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**A Case Study of Factors Influencing Performance in the
Practice Environment**

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PRACTICE ENVIRONMENT

1 A Case Study of Factors Influencing Performance in the Practice Environment

2 The performance environment of athletes has been defined as “the array of factors
3 impacting individual and team performance in competitive situations. It includes only those
4 factors that are temporally and organisationally related to the competitive situation” (Pain &
5 Harwood, 2008, p. 2). Understanding the factors influencing performance within performance
6 environments have been highlighted as being crucial in the long-term development of athletes
7 (Fletcher & Streeter, 2016; Henriksen, Stambulova, & Roessler, 2010). As a result, research
8 has sought to understand psychological factors influencing performance during competition
9 (e.g., Gould, Greenleaf, Chung, & Guinan, 2002; Pain & Harwood, 2008). However, while
10 this is an important step in understanding the broad range of factors that influence
11 performance, proportionately speaking athletes spend the least amount of time in competitive
12 environments, instead spending the majority of their time in practice environments. As such,
13 a far greater understanding of the impact these practice environments can have upon athlete
14 mental states is required if we are to truly understand the psychological factors that both
15 influence and determine performance (Fletcher & Wagstaff, 2009).

16 Competitive athletes spend significant time engaged in deliberate practice activities
17 that aim to develop sport-specific skills, physical fitness, and team strategies (Baker, Cote, &
18 Abernethy, 2003). These sustained and extensive practice periods can provide on-going long-
19 term emotional exposure (Baumeister, Vohs, DeWall, & Zhang, 2007) and provide important
20 preparation (Arnold, Hewton, & Fletcher, 2015) that is essential to competitive performance.
21 Previous athletic talent development research has sought to identify the variables present
22 within such environments. However, this research has afforded limited attention to the
23 psychological factors that influence athletes in these environments. (Henriksen et al., 2010).
24 The study of organisational functioning within sport has highlighted the extent to which

PRACTICE ENVIRONMENT CASE STUDY

50 **The Case Study Approach and Context**

51 Case study approaches facilitate the empirical inquiry of contemporary phenomenon
52 within real-world contexts where the experiences of individuals can provide measures for
53 assessment (Yin, 2014). These approaches are especially useful when trying to identify
54 phenomenon with limited current evidence by providing a holistic environmental assessment.
55 The units of analysis within the current study were the participants and the varied positions
56 they held. This allowed the phenomenon (psychological factors) in the certain case (practice
57 environment) to be assessed using a variety of perceptual lenses (Baxter & Jack, 2008). This
58 approach permits the individuality of participant experience to drive data collection and
59 analysis, and not a distinctive set of method criteria (Sparkes & Smith, 2009).

60 The case was a purposively selected student-athlete practice environment sample of
61 an AASE (Advanced Apprenticeship in Sporting Excellence) basketball team operating
62 within a UK Sixth Form college competing in the Elite Academy Basketball League (EABL).
63 The EABL has fifteen competing teams, but the study of a single practice environment
64 allowed for a greater depth of analysis (Yin, 2011). The practice environment under
65 investigation included coach led on-court basketball practice sessions, strength and
66 conditioning (S&C) sessions, and practice specific activities (e.g., video analysis). All players
67 were enrolled on full-time academic courses. The sample was indicative of a student-athlete
68 group residing between the classifications of 'semi-elite' and 'competitive elite' (Swann,
69 Moran, & Piggott, 2015). The team was in its seventh year of holding AASE status and
70 competing in the EABL. The programme structure was particularly stable with the Head of
71 Sport and the Head Coach having been involved since its inception. Players were far more
72 transient being involved for a maximum of three years before leaving.

73 **Participants**

PRACTICE ENVIRONMENT CASE STUDY

74 Fifteen participants aged between 16 to 43 years ($M = 21.8$, $SD = 7.4$) were recruited
75 through purposeful sampling, which supplied a participant group that were knowledgeable
76 and experienced in the phenomenon of interest (Cresswell & Plano Clark, 2011). They
77 included ten registered EABL players who were aged between 16 to 19 years ($M = 17.5$, SD
78 $= 1$), head basketball coach, assistant basketball coach, S&C coach, one academic teacher
79 who resided within the sports department, and head of sport who operated in a directorial
80 role. Experience within the practice environment under investigation was between 1 to 6
81 years ($M = 2.9$, $SD = 1.4$).

82 Procedure

83 Ethical approval for the study was gained via the University Ethics Committee at the
84 Institution where the authors were resident at the time of the study. The Head of Sport and
85 Head Coach were initially contacted and agreed to take part in the study, acting as
86 gatekeepers who controlled access to the basketball squad. Participants were then contacted
87 via email to inform them of the study's purpose and were emailed an information sheet.
88 Before data collection began, all participants were explained their role within the study,
89 assured their responses will remain confidential, given the chance to ask questions, and
90 subsequently provided their signed informed consent.

91 Focus groups were adopted as the core data collection tool in the current study. This is
92 because focus groups can be used to generate data through social interaction and group
93 synergy that are often deeper and richer than one to one interviews, illuminate differences
94 between perspectives, and, due to the size of the target group, generate large amounts of data
95 in a relatively short time span (Rabiee, 2004). Focus groups can also make members feel
96 comfortable with each other and engage in discussion with reactions and relationships
97 between teammates being displayed for analysis (Rabiee, 2004). The focus groups took place
98 during structured basketball practice times to provide convenience for the players. Players

PRACTICE ENVIRONMENT CASE STUDY

99 were asked for their preferred day and those that had no preference were invited to join a
100 specific group to ensure manageable participant numbers.

101 Data collection from non-playing members of the practice environment were gained
102 from semi-structured interviews due to their limited availability through work commitments.
103 It was beneficial to use interviews and focus groups as they captured perceptual data that was
104 unique to the individual experience within the environment (Fletcher & Streeter, 2016). The
105 first named author conducted all focus groups and interviews. A good rapport with
106 participants had been built through previous regular professional contact, which can be
107 advantageous in gaining trust and honest responses from participants (Braun, Clarke, &
108 Weate, 2016).

109 The interview questions were formed from researcher knowledge and experience of
110 the practice environment and supported by a review of available literature (Pain & Harwood,
111 2007). The interview and focus group question schedules related to the positive and negative
112 performance influences perceived during practice (e.g., “What are the greatest positive
113 impacts upon team performance during practice?”). Questioning was kept to a minimum and
114 was guided by the question schedule rather than follow it rigidly. This encouraged
115 participants to create their own lines of inquiry and allowed the focus group members to react
116 to comments made by others (Rabiee, 2004). The researcher facilitated the path of discussion
117 and only intervened if participants had exhausted all answers and a new question was needed
118 or the discussion had moved away from the practice environment. Upon the discovery of an
119 area of interest that suggested, for example, a possible explanation of an influence’s cause or
120 relationship within the environment, a deeper probing of the phenomenon was undertaken by
121 further questioning.

122 The interview and focus group data collection period spanned a total of 58 days.
123 During this period, the first named author undertook four direct observations of participants

PRACTICE ENVIRONMENT CASE STUDY

124 within the practice environment. This acted as a reflexive instrument to allow a critical
125 ongoing evaluation within an interpretative qualitative research study that was socially
126 constructed (Hodge, Henry, & Smith, 2014). The observations were driven by the continued
127 interview and focus group analysis that developed emergent themes during the data collection
128 period. Field notes from the observations contributed to the keeping of a reflexive journal that
129 encouraged a critical evaluation of the researcher's assumptions and influences on the
130 analysis of interview and focus group data (Wagstaff et al., 2012).

131 Data Analysis and Methodological Rigor

132 The individual interviews ($n = 5$) ranged in duration from 61 to 88 minutes ($M = 75.2$)
133 and focus groups ($n = 2$) from 93 to 107 minutes ($M = 100$). Although interview and focus
134 group data were gathered through two distinct qualitative approaches, data analysis followed
135 identical protocols. The data were analysed using an inductive thematic analysis approach
136 provided for sport and exercise science as articulated by Braun et al. (2016). This produced
137 analysis through intersection of researcher's theoretical assumptions, disciplinary knowledge,
138 research skills and experience, and the content of the data themselves. Researcher's data
139 interpretations were part of the analysis process and certain bias from previous knowledge
140 was accepted (Smith & McGannon, 2017). The interviews and focus groups were recorded in
141 their entirety and transcribed verbatim. Transcription was undertaken by the first named
142 author and acted as a preliminary familiarisation activity to aid in the accuracy of participant
143 interpretation (Bailey, 2008).

144 Inter-coder reliability was not undertaken during coding due to the inability for coders
145 to apply theory-free knowledge (Smith & McGannon, 2017). Therefore, the first named
146 author who had the most experience of the practice environment under investigation provided
147 all coding. This also offered complex, layered, and rich rather than superficial interpretation
148 (Morse, 2015). The initial phases of analysis were a process of immersion that involved

PRACTICE ENVIRONMENT CASE STUDY

174 quotations. A hierarchical content tree of overarching themes, themes, and subthemes of the
175 practice environment can be found in table 1.

176 Effort

177 The influence of effort was widespread and could be defined by actions that held
178 determination, focus, and exertion towards performance. High effort levels were generally
179 stated as being more of a positive influence towards performance than performance
180 outcomes. High effort levels were suggested to invoke high practice standards, as highlighted
181 by the head coach who reflected that:

182 It's very rare to find someone who takes it easy in practice and is then a consistently
183 high performer. You usually find the hardest workers in practice have the best results.
184 They have their standards of how hard they are going to work and compete. They
185 have a high energy output and maintain it throughout their basketball.

186 Effort had a contagious effect, especially when player abilities were similar, as outlined by
187 player 2 who suggested: "If I'm up against a teammate I'm competing with to get a starting
188 spot and they are working really hard it makes me put in more effort".

189 Effort directed towards the team by others was perceived positively whereas effort
190 towards one self was a negative influence, as highlighted by player 5 "He [teammate] would
191 only look for himself to score, he only cared about himself. On the other hand, [name
192 removed] would always have your back and they would go for the team". Finally,
193 observations indicated that high effort levels were present when players were performing
194 well. Players seemed more prone to a decrease in applied effort following a succession of
195 individual or team errors.

196 Individuality

197 This theme included perceptual and subsequent behaviour differences in participants.
198 For example, the following extract from the assistant coach discusses differences in player

PRACTICE ENVIRONMENT CASE STUDY

199 perceptions: “Often it’s ingrained in them from influences like upbringing, personality, and
200 characteristics. It’s how they are day to day, are they an introvert or extrovert?”. Observations
201 indicated several differences amongst participants. Communication, style of play, self-
202 confidence, and social interaction were amongst several participant individualities observable
203 in practice. The degree of practice environment experience offered a difference among
204 participants with a lack of experience leading players to be fearful and unconfident. The
205 experience and knowledge the coaches had of individual player communication preferences
206 also provided an influence upon performance, as outlined by the head coach:

207 It could be that you can shout at them and they are ok, but more often than not they
208 need to be spoken to on a level, an arm round the shoulder and just say you could
209 have done this and this next time, and it can be resolved. I think communication is a
210 big one. You need to know how they tick, how they operate.

211 Status

212 This theme was typified by the importance of success and failure displays in practice
213 that led to internalised ability evaluations set against others in the group. An individual’s
214 opinion of their playing ability seemed to produce a perceived ranking position in the team.
215 Social status in and outside of the practice environment also provided an impact, as
216 highlighted by player 6: “It’s great when you got good mates in the team. We all support each
217 other far more. If I have a bad session it doesn’t bother me as much”.

218 Practice and competition performance was perceived to be influenced not only by
219 current individual form but by current team form. Positive performance influences seemed to
220 follow goal achievement and improvement, whereas negative influences followed failure,
221 poor performance and mistakes. However, although teammate error was a negative influence,
222 it also produced positive influences through providing a mechanism for reflection and social
223 support. This point was illustrated by participant 4 who reflected:

PRACTICE ENVIRONMENT CASE STUDY

224 I try to be positive most of the time but in my head I feel angry and like why did they
225 do that [make an error]? But then I just got to remember to shut my mouth and that I
226 make mistakes too and they are trying their best so I try to be positive.

227 The success of tangible outcomes like shooting provided influence on current form. For
228 example, player 3 stated: “Say that you are scoring, you feel like no one can stop you scoring.
229 You keep scoring!”.

230 Competition amongst teammates appeared to cause jealousy and served as a short-
231 term negative influence when a player was out performed by a teammate. However, player 7
232 indicated it to be a motivating factor in the long-term: “I felt I was better than him, hands
233 down. I didn’t get selected and it annoyed me. I just had to focus and show the coach I’m
234 better, which I did”. Only when a teammate was performing well for the team was it
235 perceived as a positive factor in the short-term. For example, player 7 went on to state: “He
236 was playing well in training and started [the game], I didn’t want him to do well but it was a
237 big cup game and we went through. I actually played the next game and did really well”.

238 Performance expectations that were higher than actual performance produced a
239 negative influence upon performance. This was in player 1’s reflections: “I put a lot of
240 pressure on myself at practice but sometimes I set the standard too high”. The coach’s
241 performance expectation of players set against the actualized performance was also a factor
242 when aligned (positive) or when misaligned (negative). Finally, maintaining status was
243 underpinned by the coping ability of players. If players had high coping ability they seemed
244 better equipped to turn negative status influences into more positive ones.

245 Preparation

246 Preparation consisted of holistic approaches, practice preparation, and recovery. A
247 short preparation period before practice, including what was done in the warm-up, provided
248 initial practice performance influences. Players who had enough time to prepare for practice

PRACTICE ENVIRONMENT CASE STUDY

249 felt better equipped compared to those who had to rush or were late. Waking up and going
250 straight to practice was highlighted by player 1: “If you go from something else to practice
251 you’re already in the flow of the day, whereas to wake up, you then have to change”. Practice
252 preparations during the warm-up provided positive influences if players performed well, were
253 focused, and received positive encouragement from others.

254 Preparation was not isolated to the moments leading up to practice, but involved all
255 aspects of life. A belief that out-of-practice lifestyle decisions would affect practice
256 performance was beneficial towards performance, as stated by the S&C Coach: “My
257 expectation of S&C is that it’s as crucial as the work done on court” and the teacher: “Their
258 standards are higher in lessons in terms of attendance and productivity if they see it as
259 worthwhile. Classroom success is success elsewhere”. Players who understood they were not
260 just there to play basketball but also gain an education, experienced positive performance in
261 practice: “If I stay on top of my studies I feel more relaxed with my basketball” (player 6).

262 Adequate recovery led to perceived higher performance and was achieved by
263 appropriate nutrition and rest, as player 1 reported: “I go to bed at the same time every night
264 because I like to wake up early and have time before practice”. Inadequate recovery led to
265 physical and mental deficiency in practice that was stated to affect not only the player’s
266 performance, but that of others: “I feel like you say stuff when you are tired that you don’t
267 want to or that you wouldn’t say when you are fresh. I feel like when I’m tired everything
268 gets to me more, more emotionally, everything is deeper” (player 7).

269 Team Drive

270 The team drive overarching theme contained reference to the relationships and
271 connectedness within the practice environment. It encompassed the themes of
272 communication, performance feedback, support, and team cohesion. Generally, relationships
273 that were positive, motivational, and encouraging influenced performance positively.

PRACTICE ENVIRONMENT CASE STUDY

274 Negative communication within the environment provided negative performance influences.
275 However, negative communication was cited as increasing the performance of a high ability
276 player when effort was low: “I could give him serious crap. He wouldn’t have his head in the
277 game but that would pick him right up” (player 5).

278 The head coach indicated how improved resilience was gained through overcoming
279 negative communication: “If you can overcome that person who is in your ear, if you can get
280 above it mentally and deal with the challenging situation and still put in a great performance,
281 it’s going to make you more resilient”. Player to player feedback influenced performance
282 positively if it was constructive and direct. Coach to player feedback could be more critical if
283 it held constructive elements, players were not singled out in front of the group, feedback was
284 truthful, and players did not receive punishments.

285 Support was gained socially and structurally through organised programming.
286 However, support was often found to be lacking away from scheduled practices. This
287 negatively affected players with low independence who were unable to take responsibility for
288 actions undertaken outside of practice. Emotional and behavioural alignment lead to the
289 closeness of the group within the environment: “We lost a game we should have won. Next
290 practice only a few of us were angry and annoyed. Most of the younger players didn’t even
291 seem bothered” (player 2). Practice observations following a team loss revealed increased
292 group cohesion amongst the older players but the newer players were more isolated.

293 Practice Vision

294 This overarching theme captured concepts of goal types and how practice sessions
295 were structured to meet them. A commitment to improve and develop seemed to enhance
296 practice performance. Players wanting to partake only in activities that benefited them was
297 cited by player 5: “I would help [a teammate] but deep down I’m thinking why am I doing
298 this? If they ask me to help them, I’ll just get bored and think why?”. Players who held

PRACTICE ENVIRONMENT CASE STUDY

299 individual and selfish goals that did not put team goals first were seen to influence
300 performance negatively, as stated by the head coach: “You shouldn’t be out for yourself. It
301 doesn’t actually help you achieve. If they [players] all support each other, and play hard for
302 each other, then they all win”.

303 Match simulation was stated as a factor that developed performance through players
304 practising when fatigued: “It’s good to compete at the end of a session as it’s just like it
305 would be in a game, very physical and tough” (player 2). Experiencing negative situations
306 during practice appeared to develop resilience that produced future performance benefits
307 despite the negative short-term impact, as observed by the coach: “Players go hard at each
308 other. Someone’s got to lose. But we expect the loser to respond next practice and be better”.

309 Discussion

310 The aim of this study was to investigate the psychological factors influencing
311 performance during practice. The basketball practice environment under investigation
312 revealed six overarching themes, which were: effort; status; individuality; preparation; team
313 drive; and practice vision.

314 Effort was highlighted as an important variable in this study. Players prioritising
315 effort over task ability seemed to produce better performance. This could be due to effort
316 being more controllable than situational ability or talent (Douglas & Carless, 2006). The
317 treating of players individually during team practice sessions, such as singling out with praise
318 or criticism, seemed to damage the team ethos as reported by participants in this study. This
319 is an observation supported by previous research indicating that coaching efforts towards the
320 team over individual psychological variables is more influential upon performance (Pain et
321 al., 2012). This suggests that although players may look to develop their individual ability in
322 practice it is important for them to recognise their position as a member of a team.

PRACTICE ENVIRONMENT CASE STUDY

323 Players held their own perceptions of their ability, which served to underpin their
324 expectations about their own practice and performance outcomes. The relationship between
325 expectations and performance has been previously reported in Olympic athletes but the
326 complexities within practice require far more investigation (Greenleaf, Gould, &
327 Dieffenbach, 2001). Previous research on sources of stress in sport conducted by Scanlan,
328 Stein, and Ravizza (1991) suggested low personal performance expectancies can negatively
329 affect performance. This view is somewhat contradicted by the results from the current study
330 where high performance expectations were reported to impact performance negatively if the
331 expected performance was not achieved. The long-term performance effects from setting high
332 expectations is unknown and requires further research attention. Coaches with high player
333 performance expectations that were not actualised were also cited as influencing performance
334 negatively. Coaches who were flexible, instinctive, and able to adapt ineffective sessions
335 within a constantly changing environment were seen as a positive (Nash & Collins, 2006).

336 The most important performance marker reported by participants in this study was the
337 result of tangible practice objectives (e.g., scoring and winning drills), that offered an outlet
338 for displaying ability (Harwood, Hardy, & Swain, 2000). Positive outcomes lead to positive
339 performance influences whereas negative outcomes would cause players to experience a drop
340 in performance, with the negative influence accentuated if the performance task was to be
341 achieved independently. This result strengthens the need for players to achieve tasks with
342 others team members. Within academy programmes where player development and
343 competitiveness amongst teammates may be the fundamental priority, players still require an
344 understanding of the need for the team “because the individual is produced by a successful
345 team” (Mills, Butt, Maynard, & Harwood, 2012).

346 In the current study, emotion has reported to influence communication within practice
347 and provided different outcomes when it was negative compared to stable responses when

PRACTICE ENVIRONMENT CASE STUDY

348 communication was positive. Negative emotions have been reported to communicate threat,
349 which could contain a future positive motivational element (Hatfield, Cacioppo, & Rapson,
350 1994), and was evident in the current study. Eccles and Tenenbaum (2004) suggested
351 detrimental performance can occur with team members who are not fully aware of team
352 functions and are unable to interpret teammate communication due to a lack of environment
353 experience. Players in the current study have high turnover rates with new players entering
354 the programme annually, which has been found to negatively impact performance (Noblet &
355 Gifford, 2002).

356 A lack of emotional control was cited by participants as one reason for giving
357 negative communication. The only time negative emotion was accepted by the whole group
358 and provided positive performance influences was with its alignment. Any member of the
359 team displaying misaligned emotions (e.g., pride in one's own performance following a loss
360 where others felt anger and disappointment) would impact performance and team function
361 negatively. The alignment of emotions has been cited in previous team performance research
362 where performance outcomes were subject to the simultaneous emotional arousal within the
363 team (De Boer & Badke-Schaub, 2008). Wagstaff et al. (2012) emphasised the importance of
364 emotions, especially their contagious effects, in the relationships of individuals within a
365 national sport organisation. They were found to be inherent within all social transactions and
366 an inseparable part of everyday life within the organisation, which seems to be mirrored by
367 the practice environment under investigation. Leaders within the practice environment, such
368 as coaches and senior players, have a greater influence over the emotions of a group, which
369 can be used to achieve greater alignment in practice (Sy, Côté, & Saavedra, 2005).

370 Poor practice facilities have been highlighted as a prominent source of stress in
371 previous research, despite perceptual differences existing (Fletcher, Hanton, Mellalieu, &
372 Neil, 2012; Pain et al., 2012). Pain and Harwood (2008) reported both players and coaches

PRACTICE ENVIRONMENT CASE STUDY

373 finding poor facilities influenced performance negatively, while Fletcher and Streeter (2016)
374 cited only players finding it as a factor. Facilities were only mentioned by the head of sport in
375 the current study. This indicates that those who exist day to day within the practice
376 environment (e.g., players and coaches) may not perceive it to be as influential upon
377 performance compared to when in competitive settings.

378 Fatigue due to inadequate recovery (Meeusen et al., 2013) was cited as causing
379 negative performance influences within practice. This was supported by previous research,
380 which also suggested the negative influences of physical fatigue could be countered with
381 effective recovery strategies (Pain & Harwood, 2007; Pain & Harwood, 2008). This should
382 not be confused with the required fatigue felt by players during practice as this was cited as
383 being necessary for match simulation activities. Physical discomfort during training has been
384 cited as stress causing for athletes (McKay, Niven, Lavalley, & White, 2008) but simulated
385 fatigue in practice was seen as a positive influence towards improved competition
386 performance in the current study. It is unclear how fatigue during practice can influence
387 performance in the long-term and its study requires further exploration.

388 Player participants held low levels of general independence and responsibility but
389 received a lack of support when outside of designated practice. Evidence of this was seen
390 with injured players who cited a lack of support as causing stress; a factor that has been found
391 with professional athletes (Noblet & Gifford, 2002). The needed holistic approach to
392 successful practice was seen with a poor decision by one player to go to bed late after eating a
393 low nutritional meal, despite having early morning practice the following day. The decisions
394 made outside of practice have been found to dictate sporting performance in the New Zealand
395 rugby union team (Hodge et al., 2014) and appear to also occur with the basketball players in
396 the current study.

PRACTICE ENVIRONMENT CASE STUDY

397 Influencing performance factors emanating from the practice environment have
398 historically been under researched. This may be due to the inability to accurately determine
399 the effects of practice upon competition performance compared to factors that hold closer
400 competition proximity. However, previous research suggests performance is influenced by
401 environments where individuals exist, develop, and practice. The need to explore the practice
402 environment is long overdue. As suggested at the start of this paper, participant perceptions
403 were found to be conflicting and contradicting in several situational experiences. This
404 conflict, coupled with the unique findings of this study, indicates the need to apply specific
405 research attention towards the practice environment.

406 This study did not specifically evaluate the coping strategies participants used when
407 confronted with negative performance influences, despite the high volume of negative
408 influences reported. Future research may wish to evaluate coping strategies employed during
409 practice such as the work undertaken by Massey, Meyer and Naylor (2013) with the self-
410 regulation of mixed martial arts fighters. This study was not based on previous theory and
411 future research attention towards the practice environment is required, such as that
412 undertaken with the High Performance Environment model (Fletcher & Streeter, 2016).
413 Future research should seek to confirm the existence of the factors identified in the current
414 study within a larger participant population.

PRACTICE ENVIRONMENT CASE STUDY

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For Peer Review

PRACTICE ENVIRONMENT CASE STUDY

545 Table 1.

546 *Hierarchical content tree of overarching themes, themes and subthemes of the practice*547 *environment.*

| Subthemes | Themes | Overarching Themes |
|--|---------------------------|--------------------|
| High effort is primary focus | Effort | Effort |
| High effort from others | | |
| Completion of practical skills | Current performance level | |
| Making improvements | | |
| Current form | | |
| Teammate mistakes and errors | | |
| Team Performance | | |
| Individual Teammate performance | | |
| Mistakes and errors | | |
| Ability status | Status | Status |
| Social status | | |
| Player status position | | |
| Display of ability to others | | |
| Match selection | | |
| Difference in perceived ability and what others perceive | | |
| Intra-team competition | Intra-team | |
| Competition between individual players | competition | |
| Coach performance expectation | Performance | |
| Player performance expectation | expectation | |

PRACTICE ENVIRONMENT CASE STUDY

| | | |
|---|----------------------|---------------|
| Current focus | | |
| Negative focus and reaction | | |
| Attempting to control uncontrollable events | Coping ability | |
| Coping strategies | | |
| Player individuality | Individuality | Individuality |
| Previous experiences | | |
| Practice preparation | Practice | |
| Preparation during warm-up | preparation | |
| Holistic approach | | |
| Success away from basketball | | |
| Non-basketball commitments | Holistic approach | Preparation |
| Out of practice independence | | |
| Weather | | |
| Fatigue | | |
| Physical recovery | Recovery | |
| Nutrition | | |
| Negative communication | | |
| Communication and feedback from coaches | Communication | |
| Support, motivation and encouragement | | |
| Knowledge of player communication preferences | | |
| Feedback from teammates | | Team Drive |
| Praise and reward | | |
| Coach attribution of performance success | Performance feedback | |
| Reflection activities | | |
| Receiving punishments | | |

PRACTICE ENVIRONMENT CASE STUDY

 Support

Independence support

Support

Responsibility and independence in practice

 Team chemistry

Emotional alignment

Team cohesion

Leadership

 Adaptive coaches during practice

Enjoyable practice

Structure of practice

Safe environment

Information given by coaches

Player led practice

Practice structure

Challenging practice environment

Equality amongst players

Negative practice experience

Practice Vision

Simulating competitive match fatigue states

Facilities and equipment

 Desire to improve and develop

Activities that benefit own development and

performance

Goal type

Tangible goals

Not having goals or objectives

Player goal alignment

548