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Abstract: A meta-analysis by Dochy et al (2003) found that there was a significant and positive effect on students skills when using problem based learning styles, and that students engage with slightly less knowledge but retain more knowledge than those taught traditionally, they could also elaborate more on information than those taught traditionally and there was a positive effect on student skills that was immediate and lasting. The central components of problem based learning are that students work in groups to provide a possible solution and that the focus is on the process of problem resolution as well as the actual solution (Savin-Baden, 2003). This study attempted to explore whether problem based learning styles are suited to lecturing Coach-Athlete relationships. Sixty four (female, n=25; Mage=22.64, SD=2.02 and male, n=39; Mage=24.30. SD=4.86) students attended a lecture on the topic of Coach-Athlete relationships, a problem based learning task was implemented using images of a coach showing a hostile approach and another image of a coach using a friendly approach. These images were used to initiate discussions about the potential problems the scenarios could elicit. Students filled out an evaluation sheet about the session. Eight one percent (n=52) of participants found the task helpful to aid learning, 65% (n=42) participants indicated that using this style of lecture could aid learning more than a traditional approach and 73% (n=47) participants enjoyed the task. It may be useful to use problem based learning styles in lecture sessions to engage students with the topic area of Coach-Athlete relationships.

Keywords: coach, athlete, problem based learning

Perception of Athletes on the Amount of Corrective Feedback and the Coach Controlling Style

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Abstract: Research in the sports context has predominantly focused on studying the relationships between the perception of interpersonal style of autonomy supporting and the positive feedback from the coach. However, there are limited research about the consequences of the controlling interpersonal style (intimidation) and the effects that the amount of corrective feedback has on the intrinsic motivation of athletes. The aim of this study was to test a model that evaluates the effect of the amount of corrective feedback and controlling style of the coach (intimidation) on the intrinsic motivation and at the same time as predictive of the positive effects of the university athletes. The participants comprised 232 athletes from 7 teams at Universidad Autónoma de Nuevo León, México, 180 men and 51 women; age varied between 15 and 24 years (M = 18.78 ± 1.90). Athletes answered the following questionnaires: Corrective Feedback Scale, Sport Motivation Scale, and Positive and Negative Affect Scale. The results on the reliability of the scales were the next: amount of corrective feedback, (alpha = .78); intimidation, (alpha = .80); intrinsic motivation, (alpha = .96); and positive affects, (alpha = .86). The intimidation indicator of the coach's controlling style and the amount of corrective feedback negatively predict intrinsic motivation (beta = -.14 and beta = -.28), and this one positively predicts the positive effects (beta = .26). The model was found to have adequate goodness of fit indices: (2 / df = 1.30, CFI = .98, IFI = .98 y RMSEA = .036). It is concluded that in line with previous studies, the controlling interpersonal style of the coach has negative implications on the athletes' intrinsic motivation. Grounded in the postulates of cognitive evaluation theory, a subtheory of SDT, the amount of corrective feedback in the controlling forms undermine the intrinsic motivation; and the intrinsic motivation were positively related to positive affect.

Keywords: amount of corrective feedback, Mexican athletes, interpersonal style and control style

Coach Controlling Style and Autonomy Support as Predictors of Self-Confidence and Pre-Competitive Anxiety

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Abstract: Two dimensions of coaches' behaviors have been considered in the literature; namely, the autonomy supportive and controlling features of their interpersonal style. Until recently, sport research has not concurrently addressed the implications of both coach autonomy supportive and controlling styles to athletes. According to this, the objective of this study was to test a model, which relates the social context created by the coach (controlling style and support for autonomy) with the intensity and direction of the anxiety (cognitive and somatic), and self-confidence.

The participants were 317 Mexican university athletes (M = 21.23 years of age; SD = 2.036) of both genders (212 men and 105 women) from both individual sports and team sports. They responded to a set of questionnaires that measure the variables of the study: Sport Climate Questionnaire, Scale of Controlling Behaviors of the Coach, and Competitive State Anxiety Inventory (2R) and its adaptation of directionality. The applications were within the 23 hours prior to their competition in the national Universidad 2012. The reliability of the scales ranged between alpha = .78 to .87. The model tested demonstrated adequate fit for the dimension of the intensity of the anxiety (X²/df = 2.24; RMSEA = .063; CFI = .97; NNFI = .97) as for the dimension of direction (X²/df = 2.17; RMSEA = .063; CFI = .98; NNFI = .98). Therefore, the autonomy support was negative predictor to the somatic and cognitive anxiety in intensity dimension (beta = -.05, beta = -.16) and positively predicts self-confidence (beta = .24), but positively with cognitive anxiety in direction dimension (beta = .04); otherwise, the controlling style was positive predictor of the anxiety in intensity (beta = .29, beta = .27) and direction (beta = .25, beta = .29) dimension, and negative predictor of self-confidence (beta = -.16). Aligned with SDT, the model provides empirical support for the transcendental role played by the coach in generating the climates of autonomy support that are associated with positive cognitive responses, and controlling environments are associated with markers of discomfort (cognitive and somatic anxiety).

Keywords: coaches' behavior, autonomy support, anxiety

Need Supportive Coaching Positively Affects Athlete Performance

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Abstract: According to Self-Determination Theory and the Hierarchical Model of Intrinsic and Extrinsic Motivation, social-contextual factors are important determinants of motivation, and the three basic psychological needs of autonomy, competence, and relatedness is thought to mediate this relationship. In a sport context, the motivation-performance relationship was investigated. We postulated that need supportive coaching, as perceived by the athletes, would satisfy athletes' basic psychological needs, thereby contributing to more self-determined types of motivation, and ultimately enhance performance. One hundred floor-ball players (mean age 17.5 years, SD 1.7) completed a questionnaire at midseason assessing their perception of need supportive coaching (Interpersonal Supportiveness Scale-Coach), need satisfaction (Basic Needs Satisfaction in Sport Scale), and motivational regulations (Behavioral Regulation in Sport Questionnaire); their respective

coach then rated individual athlete-performance at the end of the season. A structural equation model supported the motivational sequence: $\chi^2(48) = 65.49, p = .05, CFI = .97, TLI = .96, RMSEA = .06, 90\% CI [.01, .09]$. Need supportive coaching had a direct effect on need satisfaction (Beta = .82, $p < .001$) and indirect effects on self-determined motivation (Beta = .34, $p = .004$), practice strategy use (Beta = .09, $p = .02$), and performance (Beta = .29, $p = .002$). Self-determined motivation did not display a significant direct effect on performance; however, an indirect effect was detected through practice strategy use (Beta = .10, $p = .04$). Need supportive coaching also displayed a direct effect on practice strategy use (Beta = .61, $p < .001$). The model explained 18% of the variance in performance. Our results suggest that self-determined motivation among team-sport athletes is linked to performance indirectly through practice strategy use. In addition, need supportive coaching exhibited both an indirect and a direct effect on athletes practice strategy use. This indicates that not only does need supportive coaching affect need satisfaction and self-determined motivation among team-sport athletes, but may also enhance sport performance through its direct influence on athletes practice strategy use.

Keywords: motivation, coach, need satisfaction, self-determination theory, performance

Psychological Distance as a Factor of Regulation Interactions "Coach-Athlete"

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Abstract: One of psychological measurements organization of the athletic performance is an investigation of athlete's interactions with another subject-preparation, firstly with coaches. Importance of this measurement is concluded in estimation of information sufficiency level and emotional comfort of athlete's personalities. Such features can be united with such notion as a psychological space of an athlete's personality. One of the linear measurements of the psychological space is a psychological distance - special type psychological space, in which all profound and formally-dynamic features of the relations between coach and athlete convolute to measurement mentally "far-close". It was discovered that estimations to real psychological distance between coach and athlete greatly differ between groups with different level of skill, and in different condition of sportive-pedagogical process: real psychological distance (in drill/ in competition/ out of sport) - I level (31.67/21.50/65.67); Candidate to Master (12.33/20.5/74.33); Master of sport (61.63/47.63/68.9); International Master (64.75/65.83/71.58); Elite athlete (44.67/44.87/65.93); ideal desired psychological distance (in drill/ in competition/ out of sport) - I level (5.67/9.50/24.67); Candidate to Master (9.67/7.33/15.00); Master of sport (45.38/41.06/67.50); International Master (44.92/53.29/53.92); Elite athlete (35.13/33.87/66.27).

The statistical analysis of estimation "real" and "ideal" psychological distance shows the existence of most statistical difference in training situations (T=317, 5; r period of the interaction of the coach and athlete and often has defining sense for efficiency of the athletic-pedagogical activity. In other condition of interactions between coaches and athletes, such as "in competitions" (T=487, 5; r=0, 14) and "out of sport" (T=577, 5; r=0, 15), essential differences between experimental data were revealed, however they did not have statistical meanings. Summary was revealed of athletes (n=61), which took part in experiment, 35 persons were not a satisfied available relations, which fill their subjective space and need psychological interference in organization of athletic-pedagogical process, 23 persons strove to more close relations than 12 desired more distance relations in different condition of the interaction with coaches.

The psychological actions directed by athlete on realization and regulation own psychological space, including psychological vicinity-remoteness's other subject of common activity, another important features, sides and particularities greatly influence on the level of personal competency in organization (self-organization) of the training process, expansion and activation necessary psychological resource, as well as save of ecological conditions for all subject of athletic performance.

Keywords: psychological distance, interaction, psychological resource

Validation of Psychometric Proprieties of the RESTQ-Coach Brazilian Version

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Abstract: The purpose of this study was to validate a Brazilian version of the Recovery, Stress Questionnaire for Coaches (RESTQ-Coach). The RESTQ-Coach Brazilian Version is an assessment tool for Brazilian sport coaches. Also, using Confirmatory Factor Analysis (CFA) and Exploratory Factor Analysis (EFA), the purpose of this study was to verify the adequacy of the theoretical model by Kallus e Kellmann (1993). A sample comprised of 424 coaches, average age of 37.06 (±9.20) years, was divided into eleven different sports modalities, consisting of five team sports and six individual sports. The results of the CFA shows that the original model of the questionnaire proposed by Kallus e Kellmann (1993) is inadequate for this sample, and that the EFA was identified as the best solution to a factorial validation of the instrument, which is composed of six factors. This solution disclosed general internal consistency values of $\alpha = .85$. Values of the global adjustment indicators of the Brazilian model for six EFA factors were general stress, specific stress, recovery, self efficacy, physical well-being, and cognitive techniques domains. The measurements adjusted indicators for 6 constructs were: $\chi^2 = 9.660, 239 \text{ e } gl = 2695, p = 0.001; CFI = .96; TLI = .95; RMSEA .07$, expressing their quality. The content validation from the judges does confirm the quality of the instrument in the Brazilian version. We concluded that Kallus e Kellmann (1993) model was not corroborated by the AFC for this Brazilian sample. The best factorial solution to the RESTQ-Coach Brazilian version is composed by six constructs.

Keywords: coach, validation psychometric, stress, recovery

A Review of Foreign Researches on Coaches-Athletes' Interpersonal Communication and Conflict

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Abstract: In sports, especially in high level competitive sports, the relationships between coaches and athletes, athletes and parents, and athletes and athletes are very important. In the several kinds of interpersonal relationships, there is no doubt that the relationship between coaches and athletes is the most important, because it may affect the level of training and competition performance directly. Nevertheless, in past researches, most studies have focused on the coaches' leadership theory, behavior, and methods, but few researches have focused on the status of the equivalent study. In fact, the study of social behavior, especially through the observation of leadership behavior, should not be a substitute for the research on social relationship. Therefore, the relationships between coaches and