

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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 SCAPPS

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

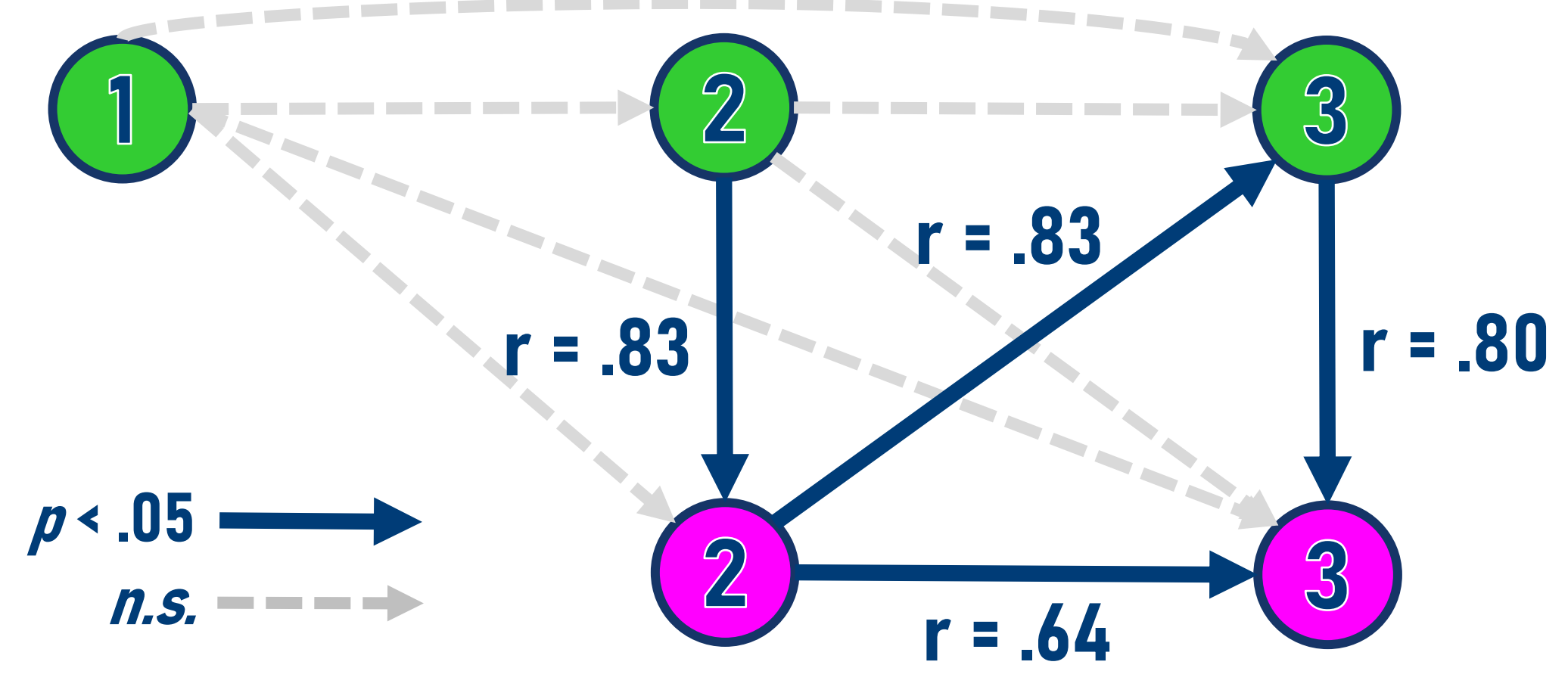
-  **Alpine ski Masters Coach (MC)**
5 years experience as MC
-  **Masters alpine ski mentor**
18 years experience
-  **10 Masters alpine skiers (MSs)**
Age 33-68, 6 Male/4 Female

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**

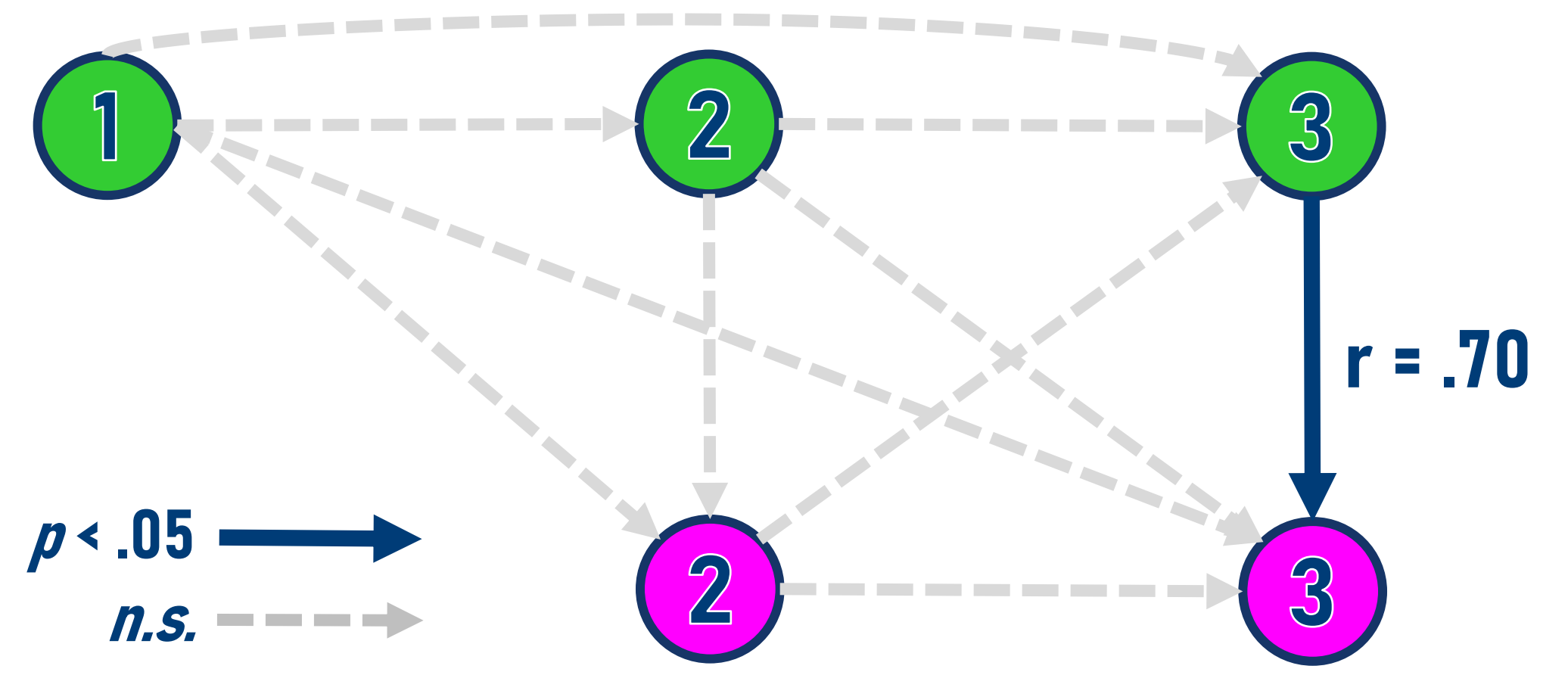
Framing Learning Situations | ITEM Ready me to learn by exposing me to higher skilled peers, competitors, or role models

- 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**"






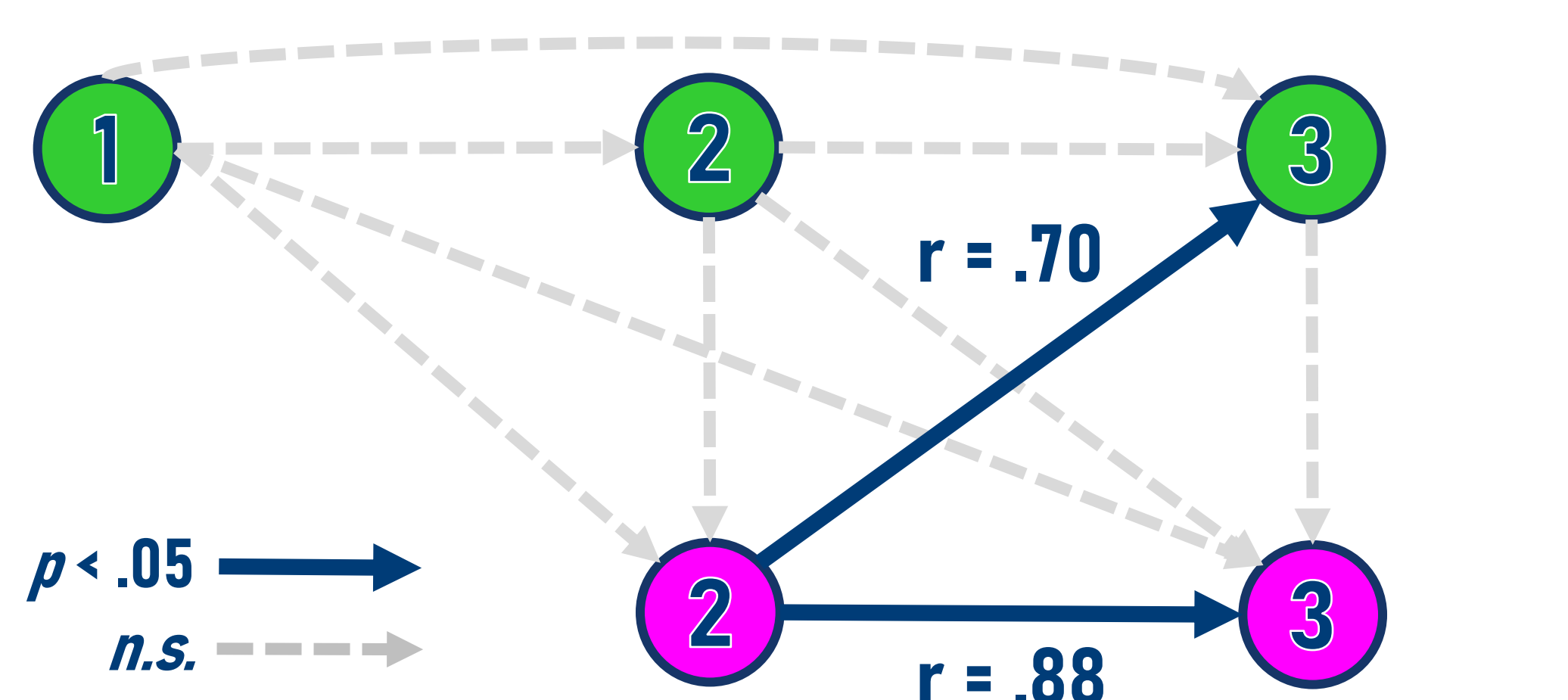
Considering the Individuality of Athletes | FACTOR

- 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!"







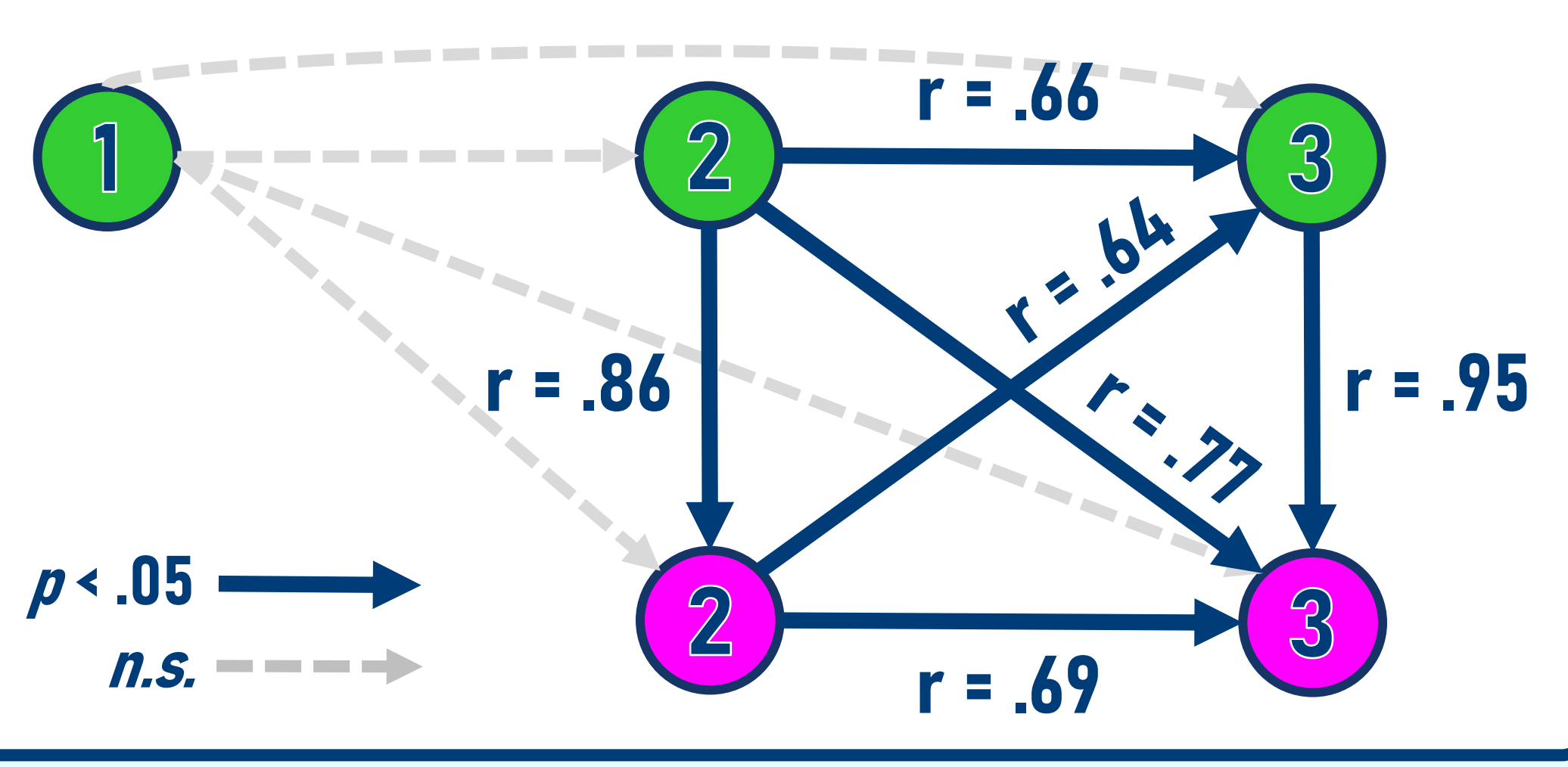
Respecting Preferences for Effort, Accountability, & Feedback | FACTOR

- 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!**"



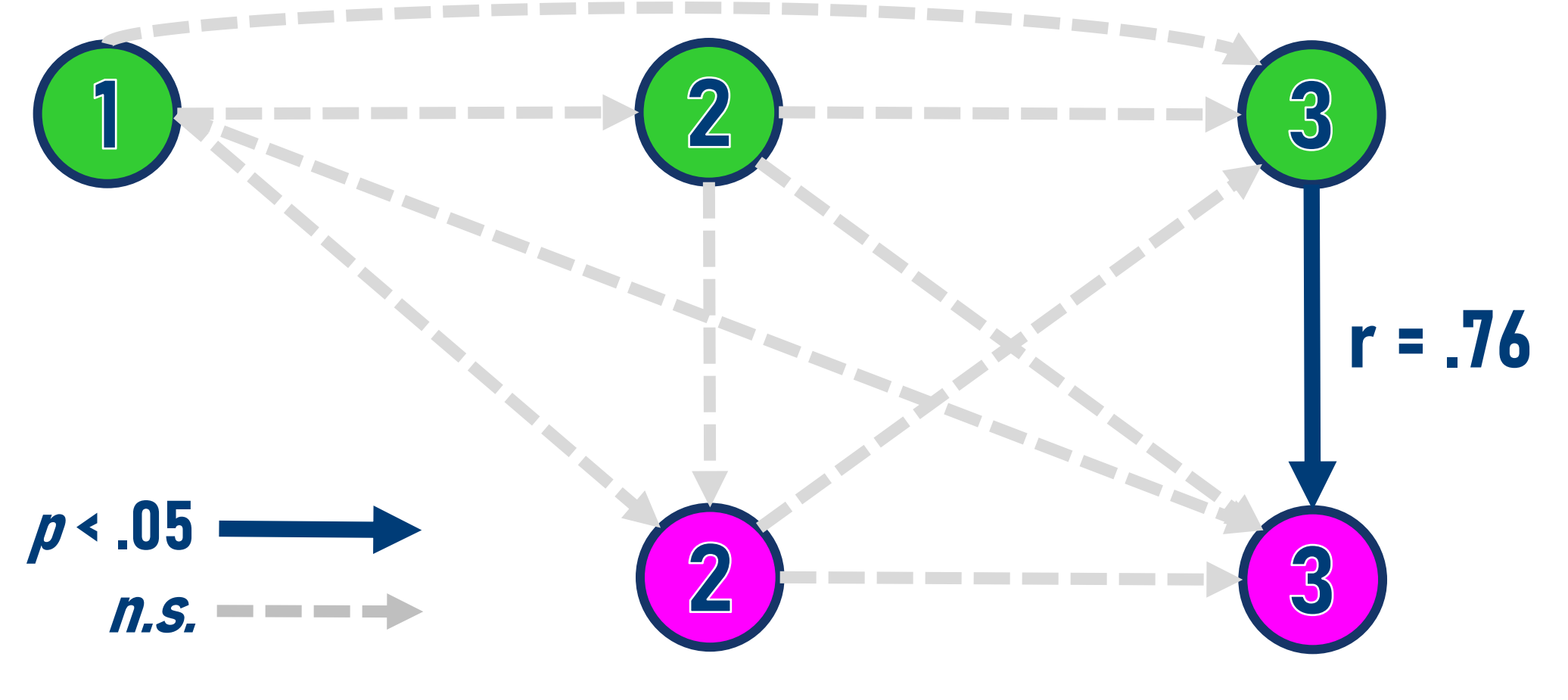
Imparting Coaching Knowledge | ITEM Bring in information that they picked up in their sport experiences elsewhere

- 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.