

Data collection on problems and successes

- Oritical incident technique as described by Brunelle et al. (1988)
- Each coach reported a minimum of two incidents per week (one linked to a problem, one linked to a success) for a period of time varying from 16 to 20 weeks.
- We collected between 32 and 40 incidents for each coach for a total of 462 incidents for the project.



Data analysis-problems and successes

• Content analysis was based on L'Écuyer's (1990) model. This is a mixed qualitative data analysis that combines an open model with no categories previously identified with a model with predetermined categories. We used Gilbert and Trudel model of *Components of reflection* (2001).



Results -Choice of a coaching career

The career-choice questionnaire clearly showed that the coaches involved in this research had had highly positive experiences as athletes. However, they reported that their level of competitive success was average. It thus appears that the quality of their experiences (generally very positive) was more important than winning in motivating them to become coaches.



Results - Level of confidence

- Coaches level of confidence when we considered one coaching ability at a time varied from low to very high.
- Areas of less confidence were:
 - planning training sessions
 - stress management
 - first-aid and injuries
- On a scale of 1 to 9, they assessed their overall confidence at 7, which is fairly high. Therefore, they seem to be reasonably confident in their coaching skills as a whole



Results - Influences

- When the women were asked what most influenced their decision to become coaches, three factors stood out. In order of importance, these factors are:
 - 1.The club's director/athletic director specifically asked me to become a coach.
- 2.My family encouraged me to become a coach.
- 3.My friends encouraged me to become a coach.



Results - Successes (♦ community, ♦ competition, ♦ both)

Athlete behavior

Athletes having fun

Athletes having a positive influence on each other

Athlete performance

Motor and technical development (athlete succeed for 1st time)
 Athletes affective response (no fear)

Coach profile

- Pedagogical skills (teaching difficult technical elements)
 Organizational skills (no waist of time)
- Organizational skills (no waist of time)Feeling competent
- •reening competen
- Parental influence
 Positive interaction with parents

Team/Club organization

Mentor support

•Club's management decisions (e.g. having an assistant coach)

Results - Problems (♦ community, ♦ competition, ♦ both) Athlete behavior Athletes off-task

Negative social climate

Athlete performance

•Athletes that do not understand the task to perform Athletes affective response (no fear)

Coach profile

- Pedagogical skills (teaching difficult technical elements)
- Organization of the training session (not efficient)
- Not feeling competent
- •Feeling a lack of formal training and experiences

Parental influence

Negative interaction with parents

Team/Club organization

•Club's management decisions (e.g. no mentorship \$\$\$)

Conclusion

Although this research is an exploratory one, identifying successes and especially problems has provided excellent leads in terms of the training of female beginner coaches. It appears, in fact, that their training should include a component on handling discipline. This is not surprising in and of itself, because young coaches often work with younger groups of athletes.



Conclusion cont'd

The need for teaching strategies and access to a varied exercise bank appears critical to training women beginner coaches.



Conclusion cont'd

This study confirms that mentorship support should be available to beginners as it is for experienced coaches. The differences appear to relate to the objectives of the mentoring. Experienced coaches need more support to overcome obstacles having to do with the fact that they are women, while beginners seem to need more technical support, such as educational strategies or examples of exercises to apply.



Conclusion cont'd

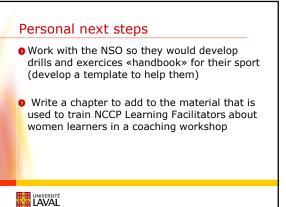
In closing, we can state that the coaches appreciated, and continue to appreciate, opportunities to record their successes and problems. As one said, "It feels funny describing negative events; it gets them out of your system." They are increasingly sensitive to their experiences, and their descriptions are becoming more refined over time. This approach seems to hold potential for working with female beginner coaches.



Personal next steps

- Design women-only training workshops including the new findings (e.g. how to deal with discipline issues, how to deal with parents)
- Develop a mentorship program linked with the workshops; make that process automatic
- Develop a network to let the local sport organizations know about who are the trained women available to coach in their sport









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