



ORIGINAL RESEARCH PAPER

**SUBJECTIVE LIVED EXPERIENCE: A RESOURCE FOR
COACHES' EDUCATION**

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Abstract

The conceptual contributions of psychophenomenology (Vermersch, 2012) as well as explicitation interviews (Vermersch, 2006) can stimulate debates on reflexive practice and suggest original perspectives in coaches' education. Thus, our aim is to present a 'Spiral training approach', through which research and training can influence each other and become a resource to promote skill development and provide an environment to enhance learning. The coaches' subjective lived experience is at the heart of this analysis, particularly focused on their professional practices and respective transformations. This spiral approach facilitated the analysis of coaches' behaviour who were working within the same team. Furthermore, this multi-method approach included collective training sessions with a group of coaches from the same club. This training approach was employed with rugby union coaches in France, targetting their ability to do half-time speeches during games. Results showed the use and growth of experiential knowledge and effective routines within the technical staff and shared professional knowledge within the club. The effects of the spiral training approach were also analysed with consideration toward the coaches' perceptions and behaviour. We discuss the interest of this approach as an innovative intervention strategy, considering the role of coaches' subjective lived experience in coach education.

Keywords: *coach education, subjective lived experience, reflexive practice, explicitation interview, half-time speech*

Introduction

The present research is unique in its attempt to emphasize coach development processes, focused specifically on the coaches' lived-experience. This article aims to provide insight regarding intuitive decision-making and practical knowledge. Specifically, this research is focused on in-competition coaching, an area which has traditionally received less attention from coach education research. Indeed, in the recently published International Sport Coaching Framework (Lara-Bercial et al., 2017), in-competition coaching has been identified as an important element of a coach's core functions. However, in-game coaching has received little attention in the literature, particularly at elite level in team sports (Gilbert & Trudel, 2004), with few exceptions where the focus has been on elite coaches' activities during games in different team sports (e.g., Debanne & Fontayne, 2012; Mouchet, Harvey, & Light, 2013; Partington & Cushion, 2013). There is a scientific need for a holistic approach toward in-match coaching as it is a complex, dynamic and context-dependent process (Jones, 2006), with an in-depth understanding of coaches' procedural and tacit knowledge which seems to characterize their real-world decision-making and problems solving (Cassidy, Jones, & Potrac, 2009; Nash & Collins, 2006).

Moreover, there is a professional need expanding beyond the possible implications for coach education. Although modules on how to coach during games are sometimes delivered in some formal coach education programmes, in-match coaching appears to often rely on instinct, sensations, experience, and informal learning, where coaches' knowledge is gained through shared information. The absence of a systematic approach to develop in-competition capabilities in coach education programmes has been noted by Lyle (2002, p. 284): "Match coaching has not been given sufficient attention in coach education, and appears to be left to 'experience' and trial and error for coaches to establish good practice". For this reason, we emphasize the need to expose coaches to reflective approaches of match coaching. Reflective practice in coaches' education has received a lot of attention in the literature (e.g., Abraham & Collins, 2011; Harvey, Cushion, Cope, & Muir, 2013). Leduc, Culver, and Werthner (2012) suggest that reflection is integral to reflective and deep learning because it links the biography and cognitive structure to the experienced situations. Nevertheless, if we agree with this interest for reflective practice in coaches' education, we consider some theoretical and methodological limitations through the necessity to preserve closer links to real coaches' experiences (Lyle, 2002). When coaches talk about their experience during in-match coaching situations, the difficulty is to go beyond some general declarations

and perceptions of what they did, without a rich and detailed description of their procedural knowledge which is tacit (Polanyi, 1969), implicit and partially unconscious during the action.

We contend that psychophenomenology and explicitation interviews as promoted in France by Vermersch (1994, 2012), offer new perspectives and opportunities for coach education, by developing the analysis of the subjective lived experience. Thus, this original approach has potential for both a scientific and social function in sport coaching. First, it provides an in-depth understanding of the participant's subjective lived experience in specific situations. We used this approach previously for studying coaches' communications with players (Mouchet, Harvey, & Light, 2014) and coaches' observation of the game (Mouchet, 2014). It was useful for exploring the tacit dimension of experience, that was mostly declared by coaches as feeling or instinct, without any clear identification of the constituents on which it could be based. Second, it contributes to a renewal of reflective practice and training approaches which were mainly based on Schön's work (1983), while offering other perspectives with Vermersch's propositions (2009).

Our challenge is to associate the scientific and professional stakes, around the preoccupation for subjective experience. So, in the present paper we aim to present an original model of 'Spiral training approach', with a dynamic relation between research and training, and a central focus on coaches' subjective lived experiences. This approach was conducted in France with a focus on in-match rugby union coaches' behaviour, during the half-time talk.

Theoretical and pragmatic supports: Revisiting the reflexive practitioner model

We want to clarify the theoretical assumptions that sustain our 'Spiral training approach', while questioning the model of the reflective practitioner (Schön, 1983) that is often used in reflective practice. Schön (1983) differentiated the terms reflection-in-action and reflection-on-action. The former is developed during the action while the latter takes place after the action and is based, according to Saint-Arnaud (1999), on different cognitive processes. A critical re-examination of the reflective practitioner model and its uses was conducted by Vacher (2011) and Tardif (2012). They questioned the links between 'the actual practice' (i.e. what someone has really done in a situation) and 'the speech on the practice' (i.e. a posteriori reflection, debates, discourse about the practice), challenging the peculiarity and the authenticity of this relationship. For Vacher (2011), reflection-on-action is a conscious process and reflection-in-action is a process that is partially or totally unconscious. Perrenoud (2001) considers

that this model underestimates the interest of this non-conscious part of reflection-in-action regarding analysis and transformation of practice, while according a great consideration to the reflective activity and the conscious thought.

The explicitation interview method (Vermersch, 2012) along with the conceptual contributions of psychophenomenology (Vermersch, 2012), propose an original perspective. Vermersch (2009, 2012) suggests distinguishing ‘prereflective consciousness’ (i.e. consciousness-in-action, lived, implicit, of which the subject is not reflectively aware during the lived experience) during lived experience in a past situation, from ‘reflective consciousness’ (i.e. conceptualized knowledge, judgements or explanations about a process, reflected upon, what coaches think they do or should do)¹. Vermersch (2009) also offered the possibility of switching from prereflective consciousness to reflective consciousness, with support from the interviewer, for gaining rich descriptions of the initial tacit knowledge. This cognitive process is named ‘réfléchissement’, which illustrates the action of accessing prereflective consciousness and becoming aware of details about one’s actions in a past situation. Here, great importance is placed on the production of knowledge from the participant’s point of view of one’s own subjective lived experience. Specifically, the ‘first-person point of view’ is used as an introspective opportunity for accessing lived experience through an explicitation interview (Vermersch, 1999). This allows for an in-depth understanding of human beings in real contexts, for in-depth and experiential insights into their lifeworld. More precisely, Vermersch’s (1994/2006) explicitation interview engages the interviewee in the ‘reliving’ of the subjective lived experience during a past, specific, and singular situation, to become aware of and describe the experience with precision. In doing so, the focus is on the ‘what’ and ‘how’ of the activities, as opposed to the ‘why’. It requires the researcher to set up methodological conditions in the interview that enable the subject to be in a ‘position de parole incarnée’ (‘embodied speech position’), that means to be in touch with one’s experiences, on a sensory level. This retrospective mindset requires a reminiscent state which restores the subjective lived experience into its sensitive and intuitive dimension; in other words accessing concrete memory. This speech position is different from the traditional ones, which rely on rational and explanatory representations of reality.

Vermersch’s contribution, as presented above, provides important support for our own propositions. First, an explicitation interview encourages the possibility of a coach going further than the limits of verbalization, thus accessing knowledge-in-action, when an experience is lived without the coach

¹ That is not to be confused with the Freudian concept of unconsciousness.

being fully conscious. This inherent value prioritizes the ‘first-person point of view’ from a person’s lived experience, in order to better understand the rationale behind his or her actions (Vermersch, 1999). For Cahour, Salembier, and Zouinar (2016), this first-person perspective makes it possible to take into account and closely analyse the cognitive, sensory, and emotional aspects of the lived experience. Moreover, there is an important implication: the ‘réfléchissement’ of a lived experience and the ‘réflexion’ about this past experience cannot have equal status in reflective practice. Explication interviews are useful for understanding and exploiting experiential knowledge, and offer a great basis for later investigating reflections about an action. Thus, it is important to revisit the process of reflective practice toward experiential learning, as developed by Schön (1983) and Kolb (1984). Thus it becomes of utmost importance to consider the past as a concrete experience, in order to build new competencies, before relating learned lessons to similar lived experiences. However, within this process it is useful to include ‘réfléchissement’ from the lived experience through an explication interview, as a basis for the ‘réflexion’ or reflection-on-action. This dynamic is presented in the Figure 1 below. These two cognitive processes and two speech positions are interesting when they are considered in relation to people’s subjectivity for developing their competencies. This dynamic sequence includes: (a) action (i.e. half-time talk during a match), (b) ‘réfléchissement’ on this action (i.e. coaches’ awareness of prior implicit processes and experiential knowledge during one half-time speech), (c) and (d) shared experiences and ‘réflexion’ about action during the collective sessions (i.e. declarative knowledge about half-time talk), and (e) perspectives for next action (i.e. next half-time talk). We believe that this approach can provide insight into coaches’ intuitive decision-making and practical knowledge (Lyle, 2010).

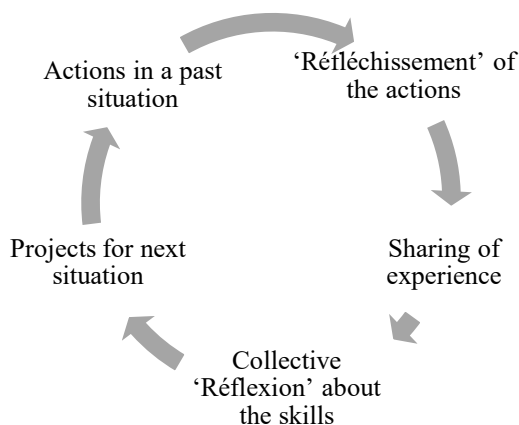


Figure 1. Process for learning from experience (adapted from Balas-Chanel, 2013)

Rethinking the relationship between research and training

In accordance with Vannier (2012), we attempted to develop real interactions between research and training. This is very important when we collaborate with coaches because they are continually engaged in a performance process and want to improve their effectiveness. As such, research on their own actions is important if it supports their efforts toward short-term goals. Thus, we have organised this interaction toward research on their half-time speech activity and its analysis in continuous-flow training, by placing the explicitation of the lived experience at the heart of the 'Spiral training approach'. There is an opportunity for mutual enrichment between research and collective training sessions with all the coaches in the club. Resultantly, a collaborative research (Desgagné, 2001; Vinatier & Morrissette, 2015) favours the co-construction of knowledge between the coaches and the researcher/trainer. In the 'Spiral training approach', coaches' training is supported by research while the training also contributes to the evolution of this methodology. Namely, the same person is acting as the main researcher and trainer. We provide training to the coaches through the analysis of their own activity in match situations (i.e. they work on some of the research results). Furthermore, the coaches represent a professional group; they work together during the analysis phase, considering the results of some of the group's lived, in-match activity. Thus, as Vacher (2011) and Vinatier (2012) suggest, we alternate some individual phases (i.e. research with two coaches on the same staff during two games) and collective phases (i.e. collective training sessions with all of the coaches of the same club, the dean of Academy, mental coaches; approximately 15 people).

During training sessions, the collective becomes the main resource, both for the research and training, through the dynamic exchanges between peers and the emergence of professional controversies, offering an opportunity to go beyond general discourse about professional skill. The training within the group is a means of co-developing the sense of a professional activity and arousing the emergence of certain invariance (i.e. shared professional knowledge) in the practices implemented by the coaches.

Therefore, this study had a dual purpose: (a) to understand the activity of coaches in a dynamic and complex situation (half-time), with temporal and emotional pressure, and (b) to design an original training approach focused on the analysis of practice and the development of the coaches' skills. Consequently the plan enables the description of the coaches' activity during games, identifies the experiential knowledge implemented by some coaches in real contexts, enables the sharing of

similar experiences that were lived by other coaches, and capitalizes on the opportunity for knowledge of action to develop within this group.

Methodology

Participants and situation

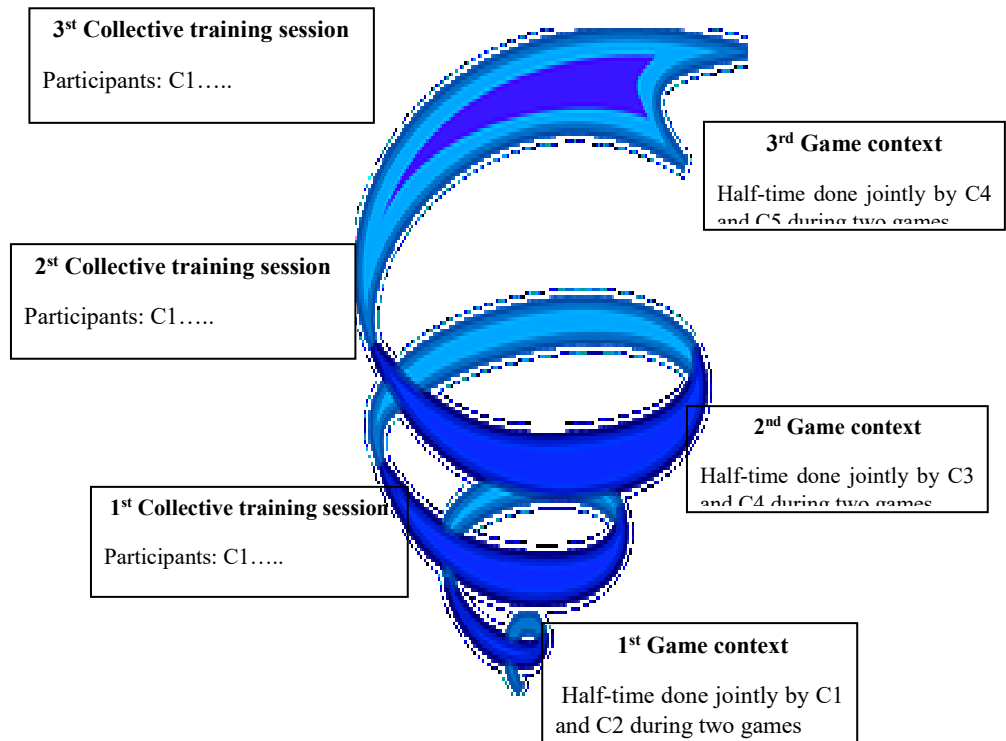
Participants included eight coaches of different teams (U15, U19, U20, U23) competing at the elite national level for their category, who were also within a French club, AS Montferrand. These coaches were between 30 and 50 years old (average = 43) and held the required certification. Their coaching experience varied from 4 (for the youngest) to 23 years (average = 13). Four coaches were employed in their club full-time and four part-time. For the purposes of this study, the half-time talk period during games was the coaching activity analysed. In rugby, coaches have limited access to the players during games because of rule constraints (coaches must stay in a specific zone, far away from the players). So, the half-time speech, which is approximately 5 minutes long at this level, is an important opportunity for coaches to deliver instructions, prioritize strategy, introduce substitutions, and so on.

Methods and Materials

The spiral training approach (see Figure 2) includes interactive phases as previously mentioned, which we will outline here. In order to study the half-time talks, a multi-method data collection approach was used: (a) a brief semi-structured interview before the match to identify the coaches' game plans, their strategies for substitutions, and their expectations concerning the players behaviours, (b) audio/video recordings of the speeches through the use of two cameras and microphones, with an audio recorder placed on each coach, (c) a video recording of the match in order to provide context for the half-time intervention and the possible influence the instructions had on the game during the second half², and (d) an explicitation interview the next day to help the coaches relive the situation and become aware of their actions. Data treatment procedures will not be presented in this article, but additional information can be found in other papers (Mouchet et al., 2014; Mouchet, 2015). In preparation for the collective training sessions, the researchers extracted information from the data sources to develop material for discussion.

²Let us note that it is impossible to conceive of a direct line of influence from the speech to the game production, given the complex characteristics of a match situation (e.g. injuries, strengths and weakness of both teams, the score...). Nevertheless, to identify the potential influence of the coaches' speech we used: explicitation interviews with leader players to access their understanding of the speech message, and game analysis (Mouchet, Harvey, and Light, 2014) allowing us to compare the content of the speech with previous events in first-half and events in second half.

Each collective training session involved the researcher/trainer, the assistant researcher (PhD student), the coaches who were involved in the previous games with the multi method approach, the other coaches of the club (from four different teams U21, U20, U18, U15), as well as the dean of the Academy, the sport manager of the Academy, the two mental training coaches, and a coach from the professional team. Thus, a total of 15 people attended each collective training session. The material was carefully prepared with the intent of facilitating the sharing of experiences among the group. The focus of this approach, which links research and training, was on the organization and the contents of the speech, as well as its possible influence on the game's sequence. The researcher/trainer first presented some data (e.g. video recording of the half-time speech, extracts from the speech or from the explicitation interviews) and/or some results (e.g. organization of the speech, coherence with the game events, influence on second half...).



Legend - Participants in the training program:

- Dean of Academy (DA)
- Mental Training Coaches: MT1, MT2
- Researcher/Trainer (R/T)

- Coaches: C1, C2, C3, C4, C5, C6, C7, C8
- Sport Manager of Academy (SMA)
- Coach from a professional team (CPT)
- Assistant Researcher (AR)

Figure 2. Spiral training approach

During the second collective session, a request was made by the participants to take into account players' inter-subjectivity, more specifically, how the players reacted/felt about the half-time speech. Thus, in order to be the least disruptive possible, a realistic data collection tool was introduced between the end of the coaches' half-time speech and the restart of the game, in the form of three 'flash questions', made by five interviewers to five players, previously chosen by the coaches. We had one minute and asked the following three questions: (a) What was the report of the first half? (b) What were the instructions for the second half? And (c) what did you appreciate or what did you not appreciate from the speech today? Moreover, the day after the match we added an explicitation interview with three players who were identified by the coaches as leaders on the team, in order to identify their lived experiences of the half-time speech.

Results

We present the main results from each phase of this spiral approach and some results about the effects of the approach itself.

Results from the multi method approach during games

On one hand, the quantitative analysis of coaches' communications highlighted some common points: (a) the talk was directed towards the team as a whole, (b) the talk was unilateral from coaches to the players, (c) the coaches talked (without shouting) with strong body language, (d) the content was centred on strategy, and on mental aspects linked to the fighting spirit, and (e) there was a balance between negative and positive feedback, even in difficult matches. Differences in coaches' behaviours (e.g., players addressed, tone of communication, content of the instructions) were also noticed in accordance with the context of the match (characteristics of the team and the opponent, the score, weather conditions, etc.). However, we identified coaching routines within all staff during their games, concerning the preparation, the organization, and the content of each speech. These routines were effective in managing temporal pressure and the relative uncertainty about the duration of half-time (e.g., in these competitions there was a fluctuation around 5 mins according to the time allotted by each referee). However, we noticed through the observation and recording of the coaches' behaviour, and through their own points of view during the explicitation interviews, some difficulties were noted in adapting these routines to unforeseen circumstances (e.g., a try which prevented the preliminary briefing between the two coaches, a player injury just before half-time).

Finally, personal logistics of the intervention (i.e., real goals, decision-making in the moment) were discussed during the explicitation interviews, centred around the subjective lived experience in half-time situations. These logistical factors included: (a) significant cues during the speech (to balance between global and detailed cues), (b) the importance of the players and coaches' appearance (i.e., what they see in the other people eyes) in terms of revealing mental states, (c) the projection and internalization of reassurance, particularly in relation to the players (i.e., to project confidence through positive attitudes, physical contact, presence, exchanges, rituals), (d) the capacity to manage one's own emotions (i.e., to share/mask emotions as necessary); (e) the clear presence of values and self-image within the speech, (f) the coaches' previous experience as a player in influencing the coaches' approach during the speech (e.g., feelings, needs, past lived experiences, models of ex coaches as influences), (g) the coaches' technical approach toward communication (e.g., getting the players' attention, ensuring congruence of verbal and non verbal cues, using appropriate tone, addressing key players), (h) being aware of and utilizing key moments, including preliminary preparation, time for player recovery, transition between the two coaches, individual/collective continuation when the referee blows the whistle, (i) to gather the team and its own thinking (i.e., to sort out, to synthesize, and to clarify strategies), and (j) to plan the speech and to remain focused in order to adapt to the arising circumstances.

The flash questions revealed differences in understanding the speech from the players' perspective. More particularly, this understanding was influenced by (a) the role of the players (starter or substitute), (b) a selective assimilation of the coaches' instructions based on their position (i.e., if they are directly affected by the message), (c) an increased sensitivity to some words that were delivered by the captain, and (d) a personal interpretation, or even the invention of some instructions.

Results from the collective training sessions

During the first collective training session, reflective practice allowed the coaches to familiarize themselves with some shared professional knowledge (Faingold, 2014) and singular knowledge of action (i.e., specific to one coach), or in other words common tendencies and personal styles of coaching, such as those that will be presented in the next paragraphs³. The second collective training session allowed for the identification and refinement of shared professional knowledge, and a focus

³ For Wittorski (2005), experiential knowledge refers to the implicit and embodied part of knowledge, while knowledge of action denotes an act of formalization of action, and (shared) professional knowledge concerns the recognizable strategies in a specific professional environment.

on the results relative to the players' understanding of the coaches' messages and the players' lived experience of the half-time speech. During the third collective training session, we asked the group to discuss difficult situations, such as being down by a large score margin at half-time. From the initial training session, two types of knowledge were addressed: shared professional knowledge and singular or personal knowledge of action.

The shared professional knowledge involves common steps or procedures in the organization of the speeches: (a) conduct a quick exchange between members of the coaching staff approximately five minutes before half-time, (b) allow the players time to calm down and recover, to establish favourable listening conditions, (c) spatially organize the group in more or less a squeezed circle according to the momentary context, (d) structure the speech itself with various sub-stages (e.g., beginning with a question for capturing the players' attention, organizing the speech with some key points, insuring a good transition between the two coaches), (e) make positively associated gestures to strenghten the effect of the words being used and turn around to face various people, and (f) finish, if possible, with individual instructions. The shared professional knowledge is also relative to the contents of the speech: (a) take into account the context of the game at the end of the first half (score, wind, referee, 'rapport de force'), (b) structure the message with recurring marks (the sandwich effect of a positive point, followed by a negative point, followed by another positive point (e.g., what worked / the opponent threats / proposals to answer effectively), (c) adjust the quantity of information toward simplicity and precision, (d) provide negative feedback only on occasion, with control and a clear explanation, (e) finish with motivation and encouragement, (f) talk about the fundamental principles of rugby, and (g) save time by using implicit references shared by the team.

Singular or personal knowledge of action was also identified, expressing personal styles of coaching or adaptations to the circumstances. This form of knowledge included: (a) remain standing to keep the referee within sight and temporarily regulate the intervention, (b) squat within the circle of players to fix their attention on a low point, (c) question players based on their age and education (nature, duration, addressees), (d) involve leadership players within the speech; e) use the energy of the team gathering as a significant cue to adapt the beginning of the speech, with a more quiet or more energetic intervention, (f) distribute the roles and contents of the message to the staff, and (g) develop effective routines with every staff member.

A few interesting questions emerged during the collective debates. The first question was how should the available time be managed?

According to the group, it is useful to use all of the available time, right until the referee blows the whistle or even beyond this time, by introducing individualized or group instructions. However, it was acknowledged that speaking too much can be useless, if the coach feels it is unnecessary. The second question was regarding the role of the team leaders, in particular the captain. We noted that these leaders had an important impact through their brief interventions, but simultaneously wasted some time for the coaches. This was of concern as the 5-minute time constraint is already short. We wondered if it would be more appropriate to involve the players in the time before and after the game, creating less temporal pressure. The third question concerned the different strategies for player substitutions. Should the coaches announce the substituted player and/or the player who is going on the pitch, or not? It likely would depend on the quality of the substitutes but also on the match context and on the coaches' communication.

Effects of the spiral approach on the coaches' perceptions and behaviours

We argue that orienting the coaches' reflections towards future actions is important. Without that, the collective reflection, even from the 'réfléchissement' of lived experiences, risks not having much of an impact for practitioners.

For this reason, during the course of the Spiral training approach, the researcher/trainer, in association with the coaches, shed some light on different coaching aspects they may change or add to their respective coaching practices: (a) optimize the observation and the analysis of the game to increase the relevance of the speech at half-time, (b) optimize the time of preliminary dialogue within the coaching staff before half-time to reduce any uncertainty and facilitate speech delivery (i.e., this might include writing themes down on a pad, (c) use different media for communication, based on the player profiles (e.g., gesture with speech, pad and speech), (d) develop the players' actions through self-evaluation and brief participation in first half evaluation and during the debriefing after the match, (e) the other coach should be attentive during the speech in case he needs to adapt his own speech in response, and (f) have key players or other messengers (e.g., physiotherapist) revisit the instructions at the beginning of the second half.

Additionally, at the end of the last collective session, each coach wrote down some personal 'working goals' (i.e., priorities for his own next half-time speech). Beyond this, the coaches had to answer three questions: (a) Was your participation in this spiral training approach useful for your practice? (b) What is your general opinion about this spiral training approach (case studies and collective session)? (c) Do you have any

suggestions to improve this training approach? We provide below some comments from the coaches.

Concerning the first question regarding the usefulness of the training, the coaches insisted on the importance of awareness in what they were doing well or what errors could be avoided. They also mentioned being open to other possibilities and different strategies, always with the objective of improving their practice.

'To see what our colleagues do... To bring additional options to our own experiences' (Franck);

'That allowed me to structure my speech and not let my emotions be expressed in front of the players' (Cyril);

'I've liked working in and especially being a subject for this study, because since this experience, I prepare my speeches and I think of how to be more effective' (Fred).

For the second question concerning participants' general opinions, the coaches underlined their satisfaction and the important contribution of the collective sessions, which were anchored in the individual practices discussed in the debate.

'That is very interesting because this training system allows us to have an internal and external point of view with regard to a real-life situation' (Ismael);

'It is enriching to share experiences with the other staff members. We take what seems convenient to us' (Jérôme);

'+++ Look to oneself and look at the opinion of other coaches' (Yoann);

'I think that it is necessary to continue' (Fred).

For the third question, in which participants were asked to offer suggestions for improvement, the coaches expressed a desire to test other communication mediums (*'To use visual media such as a graph or iPad with video'* - Ismael and Cyril), to refine the evaluation of the speech effects on the game with an in-depth performance analysis (*'to Validate the results through a quantified video analysis... To do the same thing for knowing the impact of the video support during our speech'*-Franck), and the will to continue this work (*'I participated in this kind of meeting for the first time. Could we do it more regularly?'*-Jérôme).

Overall, we think that a longer period of collaboration with the coaches would enable the refinement and further evaluation of these effects, beyond the informal coach declarations.

Discussion

The aim of this paper was to present an original model of the ‘Spiral training approach’, with a central focus on the subjective lived experience of coaches. The following discussion will centre on the spiral training approach as an innovative strategy of intervention, or at least as an original and promising approach.

First, this approach is an attempt to develop real interactions between research and training, which feed each other over time. So, in agreement with Saury (2008), this cyclical approach is an interesting way of presenting results to the coaches within a regulated ‘short loop’ (short term), which consists of proposing opportunities for analysis and practice transformation from the beginning of the collaboration between the researcher and the coaches. Thus, we provided the coaches with immediate feedback on the basis of the materials through different methods: the analysis of the video recordings, the involvement of the coaches in the verbatim analysis of the explicitation interview, the enlightening of their awareness during the explicitation interview or at the end of this interview through the following question: ‘what did you do well in your speech?’ It is important for the coach to keep in mind, in his own words, the factors of efficiency, as a basis for future speeches. Moreover, this spiral is useful for developing learning from a constructivist perspective, through interactions between the researcher/trainer and the participants, as well as through interactions between the participants during the collective sessions. The ‘long loop’ consists of producing scientific knowledge in a more traditional way (i.e. communications in congress, scientific papers), while using some tools and media for coaches’ training. At the end of the process, we provided the club with a document presenting the main results and solutions to practical problems which were discussed with the coaches themselves; this supports efforts towards coaching research and coaches’ education.

The second aspect concerned the individuals’ lived experiences in past situations, which were collectively shared to develop knowledge. The coaches established a group of professionalization (Faingold, 2014) to work together on topics which were pointed to by the researchers during the explicitation interviews with coaches and/or leader players. Thus, the advancement of knowledge emerges from the subjective lived experience, but it develops from specific actions in training which we wish to impress, to favour, and to organize. We hope to assemble concepts and tools from the practitioners’ activity, which should echo strong professional, social, and personal stakes, which the coaches can then reflect on and relate to their own experiences. The fundamental point here is that it is necessary to encourage experiential learning and develop group, or in our case, club

culture. In agreement with Vermersch (2015), we think that this analysis of the professional practices demonstrates that if someone going through an explicitation interview becomes aware of what he did in a past situation, his reflection may be supported, allowing him to perfect his activity and be open to the possibility of sharing his practice.

Finally, this approach values experiential learning, by allowing coaches to work on their awareness, then to deliberate on the implicit and embodied parts of the activity. Experiential knowledge is built in various moments: (a) during the explicitation interviews, based on awareness, (b) at the end of the interview when the interviewee is asked to put into words what he retained as personally important (e.g., by asking him a question such as 'what did you retain of what you did well in that situation?'), (c) a posteriori, during the subject's reading and analysis of the verbatim transcript, and (d) during the collective training sessions, where triangulation of the various data on the past activity can occur (e.g., the coherence between events during the first half, content of the half-time speech, and evolution of the game in second half concerning the same topics which were mentioned by the coaches during the speech). So, unlike reflective practices, which are so important in coach education and are essentially based on reflection-on-action (Abraham & Collins, 2011; Harvey et al., 2013; Leduc et al., 2012), we propose an original but complementary approach. The explicitation interview allowed the exchange of something else beyond opinions and comments. It deepened the sharing of implemented actions, cues that were picked up, the real rationale behind decisions in the past situations, and so on. With explicitation interviews, we have identified a particularly interesting tool to favour the awareness of experiential knowledge, through the access of the pre-reflective consciousness (Vermersch, 1999, 2012). Thus, it is possible to study coaches' actual in-game behaviours, in relation to their conceptions, and to study how these conceptions operate in the ebb and flow of the contest, an approach which was previously used for studying coaches' communications with players (Mouchet et al., 2013). This process allows us to characterize the coaches' experiential and theoretical knowledge about their half-time speeches. It is based on the subtle management of a tension between the use of a set of routines or techniques for intervention, and adaptations to the context with the capture of moment-based opportunities (e.g., unpredicted events in the first half, reactions regarding the behaviour of players during the speech). Coaches implement complementary technical approaches with a dominant orientation toward their preferences and coaching style (Mouchet, 2011): (a) an orientation of control (i.e., what they know they do well and what works well); (b) an orientation toward innovation (i.e., to try

different things, to surprise, to adapt oneself in an instant); (c) an orientation toward participation (i.e., distribution and complementarity of the roles within the staff); (d) an orientation toward reading cues (i.e., to take in significant cues to adjust, regulate, and adapt the rhythm and appropriate tone of the speech).

Conclusion

We wanted to show that explicitation of the lived experience can be, at the same time, a useful method for research and a resource for training. So, we placed the explicitation interview at the heart of an inclusive and dynamic Spiral training approach, which takes root in the ‘réfléchissement’ of the lived experience and its observation, to favour shared reflection on knowledge of action and renew possibilities for action. This approach requires the implementation of favourable conditions for explicitation interviews and for the sharing of experiences and debates within the group. For our explicitation interviews, we used the conditions that were pointed out by Vermersch (2009) and by Jarett, Mouchet, Harvey, Scott, & Light (2014). Importantly, a reliable ‘contract of communication’ played a central role; the necessity to work on a specified moment of activity, in a singular past situation (i.e., a precise half-time speech and some important instances for the coach himself); the criteria of ‘invoking the speech context’. The collective training session debates held to certain conditions which include the proposals of Faingold (2006), Vacher (2011), and Vinatier and Morrissette (2015): (a) volunteer participation; (b) confidentiality; (c) the status/roles of the participants; (d) the definition of the role of the group; and (e) the speaking rules which centred and regulated the exchanges.

Finally, we suggest that the Spiral training approach is likely to provide insights into intuitive decision-making and practical knowledge (Lyle, 2010). This research is also an original contribution to reflective practice in sport coaching.

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