

Proceedings
**INTERNATIONAL
RESEARCH
SEMINAR**

**Department of Sport Development and Management
Institute of Sport
University of Chichester
United Kingdom**

Wednesday 29 March 2017

Editors: Dr Elizabeth Pike, Dr Mike Callan

INTERNATIONAL RESEARCH SEMINAR
PROCEEDINGS

Editors:

Dr Elizabeth Pike, Dr Mike Callan

Conference organizers:

Department of Sport Development and Management

Institute of Sport

University of Chichester

Wednesday 29 March 2017

Chichester, United Kingdom

FOREWORD

Dr Elizabeth Pike

Head of Sport Development and Management



Staff and students in the Department of Sport Development and Management engage in research that resonate with the University strategy to undertake “research that matters”. We believe that research prepares and qualifies academics as deliverers of an outstanding learning experience to our students, and we endeavour to undertake transformative research that has the potential to make a difference to policy and practice. To

this end, our research activities embrace basic, applied, practice and professional based approaches to research, all related to the key learning and teaching activities of the department.

This research seminar will showcase some of the activities of staff and postgraduate research students in the department who are actively engaged in research related to our core activities of coaching, coach mentoring, and leadership in sport; sport history; sport and social change and population health. The seminar is structured around three key themes: leadership (which embraces coaching, the delivery of outdoor physical activity, and the work of the internationally renowned Anita White Foundation for women and sport); a multi-disciplinary approach to the enhanced understanding of judo delivered by an international group of expert practitioners; and an analysis of football by our team of staff who support the delivery of our successful Football Coaching and Performance programme.

Thank you for supporting this event, I wish you an inspirational afternoon of discussion and learning.

TIMETABLE

13.00: Arrive and welcome

13.10-14.30 SESSION 1: LEADERSHIP (Chair: Jordan Matthews)

13.10 Chair's introduction to session/presenters

13.15 Cheng Wei Li: *A Comparative Analysis of the Development of Outdoor and Adventurous Activities in UK and Chinese Higher Education.*

13.30 Sean Figgins: *Leadership and Coaching*

13.45 Tanya Goosen: *Hearing the voice of the child: A sociological critique of how children construct the meaning of sport coaching*

14.00 Lombe Mwambwa and Jordan Matthews: *Just Women Talking: Interviewing Women Sport Leaders.*

14.15 Plenary

14.30 Break

14.45-15.50 SESSION 2: JUDO (Chair: Mike Callan)

14.45 Chair's introduction to session/presenters

14.50 Geert Claes: *Who wins the bronze medal?*

15.05 Slaviša Bradić: *Judo in the primary school education system as an extracurricular activity*

15.20 George Bountakis: *Judo rhythm through music and dance*

15.35 Mike Callan: *Mrs Sarah Mayer, a black belt millionairess in 1930s Tokyo.*

15.50 Plenary

16.05 Break

16.20-16.45 SESSION 3: FOOTBALL (Chair: Paul Wheeler)

16.20 Chair's introduction to session/presenters

16.25 Daniel Potter: *Evaluating the application of a randomly assigned constraints based learning activity on the development of Association Football coaches.*

16.40 David Muggleton, Daniel Potter and Paul Wheeler: *Fandom and the attachment to Stadia on the South Coast of England - 'Should I stay or should I go'.*

16.55 Plenary

17.10 Closing remarks

17.15 Depart

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A COMPARATIVE ANALYSIS OF THE DEVELOPMENT OF OUTDOOR AND ADVENTUROUS ACTIVITIES IN UK AND CHINESE HIGHER EDUCATION.

Cheng Wei Li

University of Chichester – PhD candidate in Sport Development and Management

Outdoor and Adventurous Activities (OAA) have been included in the UK educational system for many years and are considered by many to be integral to UK physical education. In contrast, the delivery of OAA in China has not been well supported by educational administration or policies. This cross-cultural research draws on case studies exploring the development and interpretation of OAA in physical education degrees in one UK and one Chinese university. Bourdieu's concepts of habitus, field and capital serve as a framework for exploring the development of OAA and the ways participants think and act in the different social contexts. To achieve this, three studies were undertaken. The first two studies examine the design and implementation of OAA in a UK and Chinese university, with data collected by questionnaire, focus groups and interviews with students and University lecturers. The emergent findings informed the design of an intervention programme in a Chinese university in the final study. The main findings of the studies are that there is a persistent cultural conflict between traditional Chinese culture and OAA that has a direct impact on OAA delivery in the Chinese educational field. In particular, OAA in the Chinese physical education degree over-emphasised students' team-building development. Our findings support the need to develop OAA experiences in childhood and schooling, and to challenge the traditional Chinese educational philosophy through the provision of training to OAA facilitators.

LEADERSHIP AND COACHING

Sean Figgins

University of Chichester – Senior Lecturer in Sport Development and Management

University of Chichester – PhD candidate in Sport and Exercise Science

Objectives: Great leaders are proposed to inspire athletes to exceptional performances, however, little is known about how they do this. Therefore, the overarching aim of my thesis is to explore the process of inspirational leadership.

Methods: Three studies utilising qualitative methods have been conducted to explore the concept of inspiration in sport. In study 1, 95 athletes wrote about an experience where they were inspired in sport. Based upon the results of study 1, in study 2, 17 athletes were interviewed about their experiences of being inspired by leaders in sport. Inductive thematic analyses were used to examine the data in studies 1 and 2. Study 3 utilised a total grounded theory methodology to examine athletes' (n = 22) and coaches' (n = 15) experiences of inspirational leadership in order to understand the process through which leaders inspire athletes. Data were analysed through a process of open coding, axial coding and theoretical integration.

Results: Broadly, the findings have shed light on (a) the sources of inspiration and support the contention that leaders can evoke inspiration in followers; (b) leaders inspire athletes—in mainly negative situations—with a range of behaviours including expressions of belief and showing them the way forward; (c) that these behaviours are inspiring because they change athletes awareness of their capabilities in a range of contexts; and (d) the extent to which athletes are inspired by the leader depends upon the extent to which mutual trust, respect and loyalty (on a personal and professional level) exists between the coach and athlete/s.

Conclusions: With regards to leadership, this is the first concerted study to explicitly explore the concept of inspirational leadership. Consequently, the findings could provide a framework for applied practitioners' work with leaders and, thus, inform coach education programs aimed at developing leaders' "soft skills" which ultimately impact upon their effectiveness.

HEARING THE VOICE OF THE CHILD: A SOCIOLOGICAL CRITIQUE OF HOW CHILDREN CONSTRUCT THE MEANING OF SPORT COACHING

Tanya Goosen

University of Chichester – Senior Lecturer in Sport Development and Management

University of Chichester – PhD candidate in Sport Development and Management

The aim of this project was to gain an understanding of children's experiences in sports coaching as these are under-represented in the literature.

It seeks to understand to what extent children have been present in discussions about sport coaching practice, and are key informants shaping the redefinitions of the terms Coach and Coaching.

This study presumes that children are 'social agents' in their own right, active in the construction and determination of their social lives.

The children were selected from two schools, on the basis of; class, status, demographic and relative deprivation. 84 children from year 6 responded to the question – Excellent Sport's Coaching: What does it mean to you and what would the perfect sports coaching session be like?

The analysis documented themes which emerged across the two samples of children's work, drawing on both commonalities and differences.

The findings revealed stark differences in the children's response to this question. The data highlighted distinctions in the prevalence and absence of the coach and organisation and structure. The middle class children made prolific reference to the 'Coach' and formalised and organised Coaching structure. The working class children

depicted the perfect sports coaching session with the distinct absence of the coach and lack of formality and structure.

The data suggests that middle class children have constructed and incorporated meanings of coaching, congruent with the dominant ideology of the coaching structure in the UK, whilst the working class children are less connected with this ideology, having constructed different meanings of sport coaching.

JUST WOMEN TALKING: INTERVIEWING WOMEN SPORT LEADERS.

Lombe Mwambwa¹ and Dr Jordan Matthews²

¹*University of Chichester – PhD candidate in Sport Development and Management*

²*University of Chichester – Senior Lecturer in Sport Development and Management*

Women's leadership in sport has long been identified as a key concern for the Women and Sport Movement. The International Working Group for Women and Sport (IWG) has, since its inception at the first World Conference for Women and Sport in 1994, called for increasing the numbers of women leaders with special attention given to their recruitment, development and retention (GB Sports Council, 1994). In 2014, in celebration of its twentieth anniversary, the IWG commissioned a global progress report of recorded actions for women and sport. One of four recommendations from this report was to re-emphasise the need for increased female leadership in different sporting roles (IWG, 2014). The University of Chichester, through the Anita White Foundation, is growing in research expertise related to women's leadership in sport. Dr Jordan Matthews and Lombe Mwambwa will discuss their own experiences interviewing women leaders in sport from the contexts of their respective PhD research projects.

Interviewing is one of the most prominent methods of gathering data in qualitative research. The importance of interviews have been promoted by feminist researchers because of ability to centralise women's experiences (Collins, 2000; Oakley, 1981; Reinharz & Chase, 2002). Nevertheless, feminist researchers have also drawn attention to the 'methodological, personal, political, and moral' issues surrounding interviewing (Finch, 1993, p. 166). Jordan and Lombe will reflect on the process of interviewing women and the issues to arise such as managing their own identities, the power dynamics between the interviewer and interviewee, present and perceived audiences, and navigating boundaries of trust.

WHO WINS THE BRONZE MEDAL?

Geert Claes

University of Chichester – Pre-PhD candidate in Sport Development and Management

An analysis of the existing world ranking (IJF) was examined to determine the main factors for obtaining the bronze medal on a tournament. Concerning the total bronze medal fights, in total 2.821 bronze medal fights were analysed for the period 2013–2015 (all weight categories, as well as women as men combined).

1. Winner and loser effects

There have been relatively few studies of the winner effect in human competitions. Some studies used avatars in video games to rig a winning situation and to observe the real effect afterwards; other studies investigated the "hot-hand fallacy" (also known as the "hot hand phenomenon" or "hot hand") is the allegedly fallacious belief that a person who has experienced success with a seemingly random event has a greater chance of further success in additional attempts.

For the referencing period (the loser of the semi-final his last fight before the bronze medal fight was a loss – the last fight of the opponent was always a win):

On a total of 2.821 fights, the loser of the semi-final won the bronze medal in 54,70 % of the fights; is fact this is opposite to the 'winner effect'. Even when comparing the different weight categories this is mainly the case.

2. Colour of judogi

The study of Matsumoto (Matsumoto, et al., 2007) indicate that males, but not females, who wore a blue judogi had a winning bias across the examined competitions. According to the results of the study, that bias got stronger as the

tournament progressed and even increased across the four years' timeline of the study.

For the referencing period, the loser of the semi-final is always blue. On a total of 2.821 fights, white won the bronze medal in 54,70 % of the fights; is fact this is in line with the 'blue effect'. However, in those cases, blue is in 70,27 % also the highest ranked judoka.

3. Home advantage

In the research of Julio (Julio Ferreira, Goncalves Panissa, Miarka, Takito, & Franchini, 2013) it was concluded that there is a home advantage in the Grand Prix, Grand Slam and World Cup judo competitions conducted during 2009. Male athletes increased their chances of winning a medal and winning more matches when competing at home; female athletes had increased chances of winning a medal but not of winning more matches.

For the referencing period (2013-2016) these statistics are not yet made. It's foreseen for the future study that also the home advantage will be used to see if this has influence on winning the bronze medal.

4. Consistency of obtaining the bronze medal and the ranking list

The outcome of the study of Claes (Claes, The winner and loser effect applied on the bronze medal fight in judo, 2016) evidenced that for IJF in total 69,55 % (1962 times on a total of 2821) of the fights for the bronze are won by the athlete with the highest ranking.

JUDO IN THE PRIMARY SCHOOL EDUCATION SYSTEM AS AN EXTRACURRICULAR ACTIVITY

Slaviša Bradić

University of Chichester – Pre-PhD candidate in Sport Development and Management

FULL TITLE

Judo in primary school education system of Croatia as an extracurricular activity and impact of doing judo in primary schools in the segment of psychological and motoric features in children.

INTRODUCTION

Judo is recommended by UNESCO for the child's practice: "Is the most effective link between the psychic and the physical welfare of the child, because it allows through play and fun the development of this one". Judo is an Olympic sport since 1964 and the IOC considered Judo as the most complete sport, improving the quality of life of those who practice it.

OBJECTIVE

Hypothesis

Judo has a positive effect on children's development?

1. The effect on integrated development
2. Impact on the psychological development

The result of the research will be proof of the truthfulness of these claims

MATERIALS AND METHODS

The beginning covers the basic testing, and it will continue every three months during the nine months of the school year.

The measurement is performed on children with an identical starting position in regards to their biological age and knowledge.

The research will include the measurement and monitoring of the following elements:

1. Dependent variables - motor characteristics
2. Psychological characteristics

Motorical features

The testing includes standardized tests for physical education teachers who work in schools and are standardized in all the schools.

Psychological characteristics

1. The tests measure specifically targeted input variables
2. The psychological characteristics evaluated by coach

RESULTS

The results will clearly define and display elements and specificity of motoric and psychological changes in the children engaged in judo at school.

CONCLUSION

The results will prove or will deny the stereotype of the general thinking of society regarding the positive motoric and psychological development of children.

JUDO RHYTHM THROUGH MUSIC AND DANCE

George Bountakis

University of Chichester – Pre-PhD candidate in Sport Development and Management

There is a connection between judo athletes and dancer's since they are both interested in kinesthetic awareness. More significantly, the research will propose that they share a common understanding of the kinesthetic awareness in their training as body rhythm. Since ancient times, dance was the symbol of a conscious presence of life. The human body is the instrument of dance. Dance is a ritual, for participation and not for visuals. Dance is a force that is beyond the meaning of words. Thanks to the rhythm and its peculiarity, it is a prime metaphor of our existence, at a time before visual art it was much more vital and necessary. In ancient cultures all over the world, people can be observed dancing for religious practices. In Greece, Aristotle defined education as a mixture of music and gymnastics, while Socrates claimed for dance to be taught more widely, saying that 'They who honour the gods best with dances are best in war'. Plato wrote 'So the well-educated man can learn to sing and dance well' dedicating much of his attention on the importance of dance education in his treatise of "Laws".

Positioning of the Research.

The importance of research: Scientists and empirical agree that the rhythm is important skill in the multiplex or simple peoples every day. However there is no research to answer the question why the rhythm is important. People with developed ability of rhythm, move properly, breathe properly, beginning or finish work at the right time. In the case of sports motion and dance can play an important role not only to improve performance but to reduce or even prevent injuries. Those who have the ability to listen to music without even have been taught (musical ear) perhaps can faster improve their technique, and this is something that this research

will investigate. Factors of movement are weight, space, time, and flow on the background of the general flux of movement in proportional arrangements' (Lange 1970: 5). Main goal is the interaction body and mind. Dance training as well as judo is somatic experiences that have as their ultimate goal the attainment of a skillful body. By training of the effort qualities a heightened awareness of body is gained that leads to the control of it, something very important for the judo athletes body. In Japan performing arts such as music and kabuki dance or Greece syrtaki dance (Zorbas) walking in Japanese Judo and Greek wrestling (both Olympic sports) that is both country's culture.

10 Steps to approach Rhythm

Step 1. Ayumi-ashi and tsugi-ashi going forward and backward legs work (Hokyo game)

Step 2. Tai sabaki grip - body - tandoku renshu (learning game)

Step 3. Tai sabaki in Paired (tori leads - uke follows)

Step 4. Side okuri ashi barai and yoko tomoe nage (with partner)

Step 5. Hikidashi and grip (Tempo with clapping and rhythm with music) in this stage we understand the basic principles of Rhythm

Step 6. Moving hikidashi (distance and rhythm with music)

Step 7. Static uchikomi with 1 meter distance (osoto gari at the same time)

Step 8. Moving uchikomi (combination and rhythm)

Step 9. Cyclic uchikomi (learning game)

Step 10. Nage no kata (rhythm and time with music)

The research will be a practice based one and will train a specific number of judokas in effort practice for a certain period and then it will evaluate the results through interviews and video analysis.

MRS SARAH MAYER, A BLACK BELT MILLIONAIRESS IN 1930S TOKYO.

Dr Mike Callan

University of Chichester – Senior Lecturer in Sport Development and Management

Sarah Mayer is an important figure in the history of women's judo internationally. Her achievement as the first foreign woman in Japan to receive a black belt for judo in 1935, gives an indication of her significance, but a study of her life and background as an actress and theatrical entrepreneur, and as a sportswoman; in conjunction with an investigation into the social stratum in which she existed, gives us important insights into this sporting pioneer and role model.

Mayer was a British actress and playwright, who played a role in terms of the globalization of sport in the interwar years. She was treated in an unprecedented way by the establishment in Japan, whereby, as a woman, she was allowed to train in male dōjō, particularly, the Kōdōkan and Butokuden, the former being the origin of judo in Japan, and the latter, part of a military training establishment. Mayer also contributed to the drive for female participation of judo in Japan in the lead up to the Second World War.

Drawing primarily on the letters that Mayer wrote to her judo teacher, Gunji Koizumi, this paper covers seven main themes which relate to her life;

1. Max Mayer – Diamonds and Pearls
2. Gunji Koizumi – Judo at the Budokwai
3. Herbert Percival - Letters from a ship
4. Bathing with the police
5. Kano, Hatta, Mifune, Isogai – The Kodokan and Butokukai
6. A black belt returns from Japan
7. The Shaw Millionairess

Max Mayer, her father-in-law, was a diamond and pearl merchant based in Hatton Garden, London, and the victim of the 'Great Pearl Robbery of 1913'. He also owned the Agra Diamond (32 carats), formerly owned by the First Mogul emperor Babur (1483-1530)

In 1926 Sarah started to practise judo at the London Budokwai near Buckingham Palace, where she was taught by Koizumi Gunji, 'The father of British Judo'. In December 1933, Sarah travelled from Liverpool to Bombay, and onward to Kobe, and started to write to Koizumi

Writing about Capt. Herbert Percival of the ship City of Baroda, she says; 'If all the captains I meet are so kind to me, I shall never want to come back'.

She was introduced to the Kōdōkan by Hatta Ichiro from Waseda University, Secretary to Jigoro Kano who later became a member of Japanese Diet, and President of All-Japan Wrestling Association,

In 1939, Sarah Mayer wrote an article in the Sunday Express, entitled, 'Having a Bath in Japan'.

'Anyway I am getting used to them all now and they are getting used to me. I have even recovered from the shock of finding that I was expected to share the bathroom - - not to mention the bath -- with the entire Kobe police force'.

In 1935 Isogai Hajime, awarded Sarah 1st dan at the Dai Nippon Butoku Kai in Kyoto, after she had received 1st Kyu at Kōdōkan. This received a lot of press attention.

She returned to UK May 1935 and started divorce proceedings citing Mrs Dorothy Harris (Dorothy Seacombe, Hollywood Actress), and was awarded a significant settlement.

Returning to the Theatre, she met George Bernard Shaw, who re-wrote "The Millionairess" to make the lead character Epifania, a judo player. A role played by Sarah in 1940 in Eastbourne, before Katherine Hepburn in 1951 in the West End, and Sophia Loren in the 1960 movie opposite Peter Sellers.

EVALUATING THE APPLICATION OF RANDOMLY ASSIGNED CONSTRAINTS BASED LEARNING ACTIVITY ON THE DEVELOPMENT OF ASSOCIATION FOOTBALL COACHES.

Daniel Potter^{1,2} and Dr Alex Twitchen¹

¹*University of Chichester – Senior Lecturer in Sport Development and Management*

²*University of Chichester – PhD candidate in Sport Development and Management*

How do coaches develop from novice coaches to expert coaches.

The aim of the study was to develop and evaluate a learning activity to help support and develop the coach / practitioner of sport. The study looked to develop creativity within coaching; develop a more 'coach-centred' approach to learning as opposed to traditional 'tutor-led' support; to develop behaviours typical of 'expert' coaches.

24 Level 5 Football Coaching and Performance students were used to help research how coaches develop from novice coaches to expert coaches. They were randomly assigned a constraints based learning activity and had to coach a 15 minute coaching session to their peers. Feedback was collected post their session on the impact of the randomly assigned a constraints based learning activity and how as coaches they feel they have developed. Data collection came from questionnaires' and also focus groups. Initial conclusions: the activity challenged the students; made them think and become more creative in practice design; promoted behaviours associated with expert coaches.

This area of research can be replicated in other sports and can also be looked to support teacher education.

FANDOM AND THE ATTACHMENT TO STADIA ON THE SOUTH COAST OF ENGLAND 'SHOULD I STAY OR SHOULD I GO?'

Dr David Muggleton¹, Daniel Potter^{1,2} and Paul Wheeler^{1,3}

¹*University of Chichester – Senior Lecturer in Sport Development and Management*

²*University of Chichester – PhD candidate in Sport Development and Management*

³*University of Chichester – PhD candidate in History*

This case study focuses on the stadia of four professional football clubs on the English south coast. Each club has a unique historical trajectory of stadium development, location and, ultimately their identity. Utilising concepts such as nostalgia, topophilia and topophobia, the study aims to investigate attachment to place from the perspective of different fan groups. Contemporary studies of fandom have consistently argued that 'The New Consumption of Football' and associated changes in stadia have offered alienating, homogenising and disaffected experiences to certain groups of fans. The neo-Marxist hegemonic framework usually applied in such studies prioritises the perspective of a 'traditional' working-class supporter. By contrast, this case study will investigate the possibility that the traditional supporter is an essentialist and hypostasised concept and that stadium development can provide positive experiences for sets of fans. This study draws upon a dual-methodology of archival research and interviews with contemporary fans. The different territorial experience of the four clubs - AFC Bournemouth; Southampton FC; Portsmouth FC and Brighton and Hove Albion FC – can be identified, respectively, by the key words – renovated; relocated; static; nomadic.



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