



## **Diary-based thesis: Coach and Athlete Interaction**

**Michael Nobel Pecarich**

Haaga-Helia University of Applied Sciences

Bachelor of Sports Studies

2024

## **Number of pages and appendix pages**

43 + 6

This is the accumulated documentation of all lessons instructed during the 2024-25 season with Gladsaxe Basketball Club. The instructor is serving as an assistant coach of the U11s, assistant coach U10s (2015s/2014s) and may serve in a proximal role as an assistant during other sessions lead by other coaches (no notations taken). Taking notations of the growth of the instructor under the guidelines of the 5Rs: Reporting, Responding, Relating, Reasoning, and Reconstructing as well as the major steps for the athletes during the 8 weeks of instruction. At the end of each week, an analysis will be produced upon reflecting on the preceding week.

Applying various learning theories such as Constructivism, Behaviourism, Cognitivism, Connectivism and Humanism in everyday improvised interactions will elicit a natural response from the athlete. Applying as well as comparing the use and results for external and internal cueing.

From there the mixing and matching which processes have produced the most nominal results in the development of the athletes. Aside from the pre-planned lessons, there will be some tools which will help to measure the overall progression of certain skill sets of each athlete provided for them as a testament to the established trust (coach-athlete relationship).

There will be a partial sequence as which method will be applied as a means to display growth and problem-solving as an instructor on instructing athletes. Belonging cues, external cueing, internal cueing as a comparison juxtaposition as well as to find how much information an average pre-adolescent child can contain from one lesson to the following. From that point how, as an instructor, to apply an adjustment.

A video will be sent and viewed as a pair (parent with child) and will help facilitate and encourage a shared interest in the process as well as the progression of the learning. The video is themed and is meant to encourage and inspire. This way the parent will have a stronger bond with their child, understand the nuances of the sport which can lead to help with encouragement. The video also serves as a conduit for external cueing (Connectivism).

## **Keywords**

Behaviorist, Cues, Cognitivist, Connectivist, Constructivist, Humanist

## Contents

1	Introduction .....	1
2	Description of the Initial Situation .....	5
2.1	Analysis of Current Work Tasks with Gladsaxe .....	5
2.2	Stakeholders .....	6
2.3	Interaction Situations.....	8
3	Diary Entries.....	10
3.1	Week 1.....	10
3.2	Week 2.....	13
3.3	Week 3.....	17
3.4	Week 4.....	20
3.5	Week 5.....	24
3.6	Week 6.....	26
3.7	Week 7.....	30
3.8	Week 8.....	36
3.9	Week 9.....	39
4	Discussion.....	41
	Sources .....	45
	Appendices.....	49

## 1 Introduction

This thesis will provide insight to my professional growth and my experiences throughout these 9 weeks, starting from the date August 12<sup>th</sup> and ending on the final practice which is the 8<sup>th</sup> of October. This time span I shall be working With Gladsaxe Basketball Club of Copenhagen, Denmark in the capacity of being a \*Coach\*, but for continuity's sake, I facilitated more of an Assistant Coach role for the U11s (2014s) and U10s (2015s). In addition I would assist with individual player development in older age groups with shooting mechanics. Use of various learning theories coupled with external and internal cueing will be the tools of choice. As an assistant coach, it is my responsibility to help with the individual development of the players by which means I will apply various tools as seen fit for the given situation. I shall be only submitting feedback and insight on the two age groups in which I have a primary stake in developing. My entries will be based upon practice and game day situations.

My position as an assistant will be to help with practice ideas in order to help supplement the Head Coach (HC for future reference), offer assistance during team drills, to provide feedback on observations or findings. Prior planning to practice sessions, from me, may or may not be applied to the group. I am provided with autonomy to help with individuals as seen fit, so as to not interrupt the theme of the session. The expertise required for work is versatile when needing to perform something which also requires improvisation. When working with people, the most important expertise is inter- and intra-personal skills. Sport's competence and coaching is needed when working with individual players. Self-management skills such as scheduling, and work-life balance are important.

Gladsaxe Basketball Club is one of the first two basketball clubs in Danish history. Founded in 1953, it has had a rich history lined with consecutive medals during its first 13 years. The highest placing was gold. The final medal won had been in 1969. Since that time, the club had not won a championship since that time span.

As a foreigner I will take into consideration the interaction process with both athletes and the HC. A lack of familiarity leads to carving a path for acceptance by the athletes. Being able to recognize signs: pantomimes, body language, or cues displaying any symptoms of uneasiness on their behalf's will be noted as I attempt to understand my effect on the people around me will ensue. My model for self-growth will be based on the 5R Model: Reporting, Responding, Relating, Reasoning, Reconstructing (University of Edinburgh 2024). Additionally, the Growth Mindset will be a self-reflection tool to assist in keeping myself aligned with the positive attributes I believe a supportive coach must have.



Figure 1. 5Rs (Image created by author)

The second tier of this process as pertaining to growth will be noting my impact on the athletes: as I am a conduit for their development as people. Instructors not only provide insight to a given sport, they can influence on a multitude of levels.

Mentoring and shaping the minds of the youth is precipitous. It can nurture good habits and establish a healthy mindset. My aim is to build first-and-foremost, having the habit to consistently self-reflect in knowing the impact I may have on the people around me.

There is a concern on what influence a coach may have on the athlete, not only in sport but also in life. Making sure all is done with the intention of guiding for the sake of not misleading them for my own gains. Addressing values and issues such as athletes' motivation, burnout, and performance, and variables that can affect coach–athlete relationship. How an instructor delivers a message to the athlete could have an affect subconsciously, for the priming on how they may react to future coach-athlete relationships.

Individual growth for the athletes will be measured on how they can adopt new concepts as well as how they can cooperate. It is up to me as an instructor to be able to properly assess a player and create an improvisational model in which to better guide them with their basketball journeys. These

will further impact learning behaviors on multiple levels (organizational, team, individual) generating changes over time (Pineiro et al 2022, 2). Athlete development starts by the forming of a team culture, set by the coaches and perpetuated by healthy practice habits such as cognition: intrapersonal reflection, interpersonal skills or to encourage pro-active behaviors in one's own development. Team functioning through the influence of its members and in turn is expected to impact the group and the organization. It is up to me to affect these concepts as to facilitate improved interpersonal skills among the athletes as in turn they are a reflection of me.

Learning behaviors will be key at this age (10-8 years of age) and will be one of the pillars for this particular age group to help foster a growth mindset by asking "how" and "why."

Providing context will make the athlete more self-sufficient in the future as they will be able to better conceptualize how a problem comes about and how to create a formulaic step by step means on how to resolve any issues.

Information given may have to be done within a certain time window as to improve encoding than at recall (in context of performing a movement), and so consistent use of cues could help to maintain levels of performance. It has been suggested that information is better recalled when it has been actively and effortfully processed, rather than passively received. So to find within semantics a non-native English speaker would understand will be challenging (Wheeler & Gabbert 2017, 3). The pattern of application of theories will be set into motion in two waves: 1) cues, both external and internal 2) learning theories. The cues are less complex and will be used consistently throughout the 9 weeks. This will be used as to guide the whole, while the theories will be used when dealing with certain individuals.

During the learning some of the athletes will excel at certain skills which others will not have developed at the same level of effectiveness. I will have a demonstration given by the top-most 1-2 athletes to the group. In turn after the demonstrations, I will question the others what they can notice: how one is performing so well: by what means is the athlete achieving? There will be break-downs of the minutiae in case the athletes cannot notice the nuances and effects to elicit results. By applying Social Learning they will be encouraged to pick up ideas from one another. A lot of the development comes during the offseason. If I can implement assertiveness into the collective conscience, far less instruction will be needed in the years to come.

This thesis, the objective is to assess my growth as an instructor and role model. As I am a representative, playing many roles: man, coach, role-model – there will be moments in which I am

challenged on one level or another. To this, it will be up to me to learn how to apply the 5Rs on a consistent basis to the point of being a naturally occurring reflex.

Table 1. Diary Themes Plus Time Notations  
(WA is an abbreviation for Weekly Analysis)

<b>Learning Theories Applied/Mentioned</b>	<b>Observation Date(s)</b>
Behaviorism	12.08, 18.09, 29.09
Cognitivism	21.08, WA2, 27.08, 03.09, 29.09, 05.10
Connectivism	03.09, 24.09, 25.09, 01.10, 05.10, WA8
Constructivism	14.08, 19.08, WA1, 29.08, WA2, 03.09, 07.09, 02.10, 05.10
Experientialism	17.09, 18.09
Humanism	WA1, 17.09
<b>Categories: 5Rs</b>	<b>Observation Date(s)</b>
Reporting	29.08, WA3, 01.10
Responding	19.08, WA2, WA5
Relating	WA1, 03.09, 17.09, 28.09, WA7
Reasoning	21.08, 29.08, 10.09, 17.09
Reconstructing	21.08, WA2, WA3, 21.09, WA6, WA8

## 2 Description of the Initial Situation

My role is not completely defined. As a “Coach” and attached although not exclusive to the 2014s and 2015s, I am given autonomy as seen fit in order to supplement my thesis project. Any ancillary activities have been left up to me to decide who to help develop. For this I have elected to help in development of a few outliers who required a bit more assistance on account of being underdeveloped in comparison to many in their respective age groups.

The stakeholders are made up of parents, this is including part of the coaching staff of the club. My interactions with them are limited aside from my immediate supervisor. He has his own system established and I have found this situation to be favorable for observing someone who has had extensive experience with this age group; which I have never taught basketball to athletes of the age of under ten years of age, and only two prior who were the age of ten. I do prepare my own materials and lesson plans when a team weakness is noticeable. My ideas will be discussed with the HC and it is up to him to decide whether or not these would be used. The other coaches do not overlook my activities. I will communicate what I was helping with and with which players.

### 2.1 Analysis of Current Work Tasks with Gladsaxe

- Prepare materials for practices	- Provide assistance for HC
- Observe player behaviors	- Set up materials for practices
- Develop skills for individuals	- Help new players acclimate

Coach – athlete relations to the degree of how the sport and coach perceived by the athlete directly or indirectly affects the individual’s motivation, emotion, and behavior as well as the exercise-related perception. The coach’s leadership style, passion, emotional labor, and relatedness have a positive or negative effect on the coach–athlete relationship. This is a result showing that the coach’s personal characteristics have a great influence on the coach–athlete relationship. In turn the athlete’s trust in coach is directly related to performance. (Lee, Kwon, Jang & Kwon 2023, 1-2)

Self-reflection has been a tool acquired in recent years which I fully. Coach and Athlete Interactions are nuanced and form layers leading to a product seasoned with the mentors of the past. Looking to several sources as to provide a frame of reference for my growth as a leader, i.e., Growth Mindset, Culture Code, 5Rs are among what I will look for guidance as each session provides opportunities which will challenge and maybe disturb.

Developing their fundamental qualities as people and athletes will be my focus for this venture. Communication skills, initiating own development, basketball I.Q., enthusiasm, empathy, leadership, basic concepts such as proprioception, ball physics and sport fundamentals will be the focus. It is important to understand this is a clean slate and to firstly focus on human development above the sports skills development takes precedent. My contention is by making them better people first free-thinking and having a strong moral core development, it will in-turn be easier as an instructor to guide their future paths, whether it be in sport or out. Sports help to guide young individuals to have goals to work towards. As an instructor and an adult, it is most important to be a good listener. Active listening includes feedback from the listener on how he/she interprets the message. A listener is interested in the content of the message and the feelings of sender. Active listening improves communication because the athlete feels heard, accepted and given appropriate feedback (Zubic 2024, 50).

Fearing problems may grow over time if not addressed at an early age. These could form into neuroses, leading to a negative influence or burnout. During the process I am hoping to build better mental habits in both myself and the athletes. Acquiring a reflex of being able to better apply self-control, empathy, external cues as well as to continuously use self-reflection as a primary self-growth tool. These will all be my goals. Periodically taking a step back and journaling my growth processes. Reflect on what was either said or done, paired with the outcome. Ultimately being able to better understand the people I am around and how my behaviors in due will affect them.

## **2.2 Stakeholders**

Gladsaxe Basketball Club of Copenhagen is run by parents, who volunteer for a finite period of time in serving on the Board of Directors not unlike an Unincorporated Association. The Board votes on all matters with input collated from parents, coaches and players.

### **Internal Stakeholders**

The Board of Directors consists entirely of parents. Their roles are as follows (position and name):  
Chairman – Pia Pannula Toft, Vice-Chairman – Jakob Stovring Sorensen, Member – Martin Thuesen, Member – Soren Henriques Altmann, Treasurer – Ida Myrvoll Sonengaard

My most frequent interactions would be with Pia Pannula and Soren Altmann. Soren was the HC of both the U11s and U10s boys. He was my immediate supervisor. Pia was the one whom I could speak to if any discrepancies showed up or contract issues needed any sort of resolution.

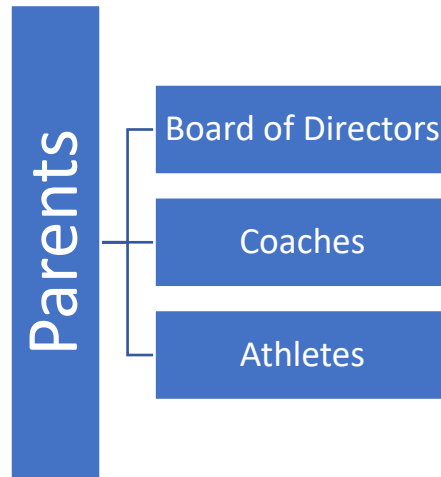


Figure 2. Stakeholders chart (Image created by author)

### **External Stakeholders**

There are two known entities which contribute funding for Danish sports organizations which are Danske Spil which is the organization that runs the national lottery. From this source the Sports Confederation of Denmark received in 2023, 337.3 million Danish Kroner (Perplexity.ai, 2025). The next is the Ministry of Culture. The remainder of the funds derives from the parents.

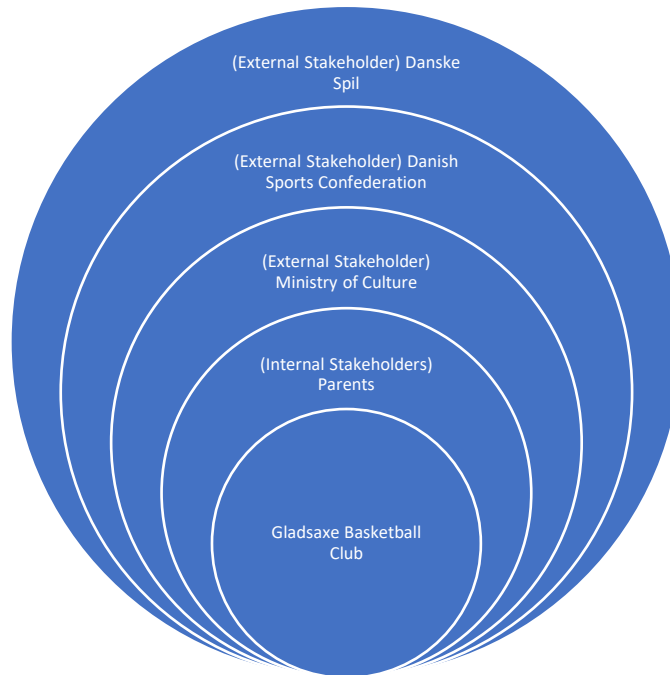


Figure 3. Stakeholders chart Internal and External (Image created by author)

### 2.3 Interaction Situations

While the TFL (Transformative Leadership Theory) framework represents one of the most prominent positive leadership theories, it is important to acknowledge other examples of leadership approaches, including authentic, spiritual, and servant leadership (Mills, Fleck, & Kozikowski, 2013). Authentic leadership refers to a style of leadership which is based on a leader's self-awareness of their moral values and their devotion to behaving in line values, which they profess are foundational (Turnnidge & Cote 2016, 328). By creating a strong team culture in which the members can come together and identify the issues and how to collectively solve. The outcomes become a collective property and in turn will become a shared experience in cognition. This leads to improved participation of all in the group because of the feeling of unison (Pineiro et al 2022, 2). Within the practice sessions there will be team building activities and a bevy of opportunities where they will be made to cooperate under situations which must require critical thinking. The game days will be performed, by me, in a half, hands-on, hands-off manner. Taken their collective ages (8-10), the opportunity to more aggressively make them learn how to collectively problem-solve is ripe for implementation. The need to win now is not the priority for myself or the club in regards to this age group. The in-game coaching will be executed by a few rules: positivity, giving the players mandates to solve and execute as a group, and minimal direct leading. To provide a hypothetical

sample of how a coach may behave during a game could go something like this: yelling, constant instructing, providing play calls.

This process will start off as establishing connections. The Belonging cues will be initially a main feature in which I will establish trust with the athletes. The early weeks will have a minimalist approach to direct coaching toward most and will be about the application of external cueing. The point of the external cueing, on one part it is because English as a second language for them, as well as helping the youngest and least experienced players to find their footing in the sport.

### 3 Diary Entries

#### 3.1 Week 1

**Date: 12.08.2024**

At the moment I have been given the green light to steer the main points of the practice. The entire practice was under my stewardship, though a change rightfully had occurred late in the practice as the variety of player levels/experience began to show through. With each drill external cues were applied by me.

The term "toilet" will be applied for the duration of the season as a stand-in for Athletic Stance. The children picked it up and whenever it was iterated, the athletes understood. For holding the ball in the passing and catching positions "diamond" is applied because it is simple to make the visual during the coaching displays.

The shooting portion all the expected tendencies performed by the players happened, i.e., over rotating the torso during the follow-through, one-handed leaners, and so on. The application of the cues of "waiter" and "toilet" created a visual in which they were all able to replicate. My demonstration would be coupling the words with the actions and then adding the internal cues for the follow through such as "stretch" or "extend" were used in a truncated iteration context.

Today I taught a rudimentary half-court offense schematic (1st of 3 phases) where each player would move in a two-at-a-time attack scheme while the perimeter players would shift in accordance to spacing concepts along the 3-point line to 1 of the 5 preordained spots. This will be a part of a long series of learning a read-and-react form of group movements: one part timing and another part initiative. Here I was caught up with trying to memorize too many cues and hadn't applied the final one until part of the way through this final leg: front door, back door. These are an alternative for strong side attack and weakside. The latter being the reactionary movements to the initial, or the start of the sequence.

The application of Behaviorist in positive feedback was consistent. It was necessary to use as many Belonging cues as I could muster up pertaining to proximity, energy, attention, body language (Coyle 2018, 10). The lack of familiarity would have been an impediment so facilitating positive feedback would facilitate a connection between the coach and athletes.

The levels of the athletes in comparison of one to another reached across the expected spectrum of a few being affluent, several being somewhat seasoned and the majority having almost no experience in the sport at all. During the final activity of my part of the session was spent with mostly the

top tier players. Two of them actually did what I was hoping for by them teaching their teammates how to choreograph in this offensive scheme. The discursive (reasoning) usage of language, via my choice of context, cueing and situational based knowledge for creating a basketball learning foundation lead to interactive socially mediated and contextually shaped communication models in which knowledge is constructed through social interaction (Finch 2005, 62) At this point there is no Construct from which their understanding has been developed as to open up their free use of Cognition at this point would be detrimental to concepts such as special/space understanding during offensive schema. Below is a partial.

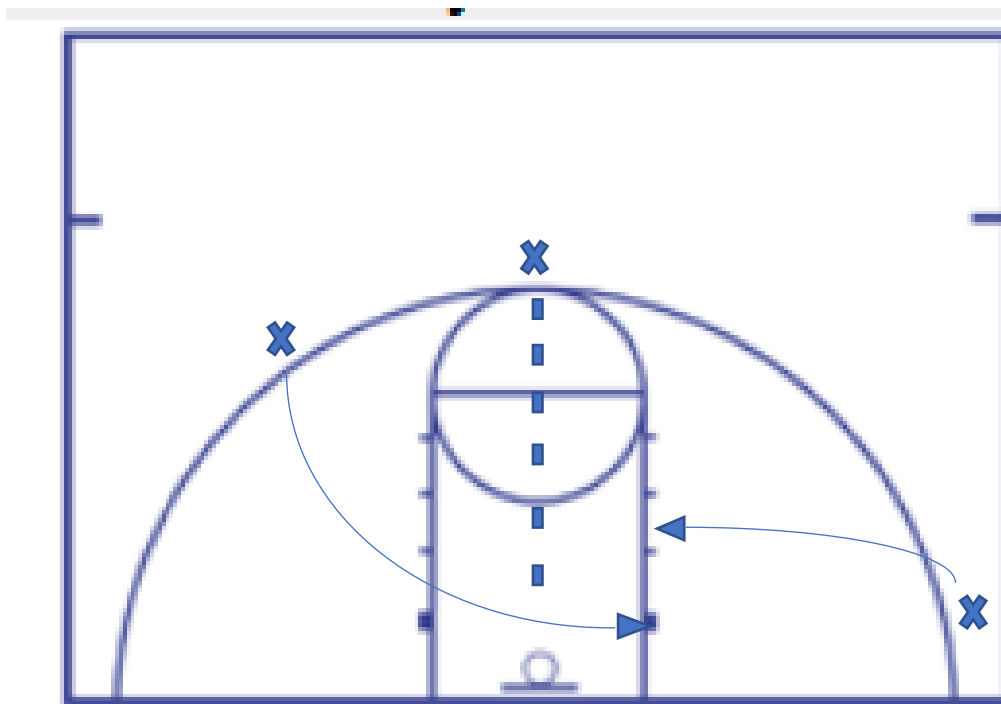


Figure 4. Partial sequence of movement pattern Phase 1 (Image created by author)

**Date: 14.08.2024**

My approach for this practice was more along the lines of diplomacy. I asked the other coach, who had worked with this age group many times prior to lead the drills, so I could observe his

pedagogy. There was an agreement which I could take the more experienced players and supervise their further development based on more advanced gameplay and technical mechanics.

The dribbling drill was done at first without dribbling the ball but with hand-eye coordination coupled with waking both forwards and backwards. I would watch and chime in with cues while maintaining the standard as to keep some practices consistent in correspondence with mine.

The continued use of external cues for shooting mechanics “waiter” or “spider web” as examples were key points for the remainder of the drills before graduating to group skills. I wanted to see if or how well the cueing would work; if any of them would resonate.

There is one boy who has taken his appointed role as leader and interpreter to heart. I will utilize this player as a fulcrum for many of the newly implemented team-based growth dynamics. He is head-and-shoulders above the rest as a player and it will be necessary in the future to help him learn and understand how to perform in a team dynamic.

### **Weekly Analysis 1**

The integration of the totality of all my ideas or intentions up to this point were lofty, albeit only two lessons. Now that I look back in retrospect, my plans were far too ambitious and would require a combination of older players plus experience for reference. An aim is to create an environment where a healthy atmosphere can be created amongst all participants: player to player, player to coach (Liu & Li 2024, 3). The first week would be thematically geared toward creating a comfortable atmosphere couple with connecting with the athletes. This theme would be continued through the second week, assuming the progression would be gradual and not immediate.

My intention was to ask of the athletes to push and strive whilst being open to feedback as to inform of their thoughts and feelings pertaining to any one thing. While witnessing one of my shortest players apply a tactic which I taught him in order to obtain self-validation, his results were better, yet he suffered from his lack of size. He expressed his frustration overtly with himself, including self-beration.. Attempting to gain meaningful influence can only take place at opportune moments with altruistic intentions (Turnnidge & Cote 2016, 328). Relating to his difficult endeavor of finding his place in the team dynamic a chord had been struck. At the closing of the first practice he confided in me his dissatisfaction with his teammates as well as with himself. I promised to help him deal with these issues (Humanism) as to avert any future notions of burnout. The method of instruction was nuanced, taking into consideration: body language, tone of voice, choice of words, and how to construct an approach on how to address each problem. Witnessing disequilibrium will lead to an inquiry process as to define the problems then will lead to resolutions (Ermeling 2012, 198). By understanding that each boy has different characteristics, the measures to apply any kind

of teachings must be individualized. There were several moments in which one-on-one discussions had taken place. Each was under different circumstances; either was a form of skill-based teachings, encouragement, or empathy. The verbal and nonverbal communication was succinct, direct and well-delivered. Mostly cues were iterated or encouragement as to facilitate comfort and trust (Zubic 2024, 50). The need for the instructor to be perceptive as to notice how Constructivist development works: not only based upon their (junior athletes) interpretations of how to perform but to cue periodically whether the act performed was done in an orthodox manner or not.

Overall I had realized there were adjustments to be made. My primary goal for the week was to get to know the players through short communication interactions. That way there would be an information template provided for a) Danish children and their attitudes, b) language barriers, c) how would the HC react to my way of instruction or behaving, d) seeing if cueing would be an effective tool.

Relating to the difficulties of certain players helped give me direction where to put further efforts. Because of my past, it is easy to relate to individuals who struggle. By helping athletes realize how they may be more impactful is a means which I help to develop niche skills.

### **3.2 Week 2**

**Date: 19.08.2024**

Helping others individually before practice begins was one of my commandments. When athletes arrived early, I was able to give them more refined technical attention as shooting mechanics can be tedious on grounds of nuances coupled with biomechanics. When introducing new concepts to junior athletes there is a requirement for going through the demonstration congenially. From that point one remains adamant on being patient and reminding continuously.

All drills are templates with additions which will be tacked on over the course of a nondescript period of time. The pupil will be more apt in retaining the information given in short spurts over multiple sessions. This yields better results as in comparison to a bigger window of time where the learner will be subject to continuous input without intermission (Higham et al 2021, 3).

The reminding comes in opportune moments, not continuously but sporadically so as not to affect the athlete's confidence. Small-sided games used would be in connection to the prior drills to provide context for the addition of applying the practice of using (per this particular practice) the pivot foot (Constructivist). By adding the pivot foot and pairing it with what was taught moments earlier by the other instructor, the building of a series of steps, i.e., pass – pivot.

I was advised to break up the games with shooting intermissions in order to keep the athletes' feelings fresh. The games were all passing based without hardly any dribbling; which was added as an amendment for the losing teams. The intermission was improvised. As I observed, Responding to their collective attitude toward the drill.

The first one was layup lines. The external cue was "marionette" as a way to describe the unnatural way the act is performed: by jumping, in opposition to normal positioning of limbs. The layup is done by leg and arm on same side of the body working in unison- this invisible string which the arm and leg (example using the right hand to shoot) go up together. The third iteration of the small-sided game had more emphasis on shooting the ball. The internal cue "right hand-right foot" was given for the athletes who already had prior experience to shooting mechanics. The cues were used as a tool to see what outcomes would occur. I had previously applied external cues with success; most pupils accepting the unorthodoxy.

Building upon previous knowledge as each athlete has any one of a variety of backgrounds in sport or life (Constructivist) leads to diverse approaches. Each one is handled with nuance. The aggregate knowledge of the athletes is minimal, so the outcome of the current application is extremely minimal. To be able to put the pupil in the center and ask of them to investigate and problem solve may be foolhardy. There are many models in which the theory can be applied (Demir & Kaya 2022, 3-4). After instructing an individual there is no domino effect as of yet. They already have a knowledge base in which adding new bits of insight has been feasible. The results will occur in the course of witnessing something done half correctly, which leads to a spurt of instruction. Students analyzed, after applying (Constructivist) learning theories, the outcomes would improve on average of 20% in comparison to performing standardized studying habits such as memorization or doing exercises by repetition.

No	Responden	Pre	Post	Gain	Gain %
1	AA	59,50	74,50	15,3	26
2	AB	64,63	78,75	14,11	22
3	AC	63,62	80,73	17,10	27
4	AD	62,40	81,64	19,24	31
5	AE	54,00	73,12	19,19	36
6	AF	63,50	88,70	25,20	40
7	AG	59,30	80,47	18,21	31
8	AH	63,5	88,70	25,20	40
9	AM	55,33	85,66	30,32	55
10	AN	56,60	83,00	26,40	47
12	AO	64,20	79,40	15,21	24
	Mean	60,66	81,11	20,20	34

Table 2. Percentage of Improvement in Student Learning Outcomes No. Respondent Improved Learning Outcomes. (Meta-Analysis of Constructivist Learning Models in Improving Student Learning Outcomes) (adapted from Akhmad Syahid, S, N., Arsyam, M. 2023)

**Date: 21.08.2024**

This session was conducted in an unorthodox fashion. I had asked some boys to come early for continued learning of half-court basic motion offensive movements. Prior to the beginning of practice there were two at the start and grew to four. I was given permission to continue with these more advanced players as the others were going through the motions of learning foundational fundamentals.

The previous time I had attempted to instruct how to read the floor and move accordingly based upon what one's teammates were doing didn't gel with the athletes. There was a lack of understanding on how to apply the information given, (Cognitivism) which may have been because I had not stripped down the information to its bare essentials. The movement patterns on offense were a new idea to them, so finding how to introduce without causing any confusion has been difficult. I had considered it a failure. Reconstructing the schematic and stripping-it-down by starting out only two athletes would be on the court and learning how to move and how to time the movements. Even after using two pens drawing at the same time, displaying the timing of movements, they still did not comprehend the actions correctly yet they understood what was happening on the white board. Here are the issues which come to mind: attending to the whats, i.e., the new capabilities to be acquired, attending to the hows, i.e., the means by which new capabilities are acquired. The main distinction is between those acquired subconsciously and those acquired consciously (Grove 2023). How much of the material has been absorbed? There is no conclusive evidence until,

possibly during the next attempt there may be a modicum of what has been taught today could be seen without any further instruction from me.

The next exercises were a rehash from the previous session. There was room for making improvised adjustments for either the sake of keeping things interesting or to help them achieve the goals. During this time a skirmish occurred and how it was handled was not based on immediate impulsive reactions. Speaking with the ones who remained nearby, there was a discussion on what we are and how to behave. The boys were advised (Reasoning) and they had taken it upon themselves to resolve the issue. I tried not to intervene or have any provocations to add to the situation (Yue 2024, 3-4). By electing to have the boys resolve without interference from adults, their bonds strengthen through better communication which leads to better understanding. After the resolution I Reported to my boss about the incident, citing my lack of understanding to the entirety of it all and my solution.

## **Weekly Analysis 2**

The outcomes of the application of Intrapersonal and Interpersonal regulation have both been useful as a tool for forming better relationships with the athletes. The ER (emotional regulation) may have positive long-term effects on the athletes as they form their group identity as well as finding their roles within the group. Because of the emotional response being given to any one stimulus, there may be a cascading effect in which creating a negative connection between people and environments. From this, the ability to be cognizant of how one would be able to self-regulate negative impulses which in turn may become psychopathology later in life (Niedtfeld & Hepp 2024, 3-5). There will be further observations on whether or not the Constructivist and Cognitivist learning theories show through in the manner of problem solving, application of ideas and communication.

The trend has been the most experienced athletes (roughly age 10) spend the majority of their training around me. The Allen Curve (Coyle 2018, 71) plays a factor as the boys being close to one another would communicate and associate more, creating synergy. Secondary, keeping these boys in closer proximity would mean I would then be able to shape and influence behaviors, work ethic, morals, and be a primary role model. These would be a result of keeping this group intact, all relaying information back and forth, i.e., motivation, openness, conflict management, creation of opportunities (Zubic 2024, 48-49).

It seems I have not discovered yet an optimal method on how to illustrate an idea on a white board in a manner in which the pupil can grasp spacing, timing, and movement, even with additional simplification. Responding and Reconstructing there was a disconnect between what I assumed would work and the outcome.

Being able to take a step back, retool and reconstruct is a measured way to tackle a complex problem. The system in Denmark is to not have any coaching of screening until the age of 15. My previous coaching endeavors have all been predicated on (at an early age) develop team chemistry starting with the two-man game, graduating onto three and so on: always predicated on establishing the habit of screening, as it is difficult to execute for juniors. My reconstructed approach has been a challenge as to both teach a more complex form of group choreography based upon the movements and the reasonings which drive them. This has been difficult and will require further individual development. I will need to continue to exercise patience.

The skirmish wasn't only surprising, it was also a moment I had navigated in a manner which had never been done before. Reasoning with the boys involved, it was necessary to help them realized the ripples it may have caused further down the line. Playing the role of a guide instead of an arbiter would help the group resolve issues maturely.

### **3.3 Week 3**

**Date: 27.08.2024**

Before the season had begun, I had many ideas and intentions which I wanted to accomplish within a given time frame. After the first few practices the reality set in. Learning how to accept setbacks and shortcomings one needs to reflect. The past experiences, looking within to see and embrace vulnerabilities, which for me was lacking the experience on how to teach children of this age in this context (Dweck 2006, 52-53).

I suggested the practice start with a different series of events instead of the usual set of drills. My boss was amenable to the idea, as I was looking to him for cues of any sort: leadership, belonging, push-back. The realization had dawned I should not put my agenda ahead of the children and of the program and what their intentions were for the athletes. During the first drill, a player, with whom I hadn't worked with in two weeks approached and asked if he could join my group of boys (in most cases I have been given the oldest and most experienced). I accepted and observed how he was performing: if there had been any improvements since. I took him aside and directed him to a vacant basket. External cues "spider web", "marionette", and "waiter" were applied as to help him with basic mechanics for the rudimentary version of a layup. We continued with a variation, adding

a defender as an obstacle. I would rotate in as both defender and attacker as the exercise required for all. He showed apprehension while playing as the attacker: he would never go to the basket and would stop dribbling prematurely, as this goes contrary to the point of the drill. When I defended him, I would vocalize encouragements and get him to go all the way to the basket while I would be running up to him, feigning to block his shot. I told him it is all in his head, to focus on the target and not the defender: respect but not to fear no matter the outcome. He showed a remarkable upswing afterwards. I would question him two times later what the cues were, testing to see if he would retain the information.

The speaker must understand how to engage with the listener. In this case a nine-year-old boy who does not outwardly seem to have any sports background to draw from as reference. The messages sent should be clear and concise in meaning (Zubic 2024, 5-6). I would adjust my behaviors, checking body posture, coaxing tone of voice, emanating warmth through a soft vocalization to encourage him with these steps for growth. Cognitivism, based upon its core 5 principles: engagement, exploration, evaluation, elaboration and explanation. (Martin & Bybee 2022)

**Date: 29.08.2024**

Prior to practice I ran into the boy whom has been an early project. Recognizing his individual need to be more accepted by the group by means of being a more active participant via being trusted to make good decisions when holding the ball (Turnnidge & Cote 2016, 2) I talked with him about his relationship to another player who does not pass the ball ever, (Reasoning) to see if he could convince that boy to play a two-man-game; looking to see if a personal relationship could be reason enough to incentivize sharing the ball. His self-esteem was directly impacted by how others treated him. I figured by introducing the notion of communicating to others, starting with his closest friend, it would lead to achieving a positive manifestation via a Humanistic approach (McLeod 2024, 4, 10)

The practice was only a scrimmage of three versus three, as for too few players had shown up plus my ruminations for finding ways to increase their satisfaction with practice. The turnout of athletes to the sessions are inconsistent, many opting to miss 2-3 practices in a row. I'm looking to create a new approach as to encourage athletes to come to practice, understanding they will not be subject to a monotonous, predictable routine but something that is ever-changing creating a self-realization affirmation; which mental well-being is a factor to take into consideration as to how best present an issue or idea to a pupil.

During the scrimmage I would coach each player one-on-one pertaining to different individual factors, i.e., off-ball movements, tailored play styles, shooting mechanics, communication,

encouragement. One player would pick up his dribble prematurely whenever attacking the basket, ending in a baseline dish-off, which can lead to turnovers or dangerous passes because of the poor passing angles. The cue "Shark" would be used as to help him remember to not pick up his dribble but as to continue fishing for better opportunities through adding a small encircling in the key/lane area. This is based upon how the NBA player Steve Nash would navigate the paint when looking for an open teammate. One of the older players had unorthodox shooting mechanics as his set up and release were both incorrect – arms too close together, two hand push on release to generate power. "Noodle" would be used paired with the internal cue of "keeping elbow out" (see Image 1.) to clarify meaning. Another player had a tendency of attacking whenever he had the ball in his hands. He was heavy set and did not have the dribbling ability to create space. I had already taught him a jump hook and demonstrated a sky hook as to demonstrate which option would be easier to learn. The internal cue "bump with shoulder" would be a new way for him to attack the basket yet the result ended up Constructivist. He paired the shoulder bump with the sky hook even though I had not explicitly taught him a sky hook. Prior to this I had taught him the jump hook with shoulders closed to the basket.

Encouragement of the athletes is imperative on so many levels, not only from me to them, but from athlete to athlete. During intermission the team captain would communicate to his teammates where to start the offensive sequence (based on my Phase 1 offense), where to move and how to create the passing angle. After witnessing this, I stated to have the others communicate with reciprocity as to facilitate two-way communication.

### **Weekly Analysis 3**

It's the old adage of "taking two steps forward, one step back." I now realize I will not be able to accomplish everything I have set out to do. The boys have next to no attention span. Too many miss too much practice time. It seems the bottom could fall out at any moment for the parents do not seem to encourage their children actively to participate in sport, yet seem to treat it as a way to kill time. I made inquiries to adults about this phenomenon and could not get anything beyond a shoulder shrug. Making alterations to the practice themes, adding occasional wrinkles to entice the athletes to come and participate may be the better formula for how to approach this issue. A child's view of what happiness is coincides with their sense of belonging in an environment, (cognitive or cognitive–evaluative component); on the other hand, how competent the child is in relation with the environment, is aware of themselves in the context of relations with other people (Bruk & Ignatjeva 2022, 6-7). Relationships and performance are belonging cues and provide one with satisfaction and may lead to an improved subjective view of life.

I have been making it a habit to Report to my boss on any of the significant occurrences with any of the players; looking for feedback or an alternate perspective on my findings. Being able to Re-construct how my approach to retooling any set of instruction has improved. Instead of forcing the athlete over a long duration of a number of practices, by proceeding along the lines of progression by repetition alone, I have been making the needed adjustments sooner. Here are some factors to take into consideration concerning communication outcomes: ES – emotional satisfaction; SS – social self-affirmation; PS – physical self-affirmation; AS – achieving success PPA – preparation for professional activity (Popovych et al 2024,2-7), in which these categories directly apply to the motivation of junior athletes.

### **3.4 Week 4**

**Date: 02.09.2024**

This practice was the first division between age groups where the U10s were the only ones present. The practice was run with a set of fundamental drills being done in sequential order as pertaining to what coordination segues to a logical following action: ball handling – passing – shooting.

There was an emphasis to be more cognizant of my presentation as presenting it in a slightly more maternal manner than usual. Reflection Heuristic has been a guide for how I have been preparing pre practice as well as self-reflecting post-practice. The themes (for myself) for this practice came about with spontaneity on account I was not informed of the change of what age and level I was coaching this day; Organization – session structure and training program; Coaching behaviors – interactions and preferred approaches; Self: Coaching philosophy – values, beliefs and assumptions, underpinning behaviors; Relations of power, knowledge and culture in sport and systemic structures (Downham & Cushion 2022, 8). Self-reflection is non-linear and is more so a back-and-forth of improvised steps and shows where variation and differences may then be situated and operationalized. As I transitioned from one end of the queued group during the first set of drills, I had to be cognizant of not only what each athlete may have required from me as an instructor; there had to be just as much of an emphasis on belonging cues. I felt this was most important as there were two major factors to consider, 1) lack of familiarity with group, 2) younger than what I normally worked with.

The last two activities were led by my boss and I fell into the assistant role. In the context of giving more direct instruction which includes specified internal and external cueing these situations can be advantageous for establishing connections. Throughout the entire session I kept in mind the Allen Curve (Coyle 2018, 71) and how proximity can be as strong of an influence on the athletes just

as potently as the instruction. "Hand in the cookie jar" is a common way to emphasize to the shooter on how to follow through correctly during a jump/set shot.

**Date: 03.09.2024**

Connectivism had been a concept I have yet to touch upon until today. Cognitivism, Constructivism, external cues have all been primary focal points. Choosing when to give any sort of feedback must be strategic. Ergonomical factors facilitated by the coach such as amount of feedback, timing, cues, tone, can all impact how the athlete develops. The modalities matter as each individual would be impacted differently. Traditional pedagogies led one toward a template of repetitive rehearsal which can lead to a series of default methods applied by coaches such as overuse of verbal feedback (Otte et al, 2020). Prior to practice I had taken screen shots of various images from the internet as well as from a previous assignment (of mine) which had a series of jump shot incremental steps for set up and release. Some of the athletes retained some of the external cues when given during previous practice sessions. When several players had arrived, I had taken each one aside to show certain images which I presumed they would be able to better follow in contrast to cues. From there I would record them shooting, show the videos for feedback and as a result their shooting techniques improved. Up to this point the external cues have had a stronger impression in most circumstances in contrast to the traditional pedagogy of internal cues; although neither has been providing results as aspired. I had questioned whether my cues had been a universal fit or not.

I had noticed one boy off to the side during a water break. Noting that in the past one particular player, he had been intimidated by me or perhaps shy. (Relating) I started by leaning forward, bending at the back and speaking gently, inquiring what he was doing. I applied belonging cues to signal to him he was safe (Coyle 2018, 6-11). By making him feel safe, he would be more receptive to being in this environment.

I elected to give limited feedback during the majority of the lesson as I thought it would lessen the impact. Shouting the occasional encouragement or giving signals with positive body language was the kind of signaling provided. Teaching off-ball movement concepts had always been taxing. During a passing and cutting to the basket exercise every boy in my group had passed to the middle of the moving target instead of passing a step ahead so the attacking teammate would not have to slow down in order to receive the pass. I limited myself to only a few overt signals: body language and reiterating "nope" again and again. They took notice but did not know how to remedy the issue until when I had each one of them move as I would, then pass ahead of them. It was more about not overstepping my bounds (Relating). The information should be welcome and not an annoyance

for the athletes (Otte et al, 2020). It was observed that younger athletes exhibited higher levels of anxiety/negativity than older athletes, aligning with the hypotheses suggested by Martens et al (1990 sport type, level of competence, and competitive experience). Regarding the athlete's competitive level, studies have demonstrated that athletes who had better results would have had lower levels of anxiety. This supports the findings of Vasconcelos-Raposo et al. (2024), which illustrated that lower levels of anxiety/negativity tend to be associated with more satisfactory outcomes in sports. Trying to navigate each athlete's anxiety threshold proves to be difficult and it would be better to err on the side of caution.

**Date: 04.09.2024**

I had requested to repeat the practice as mirroring the previous. There was progress for the individual development factors more so over the team chemistry (two-man game). Yesterday my primary focus was on the individual and how he/they would be able to apply the provided information and would be able to attain recall.

A player had arrived early and I had wanted to help him further improve his jump shot. In my experience one of the main measuring factors for most athletes were centered around their ability to score. The cue "coiled snake" was used for adding his legs as a spring, so as to involve more than just his arms in addition to maintaining proper balance.

The 3 versus 3 scrimmage was also from the previous day. This time I had wanted to apply some observations based on the lack of off-ball movement. Also I had a mission for the team captain and some of the older players. The idea was to not have anyone playing with the same teams. This would force "collisions" (Coyle 2018, 66) resulting in either possible chaos or improvement in communication. Because chemistry takes time to build, in this case on two accounts 1) inexperience 2) many players miss so much practice. The cue "airplane" was used to illustrate certain movement patterns. Certain players whom I had witnessed more were showing most of the same tendencies as during other times. My intention was to speak only cues or directional advice. After awhile several players had been more active with their off-ball play although not coordinated.

**Date: 7.09.2024**

Reinforcing all what I have applied in smaller measures to see how much retainment has occurred as to see what has shown consistent overall results. It is easy to over coach which may result in a loss of trust or leading to frustration. The coach-athlete fit and trust in coach (Lee et al 2023, 2-4) has a prominent effect on how the person will fit in the environment resulting in either cohesion or a

form of dysfunctionality. Therefore, if the coach and the athlete match well, the quality of the relationship perceived by the athlete may be higher/better.

Anytime someone walked into the gym I would pick up on concepts previously introduced and continue working with each one individually. I would Calculate how much information to give and resume with cueing if necessary. This session the athletes had shown retainment of previously taught external cues. To refine their mechanics I felt there had to be application of internal cues in order to make them realize proprioception for example how to make the ball fly straight more consistently. Use of the volar muscles, use of legs, elbow position, shoulder position and feet position were all tackled, depending on which athlete and which flaws were most egregious. If distance happened to be the issue legs and volar flexor application would be addressed as combining the two. In order to achieve best results in preadolescents the pairing of the two areas in an explosive movement because of strength capacities or lack thereof (Smajla, Kozinc & Sarabon 2020, 9).

The entire practice resumed in this manner, my boss working with the group, changing outliers in and out. I would then take the ones not in his group drills and coach individually. The final drill of the day was of my making and there was a miscommunication for the drill did not end up manifesting in how I conveyed to my boss. Nonetheless there was some progress. The athletes were beginning to realize spacing and off-ball movement somewhat.

#### **Weekly Analysis 4**

During the week, the most noticeable results involved belonging, athlete-coach relationship improvements. There is always a concern pertaining to the basic processes on the psychosocial level such as how receptive they would be towards coaching processes and if they would in turn be open to any sort of corrective feedback (Poczwadowski Barott Henschen 2002, 118). During the upcoming week there will be a couple of issues to further exemplify this experiment: athlete-coach relationship, and retainment of knowledge/information without feedback. This will be an opportune moment to see how comfortable they are with me as well as for me to observe their ability to self-correct.

If they lack resolve and lapse back into old habits then it may be construed as proof positive for feedback time frames. Observing if they notice their own proprioception within an arbitrarily given time window. The window can be any amount of time. Having the athlete work autonomously and to encourage them to work at their craft without interference from me, including no instruction without a request. With these ideas incorporated, a coach can create an empowering climate for his or her athletes (Simpson 2019).

Having outliers will occur whenever having to work with groups. When I had worked with junior athletes previously, there had been more of a natural cohesion amongst all involved. I used body language and voice tone to facilitate a connection. It was not necessarily a moment of growth in the manner of how to navigate the issue of relating to a child. The windows of opportunity and knowing to nip the problem in the bud were germane for nurturing progression as to provide the best possible learning environment.

The passing-to-the-cutter drill was a measure in self-growth. I had to hold my tongue and not over-correct their mistakes. The reiteration of “no” or “wrong” had elicited enough pause amongst the athletes to question their execution. What needs to be improved upon is remaining in frame for longer and constructing a communication channel where the athletes would be able to overtly make enquiries.

### **3.5 Week 5**

**Date: 10.09.2024**

Emotional well-being, behavior, and cognition effects an athlete’s willingness to actively participate in sport. The coach-athlete relationship can cause stress on the adolescent/preadolescent athlete which can have a dramatic domino effect, leading to reduced athletic accomplishment and leading to emotional exhaustion (Liu & Li 2024, 5-7, 10). Attempting to facilitate them with a positive environment may lead to training satisfaction and reduced stress. The athletes can handle a finite amount of information at a given time; estimating a few cues per week. Children learn by observing other children or adults and that leads to emulation. The general idea is there but missing in the details, i.e., capabilities acquired subconsciously and/or consciously (Grove 2023, 2-5)

There has been a common theme with youth athletes around this age. They lack the skill of observation, and it should be considered to help them develop the skills of observation and how to think critically. During a two versus two drill, the players would scrimmage after completing a series of three passes. Learning is through doing and this drill simulated a real in-game scenario of attack and defend, and the players being fully engaged this would be an opportune moment in which to help them build a base of observational skills. Abstract conceptualization – active experimentation – experience – critical reflection (Bhetuwal 2022, 2-4). I asked the losing duo (Reasoning) which hand both of their adversaries used when dribbling. They both answered “right” so I asked them to try to make them use their weaker hand. The idea was to have them observe with a purpose.

One of the older players hurt his shoulder leading to a lack of participation with the group. He was initially seated off to the side with a combination of wincing and looking on. To keep him feeling involved I applied initially two strategies: acceptance-based and distraction (Niedtfeld & Hepp2024,

3). Making him feel involved I started pointing things out which the other players were doing incorrectly, keeping him involved mentally with the practice. I had taken him to a vacant court in order to keep him physically active by shooting stationary from various spots on the floor. His upper body mechanics were ahead of the curve, although his proprioception needed work. Like all of his age group, I try consistently to provide each individual my undivided attention as to signal they are special (Coyle 2018, 184, 185). At the end I asked him to teach me how to shoot, testing to see if he retained the cues. He managed to retain all of them.

**Date(s): 13-15**

### **BMS Herlev Cup & Invitational**

Concerns of when to give instruction and how much to do so have been ongoing throughout my coaching career. So as not to damage relations with the athletes, there has to be an understanding of when to intervene with what the athletes may perceive is right.

Correlations between Coaching Behaviors (CB) and the coach-athlete relationship maintenance (CARM) are not entirely linear as the Pearson Correlation Scale would have it, though there is plenty of merit to it, if the correct variables are used, in limited sub-categories. The coach has a profound impact on the athlete's career, not only on technical aspects but the behaviors help to establish positive manifestations.

Grigoriou et al 2024, coaching behaviors: coaches older than 59 years have problems regarding coaching behavior perceived by athletes, relationship with their athletes and best performance results. Also, athletes trained by coaches with 40 and 49 years of age have higher results than athletes trained by younger coaches (20-29 years of age). There are factors which may be taken into account such as sex, nationality, generation gap could also be contributing factors. To bridge these I do not establish myself as a serious authority figure but more of a confidant. My moments of instruction were rare and focused on applying minimal amount of information such as how to look for opportunities to apply help defense minus the minutiae. According to Driscoll, knowledge (Constructivist view) is a gravitation toward a kind of mental equilibrium which all forms of perception and sensory are used to attain an understanding of events – making sense of what had just happened. It is centred around the student and not the instructor. The instructor will give information on the task and guide minimally (Chen Cheng Jing 2023, 2).

I had attempted to minimize myself as a coach but established a continuation of being a leader and a confidant. The players would turn to me and ask questions of varying sorts: only some

correlating to basketball and the tournament. Having made myself into a demure figure and establishing “collisions” (Coyle 2018) as a means of establishing a healthy culture; which, the ones I had made a stronger connection with can be a conduit for the bigger picture.

### **Weekly Analysis 5**

During the course of the week there had been many opportunities to establish stronger relationships based upon trust. In the past I had known, in retrospect, that I had overcoached particular players and it showed in their body language. This was one major growing issue which I intended to rectify. As a mediator, I wanted to support the players, as to facilitate a healthy coach-athlete relationship (e.g., emotion and behavior) which could improve training satisfaction. Applying these changes over the these past weeks have been more consistent than during past coaching experiences (Responding). Being supportive and providing opportunities to engage in discussions thus leading to training satisfaction and the continuation of sports participation. The internal mechanisms responsible for the mediating effect may include positive relationships between coaches and athletes, such as closeness and complementary, which enhance athletes' sense of self-efficacy and guide athletes to make self-directed decisions (Liu & Li 2024, 9). It is necessary, above all else, to put the athlete's needs first. A healthy athlete can lead to a healthy team environment which all people will be welcome. Preventing a negative trend can lead to positive growth in a team. This sport is not popular in Denmark, as per Statistics Denmark, it is the 13th most popular sport for Men in the country with minimal growth (Statistics Denmark 2020).

Reasoning with the younger athletes: knowing the amount of information they lack, comparing a player who has been playing for 6 months to one who has been playing for one year – the chasm is enormous. Being able to choose the most apropos moments in order to not make them feel uncomfortable by one's presence is a skill I am still working on. It is about how to appear as an instructor who is there to facilitate advice and guidance and not to bring about anxiety on any level. The frequency of when to give feedback is the point.

### **3.6 Week 6**

**Date: 16.09.2024**

Working with the younger age group (U10s) requires a slightly different approach. Establishing a connection with this group has been more of a challenge than the mixed 2014/2015 team. Acceptance, belonging, and interpersonal relationships are in part of what I am attempting to establish. Long term implications of mental health stem from being part of a group, guided by adults can provide a healthy foundation for healthy strategies for moderating and modulating their own emotions within themselves. This involves the internal regulation of one's emotional experiences,

expression, and physiological responses (Niedtfeld & Hepp 2024, 2-3) Their psychological needs are a major component of what I must provide as a leader.

Creating a platform, incorporating tangible and explicit cause-effect connections between instructional decisions and athlete outcomes. For many instructors this is emblematic of a shift toward a new emphasis on figuring out an instructional solution that produces a detectable improvement in learning, not just trying out a variety of interesting activities (Ermeling 2012, 202). I had tailored my approach in how I conduct myself as to be more supportive. Examples of my in-practice behaviors were to applaud more pertaining to their activity, not the outcomes of any one event. The feedback or coaching given is minimal. Avoiding anxiety i.e., somatic anxiety, cognitive state anxiety, so as to the effect these have on the self-esteem of the athletes (Ali Farhana-Kazmi 2024, 5). The coordination drills had been increased while the actual dribbling of the ball had been reduced. Adjusting based upon the athletes who attended it was necessary to cater to their development, not only on a skill-based level but also their emotional health.

Improved ability to perceive the flight of the ball has become apparent recently in light of the opportunity to compare the cognitive skills of players from other teams. This needed to be a temporary focal point, realizing hand-eye coordination factor. This was inspired by what I had witnessed during the previous weekend's tournament based on how the older/mixed age group lacked hand-eye coordination during rebounding and attempted catches from long passes. I added a drill to help the players catching balls through a series of progression in difficulty so as to elicit catching something which they could not see until the last second (as a constraint); in turn they would react instinctively and with the increase in difficulty via progression, one could make them move their feet or move in unexpected ways in order to catch the ball.

**Date: 17.09.2024**

After winning a tournament many athletes believe they are king of the mountain and do not need to work hard – “The opposite of discomfort is complacency. Complacency is an attitude that we develop when we enjoy prolonged comfort. We become so self-satisfied, so smug about our own well-being, that we remain unconscious of the dangers that may lie ahead” (Suarez February 2019). This was my primary concern. This session a few learning concepts will be either directly applied or being set up for the following practice session: Constructivist, Humanist, Behaviorist.

With each player who had attended practice I made it a point to further develop a concept or skill which I had witnessed prior to this week. The team captain has shown he could make a reverse layup as a low post move off the pivot. I applied firstly a Humanistic approach via telling and anecdote and tied it with Constructivism by giving him several examples of how to expand upon it. To

test his comprehension, I played defense on him with a few mock runs in order to see how he would piece the information together. He was capable of performing the more advanced series of movements although could not ascertain how to best utilize the tools.

One of the first players I had made into a project was a more complex case, as his psychological makeup was complex and his focus wavered; depending on whether the drill required him to do something he was not naturally gifted/requiring extensive effort or his complacency with the events committed in the near-immediate past. As per Maslow's theory on Hierarchy of needs phase 4 (esteem), in the second subcategory esteem for oneself (dignity, achievement, mastery, independence), and phase 5 (self-actualization: potential and the realization of one's potential (McLeod 2024, 3-4). Talking with him in brief, helping him to embrace effort in the aspects in which he lacks and to challenge him to improve, without pushing him away. Reasoning and Relating to how an athlete processes learning, whether they need immediate gratification as per results or can accept a more gradual process has been crucial with several players on this team.

One of the role players has a multitude of deficiencies on the offensive side of the ball. In the past I had taken a direct approach by instructing with a series of external cues for foundational proprioceptive movements, i.e., bend knees, bend elbow. Because of my assessment of how much information he could process, I kept it on external only. Shortly after he would revert back to his old shooting technique. I applied Humanistic and Experientialist talking points taking into account his basic emotional needs, as well as to challenge him by means of a different approach. With the challenge issued he will be tested, unbeknownst, in the following practice session; which I will then apply the use of Behaviorist learning theory by having him perform with a reward/punishment scheme, then discussing the results as to facilitate his understanding of personal growth.

**Date: 18.09.2024**

The attendance has dropped off and only half of the boys who won the tournament have been showing up to practice with consistency. Because of this phenomenon, I had elected to reduce the amount of direct coaching and playing more of a supporter role. With this caveat in mind, the instruction was done mostly in a suggestive manner instead of being insistent on how a task should be executed.

When the role player arrived, I informed him of the upcoming test, pertaining to the challenge previously issued. I issued a homework assignment for him to practice dribbling at home as his ball handling during the tournament left a lot to be desired. I provided additional information on what is needed of him, beyond what he is complacent with (Experientialism). To frame all this I had

previously asked him about his performance in the tournament. Based upon his reflection, I parried to what the team needed of him and his analysis of the happenings.

The test had a time constraint with penalties for errors and going over the given time limit. After the first round he made a couple of errors plus going over the limit. I had him do pushups (Behaviorism) as a means to see how he would react, before reverting back to taking a Humanistic approach. I had him do another version still with time constraints. His performance improved a bit. He then requested to do it two more times, in order to beat the previous times. Did the plan work? His positive response surprised me, and the approach had shown to motivate him to an extent.

The relationship between coach and athlete (CAR) and how the coach chooses to pursue the instructing process may affect athlete burnout (AB). There is an element that can trigger closeness, commitment, and complementarity behavior between athletes and coaches if the coach can produce an effective training process. To avoid producing of AB symptoms is walking a fine line as the process of coaching may be about pursuing achievement although the athlete might suffer emotional wounds in the process (Abdul Gani et al 2024, 689). On account of past experiences I did not want to push the players in every aspect, and chose to apply physical fitness in the form of games and to spread my attention to all players equally with instruction to how to execute certain movements better.

**Date: 21.09.2024**

### **Friendly versus Vaerlose**

The Friendly was a series of short quarters played as a true full court scrimmage. The remaining portion was a mix of one versus one, two versus two. Opportunities like this do not come along, given the right context, so often.

During the scrimmage I found opportunities to apply Growth Mindset ideals. I would talk to each boy individually about what has happened and why the opposition was winning. Anecdotes, experiences, and asking questions about what they thought they could learn from the experience. I told them that with the mistakes I had made, lessons were learned and tools were gained as a result (Dweck 2006, 129). The complacency had set in and they thought they were the best. It was a necessary lesson to know they would have a bullseye placed on their backs for a time.

I intentionally did not coach to win any of the playing periods. The player rotations were about giving opportunities for all. The discourse was focused on certain fundamental elements which were

weak points that needed addressing. This was meant for Reconstructing future instruction processes: steps taken which could be applied as leverage or needed measures taken in order to create impactful instruction for the athlete.

### **Weekly Analysis 6**

There was a severe drop-off in both attendance and attitude. This (BMS Herlev Cup) had been my first tournament in Denmark, so I was not sure if this was because of winning or because they were tired from the seven games played.

Steve Podborski, winner of the overall World Cup downhill title, wrote, "You've got to watch the star-trip syndrome. You read in the papers that you're great, people start telling you you're great, and you start thinking you're great. If you start believing it you're dead meat. You've got to separate the media personality from the reality" (Kreiner-Phillips & Orlick 2005). To help keep junior athletes in such a state-of-mind consistently might not be possible. There may not be a best time to start training them as was done prior to the tournament. Any athlete who maintains success also must maintain a kind of goal, immediate or distant future, revolving around a mental component which included having a game plan, staying focused on the task, keeping things in perspective, enjoying the sport and new challenges, and maintaining good physical conditioning together with a positive outlook. It is up to the coaches to motivate as an adolescent/pre-adolescent would understand in a hypothetical context of maintaining at bare minimum the enthusiasm for the sport.

Noticing how the collective attitude of the group had been of complacency was disturbing. Reconstructing one's approach to keeping the game fresh must be done in spurts as to keep the group enticed. At first my knee-jerk reaction would have been to possibly push harder or to change my tone, being harsh. It was an issue that popped in my mind as soon as we had won the tournament, that something might alter the collective. This moment my approach has been most correct, as it is an organic outcome from a successful moment, even to ones who never tasted it before.

### **3.7 Week 7**

**Date: 23.09.2024**

This practice was with the younger age group. The design for this practice was almost entirely small-sided games. The benefits of using this approach are numerous: a) Strategy and comprehension - ability of players to perform high-intensity interactions with the ball during a game-like

situation can be a determining factor for success. Every player during training to perform these skills under conditions that mirrors the physical and competitive demands of a genuine game furthermore coordination and technical-tactical skills are trained under conditions of duress. b) Building fitness – the high intensity running improves muscle strength and mass of the hamstrings and quadriceps, and improves postural balance. The jumping height, improved speed, strengthening of lower body limbs are a result of performing these activities over a long duration, over a time span of a few months (Nunes et al 2024, 3)

With this setting it is easier to coach without doing much direct coaching. When the head coach would do a demonstration, I would apply common basketball cues when speaking to the group for example during a ball-handling warm-up I would settle in front of several athletes and sit on the floor and inform them of the common sense of looking ahead while handling the ball instead of the floor adding a psychology spin to it. By being at eye-level or lower fosters a sense of comfort and connection helping to create trust.

Moving around the periphery I would utter either encouragements or assist in setting up the next activity. Being positive and showing Belonging cues, proximity, energy, attention, body language and vocal pitch (Coyle 2018, 10-11). These were the ones I was consciously applying. By creating a favorable educational environment for them. The instructor's ability to accept children as they are, is extremely important in motivating them to learn: the need for the teacher to approach without stigmatization. When children are not singled out, they work calmly (Gudžinskienė et al 2024, 5)

**Date: 24.09.2024**

I had been passive with my coaching approach since winning the tournament two Sundays ago. The environment has not been the same since. Hands on coaching couldn't be given evenly to all players. Since nobody answered the questionnaire sent before the season started, I could get a foothold on what the athletes' psychological makeup had been.

Yesterday I had sent an e-mail to the players with this link <https://youtu.be/K93HkeLb-kc?si=nRyzYdCT4AhRCsPi> with instructions: to watch it together with a parent, notice how to box out, etcetera. The video was about rebounding, and Dennis Rodman was the example to emulate. Connectivism seemed to be having a better impact on the athlete's ability (at the age of 10) to better comprehend how a concept is supposed to look or feel: paired with cues both internal and external. I intend to re-apply video recording the athletes when they perform, so then they can better visualize how to execute a movement. Acknowledging the influence of information and

communication technology on human cognition, theorizing that technology reshapes the way humans create, store, and share knowledge (Mukhlis et al 2024, 3).

The initial rebounding drill was a standard issue coaching mainstay: two players face one another, and the inner player must prevent the outer player from getting to the ball with time constraints. This graduated to the coach shooting and the players once again trying to box each other out. Constraints and rule modifications could easily be applied for the sake of giving new kinds of hypotheticals. After providing feedback some of the athletes responded and showed minor improvements. I first applied a simple concept which was used during the tournament which had been to keep one's eyes on the two primary targets: ball location and where the matchup player (the player they were guarding) was located.

**Date: 25.09.2024**

Possibly, having taken a passive approach had paid off. Two athletes had approached me today for tips on shooting mechanics. Weeks prior I had attempted to help correct their issues. I applied a mix of Connectivism and internal cues albeit not all were vocalized: the use of hand or body signals were the methods. First recording and through that, the playback assisted with the effectiveness of the internal cueing. They were both positively receptive. It may be because I didn't vocalize much: visuals from videos and body signaling.

There are domains in which to prioritize with the pre-adolescent 1) Participation; 2) Development; 3) Performance. Specific skills are along a second tier of developmental needs. Coaching a group of children every session that, relative to each other, are within either participant, development or performance domains or even bridging two. The chronological age, factors not as a determinant as development is often not linear (Paterson 2017, 9).

What I was concerned about was when to apply direct teaching methods which would provide up-front instruction. The tournament and the following weekend's game proved my concerns to be valid as their combined attitudes displayed complacency. Only at this moment were some of the subtle utters or cueing beginning to help them see the light. Why today had two athletes approached nearly simultaneously for direction on how to correct their shooting strokes?

**Date: 28.09.2024**

Earlier this week there was an episode. One boy had an angry outburst which was uncharacteristic of him. I had been aware of some of the other players pointing out his flaws and blaming him for some of the team's hardships during match play.

Communication between coach and athlete creates a bond of trust in which the outcome yield can be directly linked to this connection. The empathic connection between coach and athlete is strong and group size is not necessarily an entirely relevant issue. How one responds to a situation could create either a nominal or minimal outcome. Communication is a mechanism that transfers the effects of the quality of the coach-athlete relationship to interpersonal and intrapersonal outcomes. Some examples would be sports satisfaction, motivation, sports performance (Lorimer & Jowett, 2012, 321-330). Communication refers to the exchange of messages that transfer competences, ideas, knowledge and skills (Zubic 2024, 47). I had spoken with his mother about the episode looking to gather information in order to know how to take this issue on moving forward. He stated he wanted to quit and the team environment wasn't healthy. These kinds of experiences lead to athlete burnout. One thing she had mentioned was the other boys weren't only verbalizing their disappointment in him, they were also displaying it with non-verbal cues like eye-rolling. This has been a reoccurring issue throughout group interactions in sports and Relatability was easily understood.

Creating a stronger social network amongst the players would ergonomically produce better happier people. From there stronger bonds may develop, leading to anything from maybe a better team or to motivated individuals with healthy minds. I asked a favor from two of the players. Both of them would be conduits for supplying positive feedback toward him with subtleness. I guided them with examples such as telling him "good job" from time to time; making sure he did not feel an out-cast. The practice ended with a three versus three scrimmage. I put a primary ball-handler with him and made it a point to make him feel included by passing to him more and yelling words of encouragement. It worked very well. Morale and body language changed to being positive: He even played better than anytime I had ever witnessed.

The maintenance, development, alterations, but also termination of a relationship between coach and athlete, as well as athlete to athlete take place through communication. It is desirable that a relationship between coach and athlete is based on respect, understanding, acceptance, tolerance and cooperation. Having gained over time some form of trust from the athletes there was an opportunity to help them branch out to others; whom they may not have had the initiative to do so. The quality of coach-athlete relationship affects interpersonal and intrapersonal outcomes (ex: satisfaction with team relationships, motivation, sports performance) through communication (Zubic 2024, 47). Attempting to Reconstruct a scrimmage with more hands-on guidance as to have some of the

athletes undertake interpersonal communicating with a player who feels he is an outlier, attained positive results.

**Date: 29.09.2024**

### **Grand Prix Turnering**

This game day was a round robin amongst four teams. It was a friendly, so no score was kept and may be a good opportunity to help players develop their tools. There was frustration on my end as the athletes had not implemented some of the needed habits in order to succeed. It was as if the issues addressed and rectified in the past had resurfaced to appear as if we hadn't corrected the matter. As an assistant it was not my position to derail the HC's stance on what was important and how to go about the training.

There has been a barometer which I was attempting to traipse without causing any kind of discomfort for any one of my players. My concern was how to mitigate change without pushing my players away. I tried a new pedagogical approach temporarily as to see what would happen. Opting to take a direct path, I hinted toward the application of a Behaviorist course of action toward one boy who was failing to implement most concepts taught. There was a weighing of what factors to consider before use: (1) Direct path: coach-athlete relationship directly affecting athlete burnout; (2) Mediating path: emotion and behavior in coach-athlete relationship indirectly influence affecting athlete burnout through the mediating effect of training satisfaction. The mediating paths indicated athletes who have a higher quality coach-athlete relationship will get a higher level of training satisfaction, which helped to mitigate the risk of athlete burnout (Liu & Li 2024, 8). Keeping in mind my desires as a coach could come second to the needs of the athletes. My communications were a mix of verbal and non-verbal. I probed to see what he wanted to accomplish as an athlete: whether he was there for fun, playing for pleasure without regard to any outcome or if he was inspired to achieve.

A player who had been absent for a period, and who was previously appointed with the younger group, has been joining in with the recent practices. This was his first game with this group exclusively. I have been concerned about the ins-and-outs of each approach taken with each player as to best Relate. To look to Cote and Gilbert (2009) considered the first component of excellent coaching as 'Coaches' Professional Knowledge' was suggesting that would be of more use to oneself and children's/junior athlete's coaches, if the athletes' outcomes would be the ultimate goal. What coaching impacts and what it would look like when reflected in a young participant (Paterson

2017, 12). Attempting to push, though to what end? Discussions with him had been debates, e.g., on topics such as help defense and so forth. This age group interprets information literally and responsibility would usually be shifted onto another as being the guilty party of a transaction gone wrong. Exercising patience and finding either a common-sense approach or a tool I which to further inspire improvement. He did confide in me pertaining to a previous conversation we had, which I told him an anecdote about Michael Jordan in high school and his after practice work ethic. He told me prior to game time, he had applied the lesson and did extra work on his own game. This Cognitivist approach seemed to have worked and may continue to do so as the constraints could be ratcheted up establishing higher self-set standards, if possible.

### **Weekly Analysis 7**

There were concerns on whether or not certain players could be prodded on growing their skills on a more advanced scale. My contention was that they were not progressing enough in most aspects. So the self-pride issue was at hand in juxtaposition to the needs of not only the groups of athletes but also of the HC. Balancing my hubris with the need to be in an appropriate develop-with-patience approach. My "score card" (Dweck 2006, 17-18) may have a high score but the process of coaching was not about me. I almost wanted to speak out and portray myself as being superior based on past results. This adage was not becoming of one who had embraced the Growth Mindset.

During the two years on campus, there were many opportunities to learn on many levels as an instructor and as a man. Sometimes one should let things form organically and not step on toes. Persisting in the face of setbacks should be applied here as an instrument for maintaining mental equilibrium and not to make too many alterations to the pedagogical path I have been consistent with. This encompasses Behavioral Cues, mental attitude, supportive behaviors towards the HC, and pedagogy.

Relatability might stem simply from past traumas, coupled with an ability to objectively examine the results. I was able to use the parent as a conduit for gathering further information than what had been presented during the incident. In the past, talking with the parent, investigating the flaws in the fabric which I could not detect because of my ignorance. This will be a method to apply in the future. Asking questions has always been a strength, though processing in this newly found manner has been a step in the right direction, mind, it is merely a minor adjustment in juxtaposition to how I would have approached the issue in times past.

### 3.8 Week 8

**Date: 01.10.2024**

I have made it a habit to talk with the parents at some point during the practices (Reporting). Since I am performing an assistant role, partially undefined as to how I am supposed to operate; I create roles for myself as the HC could not be in every place at once. This process is about collecting information on how the athletes are, whether their mental status would not be positive per se.

Some players juggled two sports and when they arrived on site, I made it a point to facilitate them with individual attention. My contention has been to provide two main services: 1) develop a skill which could provide instant gratification, not anything team oriented 2) making them feel involved as they cannot make as strong of a connection with the group of individuals who attend regularly. Beyond these, team concepts would be a second tier concern for me as the HC already made it a point to address in drills.

The application of Connectivism has been proving to be effective with not only these few outliers, but with the athletes who have been targeted. I have to see much fruition with Constructivism on most levels as they may not have had enough experiences to build upon. The system of recording and showing them how they look, coupled with signals (hand or pantomimes) had worked most effectively pertaining to shooting skill development.

One boy I have been placing a lot of responsibility upon as being a facilitator, leader, and lack of a better term, role model. Today I had a check up with him on his progression as a leader. He was having difficulty with the role and expressed his frustration. I decided to provide more working context on how to provide leadership: being a better leader means being a better listener, provide positive feedback as a means of direct communication, knowing when not to speak, and lastly to tell others who complain, in an expositional fashion, to provide them with what you were seeing and why you could not pass them the ball.

**Date: 02.10.2024**

Coaching at times can be an act of attrition. Each person has perception of what they observe and how their minds interpret the information presented. Today I was mostly working with two individual athletes. Both requiring help with similar issues. The question was how differently they decided to interpret the given information.

I would coach by giving examples, video recordings of both players, and cues. A single (example) appearance is then produced by perceptually integrating visual inputs that arrive at the same temporal moment (time span of 100 ms). This conceptualization views the perceptual moment as a window that contains information for its entire duration. The asynchrony of the images provided through samples of imagery as the brain would interpret as successive stimuli. Visible persistence entails that after the onset of a visual stimulus, a perceptual representation is activated in the visual system that persists for a short period of time (about 130 ms), thus linking two or more stimuli (images) together as a cohesive idea (Balta & Akyurek 2024, 2-3). Providing constant visual stimuli has been a practice I had been applying over the course of the past 8 weeks with a combination of external, internal and pantomime cueing.

The first player had reoccurring issues with multiple issues to correct. The consistency with the feedback seemed to have effect although the resonance wasn't seen with consistency. One factor not entirely addressed by the coaching staff is his lack of proprioception. The outcome proved at least during simulations, he was able to replicate the movements if the conditions allowed him to process each movement step by step. With the established trust, he has been receptive toward the measures taken to help him achieve this goal.

The second player was not as willing to follow along as being directly guided. He had a penchant for performing a handful of shots as instructed and would improvise his own versions of what he insinuated would work better. Instead of taking a course of action I would have done prior, I decided to first let him experiment and see what he would discover. This was a measured take on Constructivism for he was taking the bits of information provided by me to convert them into his version of a jump shot. As soon as he showed confidence in his findings, I would request a brief one versus one to provide context of why his version would not work in a real-life game situation. By the end he had implemented some of the concepts taught, which was a gradual step in the right direction. By not pressing any issue or arguing, I treated it more like a mild debate. I was able to relate to him on account of my character as a former athlete, growing up as an uncoachable tennis prodigy who would consistently attempt to coach myself.

**Date: 05.10.2024**

I believe I have found an ideal fit for CARM (coach-athlete-relationship-maintenance) as being able to best facilitate the coaching process with optimal feedback as per one player, who has been a project. Finding how he observes and applies his observations through recording his shooting series then via playback we talk about how his mechanics were at the time and which adjustments

should have been made. It hadn't been one episode which the combined learning processes of Connectivism and Constructivism being used on instruction with this particular pupil; this had been the third go at it. The time before I even made illustrations with basic instructions bringing Cognitivism into the fold by supplying illustrations for him to use as a guidance manual and not a blueprint. This episode he requested new set of hand-drawn instructions to add to his library. Most likely the outcome would end up as such: he would apply certain cues as long as they work and would then gradually re-interpret previous information from the subconscious.

As a point of reference on physical manifestations for comparison, think of Bill Cartwright, Robert Parish and on the other end of orthodoxy: Kevin Durant and Kobe Bryant. To be able to perform a turnaround jump shot in the post requires the ball to be held closely to the body; as the turn occurs how the ball would be raised above the head; where the power derives; how the footwork is performed. The first two and the second two athletes perform the shot with only a couple of similarities though the physics offer very little room for variation.

<https://youtu.be/MYKILz2Cwb0?si=2QEQtY0RgNCZjh6E> (The Teach? June 2023, 00:15):

<https://youtu.be/GBzfgM2TaF8?si=RiLXxEMyRpD7MHsF> (Juggernaut June 2018). The player will figure out what works for him. As an instructor it is up to me to apply methods and not to push for absolute conformity. Positive Priming or Evidence of Associative Memory (Pierson 2022, 2-3) shows how the subconscious mind can be affected by how information was relayed to the subject. Cues, conditions and sometimes factors beyond our conscious control could imprint positively or negatively messages to others, in turn imprinting a memory residue.

## **Weekly Analysis 8**

It appears that a teaching niche has been found. As my role of being an assistant coach has granted me opportunities to help where the HC cannot afford the time, I feel this role has facilitated all parties involved. My patience has improved which I didn't ever snap or attempted to make a point fervently. My latest project has been to help a particular player understand shooting plus context; as context helps him understand better how to fine tune his mechanics. The individuals whom had received the personal attention this week have seemed to embrace my approach of Connectivism feedback paired with truncated internal cues such as "on the toes" have produced the best results so far.

Permitting each one to explore what kinds of proprioception would work had been based upon my views on how they were able to make steady and consistent alterations. Some of which I would cue more as they were more keen to a particular kind of feedback, i.e., body pantomime feedback

in comparison to verbal. It should be noted that this could include how fluent the athlete is with English.

Comparing the past incarnations of me as an instructor there has been positive growth, as in relation to the 5Rs, all have been improved upon; some much more than others. From the start, Re-constructing has been my greatest strength, although it has been the one category with the smallest modicum of growth. As of now I am failing to realize how to further develop this skill. Possibly this does not need to improve.

### **3.9 Week 9**

**Date: 08.10.2024**

There were no ultimate goals I wanted to achieve prior to attending practice. The idea was to be more passive and to see what role I would facilitate during this final practice. The outcome was surprising as I had not realized how the session would unfold. 5 athletes would end up approaching me for individual instruction for shooting refinement without me making any prior inquiries. During the session there was no video-based instruction. It consisted mostly of them quoting back to me the cues which had been applied, me reminding them of other habits that had not been fully corrected through internal cueing, and no video.

1<sup>st</sup> boy asked me about how his form was looking. He quoted back to me the cues I taught him and his form had improved partially, as the cues had been applied albeit some of his other habits (two to be exact) were still a prevalent issue to work out of his muscle memory. There was one external cue added "spider's web." I believed it was time to apply one more foundational cue for his shooting. I believe when it comes to making any alterations to muscle memory, the amount of feedback must be kept minimal.

2<sup>nd</sup> boy gave me also a demonstration of how his form had improved. The overall consistency had not been fully successful. There would be a pattern of three-in-a-row with implementation of cues then maybe a couple with old form. It was, in part, due to the speed of the repetitions as when he would speed up, the old proprioception would again dominate over the newly acquired habits.

3<sup>rd</sup> boy had inquired about his shooting form. After demonstrating his shot, I asked him to add a dribbling sequence as to see whether he could perform with balance, as that was a relevant issue. He had not yet adjusted his tendency of leaning back while shooting. I taught him a power dribble and iterated he should not concern himself with having his shot blocked. The power dribble would help with a higher shooting pocket position coupled with a more explosive uplift from his legs.

4<sup>th</sup> boy had only attended a few practices prior and had major proprioception issues yet to be rectified (mentioned previously he did not come from a sports background). Reiterating previously taught external cues, he was able to quickly (re)apply. I opted to have him start off with layups as to ties in with the external cue of “marionette” in addition to the layup being a more basic movement than a jump shot. After accomplishing the form couple with several made baskets in a row, I proposed he attack the basket as a faster speed. This segues to the comprehension of basic physics. I queried about why, with the addition of running faster, the ball would ricochet off the backboard further. After elaborating and demonstrating, he was able to grasp the concept. He then told me he always enjoyed when I was coaching him because of how I explained instruction.

5<sup>th</sup> boy pulled me aside surprisingly as I assumed he did not wish to be further instructed on how to shoot. I started off by asking him to shoot the ball several times before deciding how to address the issue this time around. I opted for the external cue (again) with “waiter” paired with the internal cueing of positioning his elbow directly under the ball. Because of the window of opportunity and how I perceived his ability to apply information, this single cue was the emphasis. He wanted to see rapid results, but half of his shots had not reached the basket, I would make it an emphasis from myself to provide positive feedback. The notion was not to have his focus on the outcome but to embrace the journey to get to his goal.

## 4 Discussion

There were always concerns about certain characteristics that would surface at given moments of frustration. I had always been able to attain good results in most aspects of coaching the game: individual skills, forming healthy relationships with certain athletes, mostly healthy team environments, work ethic, win-loss record. These are all subject for speculation as I was incomplete and needed to hone not only how I approached or organized but also my insistence on how the athlete should learn.

During the course of the Thesis, what I had observed about myself was an insistence on referring to how I would have organized a syllabus of goals, during the course of a season, in my old way. Then I would have to hold my tongue on how my boss, at times, had structured his goals for the athletes. It was important for me to comprehend I was more so an assistant and to assist to the best of my abilities; being supportive in every manner and toward every person both player and parent. Open mindedness has been gradually growing during my years with this program and has further evolved here with Gladsaxe. The new concepts learned from my boss, as I had never coached players of these ages on how to run a practice and what ideals he had in mind for them. His approach to coaching was very calm and created an atmosphere for the general child who was looking for a place to belong.

I have been toying with external cues for two plus years now. The results have been mixed, and almost equalling in effectiveness to internal cues in impact. It may be on account of how many coaches would be applying the same practice during a training session as to produce a more impactful residual effect. Or there is a possibility on how many words had been iterated: possibly truncating words or ideas would produce more favourable outcomes. The learning theories, I believe, for boys have been influential in their learnings of individual skills. Connectivist and Constructivist had been most impactful for the majority of the players. They responded to visual aid via video feedback (5 out of 5) and cueing with pantomimes (8 out of 20). Two were able to apply Cognitivist practices, whether it was because of how I had formulated my approach on how to implement certain concepts or because of how they had received the information (how a learner constructs knowledge rather than passively taking in the information). Behaviorism had been applied to only two individuals: one on account of naughty behaviour and the other on incentivising his own basic skills development. The "skills development" player did not care to learn the game yet he wanted to be an active participant and win. His mistakes, if to be compared to most others on the team were much greater in quantity as he could not perform the basics such as catching, or controlling the ball – resulting in numerous turnovers. To my surprise he embraced the challenge and exceeded my expectations. There was only one player whom I was able to get through with a

Humanist approach. There were improvements although he was too young to fully comprehend how daunting the challenge would be; communicating wasn't only about how to talk to another but also to learn how to be a better listener. Even though I had given him advice on how to do so, his tendencies came out from time to time, hindering his influence, thus creating at times negative outcomes. I had learned along the way to approach each player incrementally. The exchanges would mostly be brief, creating a window which they could each try their hand in how to apply the information before I would make another observation. The moments where I would encounter an athlete who would think their way worked, I elected to take a newly found approach of not insisting on my way being better.

Non-verbal communication has been a tool which I deem as being most necessary in communication. This has been part-and-parcel to how I approach coaching based upon such reasoning: 55% of the speaker's impression is determined by his body language, 38% by intonation, and only 7% by the content of what is said (Zubic 2024, 48).

Sports IQ had been one of my preset goals early on in the season. After two weeks I found it impossible to implement my ideas as there were so many inconsistencies surrounding the group. Many would not arrive at practice enough: the concepts weren't given enough attention: the HC and I could not see eye-to-eye on how to run an offensive schematic. I did address Intelligent Quotient on a different scale so I was able to introduce reads to some of the players and pair them with fundamentals, i.e., pivot foot movements to create space, passing lanes and step-throughs, all movement philosophies – look to pass first before committing to the dribble, and so on. These concepts can open windows, if not for individual achievements, but for two-man-game designs.

Being able to treat this experience as an experiment might have helped to adjust my mindset to veer toward the Growth Mindset inadvertently. The immediate results had taken a back seat and being a slightly more passive version of myself had, in some ways, created a more effective coach-athlete relationship.

The 5R Model: Reporting, Responding, Relating, Reasoning, Reconstructing, have been gradually becoming key components of my approach to handling of players. Reminding myself to apply the same approach to working with my colleagues has taken more reminding than with the players. This one facet, I believe needs more time and opportunities to further take into being as second nature. I had never spoken out of turn although there were a couple of times which I wanted to.

Reporting has been a newly applied trend which had never been done along this manner. I would consistently reach out to parents and discuss the health of their children; thus ascertaining the

mental well-being of the players. This would be an insightful tool to supply me with pertinent information for future guidance.

Responding was a noteworthy attribute with promising growth. Adjustments were formulated for all situations. The approach on which I would apply the adjustments were minute, and not entirely noticeable, which had been the point. On some of the drills via variety, there were ways I believe could be better with more experimentation.

Relating to the athletes as in the sense of being empathetic had never been an issue for me as a coach. It was the teaching-learning process which would drive at my patience. This endeavour I was able to let a situation unfold for a longer duration before formulating on how to inform the athlete of a wrinkle in their perceived methods. These moments of passivity helped with, not only the CAR (Coach Athlete Relation) but also with their Cognitivism.

Reasoning with junior athletes can be taxing at times, of course depending on one's character. One of the key elements I wanted to focus attention to was to always be cognizant of my demeanour: tone-of-voice, posture, overall presence. I felt, if I would have lost my temper at any moment there may have been a disconnect as a result.

Reconstructing is still something which requires refinement. Creation of context was not an issue entirely; it was a matter of being able to address all the possible hypotheticals when trying out a new concept. The white board usage for the half-court offensive movements needs to be improved, for I was attempting to teach movements based upon reads, i.e., basketball IQ. The re-formulation of how to instruct individual athletes was executed nicely. With more experience working with athletes of these age groups, I should be able to improve upon what was established here. To further elaborate, when introducing a broad and complex topic to youth athletes such as off-ball movements, I shall introduce it with a design of the athlete (holding onto the ball with intent to pass) as I perform a walk-through with court markers (cones and chairs) and explanations. So it would be a singular element to watch for, before having players get involved with the second half of the execution – leading to successive introductory elements. Finding the balance of how to maintain their undivided attention with brief explanations will be a future goal I wish to improve upon. Initially my approach has been to create a kinetic atmosphere as to help juniors to be attentive for a brief window prior to performing the drills. 1) introduce new elements with fewer moving parts 2) Find optimal balance between instruction time, phrasing, and formatting.

This experience may have been cathartic for what I have been searching for within myself as a man and coach. Patience and not using force to guide an athlete in what I deem to be an absolute must, both in how to introduce a concept and the execution of it. There was a push-and-pull in how

I thought to execute certain group drills. I would try to be present or within a proximal distance from everybody as to elicit a kind of driving energy; which in the past I would utilize as a tool to get my players to perform with increased intensity. Several interactions had been enlightening in providing opportunities where I would have to either apply pressure on the player in order to conform to my way or to take a step back, say nothing for a time and formulate another approach in the near future. This had been my most outstanding newly found practice to apply to future coaching endeavours.

## Sources

- Abdul Gani, R., Ahmedov, F., Lobo, J., Kurtoglu, A. 2024. Coach Leadership Style, Coach-Athlete Relationships and Engagement in Team Sports: The Mediating Role of Athlete Burnout. *Revista Iberoamericana de Psicología del Ejercicio y el Deporte*. 18. 6. pp 689
- Akhmad Syahid, S, Nurbaeti, M, A. 2023. Meta-Analysis of Constructivist Learning Models in Improving Student Learning Outcomes. *Tafkir: Interdisciplinary Journal of Islamic Education*. 4. 4. pp 4-5
- Ali, Y., Farhana-Kazmi, S. 2024. Competitive Sports Anxiety, Healing Imagery and Achievement Goal; Mediating Role of Coaching Feedback in Young Pakistani Athletes. *Reabilitacijos Mokslai, Slauga, Kineziterapija, ergoterapija*. 1. 30. pp 5
- Balta, G., Akyurek, E. 2024. The effect of object perception on event integration and segregation. *Attention, Perception, & Psychophysics*. pp 2, 3. DOI: [10.3758/s13414-024-02922-6](https://doi.org/10.3758/s13414-024-02922-6)
- Bhetuwal, K, P. 2022. Critical Review of the Learning Theories of John Dewey and Jean Piaget. *Global Scientific Journals*. 10. 10. pp 2-4
- Bruk, Z., Ignatjeva, S. 2022. Predictors of Child Well-being or What Makes Children Happy. *IntechOpen*. Tyumen. URL: [https://www.researchgate.net/publication/363545049\\_Predictors\\_of\\_Child\\_Well-being\\_or\\_What\\_Makes\\_Children\\_Happy](https://www.researchgate.net/publication/363545049_Predictors_of_Child_Well-being_or_What_Makes_Children_Happy)
- Chen, Q., Cheng, X., Jing, E. 2023. The Influence of Constructivist Learning Style on College Students' Learning of Basic Subjects. *Lecture Notes in Education Psychology and Public Media*. 22. 1. 2
- Coyle, D. 2018. *The Culture Code*. Bantam Books. New York
- Demir, M., Kaya, M. 2022. Analysis of Constructivist Learning Model's Effects on Student Outcomes: A Second Order Meta-Analysis. *Journal of Theoretical Educational Science*. 15. 4. pp 3-4
- Downham, L ., Cushion, C. 2022. Reflection and reflective practice in high-performance sport coaching: a heuristic device. *Physical Education and Sport Pedagogy*. [https://www.researchgate.net/publication/364718853\\_Reflection\\_and\\_reflective\\_practice\\_in\\_high-performance\\_sport\\_coaching\\_a\\_heuristic\\_device](https://www.researchgate.net/publication/364718853_Reflection_and_reflective_practice_in_high-performance_sport_coaching_a_heuristic_device). Accessed: 2 September 2024
- Dweck, C. 2006. *Mindset: The New Psychology of Success*. Ballantine Books. New York. (PDF) [Carol Dweck - Mindset The New Psychology of Success \(2006\) - libgen.lc.pdf](https://libgen.lc/pdf/Carol_Dweck_-_Mindset_The_New_Psychology_of_Success_(2006)_-libgen.lc.pdf)
- Ermerling, B. 2012. *Improving teaching Through Continuous Learning: The Inquiry Process* John Wooden Used to Become Coach of The Century. Routledge. E-Book. Accessed: 17. August 2024
- Finch, B. 2005. Considering Pedagogies for Consent in Research With Children. *Waikato Journal of Education*. 11. 1. pp 62
- Grigoriou, C., Voinea, A., Dominteanu, T. 2024. Coaching Behavior, Coach-Athlete Relationship, and Sports Results. *Marathon*. 16. 1. pp 2-10
- Grove, C. 2023. In *Societies Without Schools, How Do Children Learn?*. Teaching Times. Birmingham. (PDF) [In Societies Without Schools, How Do Children Learn? \(researchgate.net\)](https://www.researchgate.net/publication/363545049_Predictors_of_Child_Well-being_or_What_Makes_Children_Happy) pp 2-5

- Gudžinskienė, V., Kairienė, B., Raudeliūnaitė, R., Petrauskienė, A., Sadauskas, J., Žibėnienė, G. 2024. Motivating Roma Children To Learn: Analysis Of Teachers' Experiences. Society. Integration Education. 1. pp 5
- Higham, P., Zengel, B., Bartlett, L., Hadwin, J. 2021. The Benefits of Successive Relearning on Multiple Learning Outcomes. Journal of Educational Psychology. 114. 5. pp 3
- Kreiner-Phillips, K., Orlick, T. 2005. Winning After Winning: The Psychology Of Ongoing Excellence. Zoneofexcellence. URL <http://www.zoneofexcellence.ca/free/winning.html>. Accessed: 20 September 2024
- Lee, S., Kwon, S., Jang, D, & Kwon, H. 2023. The effect of coach–athlete fit on the coach–athlete relationship in team sport: Role of trust in coach. International Journal of Sports Science & Coaching. 18. 4. 1. URL: [https://www.researchgate.net/publication/369598866\\_The\\_effect\\_of\\_coach-athlete\\_fit\\_on\\_the\\_coach-athlete\\_relationship\\_in\\_team\\_sport\\_Role\\_of\\_trust\\_in\\_coach](https://www.researchgate.net/publication/369598866_The_effect_of_coach-athlete_fit_on_the_coach-athlete_relationship_in_team_sport_Role_of_trust_in_coach)
- Liu, J, L., Li, J. 2024. The effect of coach-athlete relationship on athlete burnout among college soccer players: The mediating role of training satisfaction. Research Square. URL <https://doi.org/10.21203/rs.3.rs-3854167/v1>
- Lorimer, R. & Jowett, S. 2012. Empathic understanding and accuracy in the coach-athlete relationship. The Routledge handbook of sports coaching. 1st Edition. Routledge. London
- Martin, H, R., Bybee, R. 2022. The cognitive principles of learning underlying the 5E Model of Instruction. International Journal of STEM Education 9. 1. 21. URL <https://stemeducationjournal.springeropen.com/articles/10.1186/s40594-022-00337-z#:~:text=The%205E%20Model%20consists%20of,explanation%2C%20elaboration%2C%20and%20evaluation>. Accessed: 09.09.2024
- McLeod, S. 2024. Maslow’s Hierarchy of Needs. Researchgate.net. URL [URL\(PDF\) Maslow's Hierarchy of Needs \(researchgate.net\)](https://www.researchgate.net/publication/380192663) Accessed: 30, August 2024
- Mukhlis, H., Haenilah, E, Y., Sunyono. Maulina, D., Nursafitri, L., Nurfaizal., Noerhasmalina. 2024. Connectivism and digital age education: Insights, challenges, and future directions. Kasetsart Journal of Social Sciences. 45. pp 3
- Niedtfeld, I., Hepp, J. (2024) Intra- and interpersonal emotion regulation are altered in individuals with childhood maltreatment: Cross-sectional associations and effects on daily life mood. ResearchGate. <https://www.researchgate.net/publication/380192663>
- Nunes, N, A., Comber, G., Petiot, G, H., Coley, M. 2024. Analysis of the internal and external loads, and technical actions of small-sided games in soccer. Insight - Sport Science. 6. 1. pp 3
- Otte, F., Davids, K., Millar, S, K., Klatt, S. 2020. When and How to Provide Feedback and Instructions to Athletes?—How Sport Psychology and Pedagogy Insights Can Improve Coaching Interventions to Enhance Self-Regulation in Training. Frontiers in Psychology <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7371850/>. Accessed: 5 September, 2024
- Paterson, J. 2017. A Critical Exploration of Excellent and Effective Coaching of Children Literature and Theory. M.A. Professional Studies in Sport Coaching. Plymouth Marjon University. URL: [URL: \(PDF\) A Critical Exploration of Excellent and Effective Coaching of Children-Literature and Theory \(researchgate.net\)](https://www.researchgate.net/publication/380192663). Accessed: 25 September, 2024

- Pierson, J. 2022. The Power of the Subconscious Mind. Conference: Monthly Lunch Bunch with Dr. Judy, Delaware Hospice. URL: [https://www.researchgate.net/publication/365211107\\_The\\_Power\\_of\\_the\\_Subconscious\\_Mind](https://www.researchgate.net/publication/365211107_The_Power_of_the_Subconscious_Mind). Accessed: 05.10.2024
- Pinheiro, M., Rebelo, T., Lourenço, P, R. de Sousa., B. Dimas, I. (2022) Dynamics of Team Learning Behaviours: The Effect of Time and Team Culture. Behavioral Sciences. 12. 44. pp. 2
- Poczwardowski, A., Barott, J., Henschen, K. 2002. The Athlete and Coach: Their Relationship and Its Meaning. Results of an Interpretive Study. Reesearchgate.net. International Journal of Sport Psychology. 33. pp 118
- Popovych, I., Kolly-Shamne, A., Piletska, L., Soroka, O., Hoian, I., Yaremchuk, V., Huzar, V. 2024. Propensity for adventurousness in the motivational structure of junior athletes. Journal of Physical Education and Sport. 24. 7. pp 2-7
- Radenkovic, M., Bubanj, S., Beric, D., Stankovic, R., Stojanovic, M., Sojic, M. 2018. The Influence of a Ten-Week Training Program on the Biomechanical Parameters of Made Jump Shots in Young Basketball Players. Facta Universitatis. 16. 1. pp 128
- Simpson, E. 2019. The right feedback could keep young athletes in the game. Global Sport Matters. URL <https://live-global-sport-matter.ws.asu.edu/youth/2019/02/18/right-feedback-could-keep-young-athletes-in-game/> Accessed: 09.09.2024
- Smajla, D., Kozinc, Z., Sarabon, N. 2020. Elbow Extensors and Volar Flexors Strength Capacity and its Relation to Shooting Performance in Basketball Players—A Pilot Study. Applied Sciences. 10. 22. pp 9
- Statistics Denmark 2020. Exercise and sports habits of Danes, men. URL: <https://www.dst.dk/en/Statistik/emner/kultur-og-fritid/idraet/idraetsudoevelse>. Accessed: 23.03.2025.
- Suarez, G. February 2019. Complacency: Not A Thought, An Attitude. Insights With Impact. URL: <http://insightswithimpact.org/2019/02/10/complacency-not-a-thought-an-attitude/>. Accessed: 17 September 2024
- Turnnidge, J., Cote, J. 2016. Applying transformational leadership theory to coaching research in youth sport: A systematic literature review. International Journal of Sport and Exercise Psychology. 16. 3. pp 328
- University of Edinburgh. 2024. Reflection Toolkit. URL: <https://reflection.ed.ac.uk/reflectors-toolkit/reflecting-on-experience/5r-framework>. Accessed: 20. 03. 2025
- Vasconcelos-Raposo, J., Palumbo, J., Carvalho, J., Borges, J., Teixeira, C, M. 2024. Negative Thoughts And Self-Confidence Among Athletes With Different Sports Experiences: A Meta-Analysis. PsychTech & Health Journal. 7. 2. pp 8
- Wheeler, R., Gabbert, F. 2017. Using Self-Generate Cues to Facilitate Recall: A Narrative Review. Frontiers in Psychology. 8. 1830. pp 3
- Sport in Denmark. [https://en.wikipedia.org/wiki/Sport\\_in\\_Denmark](https://en.wikipedia.org/wiki/Sport_in_Denmark). Accessed: 15.09.2024
- Yue, Y. 2024. Influence of parents' strategies for Dealing with sibling Conflict on Children's sibling relationship: The mediating role of parent-child relationship. Journal of Rural Revitalization and County Economy. 6. 1. pp 3-4
- Zubic, I. 2024. Communication Between Coach and Athlete. Sport Media and Business. 10. 1. pp 48-50

Resource: How Athletes Learn and Make Decisions: (Applies to All Coaching Communities).  
Equestrian Sports New Zealand. <https://www.nzequestrian.org.nz/wp-content/uploads/Athlete-Learning-and-Decision-Making-Resource-1.pdf>. Accessed: 15 August 2024

## Appendices

Figure 1. 5Rs (Image created by author)

Table 1. Diary Themes Plus Time Notations

Figure 2. Stakeholders chart (Image created by author)

Figure 3. Stakeholders chart Internal and External (Image created by author)

Figure 4. Partial sequence of movement pattern Phase 1 (Image created by author)

Table 2. Percentage of Improvement in Student Learning Outcomes No. Respondent Improved Learning Outcomes. (Meta-Analysis of Constructivist Learning Models in Improving Student Learning Outcomes) (adapted from Akhmad Syahid, S, N., Arsyam, M. 2023)

Coach Mike. September 2022. Rebound Like Dennis Rodman: Lockdown Breakdown. Online video YouTube. URL: <https://youtu.be/K93HkeLb-kc?si=nRyzYdCT4AhRCsPi> . Accessed: 24.09.2024

The Teach? June 2023. THE UGLIEST JUMPSHOT IN NBA HISTORY 🏀 - BILL CARTWRIGHT. Online video YouTube. URL: <https://youtu.be/MYKILz2Cwb0?si=rfg2B4XxEBk6H2xL> . Accessed: 05.10.2024

Juggernaut. June 2018. Durant Turnaround Jumper. Online video YouTube. URL: <https://youtu.be/GBzfgM2TaF8?si=9PsdFsR73N1aXAAj> . Accessed: 05.10.2024