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Specialist Coaching and Skill Training Periodisation:

A Football Goalkeeping Case Study

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Abstract

2 In association football, professional teams are increasingly devoting resources to the role-3 based development of individual athletes and sub-groups. By employing 'specialist coaches' 4 into athlete-support structures, clubs aim to facilitate individualised athlete training programs 5 to enhance performance preparation, as well as skill learning and talent development. 6 Considering the trend for 'specialist coaching' within high performance sports organisations, 7 it is important to investigate how contemporary pedagogical training approaches can enhance 8 the effectiveness of these training programs to facilitate performance functionality. In order 9 to explore ways of applying contemporary skill training theory to 'specialist coaching', the 10 case study for specialist role-based coaching is exemplified by the context of football 11 goalkeeper training on a professional level (i.e., including training documentation, analysis 12 and practical examples). Integrating key concepts from the theoretical perspective of 13 ecological dynamics, allied to principles of nonlinear pedagogy and the constraints-led 14 approach common skill training principles for specialist role coaches are highlighted. . They 15 illustrate the use of the recently-introduced 'Periodization of Skill Training' framework (i.e., 16 termed the 'PoST' framework) for specialist role coaching, exemplifying a way to harness 17 opportunities for performance enhancement and individualised talent development in the 18 football goalkeeping context.

19

Key words: association football; talent development; ecological dynamics; nonlinear
 pedagogy;; role-based coaching, 'periodization of skill training' framework

[word count: 4991]

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23 **1. Introduction**

24 Contemporary professional sports organisations are constantly seeking to gain a competitive advantage, often by employing specialised coaching and sport science staff into 25 26 the athlete-support structures. In the past, there was a tendency to include all athletes within 27 generalised, whole group training at a developmental level and in preparation for 28 performance. The implementation of a whole group methodology in practice provided a sort 29 of 'averaging' approach, failing to place the individual athlete at the centre of the training 30 process. In modern sports, like Association Football (termed football in this article), different 31 specific needs of players with specialised roles are exemplified by set piece and penalty 32 practice for specific players, defensive coordination and cohesion for defenders and goal-33 keeping training for guardians of the net. Currently, there is a greater emphasis on break 34 away sub-groups for specialised training that caters for individual needs. In football, there is 35 an emerging trend to use 'individual development coaches', who focus on the role-based 36 development of individual athletes and sub-groups (e.g., attacking, defence, goalkeeping 37 (GK) and 'movement rehabilitation' coaches to work with athletes recovering from injuries). 38 Employment of specialised role coaches provides individual performers with the opportunity 39 for additional specialised training outside whole-team practice sessions [1]. In their work, 40 these 'specialist coaches' usually train with small groups of players with specialised 41 performance roles (e.g., between one and four athletes), seeking to address each athlete's 42 role-specific strengths and weaknesses. While the use of 'specialist coaches' is a welcome 43 advance that provides several opportunities and challenges (addressed below), there are 44 currently no models to guide practice design, based on theoretical concepts and pedagogical 45 principles. It is important to explore how such a model may guide contemporary pedagogical 46 training approaches to enhance the effectiveness of 'individual development coaches', in

47 order to facilitate performance preparation, as well as skill learning and talent development.
48 Such a model would be informed by contemporary skill acquisition theory and pedagogical
49 principles.

50 For the specialist coaching context of football GK training, it is traditionally 51 advocated that "the repetition of relevant skills [...] is the only way to consistently improve" 52 [2, p.178]. While there is clearly a need for high practice volume for skill expertise acquisition in high performance sport [3, 4], it has become apparent that coaches and sport 53 54 scientists need to assess the *quality* of specialised practice designs that are used in training to 55 avoid documented problems of ineffective use of time and accumulated psychological, emotional and physical effects of unnecessarily high training loads and repetitions [5, 6]. 56 Rather, in high performance sports organisations, there is a need for developing a model of 57 58 practice capturing key characteristics of representative design, as well as conditions that 59 require high variability and adaptability that athletes with specialised roles may face in 60 performance [7].

61 Motivated by recognised issues with long-standing 'traditional', prescriptive, 62 decontextualized and over-repetitive (GK) skill training approaches (e.g., [9, 10]), the case 63 study presented in this paper describes the challenges faced in applying key concepts from 64 contemporary skill (acquisition) training theories to GK training within an U23s team at a German professional football club (i.e., a unique football context, wherein players and GKs 65 transition from youth to professional men's football). Particularly, this case study and the 66 pedagogical approach to GK skill training highlight the emerging context of 'specialist 67 coaching' and integration of key concepts from the theoretical perspective of ecological 68 69 dynamics, which is allied to principles of nonlinear pedagogy and the constraints-led approach (CLA). Additionally, the recently introduced 'Periodization of Skill Training' 70

framework (i.e., termed the 'PoST' framework[1]), will further support the need for such
specialised role based Models of Practice within sport organisations.

73

74 2. A model of practice based on contemporary skill acquisition theory for specialist role 75 coaches.

76 With the trend for increased numbers of 'specialist coaches' within high 77 performance sports organisations, a model of practice for their work needs to be driven by 78 understanding of opportunities and challenges that drive this specialised role-coaching 79 context. Here we discuss a model of practice predicated on some of the key concepts of a 80 Nonlinear Pedagogy (NLP) using a Constraints-Led Approach to facilitate skill acquisition and performance preparation in athletes with specialised roles in sports teams. This initial 81 82 analysis sets up the goal keeping practice case study from professional football, presented 83 later.

84 A major aspect of the model concerns the individualisation of training designs which 85 can be tailored towards each individual athlete's needs (underpinning psychological, 86 emotional, social and physical interactions with a performance environment), making this 87 coaching context unique. Placing the individual athlete at the centre of the training process 88 has been a 'mantra' in some pedagogical approaches, but there has been few attempts to 89 theoretically rationalise this model principle, which is core to an ecological dynamics 90 rationale (Woods et al., 2020). What does individualisation of practice designs imply? In 91 ecological dynamics, individualisation of practice designs implies that the constraints on each 92 athlete are taken into account in specified tasks which place the athlete at the centre of the 93 training process (Davids, 2015). In response to each athlete's intrinsic dynamics (roughly, the 94 personal behavioural and performance characteristics that each performer brings to a learning 95 environment), the perceived task complexity of training exercises can be manipulated by

96 'specialist coaches' to adjust training designs based on an athlete's strengths and weaknesses 97 with respect to a specific role (see [1]). While communication, instruction and feedback 98 between single athletes and coaches can be highly individualised, practitioners have the 99 opportunity to further develop learning environments that focus on the specification of skill 100 adaptation for each individual (e.g., by focussing on within-skill variability or between-skill 101 variability of goal-directed, movement patterns; see [11]).

102 In terms of driving an individualised approach to practice design, 'specialist coaches' face 103 various challenges that (in comparison to team coaches) may constrain their coaching work. 104 For example, 'specialist coaches' in team sports are faced with the challenge of replicating 105 practice designs that are representative of performance environments (e.g., in 11vs.11 106 football). Mainly due to the limited number of athletes involved in specialist training sessions 107 (e.g., often between one and four), simulating complex and representative system interactions 108 presents a constraint. Furthermore, time constraints may pose a challenge for 'specialist 109 coaches' (i.e., a 'specialist coach' may only get to train with the specific athlete(s) for short 110 periods of time or in irregular intervals). Traditional pedagogical approaches may focus on 111 repetition of movements to replicate a putative 'common optimal template' in practice 112 (Renshaw et al., 2019), which makes it easier to practice with small group numbers (n=1 to 4) 113 focusing on endless repetitions to 'groove' a skill. However, to achieve specialised role 114 coaching in a Nonlinear Pedagogy, the model of practice should be based on the credo of 115 'repetition without repetition' advocated to enhance *dexterity* in learners by Nikolai Bernstein [8, p.134]. The core model principle of 'repetition without repetition' aligns well with 116 117 concept of individualised designs in the practice model proposed here to capture how 118 specified adaptations and variations of training needs can be continuously incorporated into 119 training designs over longer timescales as a function of learning and experience.

120 An integrative model of practice conceptualised in this case study analysis proposes 121 that 'role specialist coaches', sport science support staff, team coaches and medics inside the organisational structure should be theoretically-driven by a unifying conceptual framework to 122 123 collaboratively discuss, design, coordinate and facilitate individualised athlete training 124 programs to enrich performance functionality [12]. In turn, these programs will inhibit the 125 adoption of isolated approaches with potential for conflicting athlete development practices. 126 The implementation of a model of practice should provide an integrated platform for specialist role coaches to collaborate as part of a large group of practitioners, while 127 128 maintaining a specific developmental focus on individual athletes or sub-groups [12, 13]. For 129 example, training sessions and athlete contact time for 'specialist coaches' need to be 130 carefully coordinated between team coaches and specialists, leading to individualised training 131 designs becoming enriched to effectively complement team-based training sessions. 132 Due to various constraints on the practice of 'specialist coaches', it becomes 133 paramount for these practitioners to use a coherent model of practice, underpinned by a 134 unified conceptual framework and constant communication with the head coach and other 135 specialists within the coaching staff (e.g., rehabilitation coaches, athletic trainers,

136 psychologists, physiotherapists, performance analysts).

137 2.2. Ecological Dynamics: A framework for specialised-role coaching in team
138 sports.

The contention here is that ecological dynamics is a theoretical framework that advocates concepts and principles that are most useful for specialist-role coaching to support individual athletes in sports teams to effectively self-regulate under the constraints of competitive performance environments [15, 16]. In ecological dynamics, *self-regulation* is conceptualised by athletes' emergent interactions and co-adaptations with the dynamics of the environment (e.g., changing conditions and contexts of performance shaping interactions 145 of cooperating and competing defenders and attackers in football: 17). To support these 146 dynamic performer-environment interactions, and for athletes' behaviours in competition to 147 be functional, practice designs emphasising the intertwined relationship between *perception*, 148 action, emotion and cognition is paramount [16, 18, 19]. This theoretical idea implies 149 principles of sports coaching, imbued in a coaching team's responsibility to design training 150 environments and tasks rich in variability and representative of competitive performance 151 demands [20-22]. Through adequate training designs that holistically integrate the requisite four performance-regulating sub-systems (i.e., perception, action, emotion and cognition), 152 153 coaches can provide a fruitful platform for specialised role athletes to self-organise, 154 harnessing and exploiting system dynamics [23]. A key aim of specialised role coaching is to 155 support the self-organisation tendencies that athletes and teams can use to self-regulate their 156 performance behaviours, fitting their functional performance behaviours into a very broad 157 (overarching) game model imposed by a team's head coach. Specialised role coaching can 158 provide athletes (and therefore teams) with the flexibility needed to functionally exploit, 159 adjust and adapt to the dynamic constraints of competitive performance environments in 160 order to specifically contribute to team goals [14]. Sports team coaches often over-emphasise 161 a *global-to-local* direction of self-organisation tendencies (imposed on the team top-down), 162 but the context of 'specialist coaching' warrants more in-depth exploration of self-regulation 163 from a local-to-global direction (see [23], for an analysis of bi-directional self-organisation 164 tendencies). The former global-to-local directions describe "global collective system" 165 behaviours [... for] functional integration of individuals" [25, p. 634]. In team sports, coaches 166 traditionally aim to impose these global synergies between players in a team through rigid 167 plans and default strategies, emphasising holistic, structured training designs, game plans, 168 shadow play (e.g., 11vs.3) and rehearsal of pre-organised moves [14, 23]. The extremely 169 important and underused local-to-global direction presents individual players with

170 opportunities to ongoingly adapt their specific contributions in the form of interactions with 171 local performance constraints by manipulating challenges and problems faced by each individual, within the context of a specific role, regularly in training. In this way specialised 172 173 role coaches can develop game-intelligent, creative and adaptable performance solutions. 174 Adopting this approach with specialised role athletes, coaches should avoid immediately 175 providing athletes with solutions to performance challenges presented by conditions, events and opponents. It can be beneficial for practitioners to consequently oversee the design of 176 practice tasks which encourage the exploration of varied performance solutions in training 177 178 [23].

An important challenge for sports coaches is to assess possible ways of driving and manipulating athletes' self-organisation tendencies within training environments (Woods et al., 2020). In this respect, principles of nonlinear pedagogy (NLP) and the constraints-led approach (CLA) can play an important role in supporting specialised role support practitioners with their training planning, as we discuss next.

184

2.3. Principles of Nonlinear Pedagogy for specialist role coaching.

In support of these notions, various pedagogical principles can be derived from the theory of ecological dynamics to drive specialised role coaching for individualised athlete development (see [27], for an in-depth elaboration of various principles). The key principles of NLP that underpin a model of practice for specialised role coaches are outlined below, and later in this paper, a case study on football GK training will highlight some implications for how they can be used with sub-groups of performers with specialised roles in sports teams:



- contextual information. Practice tasks need to contain specific sources of
 information that are used to regulate behaviours in competitive
 performance environments;
- representative learning tasks (i.e., training tasks that sample contextual 198 199 information sources found in competition and that consequently 200 stimulate similar perceptual-cognitive and motor responses; [28]). 201 Information in practice designs should carefully simulate the information 202 present in performance environments. For example, this principle signifies 203 that specialised role coaches in football should avoid arbitrary conditions 204 in practice settings. They should maintain the representativeness of the dimensions of a practice environment, and spatial locations of nearest 205 206 attackers and defenders, as well as their dynamic movements, should be 207 maintained in practices;
- 3) a rather *facilitating coaching style* (i.e., the coach's use of a *hands-off* 208 209 coaching approach that guides athletes' exploratory processes; Renshaw et al., 210 2016). This type of coaching style for athletes would avoid the detriment of 211 too much technical repetition in practice and would place them at the centre of the learning process. This type of coaching style would allow them the safety 212 213 to discover and explore performance solutions in uncertain situations, rather 214 than immediately interjecting with verbal instructions and corrective feedback 215 to provide certainty during practice: a luxury which they may not experience 216 often in competitive performance.
- 4) *functional (movement) variability can support performance* (i.e., it is a
 functional property that helps skilled athletes to adapt movement behaviours
 towards changing constraints within the performance environment. Related to

- point 3 above, for specialised role coaches, there should be a pedagogical
 approach which supports the inclusion of problems, challenges and choices for
 athletes in practice designs; [29]).
- 223

4)

Overall, the theoretical ideas discussed here support the aim of developing athleteenvironment-centred training designs in sport. The suggestion is that coaches could apply key principles of NLP to underpin the CLA as a coaching methodology for specialised athlete training.

228

2.3. CLA as the methodology used by specialist coaches.

The CLA, which is grounded on Newell's model [30, 31], focuses on the constant interaction of three constraints categories within any performance environment: 1) the *individual* (e.g., including the athlete's perceptual-cognitive, technical or further physiological abilities); 2) the *environment* (e.g., weather and temperature, light conditions, or game score; social evaluation by an audience); and 3) the *tasks* (e.g., specific training tasks, rules and instructions, equipment and technology used in practice; [17, 21]).

235 Principles of ecological dynamics in NLP and the CLA represent a viable pedagogical 236 methodology to be used by (specialist) coaches to design training tasks that promote self-237 regulation that needs support the performance of individual athletes (e.g., GKs), sub-groups 238 (e.g., a defensive or attacking unit) and the whole team in competition. When coaching 239 players with a specialised role in sports teams, e.g., goalkeepers, set piece specialists, coaches 240 should constantly apply task constraint manipulations in training [20, 22]. By posing game-241 representative problems and challenges, these athletes are challenged to adapt their 242 movement solutions, choices, decisions and intentions [32]. Under varying constraints, athletes with specialised roles can learn to repeatedly detect and use opportunities for actions 243

(i.e., affordances), attune to critical environmental information sources, and learn to form
flexible, but stable, perception-action couplings [15, 33].

246

2.4. Skill adaptability training based on the 'PoST' framework.

247 Merging aforementioned skill training theory, the 'Periodization of Skill Training' 248 framework (i.e., 'PoST' framework) presents a training framework for specialist role coaches 249 in any team sport to plan and design training sessions for individuals and sub-groups (see 250 [1]). By applying the 'PoST' framework and its three training stages of 'Coordination 251 Training', 'Skill Adaptability Training' and 'Performance Training' (see Figure 1), specialist 252 role coaches can periodise skill training over the timescales of both macro and micro cycles 253 (i.e., over the course of several months and over the course of an entire week, respectively). In the 'PoST' framework, any training design is evaluated using two main components: 1) its 254 255 level of 'game-representativeness' (i.e., the extent to which training tasks represent actual performance demands faced by athletes in competition); and 2), its level of 'task challenge 256 257 complexity' (as subjectively perceived by individual athletes). Here, we discuss how both properties for training tasks in the 'PoST' framework provide valuable guidance for specialist 258 259 role coaches to adopt an individualised approach and assess each athlete's skill development 260 and training stages.

261

262

[Insert Figure 1]

263

Three skill training stages, based on Newell's [30] model of motor learning, are displayed in the 'PoST' framework (Figure 1). First, training designs within the stage of '*Coordination Training*' are focused on "searching for and exploring coordination movements within the emerging training environment" [1, p. 6]. While training designs may be rather low in both game-representativeness and task complexity (i.e., aiming at movement 269 stability), it is the coaching approaches, such as the use of task simplification and guided 270 discovery, that drive this initial skill training stage [34]. Second, the stage of 'Skill Adaptability Training' has the aim of "enhancing the adaptability, functionality, and 271 272 robustness of motor skills under perturbation of dynamic environments" [p. 7]. By using 273 three distinct training sub-stages (i.e., 'Movement Variability Training'; 'Complex Training'; 274 and 'Team-based Training'), levels of game-representativeness and task complexity can be 275 increased in layers. Particularly, the choice of training sub-stage may be determined by factors such as the athlete's skill level, the number of athletes involved in the specialist role 276 277 training session, or the amount of training time available. Eventually, it is (long-term) skill 278 learning and the adaptability of movement solutions under rather destabilised training conditions that are the focus of this training stage. Third, the 'Performance Training' stage 279 280 aims to "enhance the energy efficiency and adaptability of movements in perturbing and complex environments" [p. 10]. Particularly, it is the optimisation of team performances in 281 282 preparation for impending competition that significantly impacts training approaches in this 283 stage. For example: team-tactical 11vs.11 football games in preparation for an immediate 284 opponent, based on data from performance analytics of specific opponents, or pre-game 285 warm-up routines focussing on performance stability are part of this final training stage (e.g., 286 see [35], for an application of the framework to evaluate professional football GKs' game 287 warm-ups).

Finally, in order to further support specialist role coaches in their understanding of the 'PoST' framework for training designs (i.e., the quality and quantity of training environments), Figure 2 presents a model of various focus areas for different skill training stages.

292

| 295 | | Based on the x-axis (i.e., showing a qualitative training scale from low to high levels |
|-----|--------|--|
| 296 | of gam | e-representativeness) and the y-axis (i.e., displaying environments with low to high |
| 297 | numbe | rs of training repetitions), the model in Figure 2 presents four quadrants: |
| 298 | 1) | Training in the top left quadrant is considered to be rather low in game- |
| 299 | | representativeness and high in repetition numbers. Athletes here would experience |
| 300 | | stable training conditions based on the stages of 'Coordination Training' and |
| 301 | | 'Performance Training'. While the former stage, for example, could focus on stability |
| 302 | | of movement coordination and controlled training environments for rehabilitation |
| 303 | | training following an injury, the latter stage could present GK training with a physical |
| 304 | | or athletic development training focus (i.e., as opposed to a skill learning focus). |
| 305 | 2) | The bottom left quadrant presents training designs rather low in game- |
| 306 | | representativeness and low in repetition numbers. Particularly, a 'Performance |
| 307 | | Training' focus in sessions, such as the training routine the day prior to game day or |
| 308 | | the warm-up preceding a game, play major roles in this section. With the aim of |
| 309 | | optimising and stabilising performance, psychological drivers such as 'confidence' |
| 310 | | are a main training focus (e.g., [35]). |
| 311 | 3) | The quadrant on the top right shows training designs rather high in game- |
| 312 | | representativeness and high in repetition numbers. Especially, in this section, there is |
| 313 | | a focus on skill learning and movement adaptability by applying critical principles |
| 314 | | and training sub-stages of 'Skill Adaptability Training' (i.e., 'Movement Variability' |
| 315 | | Training, 'Complex Training', and 'Team-based training'; see [1] for examples). |
| 316 | 4) | Training in the bottom right quadrant presents a focus on higher levels of game- |
| 317 | | representativeness and low repetition numbers. For GKs, particularly larger football |
| 318 | | games within training environments are covered by this quadrant (e.g., an 11-versus- |
| | | |

| 319 | 11 football game). These larger games may either have a focus on skill learning (i.e., |
|-----|---|
| 320 | part of the 'Skill Adaptability Training' stage) or a focus on team-tactical and |
| 321 | performance optimisation (i.e., part of 'Performance Training). |
| 322 | In summary, the application of the 'PoST' framework, predicated on an ecological |
| 323 | dynamics rationale and principles of NLP and methodologies of the CLA, may be beneficial |
| 324 | for any specialist role coach, independent of the whole team training context. The case study |
| 325 | presented in the following section will draw on the 'PoST' framework (including its |
| 326 | theoretical groundwork), applying it to the context of football GK training at the senior |
| 327 | professional level. |
| 328 | 3. Case study - Football GK training in professional football (2018/2019 season) |
| 329 | |
| 330 | For the professional football GK case study, training examples are drawn from the |
| 331 | 2018/19 season of the U23s team at a German Bundesliga club (i.e., currently playing in |
| 332 | Germany's fourth highest men's league). The club is considered to run one of Germany's top |
| 333 | youth football development programs with an academy that is certified as an 'elite school of |
| 334 | football' with the maximum three-star academy rating from the German Football Association |
| 335 | [36]. Furthermore, the men's first team has formed part of the German Bundesliga since 2008 |
| 336 | and, in recent years, it has qualified for top-level European club competitions, such as the |
| 337 | UEFA Champions League and Europa League [37]. |
| 338 | The case example examines GK-specific training of three young professional GKs |
| 339 | between 18 and 23 years (M = 20.33 years, SD = 2.31) in the 2018/19 season. Each GK has |
| 340 | multiple years of playing experience at the top-youth level (e.g., German U19s Youth |
| 341 | Bundesliga), in addition to some experience in senior professional football (e.g., Bundesliga |
| 342 | 3 and Regionalliga). Notably, the U23s age group in Germany displays a unique transition |
| | |

343 period, wherein players and GKs move from youth to professional senior men's football.

Consequently, finding an adequate balance between training with a focus on performance
preparation (prior to competitive league games) and development training to enhance skill
learning and refinement (for a future professional football career) presents a major challenge
for specialist GK coaches.

In order to further illustrate the use of the 'PoST' framework and its theoretical underpinnings for skill training periodisation and planning in the given context, the following sections will discuss: 1) skill training documentation and analysis of the 2018/19 season; and 2) practical football GK training examples. Notably, for this case study, the focus is on GKspecific training carried out by specialist GK coaches (i.e., coaches with expert knowledge on GK skills and techniques; [38]).

354

3.2. Skill training documentation and analysis.

355 Throughout the 2018/19 season, all training documentation and session designing (see later) was assisted by a specialised GK training software provided by *Goalkeeping* 356 357 Development GmbH [39]. According to the recorded data for the entire season, all three GKs 358 in the U23s squad each accumulated a total training time between a minimum of 230.8 hours 359 (13.848 minutes) and a maximum of 399.93 hours (23.996 minutes); these training hours 360 included GK-specific technical-tactical, athletic, mental and team-based training sessions on 361 and off the football pitch. In regard to GK-specific training (as designed by 'specialist GK coaches', including an author of this paper), the GKs completed between 143 and 243 on-362 363 pitch training sessions, totalling 94.63 hours (5678 minutes), 106.22 hours (6373 minutes) 364 and 160.18 hours (9611 minutes) of training respectively for each GK. These training 365 numbers average at between 177 and 224 minutes of weekly GK-specific training time for 366 each athlete. Notably, each GK's total number of training sessions was determined by various factors, such as injury breaks, the game schedule and additional training sessions with the 367 368 First Team.

369 Within the U23s context, a total of 204 training days, 34 competitive league games (in Germany's 4th division) and 11 test matches was recorded and integrated into the long-term 370 371 skill training periodisation approach. In particular, there are two types of training analyses 372 considered for this case study: 1) the periodisation of skill training on the macro and micro 373 levels, as driven by the use of the 'PoST' framework (Figures 3 and 4; [1]); and 2) the 374 analysis of training session time spent on five GK-specific technical-tactical core areas (i.e., 'Basic Techniques', 'Distribution', '1-versus-1 Techniques', 'Push-off Diving' and 'Crosses 375 & Sweeping'; see [35] and [40] for detailed descriptions). 376

377

3.2.1. The periodisation of skill training on the macro and micro levels.

378 Skill training periodisation of all GK training sessions is presented by Figures 3 and 4.
379 Figure 3 illustrates a pre-planned GK training calendar for the entire season (i.e., planned by
380 the 'specialist coach' in advance for the course of 10 months). While the focus for each
381 training session – be it 'Coordination Training' (highlighted in blue), 'Skill Adaptability
382 Training' (green); or 'Performance Training' (crimson) – is clearly marked in the figure,
383 further events, off-days (for recovery), and winter/summer breaks are noted (i.e., see the
384 legend on the right in Figure 3).

385

386

[Insert Figure 3]

387

388 Generally, by pre-planning training months in advance, specialist (GK) coaches are 389 able to get an overview of future training sessions: they are able to identify which particular 390 periods will focus solely on skill learning (i.e., presented in green in the calendar) and which 391 periods are to be dedicated to performance stability (i.e., displayed by crimson coloured 392 training days). For the U23s case study, a total of 204 training days throughout the season 393 show the following distribution towards training time spent on each of the three 'PoST' 394 framework training stages: 55.39 % (i.e., 113 sessions) focused on 'Skill Adaptability 395 Training'; 43.63 % (i.e., 89 sessions) focused on 'Performance Training'; and 0.98 % (i.e., 2 sessions) focused on 'Coordination Training'. Notably, the dominant focus on skill learning, 396 397 over performance-preparation training throughout the seasonal training plan is driven by the 398 coach's interpretation of the U23s football context; this includes the idea that professional 399 U23s GKs are in a transition phase between development and high-performance football. 400 While having to be acquainted with performance pressure encountered in top-level men's 401 professional football, GKs in the U23s age group still needed to focus on (long-term) skill 402 learning and refinement.

403 In regard to micro level planning of training, Figure 4 (below) demonstrates prescheduled training planning for an exemplary week within the season. Particularly, various 404 405 information for each training session is documented: 1) the training stage, (i.e., linked to the 'PoST' framework and colour-coded in Figure 4); 2) the technical-tactical core areas; 3) the 406 407 estimated levels of task complexity (i.e., low, medium or high) and game-representativeness 408 (i.e., low, moderate or high); and 4) the content of the entire training session (including team-409 based training parts). With this weekly pre-planned training calendar in mind, specialist (GK) 410 coaches gain a more detailed idea of structures and contents applied to each single training 411 session. Based on this insight, single session designs, training tasks and exercises can be 412 planned accordingly.

413

414

[Insert Figure 4]

415

416 3.2.2. Training analysis of GK-specific technical-tactical core areas.

417 Since the GK position demands athletes to perform a vast range of complex handling
418 and football skills [35], the documentation of five technical-tactical core areas (i.e., 'Basic

| 419 | Techniques', 'Distribution', '1-versus-1', 'Push-off diving' and 'Crosses & Sweeping'; see |
|-----|---|
| 420 | [40]) appears to be important for GK-specific training planning. Along with the |
| 421 | aforementioned periodisation of methodical coaching approaches to training, Figure 5 |
| 422 | (below) presents the recorded average training time spent on technical-tactical components of |
| 423 | goalkeeping. |
| 424 | |
| 425 | [Insert Figure 5] |
| 426 | |
| 427 | In detail, GK-specific training from the perspective of various technical-tactical core |
| 428 | areas displays a major focus on the categories of 'Basic Techniques' (i.e., 38.83 % of training |
| 429 | time) and 'Distribution' (i.e., 28.1 %) throughout the season. Despite the importance of all |
| 430 | five areas, this outcome may be justified by the statistical relevance and predominant |
| 431 | importance of these two categories for successful goalkeeping [40, 41]. Notably, when |
| 432 | calculating each of the three GK's average training minutes spent on the core areas, the |
| 433 | standard deviation values display rather large discrepancies; this finding may be explained by |
| 434 | one GK having missed several months of training due to injury. |
| 435 | In sum, while the quantitative analysis of training planning is an important |
| 436 | responsibility for 'specialist coaches', ensuring a high methodical quality of training designs |
| 437 | remains critical. Consequently, and in reference to aforementioned skill training theory, the |
| 438 | authors present practical GK training examples (see below). |
| 439 | 3.4. Training Examples - football goalkeeper training. |
| 440 | Here, we provide two examples of how 'specialist GK coaches' could implement skill |
| 441 | training principles into GK training exercises with a focus on 'Skill Adaptability Training'. |
| 442 | Notably, for both presented figures, a graphics tool for specialised GK training designs was |
| 443 | used (see [39]). |

444

3.4.1. Training example 1.

445 *3.4.1.1. Objective.*

The objective of the first training example is to improve the GKs' technical-tactical 446 447 1vs.1 behaviour in the form of a complex game. Limited to a number of four GKs (i.e., a common constraint for GK-specific training), GK coaches could aim to holistically integrate 448 449 perceptual-cognitive and motor processes in regard to 1vs.1 situations on goal. In other 450 words, the training game example requires all GKs to constantly make technical-tactical 451 decisions, self-regulate and organise functional movement solutions, depending on changing 452 contexts. With the aim of scoring in the opponent team's goal, this exercise may take the 453 form of competitive GK training game.

454

3.4.1.2. Training setting.

455 The training setting is illustrated below in Figure 6. For this training example, coaches would require two smaller-sized football goals and some cones to mark the playing area. At 456 457 its core, the game displays a 2vs.2 competition in which Team A (i.e., GK1 and GK2) would 458 receive the ball from the coach and could attack on Team B's goal (i.e., GK3 and GK4). 459 While GK1 would remain in the one half of the pitch, GK2 would move up to the opponent's 460 half and can receive passes to attack (Figure 6). While GK3 (for the defending team) would 461 defend the goal. GK4 can only move on and defend the line that is marked by the white cones in Figure 6. Both GK3 and GK4 can use their hands to intercept the attacking team at any 462 463 time. 464

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465

[Insert Figure 6]

467 **3.4.2.** *Training example 2.*

468 *3.4.2.1. Objective.*

The objective of the second training example presents a complex GK exercise which includes four GKs. With the aim of posing various challenges of defending the goal from close distances, this dynamic exercise provides a high number of training repetitions. And in addition to encouraging the organisation of game-representative perceptual-cognitive and motor behaviours, the exercise allows a multitude of performance solutions that GKs can variably execute in order to defend the goal.

475 *3.4.2.2. Training setting.*

Starting with the coach having 5-6 balls lined up centrally in front of the goals, 476 477 various shooting and scoring options are given for each repetition (see Figure 7 below). One 478 option is for the coach to shoot directly at either of the two smaller-sized goals (i.e., GK4's goals; option 1a in Figure 7) or the regular-sized goal (i.e., GK3's goal; option 1b). 479 480 Alternatively, the coach can pass the ball to GK1 or GK2 for a shot at the regular-sized goal 481 (i.e., options 2a and 2b), or the coach can pass the ball into the space for GK1 or GK2 to 482 attack GK3's goal (i.e., options 3a and 3b). All 5-6 balls are played one after another before 483 GKs switch positions.

Importantly, for the set-up of this complex GK exercise, it is the coach's role to be in a position to shoot/pass the balls and thus, manipulate task constraints and challenges GKs are confronted with. In other words, the coach is controlling the training environment and may adapt it based on individual GK's needs.

[Insert Figure 7]

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491 **4. Concluding remarks**

492 The aim of this case study was to illustrate how contemporary theoretical skill493 training principles could be implemented in an applied specialised role coaching context (i.e.,

494 football GK training). In detail, the case of 'specialist coaching' provides a unique context for individualised athlete development that increasingly draws attention from both academics 495 and practitioners. While 'specialist coaching' has emerged in various team sports over the 496 past years, the optimal integration of these specialists into organisational structures may offer 497 498 substantial opportunities for improvement of the work of sports organisations. By proposing 499 the organisation of a Department of Methodology and the use of common skill training 500 principles (using a coherent theoretical framework of ecological dynamics, with principles of 501 NLP and CLA), we exemplified a way to circumvent possible intra-organisational tendencies 502 for isolated work and harness opportunities for performance enhancement and individualised 503 talent development. Furthermore, from a practitioner's perspective, the case study of GK 504 training at a professional football club suggests how 'individual development coaches' (in 505 any team sport) could review their own training (periodisation) practices and potentially 506 adopt a similar approach for individualised athlete development. Finally, as "one size does 507 not fit all in terms of practice activities" [32, p.19], the notion of placing the athlete at the 508 centre of the learning process provides a huge opportunity for enhancing the practice of any 509 'specialist coach' working with individual athletes.

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Figure 1. Skill training stages based on the 'PoST' framework (adopted from [1])





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| 733 | Figur | re 2: Focus a | areas for sk | ill trainin | ng stages | s (adopt | ed from | 'PoST'j | fram | ework; [1]) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 745 746 | 2018 Monday Tuesday Wedensday Turunday Folday | June | July | August 1 Training 2 Training 3 Training | September | October | November 1 Saarbrücken (A) | December | Monday Tuesday Wedensday Thursday Erickov | Labels: Travel/ Training Camp | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 745 746 747 | 2018 Manday Turida Wedenday Neday Sanday Manday Turiday Wedenday Turiday Sanday Sanday Sanday Sanday Sanday Sanday | June 1 2 3 4 5 5 6 7 8 9 | kdy 1 077 2 Travel T. 3 Tr. 4 T. 5 T. 6 T. 7 TET (Vik, Achaffenburg (Å), 1600) | August 1 Training 2 Training 3 Training 5 OFF 6 Training 7 Training 8 Baingen A) 0 OFF 10 Training 10 Training 10 Training | September | October Il Training 2 Training 3 Off 4 Training 5 Training 5 Training | November 1 Saarbricken (A) 2 Training 3 OFF 4 OFF 5 Training 5 Training 5 Training 1 Training 1 Training | December 1 077 2 077 3 Training 4 Training 5 Training 5 Training 7 Training 8 Jallegen (0) | Monday Tuesday Wedensday Thursday Saturday Saturday Monday Tuesday Wedensday Thursday Fiday Saturday | Labels: Travel/Training Camp (TIST) GAME OFF DAYS EVENTS COORDWATION TRAINING | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 745 746 747 748 749 | 2018 Monday Tustafy Wirdenday Funday Funday Saturday Saturday Saturday Saturday Saturday Saturday Monday Tustafy Monday Tustafy Wirdenday | June 1 2 3 4 5 6 7 8 9 9 11 12 13 14 15 16 10 15 10 10 10 10 10 10 10 10 10 10 | July 1077 2 Treef T. 3 Treef T. 3 Tr. 4 T. 5 T. 6 T. 7 TEST (VA. Arkhoffenburg (A), 1600) 8 Treef T. 9 077 10 Training 11 TEST (Risinger) 12 Training 13 Training 14 TEST (VA. Koln (A), 1530) | August 1 Training 2 Training 3 Training 3 Training 4 Weider Maendenin (H) 5 UF 7 Training 8 adalogen (A) 9 OF 10 Training 10 Training 11 Training 12 Training 13 Off 14 Training 15 Training 15 Training 15 Training 18 Licker Offensch (A) | September Stromburg (A) 2 076 3 Training 6 Training 6 Training 7 Training 1 Training 10 Training 11 Training 13 | October | November 1 Saarbricken (A) 2 Training 3 Off 3 O | December 1 OFF 2 OFF 2 OFF 2 OFF 3 Training 4 Training 5 DFF 10 Training 1 Training 1 Training 11 Training 11 Training 12 Training 13 Training 14 Training 15 Training 15 Training 15 Training 15 Training 16 Training 17 Training 17 Training 18 | Manday Tustalay Wadanaday Thuraday Friday Saturday Saturday Tustalay Wadanalay Tustalay Sanday Tustalay Sanday Sanday Tustalay Wadanalay Tustalay Wadanaday Tustalay Wadanaday Tustalay | Labelis: Travel/Training Camp (TEST) GAME OFF DAYS LVENTS COORDINATION TRAINING SKELL ADAPTABLITY TRAINING PERFORMANCE TRAINING BREAK - Winter/ Sommer (Including Itness plan) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 745 746 747 748 749 | 2018 Monday Tasitay Wodo naday Poday Santady Santady Tasitay T | June | July 1 077 2 Travel T. 3 TL 4 TL 5 TL 6 TL 7 TST (Vik, Aschaffenburg (A), 1600) 8 Travel TL 9 OFF 10 Training 11 TST (Bissigen) 12 Training 13 Training 14 TSS (Vik. Koh (A), 1530) 15 OFF 13 Training 14 TSS (Toiling) 13 Training 13 Training 14 TSS (Toiling) 15 OFF 16 Training 17 Training 17 Training 18 Training 19 Training 10 Training 13 Training 13 Training 13 Training 14 TSS (Toiling) 15 Training 17 Training 18 Training 18 Training <td>August 1 Training 2 Training 3 Training 3 Training 5 OFF 6 Training 6 Training 10 Training 11 Training 12 Primaren (H) 13 OFF 13 Training 13 OFF 14 Training 13 OFF 14 Training 15 Training 15 Training 18 Training 19 OF 19</td> <td>September I temberg (A) 2079 3 Training 4 Training 5 Training 5 Training 6 Training 10 Training 11 Training 11 Training 11 Training 11 Training 11 Training 11 Training 11 Training 11 Training 13 T</td> <td>October Italiana Italiana 2 Taning 2 Taning 3 OF 4 Taning 5 Taning 5 Taning 5 Taning 5 Taning 10 Taning 10 Taning 11 Ta</td> <td>November Sasthicken (A) Catalong Cata</td> <td>December 1 000 2 000 2 000 3 Training 5 Training 5 Training 11 Training 11 Training 11 Training 12 Training 13 Training 13 Training 14 15 15 16 19 10 10 10 10 10 10 10 10 10 10 10 10 10</td> <td>Monday Tusaday Tusaday Tusaday Tusaday Yiday Sanday Manday</td> <td>Libels: Travel/ Training Camp (TESS) GAME OFF DAYS EVENTS COORDINATION TRAINING SIGLI ADAPTABLITY TRAINING PERFORMANCE TRAINING BREAK - Winter/ Sommer (Including fitness plan)</td> <td></td> | August 1 Training 2 Training 3 Training 3 Training 5 OFF 6 Training 6 Training 10 Training 11 Training 12 Primaren (H) 13 OFF 13 Training 13 OFF 14 Training 13 OFF 14 Training 15 Training 15 Training 18 Training 19 OF 19 | September I temberg (A) 2079 3 Training 4 Training 5 Training 5 Training 6 Training 10 Training 11 Training 11 Training 11 Training 11 Training 11 Training 11 Training 11 Training 11 Training 13 T | October Italiana Italiana 2 Taning 2 Taning 3 OF 4 Taning 5 Taning 5 Taning 5 Taning 5 Taning 10 Taning 10 Taning 11 Ta | November Sasthicken (A) Catalong Cata | December 1 000 2 000 2 000 3 Training 5 Training 5 Training 11 Training 11 Training 11 Training 12 Training 13 Training 13 Training 14 15 15 16 19 10 10 10 10 10 10 10 10 10 10 10 10 10 | Monday Tusaday Tusaday Tusaday Tusaday Yiday Sanday Manday | Libels: Travel/ Training Camp (TESS) GAME OFF DAYS EVENTS COORDINATION TRAINING SIGLI ADAPTABLITY TRAINING PERFORMANCE TRAINING BREAK - Winter/ Sommer (Including fitness plan) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 759 760 761 762 763 | Figure 3: The pre-planned GK training calendar for the 2018/19 season (i.e., macro-level skill training periodisation) | | | | | | | | | | |
| 764 | | | | | | | | | | | |
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| 771 | | | | | | | | | | | |
| 772 | Monday, 02.07. Monitoring, Screening + 30 Minuten Bike | Tuesday, 03.07. Monitoring, Screening + 30 Minuten Bike | Wednesday, 04.07. Monitoring, Screening | Thursday, 05.07. Monitoring, Screening | Friday, 06.07. Monitoring, Screening | Saturday, 07.07. Monitoring, Screening | Sunday, 08.07. | | | | |
| 773 | Warm-up (ok-led) Part 1 & 2: Movement Variability Training | Warm-up (6K-led) Part 1 & 2: Complex Training Training with 4 GKs and without outfield players; complex GK searches | Warm-up (GK-led) Part 1 : Complex Training Training with 4 GKs and without outfield players; complex GK services | | | | | | | | |
| 774 | Training with 2006 adaptability of movement shifts AM Sector Sector Sector Sector Sector Sector Sector Techniques, Catholication Semisticative Lengt, Low Lengt of anne consectorphysical, Modernite Pre-beiling posteric (Care sector), Modernite Sector Sector (Sector), Modernite Sector Sector (Sector), Sector (Sector), Sector (Sector), Sector Sector (Sector), Sector (Sector), Sector (Sector), Sector Sector (Sector), Sector (Sector), Sector (Sector), Sector Sector (Sector), Sector (Sector), Sector (Sector), Sector), Sector Sector (Sector), Sector (Sector), Sector (Sector), Sector), Sector (Sector), Sector), Sector (Sector), Sector), Sector (Sector), Sector (Sector), Sector), Sector), Sector), Sector), Sector), Sector (Sector), Sector), Se | SK-specific core areas: 1-versus: 1-rechniques <u>Compilents Lenet</u> : Medium/High <u>Lenet of annexessentativeness</u> ; High (game struction) Pre-training context: Care activation (gym-based) On-philo context: Warm up with built (stain techniques + states: areas induces: tacking techniques | <u>GE specific core areas</u> : L'vertan 3 Techniques, Distribution <u>Completativ Lettris</u> , Medium <u>Lettris d'areas especialisticants</u> , Moderata Pre-trabaige content: Core achietanto (gum-basell) Or-pitole content: Varie-up with ball, basic techniques e distribution; technical preparation 3-versai 3 block | Rest | Rest | Rest | | | | | |
| 775 | positioning change) Break | versus-2 on goal Break | Part 2: Team-based Training Smoll-sided games' - 4v4 Break | | | | | | | | |
| 776 | Warm-up (ox-leaf) Part 1: Movement Variability Training Training with 2 GKL adaptability of movement skills | Warm-up (ox-led) Part 1: GK-specific athletic focus Training with 2 GRs: Publicif diving and jumping | | Warm-up (GK-led) Part 1: GK-specific game preparation | Warm-up (gk-led) Part 1: GK-specific pre- game routine | | Recovery/ Off-Day | | | | |
| 777 | GR specific core areas: 1-service-1 Techniques Contracting Lange, Low Inset of care, representationness, Low Proc holding concerns: Floxibility (grow base) Ore whole areas: Floxibility (grow base) reparing 1-service-1 block saves | <u>SK specific core areas</u> : Push-off diving <u>Complexity Lengt</u> , Medium <u>Heard of James representativeness</u> , Lew <u>Pre-training concerct: Aplity (gam haved)</u> <u>Om-pitch content: Warm-up with ball; Jumping + Push-off</u> diving saves | Rest | <u>OK-specific core areas</u> : Distribution, Crosses <u>5 Sweeping <u>Complexity: Level</u>: Medium/ High <u>Level of assue rearesentationness</u>; High Pre-training content: Core activation (gym- based) </u> | GK specific core areas: Basic techniques, Distribution, Hush off diving <u>Complexity Level</u> : Low <u>Level of same-transmitthemess</u> : Low <u>Pre-training content: Core activation (gym- based)</u> | TEST GAME Game warm-up: 119/11 competitive | | | | | |
| 778 | | | | On pitch content: Warm up with ball; Crosses + Distribution long | On-pitch content: Warm-up with tall; Basic techniques (catching, failing), Distribution short and long, Push-off diving | yune | | | | | |
| 779 | Part 2 & 3: Team-based Training Small-sided games' - 3x3 | Part 2: Team-based Training 'Conditioned game' - 9v7' | | Part 2: Team-based Training 11-+-11 team-toctical game | Part 2: Team-based Training Game day minus 1 routine | | | | | | |
| 780 781 782 | Figure 4: Pre-sche | eduled training | planning for ar | ı exemplary | U23s GK tro | uining week | | | | | |





Set up: 1. Ball played into GK1 from Coach

Equipment: - 2x small football goals - coloured cones to mark playing field

2. GK1 and GK2 can initiate an attack on the goal defended by GK3 and GK4

2a. GK1 can attack directly on goal (GK3 & GK4)2b. GK1 can pass the ball to GK2 (in opponent half of the field) - GK4 can intercept the pass if possible

3. If ball is played to GK2:

3a. GK2 can pass ball back to GK1 to keep possession 3b. GK2 can attack on goal (GK3)

Training graphic illustrated with the Goalkeeping Development GmbH (2020) software

Figure 6: Training example 1 – complex 2-versus-2 GK game.



3a/b. The Coach can pass the ball through into GK1's/GK2's run, who has to finish with the first touch

Training graphic illustrated with the Goalkeeping Development GmbH (2020) software

824 825

826 *Figure 7: Training example 2 – complex GK training exercise.*