

Esports:

The Role of a Coach

BACKGROUND

- There is a growing body of literature exploring esports across disciplines such as business, law, media studies, sociology, cognitive sciences, informatics, and sport science
- Within sport science esports can be viewed in stage of acceptance where research has focused on those who participate in competitive play, and debate is ongoing regarding its classification as a sport.
- Coaches are as common in esports as they are in traditional sports, however within esports their roles are unexplored.
- The leading theory as to what is required to create and sustain a high-quality relationship between athletes and coaches' centers around the 3C+1C model of coaching (Jowett & Slade, 2021);

PRESENT STUDY

Aims

- Conduct exploratory research into esports given its increasing popularity, with global audiences of esports surpassing 470 million people in 2021
- Attempt to understand the role of coaches within esports
- Provide evidence for the justification of esports as a sport.

METHOD

- Five esports coaches, four males and one female, currently coaching an esports team within a registered league participated in the study.

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- The ages of the coaches ranged from 20 to 35
- The level at which the game was coached varied from semi-professional, collegiate, and professional
- An interview schedule facilitated appropriate in-depth and insightful responses into the main areas of interest (demographic information, career progression, coaching role, performance, well-being, and relationships)
- A total of three themes were produced through content analysis : responsibility (e.g., duties, expectations or roles coaches feel they must fulfill as an esports coach), relationships (e.g., nature of connections between coaches and athletes, fellow members of staff and superiors within the organization they are a part of) and development (e.g., coach's experiences and continued learning within their role).

RESULTS

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 - Responsibility (e.g., duties, expectations or roles coaches feel they must fulfill as an esports coach).
 - Relationships (e.g., nature of connections between coaches and athletes, fellow members of staff and superiors within the organization they are a part of).
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CONCLUSION

- Relationships esports coaches form with their athletes include constructs found within the 3C+1C model.
- The responsibilities of esports coaches differ dependent on the level of play at which they coach, and the resources available to them in their role.
- A lack of structure regarding their development has resulted in esports coaches relying on trial and error to develop within their role.

REFERENCES

