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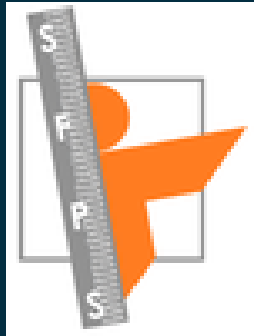
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DEBRIEFING IN HIGH-LEVEL INDIVIDUAL SPORTS : WHEN AND HOW DO COACH AND ATHLETE DEBRIEF ?

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What is debriefing ?

Discussion after a performance



(Hogg, 1998, 2002)

What's for ?

Reflecting on what happened (Hogg, 1998, 2002)



Monitoring progress (Faull and Cropley, 2004; Hogg, 2002)

Learning from experiences



Recovering own resources

Managing confidence and commitment



(Hogg, 2002 ; McArdle et al., 2010 ; Macquet et al., 2015)

Objectives

Popular and rooted practice

Developmental approach

Finalized by performance

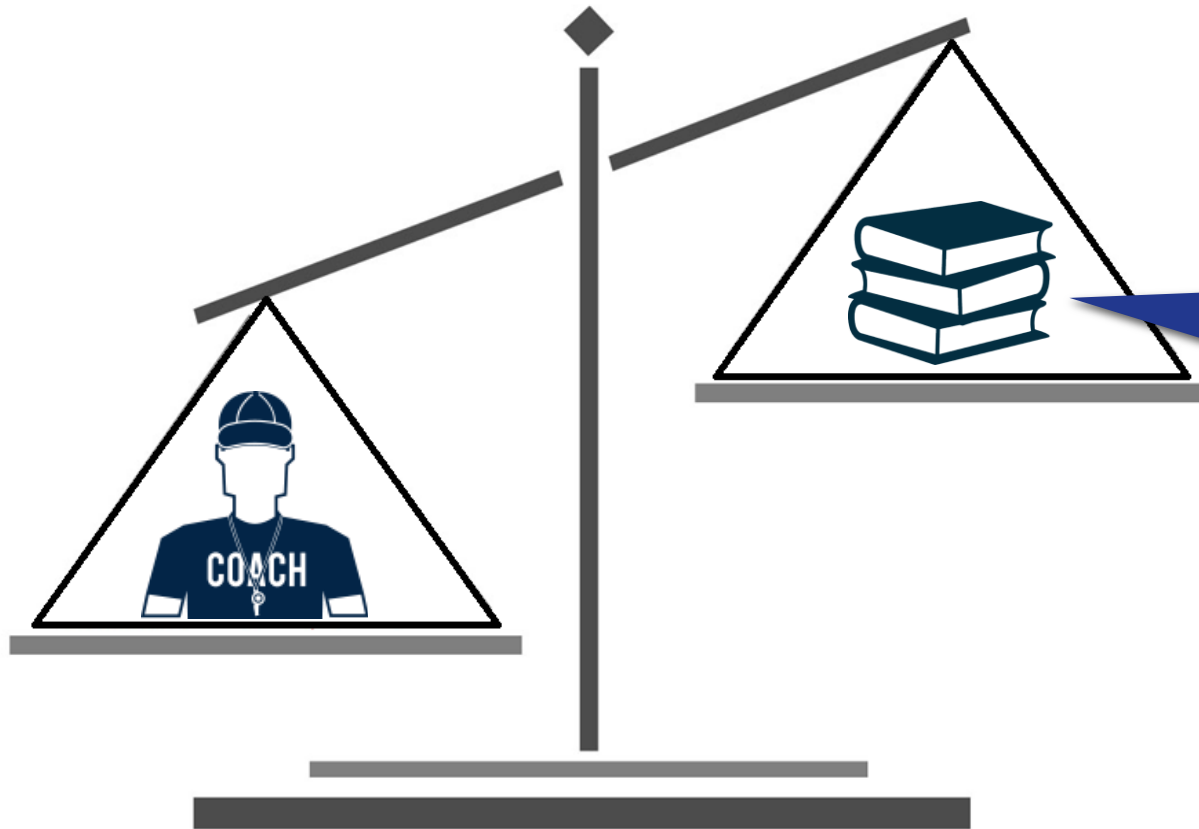


Deemed critical by coaches

(Hogg, 2002 ; McArdle et al., 2010 ; Macquet et al., 2015)

In a few words...





**Strong interest
among coaches
and athletes**

**Few
scientific papers**



Individual sports (amateurs/professionnels) :

Hogg, 1998, 2002 ;
McArdle, Martin, Lennon et Moore, 2010

Team sports (high-level) :

Macquet, Ferrand et Stanton 2015

- ▢ **Debriefing = constrained exercise**
(Hogg, 1998, 2002)
- ▢ **Collaborative process – practical
and psychological benefits**
(McArdle et al., 2010)
- ▢ **The coach can adapt his
leadership style to the debriefing
constraints** (Macquet et al., 2015)



Individual high-level sports ?

High-level competition context: high stakes and time pressure

Several contexts and debriefing types may be possible (competition program)

When do coaches and athletes run debriefings during major competitions in high-level individual sports ?

Not a universal method to debrief

How do they debriefe ?



Face to face debriefing : encourage or discourage speaking

Individual sports : coach-athlete relationship more individualized. 2 potential leaders

Who takes the leads during debriefings ?



Objectives and methods



📁 Explore debriefing experience in high-level individual sports during major competitions, **from coach and athlete perspective.**



📁 More specifically :

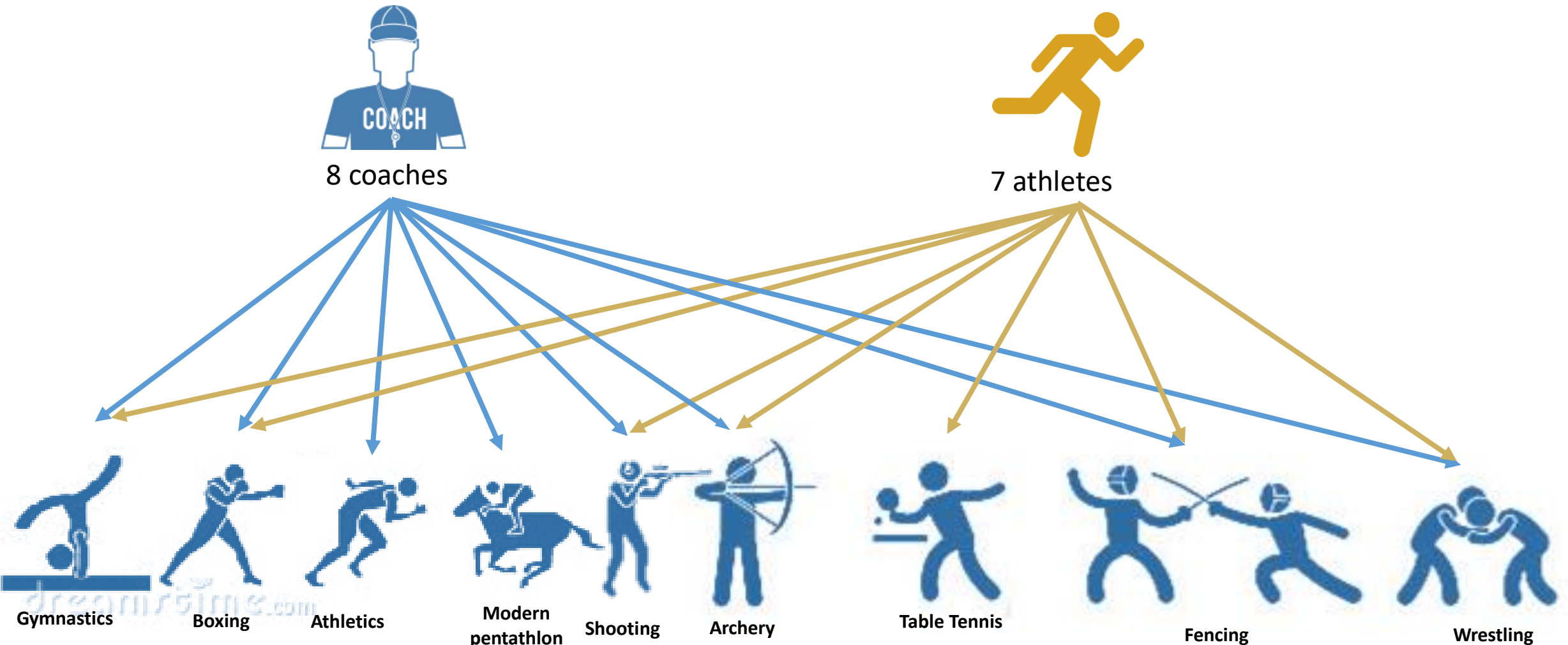
- identify debriefing moments and contextual features (when?)
- and explain the operations achieved to debrief (what/how?).



📁 Suggest coaches and athletes perspectives to develop



Criteria used to select participants : participation to RIO Olympic Games 2016



Semi-structured interviews (with some explicitation interview touch*)

*(Vermersh, 1997)



- Did you feel how he/she was feeling? How did you proceed to manage those emotions?

- How did you do to catch his/her attention?

- How did you proceed to assess the performance?

- How did you determine the work to complete until the next competition?

- What did you do/say to help him/her to project on the next step?





Content analysis (2 researchers)
Comparative method** to classify data into three orders categories.

** (Strauss et Corbin, 1990)



The data was constantly compared until saturation was reached (9th interview), which occurred when no more new categories emerged from the data.



Agreement rate for the identification and categorization of the meaningful units : 89%
(desired reliability threshold : 80%)



541 meaningful units identified and classified into 3 order categories.







352 (0.65)
Frequencies (ratios)

**Event
debriefings**



**End of
competition
debriefings**

337 (0.35)
Frequencies (ratios)



« We analyzed the final. 'What happened ?' » (A6)

« We debriefed the series » (C8)

« This was the post-Zurich championship debriefing » (C8)

« We debriefed the Olympic Games » (A7)



Results and facts

« I returned on the match, briefly, and he gave me indications, hints about the key points of the match, when I lost. » (A1)

Available time

« He didn't make any debriefing for 4 or 5 months I was here, so I didn't understand why he was up to do it at that precise moment. [...] I immediately stopped him » (A4)

Closeness between coach & athlete

« When your match ends at 10p.m and that your next match is the first of the following day, at 10a.m, then it's a bit harder to debrief. [...]. We don't talk about the match, we'll talk about it after » (A7)

Event debriefing	End of competition debriefing
Frequencies (ratios) <i>total of 214 meaningful units</i>	
62 (0.30)	22 (0.10)
68 (0.32)	34 (.16)
18 (0.08)	10 (.04)



Assessing the plan efficacy and behaviors implemented.

« What happened with the 10 first bullets? They were well fired, what did you feel? What was there more than as usual? He talks me about rhythm” (C4)

Building areas for progress.

“We perhaps have missed that kind of work, and I’d like us to work on next year. What do you think about?” (C8)

Regulating confidence and emotions.

“I help him to get off, angry or not. [...] It’s a way to say ‘I’m still here, I still respect the work you accomplished’” (C5)

Focusing on recovery and projecting on the future

“I project him on 2020 all the time” (C6)

Taking into account attentional and cognitive capacities.

« Results were not available when he finished, but I knew he would succeed. He wasn’t satisfied by his performance but I congratulated him in spite of this, and he instantly replied “This is bullshit, anyway ! It was messy ! ». So I preferred to step back because his temper is very strong. It was better to step back and to wait the last results.” (C6)

Event debriefing

End of competition debriefing

75 (36.8)

52 (42.3)

6 (2.9)

34 (27.6)

68 (33.3)

25 (20.3)

47 (23.1)

12 (9.8)

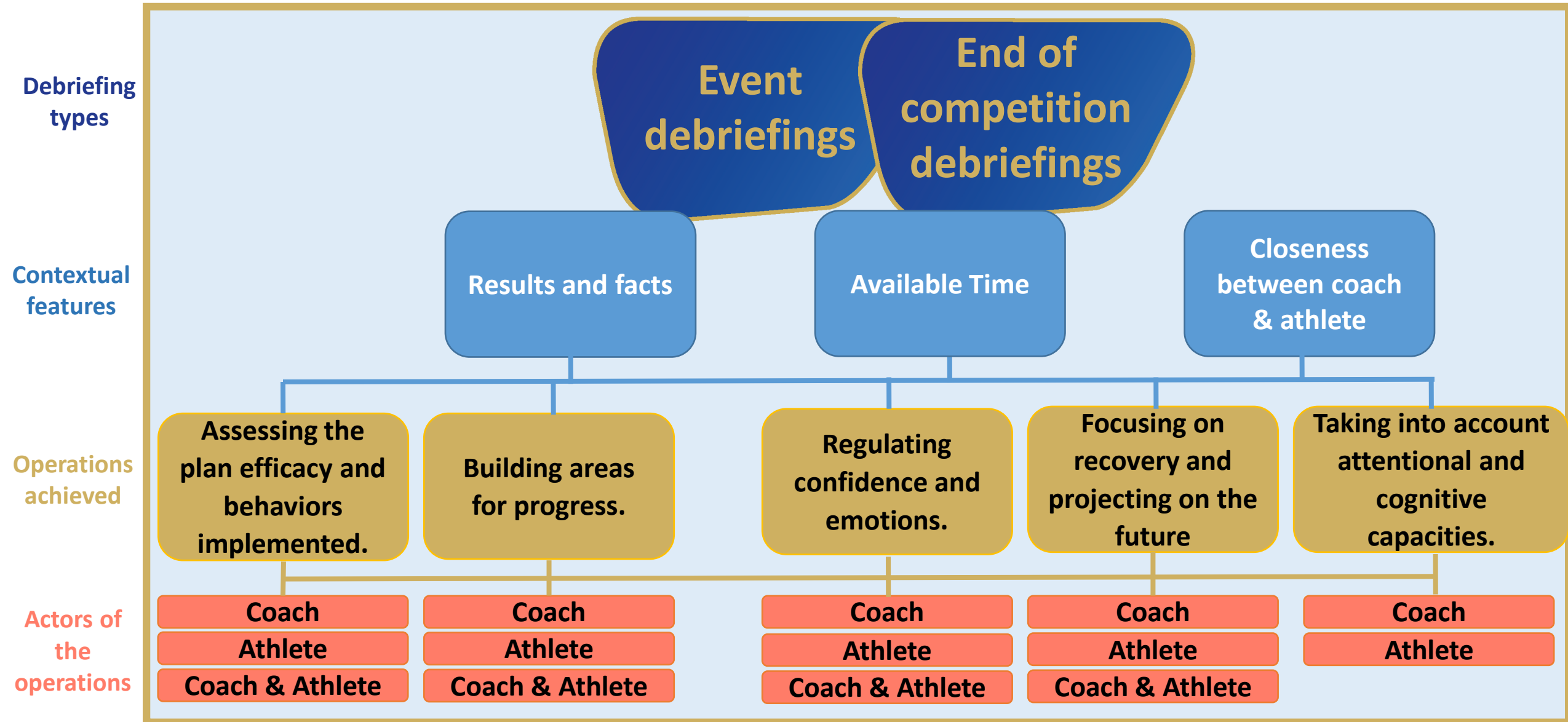
8 (3.9)

0 (0.0)

total of 327 meaningful units



		Event debriefing		End of competition debriefing	
Plan management	Assessing the plan efficacy and behaviors implemented.	Coach	28 (33.3)		20 (38.5)
		Athlete	6 (0.8)		0 (0.0)
		Coach & Athlete	40 (53.3)		32 (61.5)
Plan management	Building areas for progress.	Coach	2 (33.3)		14 (41.2)
		Athlete	0 (0.0)		3 (8.8)
		Coach & Athlete	4 (66.7)		17 (50.0)
Individual management	Regulating confidence and emotions.	Coach	43 (63.2)		19 (76.0)
		Athlete	20 (29.4)		4 (16.0)
		Coach & Athlete	5 (7.4)		2 (8.0)
	Focusing on recovery and projecting on the future	Coach	17 (36.2)		6 (50.0)
		Athlete	26 (55.3)		2 (16.7)
Coach & Athlete		4 (8.5)		4 (33.3)	
Individual management	Taking into account attentional and cognitive capacities.	Coach	8 (100)		0 (0.0)
		Athlete	0 (0.0)		0 (0.0)







Consistency...

Contextual features lead to debrief or to delay it. **(Hogg, 1998, 2002)**

Coach adaptation to debriefing constraints. **(Macquet et al., 2015)**

Collaboration to achieve operations. **(McArdle et al., 2010)**

Originality...

High-level athletes and coaches.

Two types of debriefings.

Priorization of operations (plan / individual management) according to the debriefing types.

Perspectives...

Research Collective debriefings in individual sports

Debriefing with young / aged experts

Practice Young coaches courses (in class / using tools)

Individualised help for expert/novice coaches

**THANK
YOU FOR
YOUR
ATTENTION**



**ANY
QUESTION ?**