

A coach's self-initiated professional development across a ski season

How mentorship & adult athletes' input supported the use of adult-oriented coaching practices

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Introduction

- To support adults' psychosocial sport experiences, **Masters coaches (MC)** can use development resources (i.e., Adult-Oriented Sport Coaching Survey) to bolster their coaching toolbox (Callary et al., 2023; Motz et al., 2023)
- Mentorship provides time and space for coach reflection to further enhance MCs' development (North, 2010) & their adult athletes' experiences

Participants

Alpine ski Masters Coach (MC)
5 years experience as MC

Masters alpine ski mentor
18 years experience

10 Masters alpine skiers (MSs)
Age 33-68, 6 Male/4 Female

PURPOSE

Explore how a MC and a mentor used the AOSCS for ongoing adult-oriented coach development

Mixed-Method Inductive Sequential Design

- MSs did the **Adult-Oriented Sport Coaching Survey (AOSCS)** (Rathwell et al., 2020) at ① pre-season, ② mid-season, & ③ post-season
- Preferences** how often MSs preferred AOSCS practices from their coach
- Frequencies** how often MSs perceived their MC used AOSCS practices
- MC did AOSCS (coach-version) at ② ③ measuring his own frequency
- MC & mentor** debriefed about MSs' & MC's item/factor scores at ① ② ③
- Pragmatic qualitatively dominant** (Creswell, 2011; Johnson & Christensen, 2020)
- Debriefs were subject to **Reflexive Thematic Analysis** (Braun & Clarke, 2021)
- Pearson's correlations for MSs' AOSCS scores** across ① ② ③

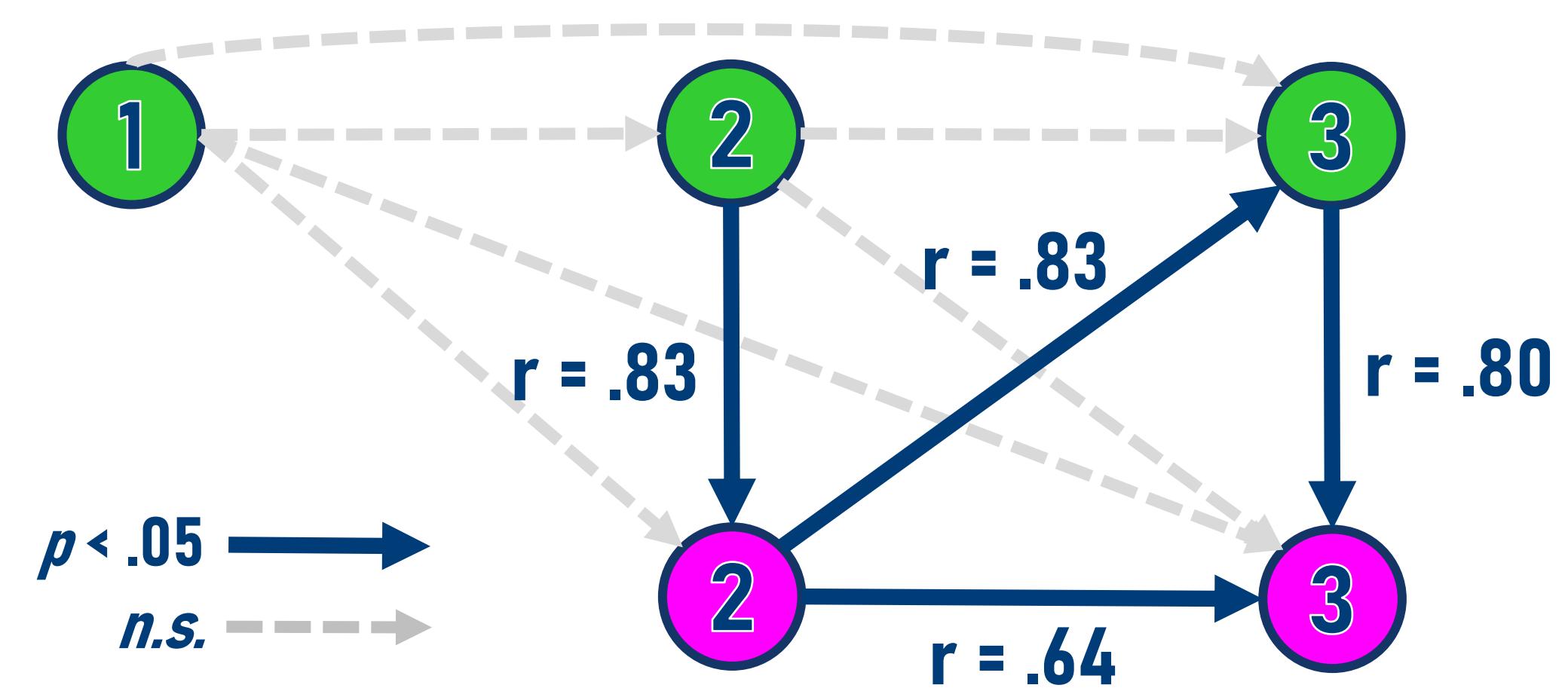
Framing Learning Situations | ITEM

① "You've been doing well in the Monday night racing, that speaks to this [score]. **You and I demonstrate and are those higher-skilled peers**, the MSs have said they liked watching us ski and demonstrate"

STRATEGY: "Demonstrate and get the MSs to watch us, and other visiting higher-skilled peers"

② "I think on **almost every drill, we would explain it, and try to demonstrate it too**"

② "I think it [6.1 preference and 6.2 frequency scores] came from people who hadn't experienced our group. **They didn't know what these demonstrations would do and how helpful they could be**. I think once they saw it, it was like 'wow!', they felt it was even more important now than what it was before"

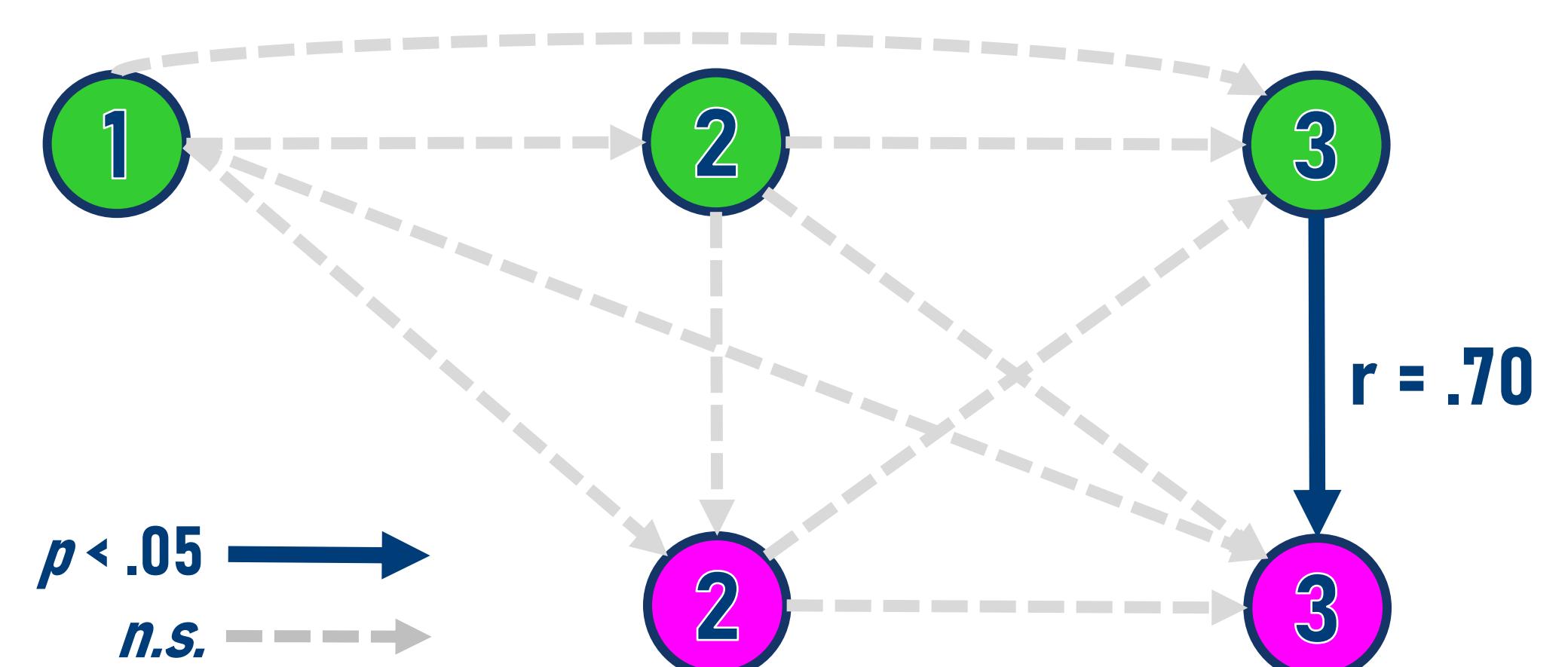


Considering the Individuality of Athletes | FACTOR

② "I am getting **better at individual feedback and asking skiers questions in terms of what they felt, or what they thought of a particular drill**, to see if they understood the function of the drill"

③ "What do you think when we look at MSs' preferences and frequency across the board?"

③ "The scores tell me the MSs appreciated this factor, I did try really hard to be individual with them whether they were trying to shave a few seconds off their race time or they were just trying to make a better turn. I was very happy with how I felt I did with them and how they performed with it!"



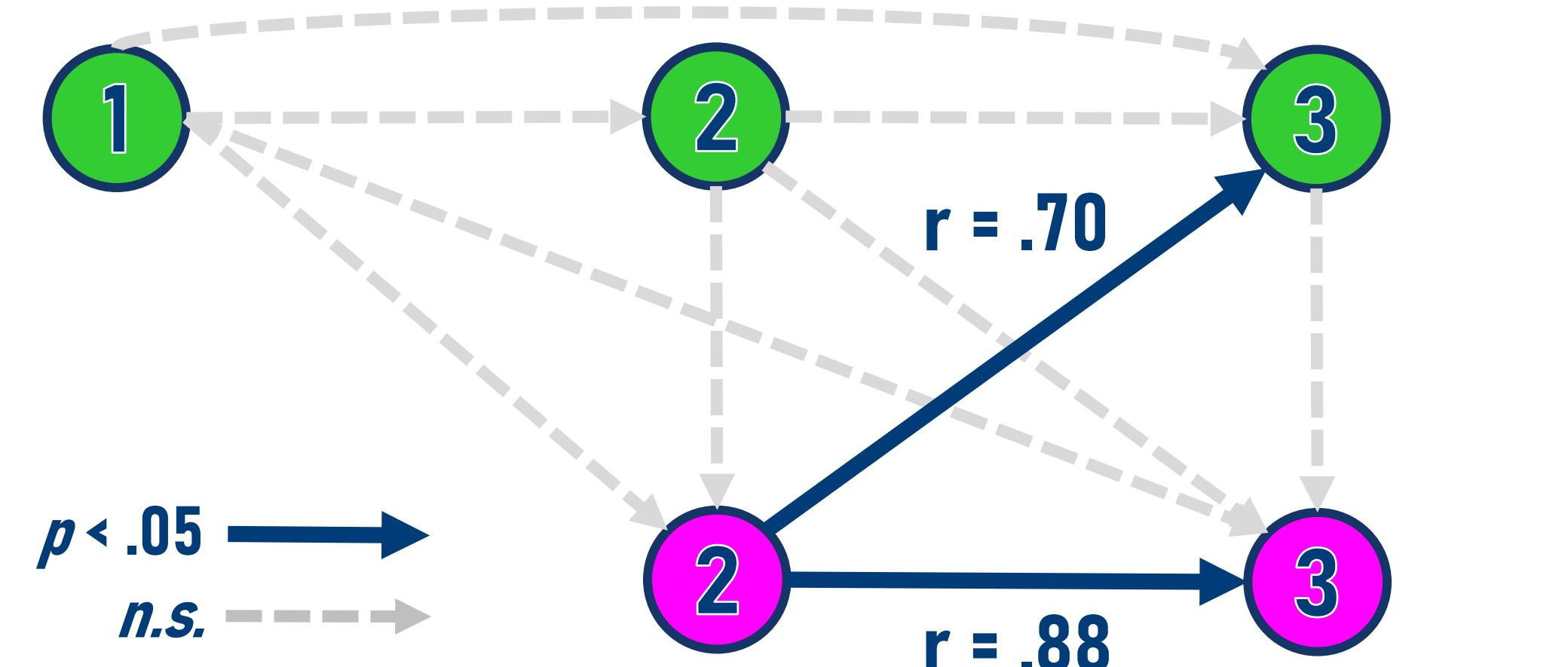
Respecting Preferences for Effort, Accountability, & Feedback | FACTOR

① "It's important to give MSs individual feedback. Somehow, **we've got to figure out**, if I am going to watch 3 or 4 specific people go by, I want to get to them [together on the chair lift] to give them their feedback"

STRATEGY: "Give MSs individual feedback based on their preferences for effort and accountability when possible"

② "Did you do more of what you want to work on?"

② "This was a good one! Before I struggled with the larger groups. I was trying to keep track in my head of who was doing what. But I got much better at it this year, I'm definitely gonna keep going at it!"



Imparting Coaching Knowledge | ITEM

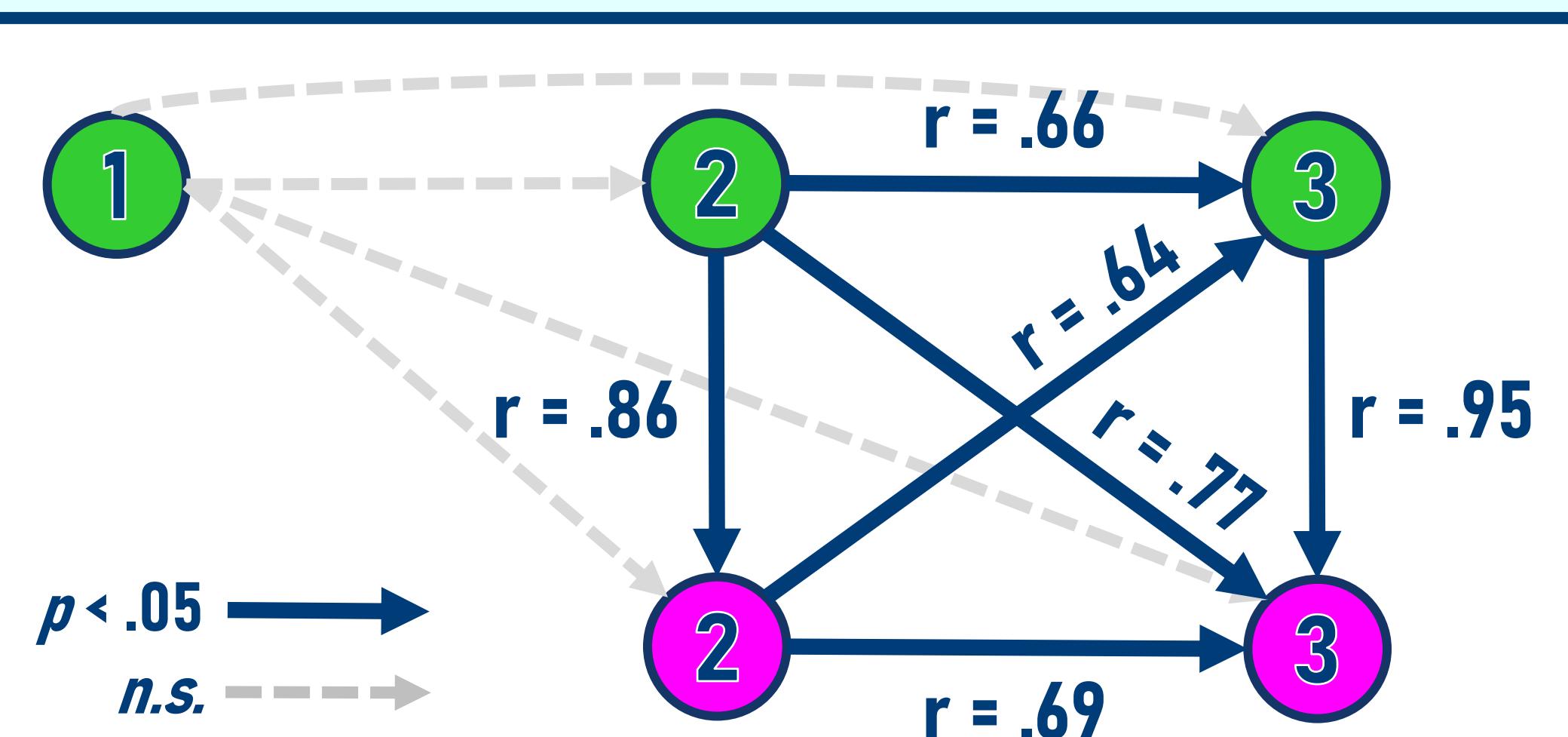
Bring in information that they picked up in their sport experiences elsewhere

② "Your pre-season coaching **strategy** was to tell MSs about your experience. **Do you think you did that?**"

② "I gave MSs **background of who I am and how competent I am in teaching**. Sharing I've been skiing for 41 years and coaching for the last 10, I'm a development level race coach, a level 2 ski coach, and a CADS instructor. I think it helps add validity to my ability to assist them"

③ "I intentionally share when I failed or succeeded. I wanted MSs to understand that I struggle too & I'm qualified"

③ "MSs liked when you talked about how you hit the gate and threw off time. They appreciated that. **They wanted to understand not only when you do well, but also when you didn't and why** - they can see how that translates"



Creating Personalized Programming | ITEM

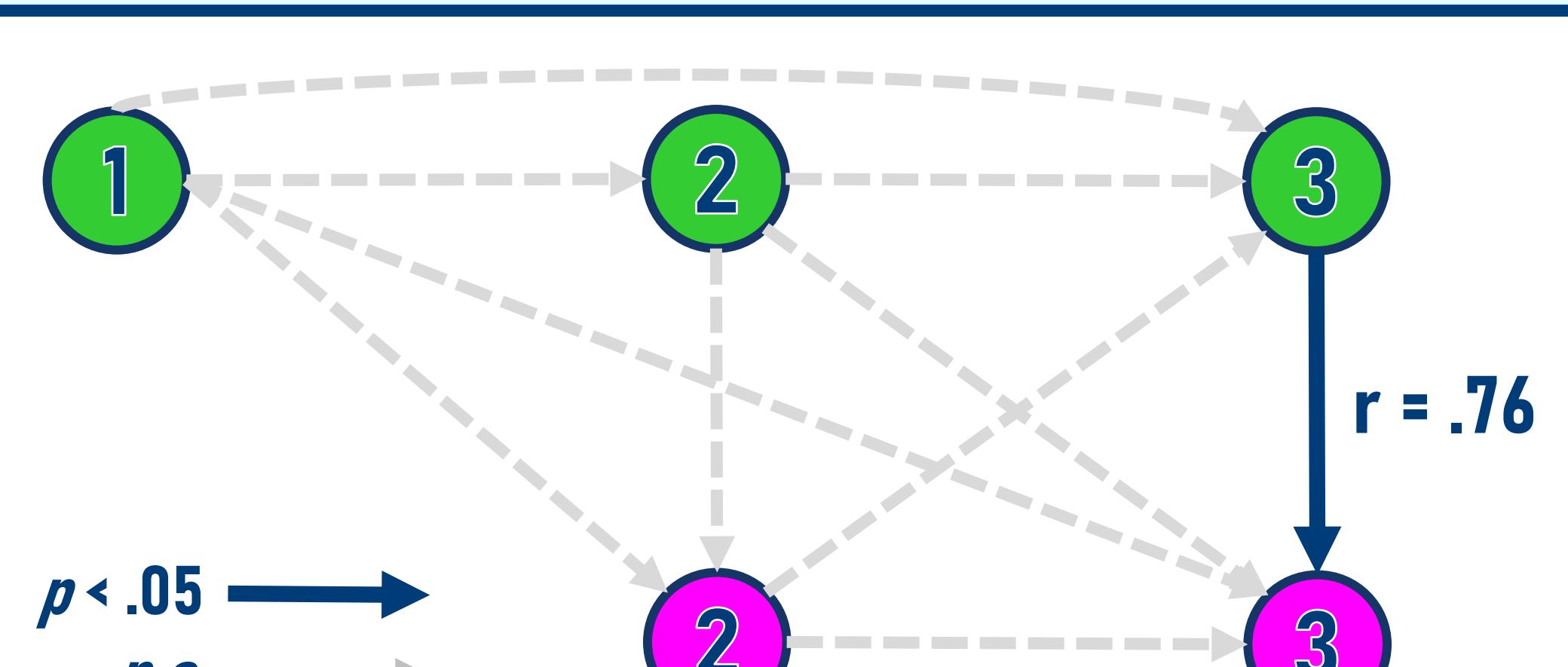
Tailor their support to me at competitions

① "MSs' preference score, 4.5, **what do you think about that?**"

① "It's the word **competition**. We're not tailoring all schedules to get ready for any specific event, and for some, we tailor for one race a week"

② "I usually **stop them and chat about what I see and what they see**. I'll say, 'How did it feel when you were coming down?' or 'Do you see any turns that are too big?' or anything like that"

③ "Sam wanted to know more about tucks & starts, & **a few others had questions** about race things. I was able to give them that. That was just before the end-of-season race, **they appreciated that**. Sam came 4th overall!"



Discussion

- The MC wrote, deeply thought about, & discussed (Callary et al., 2014) how AOSCS scores related to his coaching. Reflection-on/in-action processes allowed him to learn & develop his coaching (Kuklick & Kasales, 2020; Schön, 1983)
- MSs' preferences were contrasted with MC's coaching. With the support of the mentor (Milistetd et al., 2023), the duo created actionable and adaptable coaching strategies to better support the MSs' wants across the ski season

The Adult-Oriented Sport Coaching Survey (AOSCS) is a multipurpose Masters coach development tool that can support learning over time.