

Module. 4 Pedagogical Exchange with the Player Learning Strategies and Atmosphere

Unit 4.1 Pedagogical Exchange with the Player Learning Strategies and Atmosphere

Over the years, neuroscience has proven what pedagogy has long understood: the atmosphere we create in training (interpersonal relationship) will or will not support the players' learning. In addition to this, it is possible to identify that learning strategies are everything a coach can do during training (before, during and after the task they have designed) in order to optimise the players' learning. These learning strategies must be in line with the coach's profile and the club values, that is to say that within this trinomial, it is possible to collaborate with the athletes' training processes.

We understand the coach's profile as something adaptable and modifiable throughout time, according to the experience and training they can get. There is no doubt that the coach acts according to their psychological, socio-affective profile, etc. For this reason, the multidisciplinary nature of the training is valued positively, as it has been demonstrated in the first modules of Course 1, where the coach is invited to reflect on themselves and their actions before proposing tools. Without prior reflection, it is possible that some of the proposals presented below are discarded by coaches who, right now, have a different profile from the one who would make those proposals. With prior reflection, the proposals can be equally integrated or rejected by the reader-coach, but it will not be due to an unconditional attachment or an assumption that avoids getting to the bottom of the reasons of the proposals.

Just as the structures of the athlete were presented in Coach Academy I, which configure a holistic vision of the player, the same happens with the coach. Several dimensions interact in order to configure what we understand as their profile, and, in a higher hierarchical order, we find their values. Once again, we do not understand them as immovable either, but at the top of the hierarchy, it is also where you need to spend more time to be able to observe qualitatively profound changes.



The profile and values of the coach, on the one hand, and the values and culture of the club, on the other, must be compatible. The club values and culture generate an idiosyncrasy of the club itself, which is constrained by its environment: the society where it resides, its partners and fans, managers, great coaches, and players, as well as important collective experiences. All of them gradually shape what is understood as the way of being of the club. For sure, we can think of great teams and associate them with adjectives that would qualify them. Of course, FC Barcelona is a clear case, shaped by its close relationship with the Catalan culture, the political events it has experienced for this reason, or the characteristics of the Catalan society; but also, the influence of the Dutch school in the origins of Barça Football, as already noted in Coach Academy I.

If the coach's profile and the club values are not in line, the players will feel (perceive) that both messages are contradictory, which could affect the credibility of the former.

If the teaching-learning proposals were wrapped in a classic closed-order paradigm, the players would not have the possibility of obtaining a large quantity of information, so they would never break out of their comfort zone. In other words, some possibilities of action would not be executed - despite being possible at the coordinative or cognitive level - because the expressive-creative, socio-affective, or emotional-volitional dimension would not allow their emergence. For this reason, their decision-making would be restricted, marking, as a result, those actions that they already know how to do and give them confidence, which will create situations in which they avoid taking risks in order not to lose the ball and, in this way, not to receive negative input from the coach. This way of not "breaking the mould", far from stimulating creativity, suppresses it, being the opposite to the path that sports practice has to offer, with its inherent variability. That is, players are intended to try, go through, and experience new scenarios, new concerns, to get perfected as players, avoiding doing only what they know how to do. Consequently, performance is not intended from the first instant; on the contrary, what is sought is learning.

This is also valid for professional teams: if we understand performance as the players using their current abilities and skills during the game, and learning as transforming their current abilities and skills to optimise them, from a complex point of view, where the context never remains the same, the opponents evolve and the team-system itself changes and, consequently, needs new tools; who would dare to play a whole season with a single card, no matter how good it is? The great teams that have remained at the top have done so from the idea of constantly evolving and adapting their game.



Figure 1: The Club Values and the Coach's Profile Influence the Learning Strategies the Coach Can Perform



Source: own elaboration.

Learning Strategies

Learning strategies are defined as those actions that the coach can propose or perform throughout the whole training, that is to say, they are continuous events in which the coach, the player, the context and consequently, the task are immersed. Even before and after, the tasks are also integrated in search of optimising the players' learning.

The first learning strategy that must be considered is that one in which the player demonstrates a high **motor commitment** through the task. That is to say, that they participate proactively and that they identify a space for motivation and learning in the task. In this way, they intend to avoid direct analytical proposals where young players are making long lines, for example. This causes the participation time to be very scarce, in addition to the possibility of increasing demotivation. Another example is when three teams are diagrammed, where two of the teams participate playing against each other, leaving the other one out, waiting for their turn. In this regard, it would be optimal if the team that has to wait, would be performing another PSS - so as not to waste the scarce sports practice time we have - that would bring them closer to a high degree of motivation as a key and determining factor for their evolution.

If the reader has had the opportunity to do Coach Academy I, they will remember that Paco Seirullo points out that PSS must be massive, specific, and performed with variability and continuity. The motor commitment is a necessary, but not sufficient, condition to fulfil this continuity.



Another strategy to consider is that the task presents **dynamism**. This also mainly seeks continuity, although it can also be related to the specificity of the task. From this point of view, the aim is that the coach avoids stopping the task frequently to give their opinion on how it is being performed. Although, on occasions, it is possible and important to give information during the task, the intervention can be granted to a specific player when they are in a space of cooperation and, consequently, not participating directly. Dynamism is also achieved through proper task design, promoting continuous cycle tasks, for example, instead of repetition tasks, as will be seen in Course 3.

We add **the constraint-led approach** as a learning strategy, although, more than a strategy, it is a task design methodology that must go hand in hand with the adequate pedagogical exchange with the player. It is based on the principles of non-linear pedagogy. It encourages less intervention, something that has already emerged from previous modules, such as the references found in Course 2. By manipulating the constraints, the player is proposed to find their own motor solutions to the tasks in which they are involved. This approach suggests that the player acts under the perception-action cycle, with which the information they perceive from the environment and from themselves pushes them to perform certain motor actions, which go back to the context and the performer themselves, reaching then, a coupling between the player and the task/environment. That is why modifying the constraints of the environment affects the player's behaviour.

Finally, the principle of **individualisation**. This supports the idea of using this tool in which the player perceives that their own characteristics are taken into consideration. Besides, the coach pays attention to each of the player's particularities. It is possible to accomplish this proposal before, during and after training. For example, when the coach interacts with the player explaining a specific situation about what possibilities exist to practice it differently and thus achieve the optimisation. Also, this principle leads us to accept that, before the same task, each player will find different solutions, since the interaction of each player with the task will lead to different decision-making. These naturalised behaviours of the players should not only be accepted but encouraged.

The first four strategies presented are performed through the coach's profile. That is to say, they are not specific actions that the coach can introduce in some of the PSS they design, but they must have a long journey. That is why we appeal to the coach's profile or values. Another peculiarity is that these learning strategies are observed through the player's behaviours exhibited during the task. Later, we will show other strategies that refer to the pedagogical exchange with the player by means of verbal communication, as prior to Course 2, which is dedicated to feedback.



These strategies, then, appear in preferential simulation situations (PSS), where a successive experience of specific sources of information takes place. According to neuroscience, this will produce new neuronal synapses as long as the brain perceives that the motor actions it is performing have social utility. That is, the brain is modelled to learn what happens, especially if it perceives it as a positive factor from a social environment, since evolution over the thousands and thousands of years has led the brain to understand that what is positive for the group is a basic value for its survival. In the case of football, the social environment is the team and if the brain perceives that the teammates and/or the coach approve of the action, even implicitly, it will be understood as positive. As a result, if the player presents this type of perception in the task, they will shape the action as a useful event and will reinforce the neural synapses that have allowed it to be performed, being able, later, to reuse the neural connections that were used, but “reinforced” by new synapses.

It also works the other way around, of course. In this case, the neural synapses will subside, if the action is perceived or felt to have been negative, either because of the player's understanding of the game, who already knows that it has led to an error, or, perhaps, because of some comment from a partner of the coach who makes explicitly clear the disagreement with the decision making or motor action performed. In this case, it distances from that social utility.

Now, when it exists, this synapse leads the player to procedural learning, that is to say, new aspects related to the game, actions and interactions with peers are learned and new attractors emerge, or the existing ones become more flexible. That is to say, in similar situations, the player learns new actions or performs actions that they already knew, but adapted to the context in which they have practised them and that has caused these new synapses. Obviously, this is not an automatic or fast process, so players will have to practice hours and hours (en masse) in specific game contexts, in continuity and variability.

Also, it will be necessary to focus on those too stable attractors, where adaptability and creativity are difficult. This usually happens with players who base their game on few actions, generally very efficient. This positions them to have a high performance at certain ages, but, if they are not able to make their attractors more flexible, tasks and contexts should be proposed for this purpose (appropriate learning atmospheres, as we will see later). Otherwise, the result will be that they do not get perfected as athletes and are very predictable players. An example are players who, at a certain age, are in better conditions than other players their age. This can lead them to rely on these abilities to develop their game, especially if the coach promotes performance and not learning, as already mentioned. Contexts in which other capacities are mobilised by means of adequate constraints must be generated, as well as a learning environment that encourages the



player to get out of their comfort zone. Also, of course, you can choose to move the player to a team of a higher age, as a total change of environment that will constrain this player in a totally different way.

Learning Strategies – Feedback

The feedback tool is basic and confers a power over the player's evolution that deserves a separate course, which the reader will be able to enjoy at the end of this one. However, as a learning strategy, some basic notions are presented here, as an introduction.

The first thing to remember is what was discussed when the constraint-based approach was introduced: less intervention from the coach is required. At that moment, it was about the design of the task, but it is also valid in terms of verbal intervention both before, during and after the completion of the task.

It is common to experience how verbal instructions from the coach or performance feedback do not have the expected results. This is because the intentions and conscious control of movement are just a few more constraints, which interact with the intrinsic dynamics and the dynamics of the task (Seifert & Davids, 2012) and which are often ineffective or insufficient to create new synergies. (Balagué, Torrents, Pol, Seirullo, 2014, p. 66).

Consequently, the non-linearity of learning and, therefore, of its rules, leads us to understand that more feedback does not mean better learning. In fact, it could even be an inversely proportional relationship, due to the fact that with each feedback - especially if it is highly descriptive - the player must investigate less and comply more. Timing and the method used are important, as will be seen in Course 2.

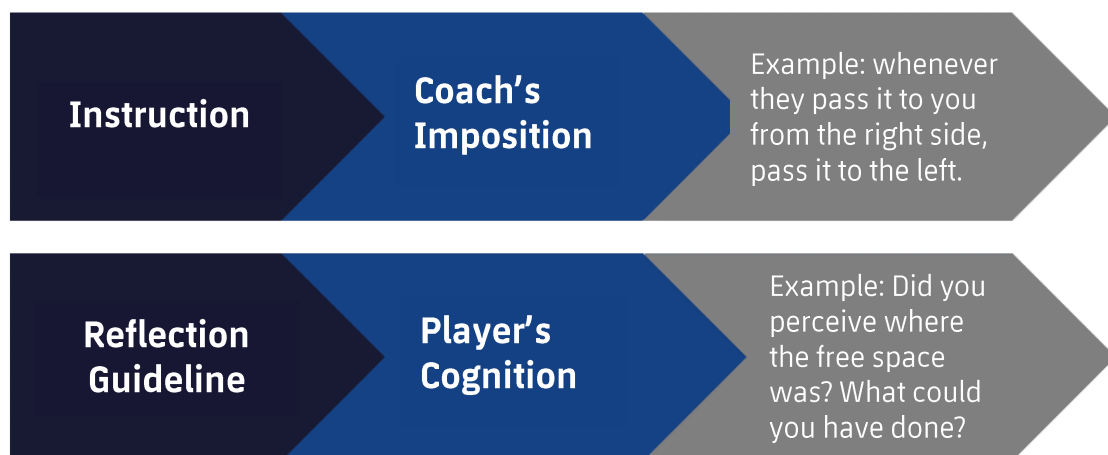
Based on this, and understanding the complex nature of the game and its non-linear dynamics, it is possible to understand the difficulty involved in real practice with respect to what the coach expects to happen in the game. For this reason, it is recommended to avoid the use of control instructions, which are standard ideas that players are intended to follow. Nor do non-contingent instructions contribute much, that is to say, training should not be constantly directed (kick, pass, etc.). For this it is important to let the players make their own decisions, go through moments of noise, make mistakes, and then receive feedback from the coach, if necessary, since players almost always know when they have made a mistake or when they can improve, and the way to do it is through practice, not with theoretical feedback on how a certain action should be done or has been done. Sometimes, the instruction serves to reaffirm on the field the game models



drawn on the blackboard. But, considering the complex, unpredictable/stochastic nature of the game again, the best the coach can do in these cases is to let the players act, and leave the exemplary actions aside.

For all this, we observe differences between an instruction and a reflection guideline. The fact that the coach intervenes, encouraging the player's reflection, inviting the player to think and rethink what happened is a great step, positive compared to the instructions. The ideal thing is that the reflection guideline is sincere, and has more reflection than guideline. It is a matter of not asking expecting to hear a certain answer, which is the one we consider correct; it is necessary to listen to the player, to create the space for them to express themselves, if we want such interesting information to understand our players and complement our observation of their motor actions. That is, the coach really asks the player why and according to what they have performed a certain action, what they have perceived to perform it, what limitations (coordinative, conditional, trustworthy) have been found that have led them to make that decision and what they would have done if there had been no such limitations. In short, what they have felt when performing this action, resorting to the player's emotions. If we get the necessary connection with the player so that their response is what they feel and not what they think we want to hear, our exchange with the player will be of high value.

Figure 2: Learning Strategies - Feedback



Source: own elaboration.

According to Balagué, Torrents, Pol and Seirul-lo (2014), the orders promote the intention-action or instruction-action coupling instead of the perception-action coupling, thus limiting the effectiveness and autonomy of athletes during the competition. Besides, it



will be essential that the coaches' reflection guidelines do not invite players to "play by the rule" or focus their attention on the procedural objective (for example, playing in the interlinear space) over the general objective of the task (to win or score).

The following table is proposed as a guide to consider the aspects related to feedback, when intervening within the athletes' teaching-learning process. As previously mentioned, these are basic ideas that will be further developed in the subsequent course. This table is based on feedback made to students in a classroom, but many of them are useful for a coach-player feedback.

Table 1: Feedback, Basic Rules

Feedback Basic Rules	
YES	NO
Be very clear about what you want your students to achieve, what they need to know and know how to do	Do not interrupt a student when they are trying to figure something out themselves
Focus your feedback on what the student knew, did or achieved	Do not focus your feedback on the student themselves
Comment them just a few things	Do not overwhelm them with too many things in one go
Compare the student's work to an established standard showing their progress (or lack thereof)	Do not compare students with their peers
Tell the student how far they have come and give them tips on how they can improve	Do not tell them what went wrong with their performance without telling them how to improve it
Communicate your belief that you can do better	Do not tell them that poor or mediocre performance is all you expected
Provide a feedback when the student still has time to improve	Do not offer feedback only after formal evaluations
Change the way you give feedback to suit the student's level of experience	Do not limit feedback to notes and summative comments like: <i>good, excellent, disappointing</i>
Learn from students' reactions to your feedback	Do not turn your students' reactions to your feedback into "it is your problem"
Discuss your feedback with the student	Do not give feedback without allowing your students to ask for clarification

Source: Adapted from, 2017. <https://www.javiertouron.es/las-10-reglas-de-oro-para-dar-feedback/>



Continuing with the learning strategies, there are new proposals below that accompany the athletes' training processes, in this case applicable from the verbal information that the coach can express, unlike those that we have seen at the beginning of the module.

However, we want to comment that, as in any exchange process where two or more subjects are involved, the information allegedly issued by one of them does not have to be the same as the one received. This is due to multiple reasons, ranging from characteristics of the speaker (due to their way of expressing themselves, their language, the exposure time that causes loss of attention, as well as their tone and pauses, and a long etcetera) and the recipient (difficulty to extract concepts, inattention, etc.). Note that, although we can classify them between characteristics of the speaker and the recipient, in reality, the transmission of the information will or will not be successful according to the interaction of both, and the problem cannot be attributed solely to one of the two (except extreme, disabling cases), inevitably from a complex perspective.

Regarding this, it may be the case that the coach's way of expressing themselves does not coincide with the main signal reception method, that is, learning style. Many contributions have been written on how to classify people according to how they learn. Once again, we appeal to the grey area, to the fact that we cannot pigeon-hole or label our players based on their method of receiving information. Nevertheless, we can get used to constructing our discourse considering some basic ideas to better convey our message, at least in situations in which we address the whole group and, consequently, there is the possibility that there are different ways to receive the information.

Although there are many classifications, one of the most widely used is that of Honey and Mumford (1986), which groups them into four styles:

1. **Activists:** they look for new experiences, they are totally involved in the task to be done. They are usually the first to respond, do not mind exposing themselves and are open minded. They like competing.
2. **Reflectors:** they are observers par excellence. Good listeners, they also learn by watching others perform. They are usually silent if others are chatting. They need to think several times what they are going to say.
3. **Theorists:** they like to learn the theories, fundamental laws. They are lovers of rationality. They need to analyse and synthesise the information and come up with a logical explanation for everything.
4. **Pragmatists:** they like to perform tasks without the need for long explanations, but also without their absence. They get involved in topics that they like. They also want to know the purpose of what they are doing, so, if that is too abstract or they do not see the applicability, they will not be 100% involved.



As we were saying said, a good way to palliate the differences among the players, in case we have players of different styles, is to try to communicate, at some point, in the way that each of them wishes.

A good method is to use the **TEAM** rule: in any explanation before the group, start with a **title**, follow with an **explanation**, then with a small **anecdote** and end with a **metaphor**.

In this way, with the title we are going to satisfy the activists, who after the title will already be thinking about what strategies they are going to follow in order to perform the task. We can then explain why we need to optimise the goal of the task, to satisfy the theorists. During the explanation itself, we will introduce an anecdote that draws the attention of pragmatists, who get lost with long explanations and need to feel something that attracts them to get involved. Finally, we can finish the exposition, if we have not also introduced it during the explanation, with a metaphor that will allow the reflectors to look for relationships between what has been explained and the parallelism that we have offered to them, thus analysing the information and, therefore, mobilising it and making it theirs.

It should be remembered that, based on the constraints-based approach seen above, it is advisable that the explanations do not give too much information about what is expected to happen in the task (that is, the motor actions that they will execute) and even not much of what they will be able to perceive. That is to say, letting them discover which sources of information they will have to attend to as a priority. Still, there is room for the TEAM rule. An example could be the following (anecdote and metaphor are presented separately for better understanding):

- **Title:** *we are going to play a 4x4+3 position game and we will focus on the actions of the player inside.*
- **Explanation:** *we need to optimise the distance between teammates and communication between teammates in the mutual aid space when playing in the centre lanes. To do this, we will change roles so that all the players experience this, all having the chance to be the central wild card.*
- **Anecdote:** *I could see how Ansu Fati practised these position games and, despite not being an inside player, they developed splendidly in this situation. And this now allows him to leave the band and play on the inside!*
- **Metaphor:** *because training to the fullest can take you to the top of the Everest!*



Figure 3: Strategies



Source: own elaboration.

Now we go on with the learning strategies applicable from the verbal information that the coach can express. Some of them will be deepened and given their theoretical framework in Course 2. In the first place, the idea of **expressing oneself supporting autonomy** arises, if we address the players emphasising that they will be able to perform actions at will during the task, that is to say, having some control over what can happen. Under this instance, it has been shown that it improves learning over languages that express more control from the trainer (Hooyman, Wulf, Lewthwaite, 2014). We are not referring now to whether the coach simply provides autonomy to the player, which is also something clearly positive for their development, since this generates greater involvement in the task, motivating them, such as sharing the decision of how many points the goals are worth, among others. Players are even able to become more focused when it comes to the task and thus increase learning, as the above-mentioned authors have shown. But, in the case of expressing oneself supporting autonomy, we refer, for example, to whether the coach expresses themselves by saying “at the ball kick-off you must make short and safe passes” or, on the contrary, indicates “at the kick-off of the ball you can make short and safe passes”. This micro verbal modification will provide support for the player’s autonomy, and this is precisely what the authors demonstrated that improved the athletes’ learning process.

Second, it focuses on the idea of **focusing on the action rather than on the player**, that is, focusing extrinsically rather than intrinsically. Under this scheme, authors such as Chiviawosky and Drews (2014), have shown that the information about the action implies a greater learning than that which focuses on the player. It is very common to

hear coaches express the way in which a player should kick the ball, that is, “you have to make the pass with the inside of your foot”. Instead of this description, it is recommended to intervene by means of the word under proposition grounds, that is to say, “you have to make the pass towards such place, do it as you consider”. This type of approach will be more effective than if we made the player focus on their inside, since, in the next actions, they will probably not be so focused/centred on the importance of the task, which is always an adaptation to the context.

Similar to the previous one, it is the strategy of **maintaining an external focus**. Wulf (2007) points out that achieving this maintenance is fundamental compared to making the player aware of their interoceptive sensations, body movement or their thoughts when they are performing a motor action. The difference with the above is that this strategy refers to information during the action, while the previous one referred to subsequent feedback. This maintenance will improve the learning process and its performance in parameters such as balance, precision, speed, resistance, etcetera. Consequently, an unconscious, fast, and efficient control is promoted. In other words, by focusing on action, we allow them to focus on the objective and flow their way of achieving it; if we focus on the technical action, we will take the player out of this state of unconsciousness and this focus can cause the movement to not be so coordinated, achieving just the opposite of what was intended. We recall that motor actions emerge under the perception-action cycle, where there is no room for the conscious that may appear after having performed the action. Introducing the conscious in decision-making will imply one more constraint, instead of an aid to motor control.

Another interesting point is the **comparison with others and the perception of difficulty**. In a study performed by Wulf and Lewthwaite (2016), the authors emphasise that providing information on how well others have done or providing statistical information on the low difficulty involved in performing certain actions provides security and confidence and that leads to greater learning. In this way, instead of saying “perhaps at first it is difficult for you”, it is possible to intervene by means of “this task may seem complicated, but I have done it with other teams in other years, and it went well, so, it will also work out here”. Note that they are simple actions but that they will allow players to practise in better conditions for learning.

Another interesting strategy is the **use of recordings**. It has been shown that giving information with images of what the players have just done improves learning compared to not providing that information (Clark and Ste-Marie, 2007), and even surpasses information that is provided verbally (Ste-Marie, Vertest, Rymal and Martini, 2011). Consequently, it is possible to rely on the recordings, for example, to show on the screen the pass options that the player had, instead of commenting on it and hoping that the



situation they experienced, and the coach observed coincide. This topic will be deeply discussed in the next course.

The sixth aspect or strategy to consider emphasises **not making use of irony, as well as correctly and politely addressing** the players. It seems obvious, but it is not uncommon for irony to be used in everyday language. We have to be aware that, at certain ages, the conception of irony may still not be understood, so it is advisable to deactivate it as a communication tool. Besides, it is essential for the coach and players to create an environment of trust for the optimisation of learning, which is why it is essential to avoid actions such as yelling, reprimanding, gesturing, etc., since this type of development does not allow the player to act freely within the game, but clearly restricts expressiveness, the basis of creativity and learning.

The seventh strategy that is part of these interesting tools is about the idea of providing **contingent and accurate information about what happened**. Within this analysis, if it is a matter of giving feedback, it is not enough to give the information in a generic way, that is, simply a “you have done it very well”, but rather what has been done well or badly must be explained. What information should you have perceived? What do you think you could have done? Be concrete, but always after the action, not before or during the action (probably then we would use instructions or tricky reflection guidelines). For example, “If you see a teammate in trouble, help them” could be a tricky instruction. Instead, “In this situation that just happened, how was your teammate protecting the ball? With the position of your head lowered; in such cases, you must offer a pass line and call their attention to identify your position” would be more specific.

From these lines, as the eighth strategy to consider, the idea of **prioritising positive information** emerges. This is supported by Bueno’s words (2016), who indicates that the brain has evolved in search of being accepted in society, as it has been previously commented. Positive information, especially if it is given in public, enhances the synaptic connections of the neural networks that have allowed it to be valued positively. On the contrary, the negative one, although sometimes necessary, must be performed privately.

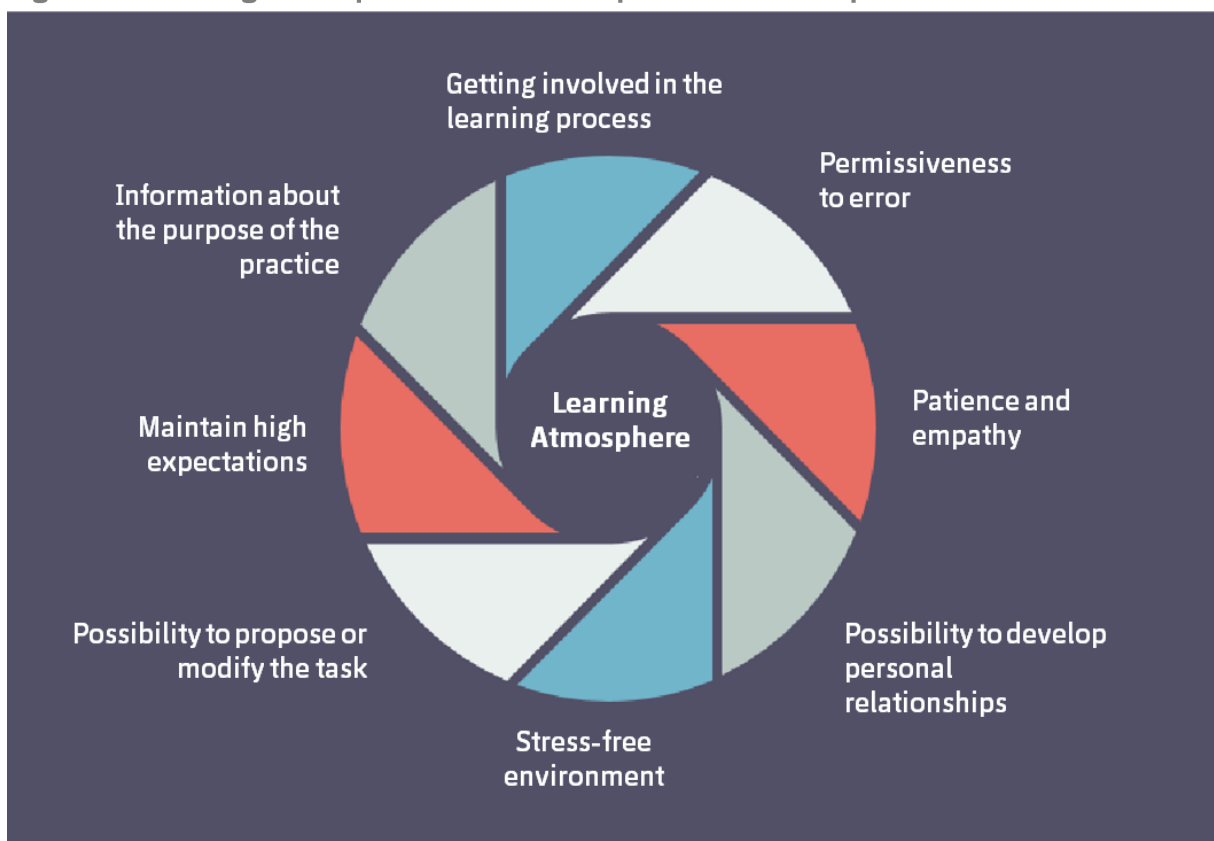
Finally, within this cascade of proposed strategies, the importance of **praising perseverance and effort** arises. In that sense, it becomes substantial to praise work and effort over talent, skills and abilities innate or acquired in the past. That is to say, praising talent generates positive self-esteem but, at the same time, makes players less persistent in the attempt, being more prone to abandonment in more demanding scenarios. Under this idea, Mueller and Dweck (1998) suggest that, if the effort is praised, the improvement that comes through work becomes evident, which causes an improvement in the player themselves. In conclusion, it has been seen that praising perseverance and effort is better than praising the final result, since if the final result is praised, the implicit information



implies that the good thing about the player is what they are doing, and if what the coach likes is what the player is doing, they will continue to do just that, avoiding going through new processes where they have to explore and innovate; that is, try to perform other actions that will be necessary for the optimisation process to continue. On the contrary, if perseverance and effort are praised, the coach will be promoting those new attempts that are positive in a training and learning context.

Learning Atmosphere

Figure 4: Learning Atmosphere: Relevant Aspects for Its Composition



Source: own elaboration.

The atmosphere that we create during the training sessions will support learning or not, regardless of whether we perform all or some of the strategies presented above. The factors that create this learning atmosphere or the factors that are part of it allow and encourage the fact that the players feel free to practise and express their opinions during their training process, thanks to the fact that they are involved in a favourable environment.

Below, we present factors that, among others, are considered important to maintain this atmosphere, which it is necessary to understand that it is not created in one day, but it is

a copy of maintaining a style, a way of doing, which is developed and constantly modified, also due to situations that may happen during the season and, of course, to the sports results in the first place.

A transcendental aspect is the permissiveness of error. That is to say, in a context such as football, under a dynamic ecological perspective, the error is discussed regarding its existence. In any case, from the point of view of a player in training, the error exists, and it is not desirable. But under this permissiveness, that is, if the player understands that nothing serious is going to happen due to having lost the ball in a training practice, it is the players themselves who will feel free to try and to practise new things, leading to exploration, fostering creativity.

Other aspects to highlight are the coach's patience and empathy, something that is closely related to the coach's profile. Knowing the player is the previous and essential step for empathy. It is not possible to generate empathy if, as a coach, you are distant, if you do not know what happens to a player in their life off the pitch if you do not know them or hardly speak to them. Besides, if the players perceive that you are a patient coach, that the results do not establish the way, but the process is the one that directs the proposal or idea, if the search for immediate performance is also avoided, an optimal learning atmosphere will be produced.

In line with the previously described the possibility to develop personal relationships arises. This supports the idea that players have a social brain, that is to say, that they see the possibility of developing personal relationship with their teammates; this includes having a good time, without a context of confrontation or divisions. This will create an attraction where a learning atmosphere can be identified, thus getting away from an atmosphere of performance. The same happens from the social point of view of relationships if it is possible to generate proper spaces for dialogue between players, without being reduced only to what the coach says. If the players are older, this is obviously going to be a good thing. All of this can result in a stress-free environment.

In general terms, the fact that the players have the possibility to propose and modify the task a little - perhaps with trivial questions such as the colours of the bibs, which in players 5 to 7 years old can work - will give them maximum autonomy, involving them even more in practice, which is going to generate an atmosphere that is favourable for them to learn it, as mentioned above, although, in this case, autonomy is procedural, not declarative.

Another fundamental role is given on the importance of the coach as responsible for maintaining high expectations. The coach must always explain, but, above all, act through design, so that the players understand that their coach expects the best of them. It is the



well-known Pygmalion effect. If in the design of sessions, the tasks are excessively easy (and consequently not very motivating) or excessively repetitive, implying that it is necessary to continue practising a goal that has been performed for weeks, it can lead to a lack of self-esteem and decrease of performance and learning possibilities for the players. That is why high expectations are positive: because they feed the player's abilities and these feedback positive thoughts that further enhance high expectations, entering a highly motivating virtuous circle.

In relation to what was previously mentioned, it is important to explain the purpose of what will be practised during the PSS, that is to say, starting from why do we do that? Firstly, this increases the interest and motivation for contextualisation, but also for the feeling of doing the task out of necessity. Besides, this dynamic will allow players to focus on different actions, which may be of interest to coaches. For example, if certain PSS serve to optimise communication between mutual aid players, then it will be the players who focus on that goal and not on the previous support. It is very common to perform tasks with multiple sources of information, but prefer to focus on certain intentions.

Finally, involve the player in their learning process. Here, the objective is to inform the players to self-evaluate or co-evaluate and, from there, they can make decisions about what they should train: what do you think you need to practice? Based on a match, for example, how do you think you have failed? According to this, they can be directed through questions, generating a state of involvement by the players. In fact, many of the actions in this module could be presented together within the title of involving the player in their learning process. It is interesting, according to Jourden, Bandura and Banfield (1991), that the players are aware of knowing what they are learning. By default, if this is not encouraged, the player tends to think that in the task they are performing, it is not necessary to develop new learning, a fact that would prevent them from having an open mind to be willing to try new motor actions, for example.

In conclusion, the aim is to go through guidelines that start from *transactional leadership* - where the coach is the one who teaches from his knowledge and the student is the one who receives the information and tries to reproduce it on the field; where the transaction is generated through punishment-reward- to evolve to a *transformational leadership* - where each and every one of the actors that comprise a team will have aspects to optimise, including the coach, and all of them, together, will help each other to evolve. The transformational leadership style focuses on motivation and collaboration among players to achieve change for the better. Transformational leaders set goals to drive players to higher levels of performance, while providing opportunities for personal and professional growth for each of them (individualisation principle). From this perspective, we seek transformation, unification as a team, in order to be better on a daily basis. In this view, the idea of leader by imposition or hierarchical role does not appear, but, on the



contrary, under a heterarchical order a more natural learning *continuum* emerges, where all agents are part of both teaching and learning. We try to solve, every day, how to improve ourselves all together in a specific situation during training or even in a game.



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