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Introduction to JADE

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The Journal of Athlete Development and Experience (JADE) was founded to give voice to the athlete experience and address issues surrounding athlete development.

Our goal is publish and promote research that focuses on people over profits. Our editorial board is comprised of scholars, practitioners, and educators from universities and sport organizations.

All articles are peer-reviewed by members of the editorial board and members of the peer review team.

MISSION:

The mission of the Journal of Athlete Development and Experience is to advance, promote, and disseminate original empirical research surrounding issues concerning athletes in high school through professional sports both in the United States and abroad. This interdisciplinary journal will include a wide variety of topics and methodological approaches to examine the development of athletes. The research that is published in this journal will be both practical and theoretical in nature.

Submissions to this journal that are cross-disciplinary and have clear applied and real-world uses are encouraged. All articles are peer-reviewed and intended for an audience of both academics and practitioners, and should be written for the lay reader.

VISION:

The goal of JADE is to focus on empirical research that can give new voice and insight to the athletic experience from a variety of perspectives and methodologies. All manuscripts should be timely, thought provoking, and add to the existing body of literature.
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Welcome to the *Journal of Athlete Development and Experience (JADE)! JADE* was founded to give voice to the athlete experience and address issues surrounding athlete development. Athlete development examines both athletic and personal development. Specifically, how athletes can become the best version of themselves on the playing field and in life. *JADE’s* vision is to be an outlet for interdisciplinary research that includes a wide variety of topics and methodological approaches to examine the development of athletes. Our goal is to publish and promote research that focuses on people over profits.

Additionally, we foresee this journal as a resource for both academics and practitioners. Often important academic research does not reach the practitioners who can implement changes based upon data found by researchers. We seek to change that. That is why we were adamant this journal be open-access. It is our belief that research that can be used to help create a better experience for athletes should be available to those stakeholders that would greatly benefit from the knowledge scholars are creating via their work.

When we first proposed creating this journal there were many individuals and organizations that immediately partnered with us and supported our vision. We must thank Dr. Michael Sagas and the Laboratory for Athlete and Athletics Development and Research at the University of Florida, Bowling Green State University’s College of Education and Human Development and the School of Human Movement, Sport, and Leisure Studies, University of Arkansas’ Department of Health, Human Performance and Recreation, Professional Association of Athlete Development Specialists (PAADS), and our generous patron, Chris McNew. Furthermore, to our amazing editorial board, thank you! Our editorial board is simply the best, consisting of both academics and practitioners. You all played significant part in the excellent quality of the first issue. Lastly, to the authors who trusted us with disseminating their scholarship, thank you for sharing in our vision and sharing your impactful work.

The inaugural issue of *JADE* is here and contains four articles that cover a variety of important topics. First, Amanda Paule-Koba examined 605 collegiate athlete's academic majors and their career plans after graduation. The research assessed whether the athlete’s academic majors was aligned with the career aspirations. The data showed that a large number of athletes were majoring in academic disciplines that did not align with what the athlete wanted to do as a career after his or her playing days were over. Paule-Koba offers suggestions for practitioners that work with collegiate athletes to ensure the athletes are receiving an education the athlete can use after graduation. This research is furthering our knowledge about academics and collegiate athletics.

Next, Jimmy Sanderson and David Cassidy researched the role of social support in athletes’ lived experiences with concussion injuries. The authors analyzed blog posts authored by athletes documenting their concussion injuries to determine the types of support athletes sought and received while rehabilitating from a concussion. Results suggested that athletes’ support needs while recovering from a concussion are a crucial area that needs to be a priority during recovery. Additionally, the authors offer practical implications that are helpful to athletes at all levels when recovering from a concussion. Luke Jones conducted a study that examined the experiences of full-time British academy soccer players to consider how they respond to the omnipresence of wearable GPS technology as a normalised component of their practice. Five academy players were interviewed to examine the application of wearable GPS harnesses within the working soccer setting. Data was analysed using Foucault’s (1995) disciplinary analysis. Two themes emerged from the data: GPS as a tool for the imposition of disciplinary power in academy soccer and GPS data as subservient to the 'real work' of being a productive player. These results were explained and practical considerations for practitioners were offered.

Finally, Marcella Otto, J. Michael Martinez, and Chris Barnhill assessed how academic support services impact the athlete experience. The results of the surveys from 103 collegiate athletes indicated that freshmen athletes’ perceptions of service quality provided by their academic athletic services influence satisfaction, student involvement, and emotional adjustment. Building from these findings, university athletic departments should reevaluate and adjust their academic services based on the perception of student-athletes and how the provided services influence their overall college experience.

*We hope you enjoy the inaugural issue of JADE.*

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