collection [25]. A semi-structured interview approach was applied where all participants were asked the same major open-ended questions, but with further elaboration questions that varied according to the participant’s initial responses to opening questions. The interview guide contained three sections, Section one comprised of demographic and coaching background information. Section two focused on psychological attributes where participants were encouraged to discuss their own psychological attributes (e.g., What do you think are your psychological strengths when coaching? How do you display these in your behaviour?), and related developmental factors (e.g., Have you always had these attributes, or have they been developed? How do you think they have been developed?). Section three focused on coaching strategies (e.g., Is there anything in particular you do to manage your thoughts, feelings and behaviours?). The majority of interviews were conducted face-to-face, with one phone interview. The principle investigator who had previous experience in qualitative research procedures conducted all interviews. All interviews were digitally audio recorded in their entirety and transcribed verbatim.
Data analysis

The primary purpose of the study was to understand the psychological attributes of coaches through their own experiences and perspectives; thus, an inductive thematic analysis [27] was adopted to analyse the data. In phase one of the analysis all data underwent a process of initial open coding where data were analysed on a line-by-line basis. Raw data responses (quotes or paraphrased quotes) were organised into patterns of like ideas representing lower-order themes. Lower-order themes were grouped together based on similarities to form higher-order themes.

The second phase of analysis involved several measures to enhance the authenticity and trustworthiness of data analysis including analyst triangulation, use of a critical friend and the presentation of thick descriptive quotes [cf. 28]. Analyst triangulation involved three researchers independently reading transcripts and making suggestions for the placement and removal of raw data extracts into themes. Categorisation of the data continued until consensus was reached between all three researchers. Following researcher agreement, an additional colleague with experience in sport psychology research but independent to the research study was used to confirm, or otherwise, the placement of raw data extracts into lower and higher-order themes. As stated by Geertz “The whole point of a semiotic approach to culture is to aid us in gaining access to the conceptual world in which our subjects live so that we can, in some extended sense of the term, converse with them” (p.320) [29]. Therefore, the presentation of results includes descriptive quotes, to share the views of the participants and provide context for the reader.

Results
The data analysis procedures resulted in the generation of 122 raw data extracts that were categorised into 29 lower-order themes, 12 higher-order themes and 2 general dimensions (see Figure 1). Results are presented in two sections to demonstrate firstly the psychological attributes identified and secondly, factors relating to attribute development.

Psychological attributes

The higher-order themes characterising specific psychological attributes included: (a) attitude, (b) confidence, (c) resilience, (d) focus, (e) drive for personal development (f) being athlete-centred, (g) emotional awareness, (h) emotional understanding, and (i) emotional management.

Attitude. Within this higher-order theme two lower-order themes captured the attitudes displayed by coaches: (a) tough attitude, and (b) focus on the positives. Having a tough attitude was described as being able to “make tough decisions” and being “directive”. Several coaches also demonstrated their tough demeanour towards others, as one coach stated “I’ve always followed the definition of a coach that coaches someone to achieve what they want to achieve by making them do what they don’t always want to do”. Several coaches also referred to how they “always focus on the positives”, which applied to their own personal performance and that of their athletes. The ability to maintain a positive attitude in imperfect situations was demonstrated by not dwelling on mistakes and refocusing attention, as one coach discussed,

The athletes will make mistakes, usually there will be a reason why they have made that mistake. You could say ‘you didn’t do that very well’ when they [athlete] know it already, so there’s no point. We reinforce the bits they’ve done
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well and then you address it with your angle... So really keeping things positive
and not looking too much at massive mistakes.

*Confidence.* Coaches were also characterised by their high level of confidence which
was categorised into three lower-order themes: (a) confident communication, (b) acting
confident, and (c) confidence in ability and knowledge. Being able to communicate with
confidence was regarded as a critical attribute affecting coach effectiveness. For
example, “clear and confident communication with athletes” and “not being afraid to
make decisions” were perceived to positively influence athlete behaviour and
performance, as illustrated by the following quote:

In the World Championships there was a lot of choices on the course and it was
just being clear with the athlete why they should take on this particular choice.
I’ve got a good idea it might be the fastest but I couldn’t tell you it would be. So
I was very clear... You’ve just got to be clear and confident in what you are
saying to them, and it was good to see them [athlete] committing to the moves.

Another aspect of confidence found to influence coaching effectiveness was a
coach’s ability to act confidently both in practice and competitive environments. This
lower-order theme demonstrated how coaches felt the need to display confidence in their
behaviour by “exuding as much confidence as possible”. Coaches were mindful that
their behaviour could influence athletes both positively and negatively. Acting
confidently was perceived to have a positive effect therefore coaches consciously
attempted to appear confident for the benefit of others. Several coaches also referred to
how their “skills and abilities gave them confidence”, which gave coaches self-belief,
“you believe that you can do it”. Such confidence in one’s skills was demonstrated by
one coach being very self-assured regarding his ability to positively affect athlete
development, “I could take anybody [athlete] on and adapt to meet their needs”.

Resilience. Several coaches identified resilience as a personal psychological attribute,
being categorised into two lower-order themes: (a) handling setbacks and (b) dealing
with criticism. Encapsulating a coach’s ability to handle setbacks, coaches described
being able to “come out the other side”. In particular, when discussing their ability to
come back from setbacks, one coach said “I just have that song in my head, you get
knocked down but you get up again”. The following quote illustrates one coach’s ability
to persist despite setbacks by continuing to search for solutions:

Because of either my nationality or my gender I’ve not actually been able to
access some environments, and I would never access them because I wouldn’t
be allowed to. But that doesn’t stop me [from] working hard and applying for
things... I’m given information back that I’m lacking because I haven’t got ‘x’
for example, then I will work harder and I’ll learn ‘x’ because that makes me a
better coach.

The lower-order theme ‘dealing with criticism’ demonstrated how several
coaches emphasised their ability to deal with negative comments directed towards them
by others involved in their sport (e.g., other coaches, parents, governing body members).
It was made apparent that having “broad shoulders”, “thick skin” and “trying not to take
things personally” enabled coaches to handle such comments in a positive manner
without having detrimental effects on their coaching effectiveness or psychological well-
being.
Focus. Several coaches discussed how their ability to remain focused influenced their coaching effectiveness. In this higher-order theme coaches highlighted the importance of being both process focused and future-focused. Having the ability to apply oneself to the task at hand and keeping things simple and process focused was perceived integral, as demonstrated by the following quote:

“It’s just getting on with the job at hand and focusing on what I need to do, I try and think about it logically and identify all the steps I need to take. If I’m distracted I’m not athlete centric anymore, and if I’m not athlete centric then I’m not doing the best job by my [team]”.

Being able to stay focused on future events and focusing on what needed to be done to achieve intended goals was also considered important by several coaches, as demonstrated by the following quotes, “I’m very goal focused, so there’s always three or four things I want to improve on”, and “The times I’ve coached well is when I’m really focused on the job... I’m only thinking about preparing the athlete for competition.

Drive for personal development. A clear desire to utilise learning opportunities and continue to strive for personal development was evident. This higher-order theme was categorised into two lower-order themes: (a) open-minded, and (b) appetite for learning. Being open-minded was characterised by embracing learning experiences and opportunities such as having the perspective of “I’m not a finished article” as oppose to being “stuck in their ways”. Having an appetite for learning was also identified and several coaches highlighted their constant need for self-improvement by “trying to improve all the time” and “having a hunger for knowledge”. Coaches discussed using a
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range of resources to enhance their professional development, as illustrated in the following quote:

I’ve learnt a lot from talking to other coaches from other sports. In terms of learning and seeing what’s out there it’s about looking at business, looking at other sports, looking at other team managers, performance directors...trying to put in what then relates to my sport.

Being athlete-centred. Being athlete-centred comprised of three lower-order themes: (a) encouraging independence, (b) understanding individual differences, and (c) adaptability. Several coaches in their attitudes toward developing “self-sufficient” athletes illustrated how they encourage independence:

The times when I have coached well I don’t coach a lot, which in fairness means you have coached well. So everything has been done before and the athlete is self-sufficient...it’s not about you, what you are trying to do is build independence...you’re trying to make yourself redundant.

To promote athlete independence, coaches reported, “asking open questions” and encouraging “athlete directed discussions” to assist athletes in taking ownership over their training and development. One coach referred to using what he termed “the nudge principle” to assist athletes in their decision-making, by guiding rather than directing them towards intended outcomes. Several coaches highlighted the importance of being able to understand the individual needs of their athletes, acknowledging that athlete development and performance is largely influenced by being able to “understand an athlete's personality”, “taking the time to understand their moods, their habits” and “using that in a way that gets the best out of them”. Having an individualised
understanding of athletes needs influenced some coaches’ ability to adapt. More specifically, coaches described being able to change coaching behaviours and coaching styles to suit the needs of the athletes. Being aware that certain coaching styles may not be beneficial for all athletes enabled coaches to change their approach to what was considered most facilitative, as one coach stated, “I’m a chameleon... I really try and adapt my colour so to speak to mold myself to the personality traits of the performers that I’m working with”.

*Emotional awareness.* This higher-order theme was governed by coaches’ abilities to not only demonstrate emotional awareness within themselves but also an awareness of others’ emotions, thus the lower-order themes included: (a) emotional awareness of self and (b) emotional awareness of others. Having an awareness of one’s own emotions was illustrated in the ability to accurately appraise different emotions and also recognise physiological and behavioural changes related to specific emotions, as one coach demonstrated:

> It’s being able to say what are you feeling right now, because the feeling ultimately will control how you think. To describe your emotion, and it’s not I feel great or I feel [profanity] it’s to actually go into what it is that you are actually feeling... My feelings are that I normally get sweaty palms, I get this feeling in my stomach and I know that I’m going to explode.

The acknowledgement and recognition of others’ emotions provided key information that coaches utilised to inform their decisions and behaviours, to be most effective. Emotional recognition was demonstrated in various ways, such as paying attention to body language, communication style, and behaviours. This recognition
allowed coaches to assess an athlete’s emotions without gaining explicit information.

One coach demonstrated the ability to evaluate an athlete’s emotional state through means of communication:

Depending on when you debrief depends on what they will get out of it... more than the distance from competing to the debrief it was more around when I felt they [athlete] were in the right state to actually be reflective. So we would watch other people and I would say ‘they are good at this’ and if they are able to critically analyse somebody else without reflecting back on themselves or whatever it shows that they are starting to think logically and not emotionally. So it’s almost how emotional are they? How raw is it?

*Emotional understanding.* The higher-order theme of emotional understanding captured how coaches were able to comprehend how emotions related to one another, how they progress and change over time, and foreseeing the potential implications of various emotions. Lower-order themes included: (a) influence of emotions, (b) athletes’ emotions, and (c) consequence of negative emotions. The lower-order theme ‘influence of emotions’ was characterised by coaches’ abilities to understand how their own emotions can change over time and influence not only themselves but also others around them, both positively and negatively. Such an understanding informed coaches’ decisions on how and when to act (or perhaps not to act) depending on what was perceived to be most facilitative within a given context:

It's just understanding how I am feeling...what value can that add to the situation, can it help, will it add to the situation? Do I show it, do I not show it?

It's that kind of thing, knowing what you will do in the moment... If somebody's
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had a poor performance [identifies sport] do you debrief straight away or do you wait? What influence am I going to have when both people are potentially disappointed?

Being able to understand the emotions of others, particularly athletes’ emotions, and how such emotions can affect an athlete’s performance, was also considered an integral part of coaching effectively by the majority of coaches, as demonstrated by the following quote:

When I’ve coached the best it’s again linked to me understanding what’s going on, so I’m not just being too focused on tactics and trying to see where the opponent is making mistakes. Because you can give the player, your player, all the tactical advice in the world but if they’re not in control of what they are doing, their emotional control, they’re not going to take any notice of it anyway.

In addition, understanding how certain emotions could affect an athlete’s performance allowed coaches to behave in certain ways to purposely trigger an anticipated emotional response from their athletes, as one coach stated “I can be quite matter of fact or I can ball them out, it’s whatever has an impact”. Several coaches also demonstrated the ability to reason about the consequences of negative emotions. Preempting how specific emotions would have a negative impact on a given situation allowed coaches to engage in specific behaviours to purposely avoid triggering such emotions in either themselves or others. In particular, one coach highlighted how this was important to avoid unwanted emotions at competitive events:

One [athlete] that went to the Olympic Games...he’d developed his own sort of style for doing his warm up and I knew very clearly that this particular [athlete]
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didn’t want any involvement from me...during the competition I’d leave him to do his stuff because I knew interfering would be detrimental...It’s an understanding on the coaches part that every [athlete] is different and will all want different behaviours and responses in competition...so I think recognising that is an important quality to have.

_Emotionally management_. The higher order theme of emotional management was discussed by all coaches, which exemplified how coaches perceived the ability to manage their own emotions and those of their athletes to be integral aspects of their coaching. The lower-order themes included: (a) emotional control, (b) emotional control in others, (c) emotional expression, and (d) encouraging emotional expression. All coaches demonstrated their ability to remain “in control of their emotions”, particularly in situations governed by pressure and ambiguity. Having the ability to remain calm and address the situation logically rather than emotionally was perceived to have positive effects on coaching effectiveness in terms of athlete performance:

I remember talking to my assistant coach on the radio and he just said ‘I’ve got nothing to say’ and considering the intensity of the game and it being extra time I felt very isolated... I wasn’t getting any external information and I remember then asking someone for some stats...I had some good instincts with what I needed to do but I knew it was a bit of a risk and a gamble, so I asked for the stats to confirm. And in the second half of extra time I had changed the tactical play and we had scored a goal, and we won. So that was a time where I kept calm, I didn’t get stressed and I knew I could solve it... In the heat of the moment and decision-making under pressure I coped well with that.
The majority of coaches reported the ability to aid athletes in their emotional control by knowing "how to help someone emotionally". Strategies such as situational reappraisal, refocusing, positive reinforcement and open communication were frequently used to help athletes manage their emotions most effectively. The following quote demonstrates how one coach intentionally removed an athlete from an emotionally laden situation to avoid triggering a host of emotions that were deemed debilitative to performance.

When she got to the final she was mobbed by 100 people backstage... it was not won at all but all these people were celebrating like it was a carnival, and you’re [athlete] just about to [compete] and try and win the biggest [competition] of your life. I went in and I pulled her out, took her to the other side 'forget about all these people' and I talked her through it 'it's just exactly the same as practice'…and by the time she went on she did a good job in getting her head back in the right place, so it worked.

Emotional expression was found to be an effective management technique utilised by the majority of coaches. Being able to express both positive and negative emotions were perceived to have a positive impact on coaching effectiveness as it allowed coaches to handle situations coherently without being overly emotional. On most occasions this involved coaches physically removing themselves from an emotional situation, as one coach stated, “I think coaching is emotional and sometimes it can override logical thoughts. Sometimes you need to take the emotion out of it, and you can’t take the emotion out of it while you are still in the environment”. The following quote illustrates
how one coach expressed their emotions away from their athlete to be able to handle the given situation most effectively:

I try not to get particularly angry with athletes, I go and do my anger management in the corner somewhere...If you’ve got frustration, fair enough ‘I’m just going to the toilet’ which is usually a complete fabrication. I take the long walk round... I’ll go round the whole loop going ‘[profanity], argh’, ‘Okay, I feel better so lets try and have a sensible conversation’. So I try and take the emotion out of myself.

Social support systems were also identified as key resources used to express emotions; such support networks were evident both within and outside of the sporting environment “It’s just using the people around you, don’t keep it bottled up, don’t let it get worse, be open with someone”. This expression of emotion and being open and honest to others appeared to help coaches manage the evidently stressful nature of coaching by preventing the accumulation or prolongation of negative emotions. Several coaches also referred to the importance of being able to encourage emotional expression within their athletes, which was depicted as an important aspect of being able to aid athletes in their emotional management. Telling athletes “not to fight their anxieties” and “getting their [athlete] view on what’s happening if it is something emotional” were described as useful strategies to help athletes express their emotions. In particular, one coach referred to the Chimp Paradox analogy [cf. 30] when discussing the importance of letting athletes express negative emotions “it’s just their chimp bouncing around, fair enough let their chimp bounce around a bit... go and just vent your frustration. I suppose
it’s a tactical thing in knowing, is there something that I need to do today that means when we come back tomorrow we are going to be cleansed of this”.

Attribute development

In addition to the nine psychological attributes identified, coaches also identified factors they believed had influenced the development of their attributes throughout their professional coaching careers. The three higher-order themes representing developmental factors included: (a) education, (b) experience, and (c) conscious self-improvement. These higher-order themes were coalesced under the general dimension of attribute development (see Figure 2).

Education. Several coaches discussed how coach education had positively influenced the development of their psychological attributes in two discrete manners: (a) professional coach development courses, and (b) mentors. Many coaches discussed the importance of professional coach development courses where greater emphasis was placed on courses that coaches were either currently involved in or had more recently completed in terms of the length of their professional career. Such courses were discussed in relation to addressing coaching needs and helping coaches to identify areas of personal development, as noted by one coach “It was the UK Sport elite coach programme... a lot of the focus was also looking at ourselves. So what do we need? How do we see ourselves? What are our strengths and weaknesses? What should professional coaches look like?” These courses were regarded as highly beneficial considering the main focus was directed towards assisting coaches in their own personal development:

We did some psychology courses and I thought it was going to be mental imagery and that kind of stuff but it was actually quite a lot of self-reflection
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stuff and mindfulness. So I think I try and use that on myself... what can I do to
improve myself?

Having a mentor to direct, advise, and provide support was also considered a key
factor in developing psychological attributes by several coaches. In particular, it was
apparent that having regular meetings with mentors provided coaches with opportunities
to discuss coaching issues and formulate potential solutions. This form of discussion
provided confidence in the coaches’ ability to effectively deal with such issues.

Experience. The higher-order theme of experience revealed ways in which coaches
believed that their psychological attributes had developed over time through a multitude
of experiences throughout their career. Such experiences were categorised into two
lower-order themes: (a) competition, and (b) critical incidents. Many coaches believed
that their psychological attributes had developed through experiences within competition
environments. In one respect, gaining repeated experience at high profile competitions
caused a “desensitisation” to the status associated with the event, which in turn affected
how coaches’ appraised and behaved in competitive environments, “I’ve learnt very well
that when I’m standing there there’s actually absolutely nothing that I can do, it really is
down to the athlete”. In another respect coaches felt that they learned a lot about
themselves when in highly pressurised environments in terms of their psychological
strengths and areas of development. This then provided the foundations for actively
developing specific areas such as emotional control, confidence, and focus.

Several coaches discussed the importance of critical incidents that instigated a
change in coaching practice and caused a “catalyst” for personal development. Such
incidents tended to be eye-opening experiences that resulted in the conscious
development of specific psychological attributes that developed over a prolonged period of time. For example, one coach described how one situation in a competitive environment resonated with him for causing him to learn how to effectively manage and display his own emotions in front of his athletes:

In terms of being on the competition floor I’m completely calm, your heart does race a little but you learn to mask it. I remember he [athlete] looked scared and I looked scared and I think I learnt from that. It was a bit of a catalyst of change really because I thought ‘actually he’s completely read me’. My mentor coach said ‘you look terrified out there, your athlete will pick up on that’ and that was the best piece of information I was given.

Conscious self-improvement. The majority of coaches emphasised the importance of conscious self-improvement when discussing how they had developed their psychological attributes over the course of their coaching careers. This higher-order theme was categorised into three lower-order themes: (a) reflective practice, (b) identifying and improving areas of development, and (c) observation. Nearly all coaches identified regularly utilising reflective practice within their coaching which was perceived to have a positive effect on the development of psychological attributes. Having “self-reflection moments”, “being really receptive to thoughts” and “being critical of yourself” allowed coaches to accurately and honestly identify and appraise both their strengths and areas of development. Being able to identify areas of development and put in place action plans was considered highly important as it allowed coaches to engage in constant self-progression and, over time, gain increased self-understanding. Three coaches referred to using video analysis to
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observe their own coaching performance to identify what was perceived as effective
coaching behaviour and potential areas of improvement that could enhance coaching
effectiveness if addressed:

I watched a video back and I thought that I was not really showing that I was
nervous but when I watched the video back and the camera kept on going to
me... I can see that I’m trying not to look nervous... I’m not a serious person
whereas my face was so serious and that’s a sign that I’m nervous because I
wasn’t my normal self. So that was an issue I wanted to address.

Regularly observing other coaches’ behaviours particularly in competition
environments, enabled coaches to distinguish between what was considered effective
coaching and that considered detrimental to athlete performance and wellbeing. Such
observations enabled coaches to assess their own coaching practice and evaluate ways in
which they felt they could be most facilitative to athlete performance and development.

I will watch them [other coaches] and I’ll think ‘that’s really poor coaching
behaviour’... So I think by watching other coaches’ behaviour that enabled me
to see, to step away and think ‘actually what is good coaching behaviour and
what is going to help people succeed?’ And by watching what didn’t succeed
and what I perceived as poor coaching helped me sort of learn that’s how I
need to approach it on the competition floor.

Discussion

The purpose of the present study was to provide a comprehensive insight into the
psychological attributes elite coaches perceived to underpin their ability to coach
effectively and how such attributes were considered to have developed. Overall, findings
from the data presented nine key psychological attributes and three primary factors related to the development of the identified attributes.

While knowledge on coaches’ own psychological attributes for performance and effectiveness are still relatively thin compared to athletes, research is now starting to build a body of knowledge in this area. To date, previous findings have indicated that psychological attributes such as confidence, focus, communication and emotional control [17, 20] are important for coaches to perform in pressured situations (e.g., Olympic Games). Findings from the present study identified psychological attributes such as confidence, resilience, focus, emotional awareness, and emotional management demonstrating some consistency and contribution to existing research. These findings also support the notion that coaching is more than the simple transmission of knowledge and extends beyond the teaching of skills and tactics [31].

Coaches in the present study advocated the importance of being resilient, and thus, possessing the ability to handle setbacks and deal with negative criticism. The construct of psychological resilience in sport has received increasing investigation in recent years [e.g., 32-34] but has primarily focused on athletes. Research to date is yet to investigate the construct of psychological resilience in relation to sports coaching. As highlighted by Galli and Gonzalez [35] sport is a particularly unique domain to study resilience given the fact that athletes (and coaches) often willingly subject themselves to highly evaluative situations where the consequences of winning and losing (being successful and unsuccessful) are clear. Findings of the present study support the need for further research in this area.
Unique to the findings of the present study, a large proportion of psychological attributes identified by coaches (i.e., 9 lower-order themes) related to the emotional nature of coaching. More specifically, having the ability to recognise, understand and manage emotions in oneself and others, influenced how coaches both perceived and responded to various situations in training and competition environments. Such findings provide an insight into the emotion related cognitive mechanisms coaches utilise, to consciously act in a manner perceived to be most effective. The emotional abilities identified (i.e., emotional awareness, emotional understanding, and emotional management) demonstrate similarities and overlap with Mayer and Salovey’s [36] ability model of emotional intelligence (EI). Salovey and Mayer proposed a definition of EI as “the ability to monitor one’s own and others feelings, to discriminate among them, and to use this information to guide one’s thinking and action” (p.189) [37]. This definition was later refined to a hierarchy of four distinct yet related abilities, including the ability to: (a) accurately perceive emotions in one-self and others, (b) use emotions to facilitate thinking, (c) understand emotions, and (d) manage emotions as to attain specific goals [38]. It has been argued, “the challenges, tensions, and dilemmas faced by coaches are not just cognitive or social in nature, but are emotional phenomena and need to be understood as such” (p. 66) [39]. Yet emotionality research within the coaching domain is scarce, with recent calls for research investigating emotions in sports coaching [40].

To gain a comprehensive understanding of the role of emotions in sporting performance, the construct of EI has received increasing research interest. To date, this limited existing literature has primarily focused on the relationship between EI and
athlete performance [e.g., 41, 42]. In relation to coaching, Thelwell et al., [43] investigated the relationships between EI and coaching efficacy. Collectively, results demonstrated significant relationships between the two constructs and provided insight into how EI relates to coaching efficacy, reinforcing the need for EI in coaches. Taking into account the findings of the present study, it is apparent that coaches at the elite level are very much attuned to the emotional nature of coaching and it is with a distinct set of emotional abilities that a coach is able to comprehend and effectively manage the emotional aspects of the sporting environment.

In this study, coaches identified three primary factors (i.e., experience, education and conscious self-improvement) perceived to have contributed to the development of their psychological attributes. Such attributes were reported to have developed over time, and were not considered to be present (or as refined) within the earlier stages of their careers. The present findings are consistent with previous literature demonstrating the significant role psychological attributes play in talent development within sport [e.g., 44, 21, 22]. In relation to the development of emotional abilities, several coaches specifically noted that their ability to attune to the emotional side of coaching had developed throughout the later stages of their careers. Only in recollection could coaches' recognise and understand the importance of such abilities in relation to coaching effectiveness. In retrospect, coaches believed that educational and developmental opportunities addressing the emotional side of coaching in the earlier stages of their careers would have been highly beneficial. This finding further aligns with Mayer and Saloveys’ [36] conceptualisation of EI, which states that EI is a dynamic and malleable capacity (i.e., state) that people can learn and develop over time.
More specifically, findings lend support to Olusoga et al. [20] identifying developmental factors (e.g., coach interaction, structured career professional development, personal coaching experience) Olympic coaches perceived to influence their ability to perform within the Olympic environment. Coaches in the present study specifically highlighted that experience within competitive environments, using video feedback to observe coaching performance, and being reflective on a regular basis all contributed to the development of their psychological attributes. Research [e.g., 45] has consistently demonstrated that the competitive sporting environment can be just as pressurised and demanding for the coach as it is for the athlete. Thus, combining planned pressurised situations with opportunities to incorporate video feedback into debriefing sessions could provide a safe environment to expose coaches to relevant pressurised environments and positively influence psychological attribute development.

Regarding the findings on reflective practice, the majority of coaches in this study referred to using cognitive processes of self-reflection (e.g., self-talk, memory recall, self-appraisal) and reflective conversations with others. Despite the fact that coach education programmes typically utilise structured forms of reflective practice (e.g., reflective journals) [46], findings of the present study offer support for Dixon, Lee and Ghaye [47] in their call for a more expansive view of reflective practice that moves beyond traditional techniques. Accordingly, it has been advocated that there is a need for innovative approaches (e.g., critical analysis, shared reflection, emotional reflection) that can better equip coaches to deal with the problematic and dynamic nature of their role [48].

Future research and applied implications
Psychological attributes underpinning coaching

Based on the findings of the present study, future research is warranted to explore the emotional abilities of coaches. Specifically, gaining an in-depth understanding of how and when coaches use these emotional abilities within their coaching practice will further enhance knowledge in this area. Another avenue for future research would be to explore the role of psychological resilience in coaching effectiveness. Exploring positive adaptation to adversity and protective factors of psychological resilience could enhance current understandings of how coaches are able to positively handle both the day-to-day and acute stressors they encounter.

The present study has provided useful information for researchers and practitioners on how they can work with coaches to impact their own performance and development. Sport psychology practitioners designing effective coach development programmes should consider the development of specific psychological attributes (e.g., confidence, resilience, focus, emotional awareness, emotional management). Providing development for coaches’ psychological attributes in the earlier stages of their professional career, particularly the development of emotional abilities, is encouraged. The present findings demonstrate that being aware of, and utilising emotional information within coaching environments is perceived to influence coaching effectiveness. From a practical perspective, coaches of all levels are encouraged to consider how emotions influence their coaching practice. Addressing personal abilities to recognise, understand and manage emotions through self-assessment could provide coaches with information regarding personal strengths and outline potential areas of development, which, if addressed, could enhance coaching effectiveness.

Strengths and limitations
A strength of this study was the sample of elite coaches investigated. In particular, 10 of the participants were actively coaching at the elite level, and thus, reducing potential memory bias limitations often associated with retrospective studies [49]. The sample in this study included coaches from a variety of different sports to enhance the generalizability of findings. However, future research may wish to examine the psychological attributes of coaches from individual sports to gain more detailed evaluation of the psychological attributes required in particular sports. Further, while the sample consisted of 4 female coaches, it is important to note that an equal representation of male and female coaches was unable to be obtained. It is well recognised that elite coaching networks tend to be male dominated with higher representation of females coaches found at grass roots, club and regional levels. Reports from the International Olympic Committee (IOC) database [50] demonstrated that only 11% of the 3225 coaches at the 2012 London Olympic Games were female. This provides some explanation to the difficulties presented when recruiting the sample for the present study.

Concluding remarks

This study has both supported and extended existing literature by providing a detailed understanding into the key psychological attributes perceived to underpin coaches abilities to coach effectively at the elite level. These attributes were found to have developed throughout coaches’ professional careers through education, previous experience and conscious self-improvement. Findings suggest that coaches would benefit from coach education and development programmes specifically tailored toward their own development of psychological attributes in the earlier stages of their
Psychological attributes underpinning coaching professional careers. Existing literature in sport psychology offers limited understanding on the role of coaches’ emotional abilities, yet clearly, based on the findings in this study, they are important for coaches to develop.
References


Psychological attributes underpinning coaching


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Psychological attributes underpinning coaching

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<tr>
<th>General dimension</th>
<th>Higher-order themes</th>
<th>Lower-order themes</th>
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<td>Attitude</td>
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<td>Focus on the positives</td>
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<td>Confidence</td>
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<td>Confidence in ability and knowledge</td>
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<td>Resilience</td>
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<td>Drive for personal development</td>
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<td>Open-minded</td>
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<td>Being athlete centred</td>
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Figure 1. Psychological attributes perceived to underpin coaching effectiveness at the elite level
Psychological attributes underpinning coaching

Figure 2. Factors perceived to influence psychological attribute development