

Experiences on the Principles of Training of The Team Sports Among Athletes and Coaches Towards an Upskilling Program

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Abstract: Trainings of athletes are very significant for them to perform at their best in their actual game or competition. Though not a guarantee of successful result but will be assured of the degree of preparations both physically and emotionally among them. Hence, coaches play a significant role in the training of these athletes particularly those who are engaged in team sports. Perhaps teachers cum coaches have been on a group ride or run, or in a particular lane at a group practice, where the speeds are sizzling from the start. For a few moments they are right there hanging with the pack. Then, he/she dropped like a rock. The heart is pounding, the legs are burning and he/she gives it all he/she have. The group speed is obviously too fast for him/her to sustain.

Keywords: Training principles, Team sports, Upskilling program.

1. Introduction

The researcher being engaged as a PE teacher for 20 years at the same time handling martial arts and Taekwondo technical courses and theoretical courses such as introduction to ethnic traditional sports culture and sports history, including martial arts routine, Wushu Free Combat, Taekwondo, sports history, introduction to ethnic traditional sports culture, etc.

At the same time, the researcher is responsible for the teaching of public physical education courses for non-physical education students in Sichuan Normal University. The researcher mainly teach track and field, martial arts, basketball and other courses.

During his work, he once served as the director of the Public Sports Department and the Director of the Public Sports Teaching Department of the School of Physical Education, responsible for the teaching and reform research of public sports courses.

The researcher is interested in determining the experiences of both athletes and coaches of team sports underscoring the principles of training for the athletes of team sports. Team sports as they say is quite challenging for the trainers basically because of the team strategies and coordination. The success of the team depends on their proper coordination. In Sichuan Normal University, there are a lot of challenges that both coaches and trainers encountered which led to either the success and failure of the team. Hence, this study.

2. Statement of Purpose

The researcher would like to explore on the experiences of coaches and athletes on the principles of training for team sports in Sichuan Normal University.

The study will further explore on the challenges and issues

that the coaches and athletes of team sports before, during and after the training and actual games. Such results will be the basis of the researcher in developing the upskilling program.

3. Significance of the Study

3.1. Student Athletes

This paper is of importance to the recipients of the study in the following manner:

Student Athletes. This study will serve as a guide or reference for those athletes who are just starting their athletic careers because it will give them different perspectives based on the experiences of their peers.

3.2. Team Coaches

They will be the direct recipients of this study because they will get two learnings from this study. First, the idea of how their athletes experience the principles of training, and second the experiences of their colleagues in the training of athletes.

3.3. PE University Administrators

They will be benefited from the results of this study. Such result will guide them what are the different insights from athletes and coaches on their training.

3.4. Future Researchers

This study will be very significant to the future researchers because it will provide them insights, experiences of both coaches and athletes on the trainings they have acquired, its importance, purpose and relevance.

This paper helped athletes to avoid that rut by discussing training and racing intensities, as well as by giving them self – tests to estimate training zones. Further, there are tools to help athletes evaluate whether they are making progress.

Table 1. Number of coaches and athletes on 7 varsity teams

Team Sports	Coaches	sample	Athletes	sample
Men's Basketball	2	1	12	3
Women's Basketball	2	1	12	3
Men's Volleyball	1	1	10	2
Women's Volleyball	1		10	2
Martial Arts	1	1	8	2
Orienteering	2	1	8	2
Women's Football	3	1	15	3
Total	12	6	75	17

4. Scope and Delimitation of the Study

The study is highly focused on the experiences of coaches and athletes on the training principles for team sports. This will cover the experiences of the athletes and coaches regarding training principles particularly those in team sports. Such experiences are the experiences they had before, during and after the training. The study is a qualitative-descriptive research which will entail interviews of the coaches and athletes who are engaged in team sports.

The study will be conducted from among the athletes and coaches of Sichuan Normal University. Sichuan Normal University is one of the key universities in Sichuan Province, one of the first universities to implement the "Basic Capacity Construction Project for Universities in Central and Western China" and one of the national demonstration schools to deepen innovation and entrepreneurship education reform. It is the first university in Sichuan to offer undergraduate normal education and has the longest history among normal universities. The university is located in Chengdu, the capital of Sichuan Province, with two campuses, namely Shizan Campus and Chenglong Campus.

4.1. Participants of the Study

The participants of the study will be the athletes and coaches of team sports.

At present, Sichuan Normal University has 75 athletes and 12 coaches for team sports in the 7 selected sports events namely men's and women's basketball, men's and women's volleyball, martial arts, orienteering, and women's football. They will be the main participants of the study who will be subjected to interview by the researcher to explore on their experiences in training principles.

The researcher will choose about 2 to 3 from each of the athletes and 1 coaches in each of the following team sports:

4.2. Sampling Technique

The researcher will use the purposive sampling in the selection of athletes and coaches of team sports from Sichuan Normal University by getting only those athletes and coaches who are currently serving as athletes and coaches in the university.

The researcher will choose these two groups of participants through purposive sampling. The researcher will use the following criteria:

The coaches and athletes must be from the team sports.

They are currently serving as active athletes and coaches during the conduct of the study.

They must have experienced attending at least three years of training with their present team sports events.

4.3. Data Gathering Procedure

In order to facilitate the gathering of data the in-depth interview will be utilized. In-depth interviewing is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation (Creswell, 2014).

Currently, it is considered one of the common qualitative methods. It is very useful in getting detailed information on a person's thoughts, perceptions, and other issues. By using an in-depth interview, the researcher will ask questions to the interviewees, listens attentively to their responses, and may ask follow-up questions if necessary. To come up with a comprehensive narration of the participants in the interview, the researcher may record the entire session or jot down notes.

The researcher will seek approval from the co-researcher with pertinent documents.

Data will be collected through semi-structured interview guide questions and open-ended, face-to-face interviews with each of the co-researchers. Prior to the interview, the co-researchers will be given informed consent and it will be discussed by the researcher and signed by the co-researchers a day before the interview.

The informed consent form consists of the following parts: a brief introduction to the study, an explanation of the significance of the study, the potential contribution of the co-researchers, the research methodology, an assurance that anonymity and confidentiality would be maintained, including the co-researchers participation in the study which is voluntary hence they could withdraw from the study any time without penalty or loss of benefits.

The primary goals of any informed consent document according to Hammond (2016) are to ensure and preserve the autonomy of the informants through the full provision of information regarding the research process, the voluntary nature of the consent, and the assurance that the participant has the ability to make the decision.

Interview sessions will be conducted virtually for privacy. All interviews will be recorded by an electronic device and to ensure confidentiality and anonymity the co-researchers will be given a code name or pseudo names for the purpose of data reporting.

4.4. Data Analysis

In formulating and producing the results, the thematic analysis will be used. Creswell (2014) defined thematic analysis as a method for identifying, analyzing, and reporting patterns within data. It minimally organizes and describes detailed data. This research study will undertake the following procedures:

Familiarizing with the data: The interview proceedings will be transcribed verbatim by the researcher focusing on writing

the descriptions and merely translating the reflective thoughts of the participants. The researcher will have a prolonged engagement with the data to be more familiarized with and understand the responses of the participants through multiple readings. The researcher may also identify potential codes and themes.

Respondent validation will be accomplished to ensure the accuracy of the transcribed responses where the researcher lets the participants read the whole transcript to validate the context for modifications.

Generating Initial Codes: In order to triangulate the data, the researcher will ask for the assistance of experts who are presently working in their own fields. The experts will analyze, identify and code the statements from the transcripts and all approved significant statements will be considered to be the unit of analysis.

Searching for themes: In identifying the initial themes, the researcher will categorize and group the codes using a matrix to identify the common themes' connections, forming the essential structure and framework of the entire data for the research problems.

Reviewing themes: The researcher will do data triangulation by going back to the raw data. After carefully examining the common themes, the researcher will start to improve them into more significant themes and will ensure that the identified themes are related to the entire data.

Defining and naming themes: The emerging themes will be given descriptions and the researcher will identify relevant quotes related to the emerging themes that will be reflected in the sample matrices for the themes and relevant quotes.

Producing the report: The verbatim statements of the participants will be exhibited in the language, translated to English, and presented in parentheses.

4.5. Ethical Consideration

In making this study, the following potential ethical issues will be considered:

Justice. The researcher will treat every participant equally. A general level of fairness will be observed. While for the selection of criteria in choosing the participants, the researcher will make sure that it is free from bias.

Respect. In the conduct of the study, the researcher will ensure the physical and psychological safety of the participants. Even if the participants can meet the criteria of being included in the study but do not want to participate, their wishes will be honored and respected by the researcher. Informed consent will be discussed by the researcher who will conduct further explanation in order for the participants to comprehend the conduct of the study.

Beneficence. The researcher considered the well-being of every participant. The safety of the participants will be of the utmost concern. The interview sessions will be held in a small room where privacy can be observed. Likewise, the benefits and risks of the study will be thoroughly discussed with the participants. The researcher will be cautious in reporting the results of the study specifically in presenting orally at national and international conferences. The researcher must present the results in an appropriate forum.

Confidentiality. The researcher will let the participants feel that every piece of information they will conceal will be treated with the utmost confidentiality. Confidentiality of information will be upheld by means of giving protection to

the real identity of the participants and assigning pseudo names to each one of them, and by keeping the personal information of the participants privately.

5. Results, Analysis and Interpretation

This chapter presents the collected data, their results and analysis according to the statement of the problem. The researcher's interpretations and inferences drawn from factual evidences and first-hand experiences will also be presented.

5.1. Individual and Progressive Overload

There are three (3) themes that emerged based on the responses and agreements of the seven (7) coaches and seventeen (17) athletes regarding individual and progressive overload. These are as follows: "Training Approaches for Team Sports", "Customized Training and Progressive Overload" and "Training Load Management and Progression".

5.2. Training Volume

There are three (3) themes that emerged based on the responses and agreements of the seven (7) coaches and seventeen (17) athletes regarding training volume. These are as follows: "Mastering the Art of Training: Balancing Workload and Precision", "The Artistry of Training Timing and Periodization" and "Individualization and the Discipline of Excellence".

5.3. Training Volume

There are two (2) themes that emerged based on the responses and agreements of the seven (7) coaches and seventeen (17) athletes regarding the duration of the longest workout. These are as follows: "Endurance and Focus on Training Regimens", and "Tailoring Training with a Focus on Individualization".

5.4. Frequency of the Current Workouts

There are two (2) themes that emerged based on the responses and agreements of the seven (7) coaches and seventeen (17) athletes regarding the frequency of the current workouts. These are as follows: "Strategic Training Frequency and Program Adherence", and "Adaptive Training Frequency in Alignment with Phases".

5.5. Individual Response to Training

There are three (3) themes that emerged based on the responses and agreements of the seven (7) coaches and seventeen (17) athletes regarding individual response to training. These are as follows: "Tailored Training for Individual Performance", "Balancing Psychological and Physiological Factors", and "Adjusting Training and Encouraging Feedback".

5.6. The Quality and Depth of the Workout

There are three (3) themes that emerged based on the responses and agreements of the seven (7) coaches and seventeen (17) athletes regarding the quality and depth of the work out. These are as follows: "Prioritizing Training Quality over Quantity", "Tailoring Training to Individual Needs", and "Balancing Safety and Progress".

Table 2. Qualitative analysis on three topics

THEME	NARRATIVE	SOURCE				
<p>1. Training Approaches for Team Sports</p>	<p><i>Men's volleyball training should pay attention to explosive force training rather than basic technical training. Especially for men's volleyball individualized athletes to strengthen the ability to bounce and explosive strength training, arm strength to meet the progressive load increase training characteristics. Not only to increase the arm explosive power, but also to improve the overall physical quality through some aerobic and resistance exercises."</i></p> <p><i>"Wushu program training we increase the training intensity and load mainly based on the performance of the participating programs. Can not over-pursuit of training volume, focusing on the accuracy and grace of the completed movements in training on the basis of increasing the individualized characteristics of training."</i></p> <p><i>"We prioritize gradual increase in the intensity and load of the exercises, tailored to each individual's abilities and goals. This ensures continuous improvement and prevents stagnation."</i></p> <p><i>"According to the characteristics of orienteering and cross-country sports, the competition distance is long, and the terrain on the competition route is complicated and changeable, so it is necessary to cultivate the athletes' comprehensive ability of continuous running and variable speed running."</i></p> <p><i>"The development of soccer training pays particular attention to the targeted individualized training of athletes such as skills, tactical level, reading ability on the field of play."</i></p> <p><i>"Volleyball different position athletes training program to be different, to focus on highlighting the individualized training methods and methods."</i></p>	<p>Coach 1</p> <p>Coach 2</p> <p>Coach 3</p> <p>Coach 4</p> <p>Coach 6</p> <p>Coach 7</p>				
		<p>2. Customized Training and Progressive Overload</p>	<p><i>"As a snapper, an individualized training program should focus on a combination of explosive strength training and bounce training."</i></p> <p><i>"Have comprehensive physical fitness quality, is the foundation of mastering volleyball technology, pay attention to the improvement of comprehensive physical fitness quality."</i></p> <p><i>"As a long time engaged in wushu specialization for athletes, wushu competition excellent results. It mainly relies on long-term self-discipline training."</i></p> <p><i>"The development of modern Sanda training pays special attention to the individualized training of athletes."</i></p> <p><i>"Individuals should pay attention to the simulation of real competition scenes in orienteering and cross-country training."</i></p> <p><i>"As the one serve player on the team, my individualized training tasks focus on increasing my serve to score and decreasing my error rate."</i></p> <p><i>"Individuals should not only complete their respective training volume and training program, but also targeted technique-specific exercises."</i></p>	<p>Athlete 1</p> <p>Athlete 2</p> <p>Athlete 3</p> <p>Athlete 4</p> <p>Athlete 8</p> <p>Athlete 16</p> <p>Athlete 17</p>		
				<p>3. Training Load Management and Progression</p>	<p><i>"Since the training intensity of overload training is higher, the trainer usually adopts overload training in order to improve the strength of legs when we have a certain training foundation and muscle strength."</i></p> <p><i>"Typically we will train with some degree of overload during the pre-race sprint period, increasing the weight of each set moderately during each workout."</i></p> <p><i>"Individualized training to give play to the team's strengths, good at which type of work to study which type. Load increase should be based on the race system to train, pay attention to maintain a good rest and relaxation before the race."</i></p> <p><i>"In the preparation period, the exercise load will be increased gradually to meet the coaches' expected requirements."</i></p> <p><i>"In the competition period, the women's soccer team reduces the number of training times in physical quality accordingly, and the total number of training times as well as the total amount of training is the least among the three phases."</i></p>	<p>Athlete 5</p> <p>Athlete 6</p> <p>Athlete 9</p> <p>Athlete 14</p> <p>Athlete 15</p>

5.7. The Mode of Training

There are three (3) themes that emerged based on the responses and agreements of the seven (7) coaches and seventeen (17) athletes regarding the mode of training. These are as follows: “Exploring Diverse and Dynamic Training Techniques”, “Customized Training for Individual Needs “, and “Structured Training Phases and Gradual Progression”.

5.8. Goal-Oriented Training

There are three (3) themes that emerged based on the responses and agreements of the seven (7) coaches and seventeen (17) athletes regarding goal-oriented training. These are as follows: “Clear Goal Orientation in Training”, “Three Levels of Goals and Motivation “, and “Target Orientation for Skill Development”.

5.9. Rest and Recovery

There are two (2) themes that emerged based on the responses and agreements of the seven (7) coaches and seventeen (17) athletes regarding rest and recovery. These are as follows: “Importance of Rest and Recovery in Training” and “Psychological and Physical Aspects of Recovery”.

6. Proposed Upskilling Program

Based on the experiences and principles of training in team sports among athletes and coaches, there are several key insights that can inform the development of an upskilling program. An upskilling program in this context aims to enhance the knowledge, skills, and practices of athletes and coaches involved in team sports. Here are some key points to consider in designing such a program:

6.1. Tailored Training and Individualization

The research highlights the importance of tailoring training regimens to specific sports and individual athlete requirements. This underscores the need for athletes and coaches to develop a deep understanding of personalized training approaches.

An upskilling program should focus on teaching coaches and athletes how to assess individual needs, strengths, and weaknesses. This includes understanding the physical and technical requirements of each sport and the unique attributes of each athlete.

6.2. Training Periodization

The research emphasizes the importance of training timing and periodization. Athletes and coaches recognize the need for precise planning and scheduling to optimize performance.

The upskilling program should educate participants on periodization models, training phases, and the art of timing training sessions to peak during competitions.

6.3. Monitoring and Adjusting

Athletes and coaches highlight the importance of continuous monitoring and adjustment of training regimens to prevent overtraining and optimize performance.

The program should teach participants how to use performance data, athlete feedback, and physiological markers to make informed decisions about training adjustments.

6.4. Personalization and Discipline

The research underscores the importance of discipline and adherence to individualized training requirements.

The upskilling program should emphasize the development of discipline in athletes and coaches and provide strategies for maintaining focus and motivation.

6.5. Quality over Quantity

Athletes and coaches stress the need to prioritize training quality over quantity, simulating competition conditions and identifying areas for improvement.

The program should teach participants how to design high-quality training sessions that replicate game situations and facilitate skill development.

6.6. Recovery and Well-being

The research highlights the significance of structured recovery strategies, including both physical and psychological aspects.

The upskilling program should educate athletes and coaches on effective recovery techniques, such as nutrition, sleep, and relaxation, to enhance performance and reduce the risk of injuries.

6.7. Goal Setting and Motivation

The data show the importance of clear goal orientation in training, which enhances motivation and commitment.

The program should include goal-setting techniques and strategies for maintaining motivation throughout the training and competition phases.

6.8. Skill Development

The research emphasizes the need for precise skill development goals aligned with broader competition objectives.

The program should provide tools and methods for breaking down complex skills into achievable training objectives.

6.9. Communication and Feedback

Athletes highlight the role of coaches in creating an optimal training environment through effective communication and feedback.

The program should include training in communication skills for coaches and provide athletes with strategies for providing constructive feedback.

6.10. Holistic Training Approach

The data reveal the importance of addressing both mental and physical aspects of training.

The program should include mental training techniques, such as visualization, mindfulness, and stress management, to complement physical training.

7. Summary of Findings

This study aimed to assess the locus of control and grit among the athletes of Shanxi Agricultural University and their significant relationship, with the end goal of prospecting inputs for sports mental coaching program.

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1. Tailored Training and Individualization
2. Training Periodization
3. Monitoring and Adjusting
4. Personalization and Discipline
5. Quality over Quantity
6. Recovery and Well-being
7. Goal Setting and Motivation
8. Skill Development
9. Communication and Feedback
10. Holistic Training Approach

8. Related Literature and Guiding Framework

8.1. Physical Training

The study was to analyze the effects of specific physical training in an elite male handball team over the entire season. Twelve players of a male handball team from the First Austrian Handball League conducted a 1-year specific physical training program in addition to their normal (team handball techniques and tactics) weekly training.

Performance was measured with 5 general and 4 specific tests as well as game statistics during competition. Repeated measures analysis of variances and paired sample t-test were used to analyze differences in performance during training. They found a significant increase in oxygen uptake, offense time, defense time, fast break time, and jump height in the specific tests. Game performance statistics revealed a lower throwing percentage in the hosting team (59%) compared with the rival teams (63%).

The results indicated that specific endurance and agility are an acceptable modality in elite male team handball. However, performance in competition is strongly influenced by specific techniques and tactics. They recommend to strength and conditioning professionals that they tailor strength and power training, coordination and endurance as specific as possible, using free weights, agility exercises that include change in direction and jumps as well as short (10–15 seconds) high-intensity intervals.

8.2. Resistance Training

According to Painter et al (2020), the effects of resistance training (RT) have become increasingly more scrutinized in the scientific literature and there is much debate on the methodologies of implementation, mechanisms of adaptations, and physiological impact.

Many athletes trying to optimize their abilities use RT programs to improve physiological qualities for better sports

performance. Copious articles related to RT have focused on muscle hypertrophy, strength/power adaptations, and injury prevention (Carroll et al, 2019 and Taber et al, 2018).

However, anaerobic work capacity (AWC) is an important factor to consider when programming for some sports and can be defined as the amount of work that can be accomplished primarily using the anaerobic energy systems.

Often researchers will indirectly assess anaerobic work capacity by implementing what historically has been known as a “muscular endurance” test (Giesing, et al, 2016; Radaelli et al, 2020; Schoenfeld et al, 2016; Schoenfeld et al, 2018; Schoenfeld et al, 2020; Taber, et al, 2018).

8.3. Endurance

Although endurance has been defined as the ability of the muscle to resist fatigue under a submaximal load or the maximal number of repetitions performed with a specified load, it is best described as the ability to maintain or repeat a given force or power output (Bazyler, 2020).

“Muscular endurance” has been the term commonly used to describe endurance activities that are of high intensity. It should be noted that the term “muscular endurance” suggests that fatigue is wholly a muscle phenomenon. Indeed even in short-term activities other physiological (and psychological) aspects can contribute to fatigue such as the nervous system (Bazyler, 2020).

Psilander and colleagues (2020) used the WAnT for pre and post testing, which was performed after a 40-minute time trial and 20 minutes of easy pedaling. Moderately trained cyclists ($n = 9$; age 34 ± 2 years, 5.0 ± 1.6 years of cycling experience and 7.1 ± 1.0 h/week of training) visited the laboratory 2 times per week in exchange for 2 sessions of their normal training schedule.

After performing the endurance training sessions, the subjects were separated into an experimental (5 x 15 repetitions at 65%, 70%, 75%, 75% and 65% for sets 1-5, respectively in the leg press), and control (2.5 to 4 additional minutes equating for energy expenditure) for 8 weeks. Although increases in strength and peak power (alactic) were observed for the experimental group, compared to the controlled group, no improvements were noted for mean power (alactic and lactic) during any AWC variables in the WAnT.

8.4. Training on Skeletal Muscle

To examine the effect of long-term daily training on athletes' skeletal muscle, the study of Chino et al (2018) determined the relation between the muscle thickness and passive muscle stiffness, and compared the muscle thickness and muscle stiffness between athletes and non-athletes. Participants were elite Japanese athletes (278 men, 200 women) from various sports and non-athletes (35 men, 35 women).

Rectus femoris (RF) muscle thickness was measured using B-mode ultrasonography and was normalized to the total body mass (muscle thickness/body mass^{1/3}). RF passive muscle stiffness (shear modulus) was assessed by ultrasound shear-wave elastography. There was a negligibly significant correlation between muscle thickness and muscle stiffness in male athletes but not in female athletes.

Among men, muscle thickness was significantly greater in athletes than non-athletes, whereas muscle stiffness was significantly less in athletes than non-athletes. Among women, muscle thickness was significantly greater in athletes than

non-athletes, whereas muscle stiffness did not differ significantly between athletes and non-athletes. These results suggest that the effect of long-term daily training performed by athletes on muscle stiffness is more complicated than that on muscle thickness.

8.5. Strength and Conditioning

Halperin, et al (2018) concluded in their study that supporting athletes' need for autonomy, for example, by allowing athletes to 391 make choices regarding one or more of the training variables is an effective coaching 392 strategy that should be used by strength and conditioning (S&C) coaches.

The opportunity for choice is associated 393 with increased activity in the reward centers of the brain. Greater intrinsic motivation, 394 enhanced performance, and more effective motor skill learning are all indicative of the 395 rewarding function of choice. When substantial choices do not seem indicated, small 396 choices may be suffice to enhance performance and learning. Given the simplicity of this 397 coaching strategy, careful and thoughtful usage of choice provision with athletes is a low 398 hanging fruit, and thus is a worthwhile endeavor.

According to Halperin et al (2018), the role of a strength and conditioning (S&C) professional includes teaching athletes how to proficiently perform exercises, thereby improving athletic performance, reducing the probability of sustaining injuries, and keeping them motivated over time. To achieve these goals, researchers and practitioners dedicate time and effort to investigating training-related variables, such as training frequency and duration, external load, number of sets and repetitions, exercise selection, session rating of perceived exertion (RPE), among others. Such investigations are bearing fruit, as illustrated by the constant progression of training programs that improve athletic performance (Ronstad et al, 2019) and the reduced number of sustained injuries (Lauersen et al, 2019).

However, until recently, the S&C profession was mostly led by research rooted in biomechanics and exercise physiology, and less so by sport psychology or motor learning. Fortunately, this is beginning to change. For example, a growing number of studies have demonstrated the effects that different attentional focus instructions have on S&C related outcomes (Makaruk et al, 2020), such as jumping performance and force production during the isometric mid-thigh pull (Halperin et al, 2020).

Previously, these instruction-interventions were only studied through motor learning lenses. Other findings from the field of motor learning and sport psychology offer practical and useful information, and S&C professionals would benefit from adopting such findings. In this narrative review, they introduce and discuss one such variable that, to date, has received little to no attention in the S&C profession, despite having thoroughly been investigated in the field of motor learning: the provision of choices as a way to support performer's need for autonomy.

9. Conclusion

1.Coaches and athletes emphasize the importance of customizing training regimens to match specific sports and individual athletes' needs. This tailored approach is essential for maximizing performance while minimizing the risk of injuries, reflecting the dedication and precision required in team sports training.

2.The focus is on setting clear and multifaceted training objectives that boost motivation and drive to succeed. These goals encompass personal growth and competition success. Furthermore, training is highly individualized, recognizing that a one-size-fits-all approach is ineffective in team sports, ensuring that each athlete's unique strengths and weaknesses are considered.

3.Coaches and athletes prioritize addressing both mental and physical aspects of training. They understand that success in team sports goes beyond physical preparation, considering the psychological well-being of athletes and fostering teamwork among coaching staff. Additionally, they emphasize the importance of structured recovery strategies to support physical recuperation and psychological resilience.

4.Coaches must design personalized training programs aligning with team goals, a complex and time-consuming task.

5.Balancing tailored athlete training with limited resources and time constraints presents a challenge, affecting individualization.

6.Coaches must continuously monitor athletes' performance and make real-time training adjustments during training and games.

7.The challenge lies in balancing these real-time adjustments with maintaining a structured training plan to ensure consistent progress.

8.Coaches must prioritize post-training recovery for injury prevention and physical/mental recuperation.

9.The ongoing challenge is to strike the right balance between rest and active recovery methods, while also providing motivating feedback and adapting long-term plans as necessary to sustain athlete motivation and commitment.

10.The proposed upskilling program for athletes and coaches in team sports should encompass key principles such as tailored training, periodization, monitoring and adjustment, personalization, quality over quantity, recovery and well-being, goal setting and motivation, skill development, communication, and a holistic training approach.

10. Recommendations

Based on the conclusions derived in this study, the following are the recommendations:

1.Develop a series of training modules that focus on tailoring training regimens to specific sports and individual athlete requirements. These modules should emphasize the importance of individualization in skill development and performance enhancement.

2.Conduct workshops and seminars that teach athletes and coaches how to set clear and multifaceted training objectives. These workshops should emphasize the connection between personal growth, competition success, and motivation.

3.Include components in the upskilling program that address the psychological well-being of athletes and coaches. Offer training on stress management, performance anxiety, and teamwork dynamics within the coaching staff.

4.Provide coaches with tools and techniques for continuous performance monitoring and real-time training adjustments. This can include the use of performance analytics and data-driven decision-making.

5.Offer guidance on how to create structured training plans that balance real-time adjustments with a long-term focus on athlete development and progress.

6.Educate coaches on the importance of post-training recovery and offer strategies for injury prevention and physical/mental recuperation. Emphasize the need for a

balanced approach to rest and active recovery methods.

7.Train coaches in providing constructive feedback that motivates athletes and supports their development. Offer insights into maintaining athlete motivation and commitment over the course of a season, especially in challenging situations.

8.Develop training modules that address the intricacies of skill development in team sports, breaking down complex movements into precise training objectives.

9.Offer courses on effective communication and team-building strategies, both within the athlete group and among coaching staff. Promote a holistic approach to training that considers both mental and physical aspects.

10.Teach coaches how to plan for long-term success while remaining adaptable to unexpected changes, such as injuries or variations in performance.

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