



Topics in student-coach reflective journals
A study on coach reflection during undergraduate internships

Thèse

Andrea J. Woodburn

Doctorat en psychopédagogie
Philosophiae doctor (Ph.D.)

Québec, Canada

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Résumé

Le Baccalauréat en Intervention Sportive (BIS) de l'Université Laval est un programme qui se spécialise dans la formation des entraîneurs sportifs et qui comprend trois stages dans son curriculum. Durant leurs stages, les étudiants-entraîneurs doivent compléter un journal réflexif. L'objectif de cette étude est d'identifier les sujets que les étudiants-entraîneurs abordent dans leurs journaux réflexifs de stage durant une période de deux ans. Les données proviennent des journaux de six étudiants-entraîneurs et démontrent le répertoire des sujets abordés par le biais de thèmes émergents. Les résultats offrent un regard sur les expériences de ces six entraîneurs et suggèrent que ces entraîneurs novices ont écrit plus souvent sur les actions – celles de leur mentor et les leurs. En exprimant leur accord ou leur désaccord (en écrivant qu'ils auraient agi différemment que leurs mentors) avec les actions de leurs mentors, ils ont abordé les thèmes de planification à court terme, de planification à long terme et d'enseignement en situation de pratique. En situation de compétition, ils ont abordé les thèmes choix de stratégie, management du jeu et motivation des athlètes. En exprimant leur accord avec leurs propres actions, ils ont abordé les thèmes de planification à court terme/enseignement, leur initiative/leadership, et les liens établis avec les athlètes. En exprimant leur désaccord avec leurs propres actions (en indiquant qu'ils agiraient différemment la prochaine fois), ils ont abordé les thèmes de planification à court terme/enseignement et leur initiative/leadership. En écrivant sur leurs actions, ils ont aussi proposé des actions qu'ils devront entreprendre et qui touchent trois objectifs : contribuer à leur apprentissage, élargir leur champ de compétences, et améliorer leur enseignement. Ces conclusions principales suggèrent que les réflexions des étudiants-entraîneurs sont stimulées par l'action et qu'ils semblent juger ces actions en fonction d'un cadre de référence implicite sur l'efficacité de l'entraînement sportif. Les résultats contribuent à la recherche empirique actuellement limitée sur l'entraîneur comme praticien réflexif en offrant des informations sur ce que les entraîneurs novices remarquent. Ces résultats constituent un point de départ afin de mieux comprendre comment ils perçoivent la pratique complexe qu'est l'entraînement sportif ainsi qu'un premier pas important pour amorcer un processus réflexif. Le BIS offre un milieu avantageux pour étudier la pratique réflexive des entraîneurs novices en contexte développemental. Cette population d'entraîneurs, outre qu'au BIS, est transitoire et davantage bénévole, ce qui rend la recherche sur leur développement un défi. Cette étude représente le début d'une piste de recherche sur comment les entraîneurs en contexte développemental apprennent à entraîner, et plus particulièrement sur leur développement comme praticiens réflexifs.

Abstract

The Baccalauréat en Intervention sportive (BIS) is a three-year, undergraduate program at Université Laval that specializes in coach education and includes three internships as part of its curriculum. During their internships, student-coaches were required to complete a reflective journal. The objective of this study was to identify the topics the student-coaches chose to write about in their reflective journals during their two-year internships in the BIS. Data were gathered from the journal entries of six novice student-coaches of team sports over two seasons, showing the breadth and the reoccurrence of topics by way of emerging themes. The results offered insight into the experiences of these novice student-coaches and suggested that they most often write about actions – their mentor coaches' and their own. Through agreeing or disagreeing (saying they would do something differently than their mentor) with their mentors' actions, they wrote about short-term planning, long-term planning and teaching in practice situations, and in game situations about choice of strategy, game management and motivating athletes. When agreeing with their own actions they wrote about short-term planning/teaching choices, taking initiative/showing leadership, and connecting with athletes. When disagreeing with their own actions (saying they would do something differently next time) they wrote about short-term planning/teaching choices and taking initiative/showing leadership. When writing about their own actions, they also proposed actions they should take that communicated three objectives: to enhance their learning, to broaden their competencies, and to improve their teaching. These principle conclusions suggest that the student-coaches notice actions as triggers for their reflection, and that they seem to judge the actions they notice against an implicit vision of coaching effectiveness. They contribute to the limited empirical research on the coach as a reflective practitioner by providing insight into what novice coaches notice, a starting point for better understanding how they see the complex practice that is coaching, and an important first step in beginning a reflective process. The principle advantage that the BIS internships can offer is a context in which to investigate reflective practice with novice developmental coaches. This coaching population, outside of the BIS context, is transient and mostly volunteer-based, making research on their development a challenge. This study is the first of what will be a sustained line of inquiry on how development coaches learn to coach, and more specifically on their development as reflective practitioners.

Dedication

For my mom and dad, my greatest models of strength, compassion, and love, with all my love and gratitude.

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Introduction

To understand the origin of the research question in this work, it is first necessary to know the context in which the research took place, and the situated place of the researcher. The researcher began this journey first as a teacher, when hired to supervise the internships in the Baccalauréat en Intervention sportive (BIS). The BIS is a three-year, undergraduate program at Université Laval that includes three internships as part of its curriculum. As internship supervisor, the researcher's responsibilities include choosing the teaching and assessment strategies that student-coaches experience along with their time spent in the coaching arena. Her on-going objective in doing so is to put in place strategies that would be both meaningful to the student-coach's learning during their internships and have a lasting impact beyond their time in the BIS. This objective resulted in the implementation of a reflective journal from September 2008 to April 2011. This research is the first of what will be a sustained line of inquiry on student-coach learning in the BIS internships, and particularly on the development of the student-coach as a reflective practitioner. It begins by examining artefacts in six student-coach's journals, namely reflective entries on their day-to-day experiences during three internships in order to begin to understand what they are noticing as fodder for their written reflections. The literature and the theoretical framework that led to the implementation of a reflective journal as part of each internship requirement also inform the research question.

In Chapter 1, the literature from 2001-2013 on how a coach learns to coach is presented. The start date of 2001 was selected because Gilbert and Trudel (2004a) had previously published an annotated bibliography of the literature on coaching in general to 2001, including coach learning. From this review came the conclusion that a coach learns to coach by many means, but most importantly through experience. However, experience alone does not necessary result in an effective coach.

So how does a coach come to learn through her experience? In Chapter 2, the theoretical framework for this research is presented. This framework begins with a definition for coaching effectiveness that considers intrapersonal knowledge to be an important knowledge base of an effective coach. It then shows how the literature on how a coach learns to coach through her experience borrows from the broader literature of learning in the professions, leading to reflective practice as one of the ways a coach learns through her experience. This chapter concludes with the limited research to date on the coach as a reflective practitioner, which is the impetus for this work. It introduces the research question "*What topics do student-coaches write about in their reflective journals during their internships?*" as a means of contributing to a greater understanding of the coach as a reflective practitioner, but most importantly to better understand student-coach reflection in the internships in the BIS and the internships themselves.

Chapter 3 provides a detailed description of the context (the BIS and the internships), the student-coach subjects, and their internship milieus. It also presents the rationale as a teacher for the implementation of the reflective journal as a pedagogical exercise in the BIS internships. These descriptions are necessary to determine in what ways the conclusions may be transferrable to other similar contexts, and in what ways the conclusions are primarily useful to this one. They also provide an explanation of the researcher's role as internship supervisor, as well as the biases that frame her way of seeing the question and interpreting the results. It is important to clarify that this work does not aim to evaluate the pertinence nor the effectiveness of reflective journaling in the BIS. However, because context is extremely important in qualitative research, the pedagogical tools introduced to the student-coaches on reflective journaling are presented in Appendices 1-4.

Chapter 4 presents the methods used including the strategies adopted in order to be vigilant with regard to data trustworthiness.

Results are presented in Chapter 5, and many in vivo citation examples are provided in support of themes emerging from the data in answer to the research question. The principle conclusions are presented in visual form in Figure 9 in an attempt to show the relative frequency of the emerging themes. The implications that the results of this research will have on future BIS internships are discussed in Chapter 6. The intention of this research was to gain a better understanding of the internships in the BIS by knowing more about what student-coaches are experiencing and on what they are reflecting. However, potential implications to the literature on reflective practice in coach learning are also proposed. It is the hope of the researcher that she has shown sufficient rigour in this work, all the while asking a question that matters to her as an internship supervisor in the swampy ground that is coaching practice.

Two notes with regard to language:

1. In Chapters 1 and 2, the pronoun *she* is used in the text when referring to a coach, singular. Women are underrepresented in the coaching profession, and it is important to the researcher that a woman can see herself in the role of a coach when reading this work. In all subsequent chapters, the pronoun *he* is used to avoid confusion because all student-coaches in this study and their mentors were men.
2. When referring to the subject of the student-coaches' written reflections, the words "topics" is used to avoid confusion with Gilbert and Trudel's (2001) use of "coaching issues", a term they use to mean problematic situations. This literature is part of the theoretical framework for this work (see Chapter 2). While at times student-coaches seemed to be reflecting on coaching issues as per Gilbert and Trudel's use of the term, their reflections were not necessarily always referring to problematic situations.

1 Chapter 1: The literature on how a coach learns to coach

1.1 Literature boundary and operational definitions

The literature on reflection is extensive and the use of reflective journal writing ubiquitous in professional development in the social sciences. Excellent reviews of this literature are presented elsewhere (Boud, Keough, & Walker, 1985; Moon, 1999, 2004, 2006; Redmond, 2006). Though this literature informed the implementation of reflective journaling in the BIS internships and the position of the internship supervisor (discussed in Chapter 4), the discussion of it does not directly inform the research question and therefore will not be treated herein. However, it is necessary to begin with operational definitions for two terms that will be used and that have different meanings for different people, namely *reflection* and *reflective journal*. Morrison (1996), in writing about the development of reflective practice in higher education students, wrote that “reflective practice has become a conceptual and methodological portmanteau, a catch-all term” (p. 317).

1.1.1 Reflection

Moon’s definition was chosen for the internships in the BIS and for this research for its simplicity and because her work is based on a thorough review of the literature on reflection and an application to her teaching practice. The exact wording below comes from a working paper by Moon given to the researcher. Her work is also used as a theoretical framework for coach learning (discussed in Chapter 2):

Reflection is a form of mental processing – like a form of thinking – that we use to fulfil a purpose to achieve some anticipated outcome. It is applied to relatively complicated or unstructured ideas for which there is not an obvious solution and is largely based on the further processing of knowledge and understanding and possibly emotions that we already possess.

1.1.2 The reflective journal

The operational definition for a reflective journal used for this work is also from Moon (Moon, 2006, p. 2). It was chosen for the same reasons as presented above:

...an accumulation of material that is mainly based on the writer’s processes of reflection. The accumulation is made over a period of time, not ‘in one go’. The notion of ‘learning’ implies that there is an overall intention by the writer (or those who have set the task) that learning should be enhanced.

Important to note in this operational definition is that a reflective journal is a journal that is kept with the explicit objective of learning from it. But as she later states, “we are not talking about something with a fixed definition here. The definition has fuzzy edges” (Moon, 2006, p. 2).

1.2 How a coach learns to coach

How a coach learns to coach has emerged as a sustained line of inquiry in the literature on coaching in recent years and is key to situating the currency and pertinence of this research. Table 1 shows the research on this line of inquiry since Gilbert and Trudel’s (2004a) article *Analysis of the coaching science research published from 1970-2001*.

Trudel and Gilbert (2006) have previously identified the lack of a common typology for the coaching context as a challenge in interpreting the coaching literature, though there seems to have been some important progress in recognizing that coaching is highly contextualized (i.e., the job of a coach at the recreational level, though bearing some similarity to, is quite different from the job of a coach at the developmental and performance levels). For the purposes of this work, the typology of Lyle (2002) will be used for reasons described by Trudel and Gilbert (2006); namely, his typology is “the most thoroughly described, is grounded in a comprehensive discussion of the coaching process, and is most consistent with the empirical research on stages of athlete skill development” (p.520). In this typology, coaches are considered as recreational, developmental, or performance, with some overlap between the roles of the recreational coach and the early developmental coach. For an overview of the different typologies proposed for coaching, see Trudel and Gilbert (2006).

In addition to providing information on subjects (including coaching context), methods, purpose, and key conclusions for each article, Table 1 shows two prevalent ways of approaching the question *How a coach learns to coach* in the literature at the moment, namely the developmental perspective and the learning perspective.

1.2.1 Coach learning from developmental and learning perspectives

Gilbert et al. (2009) have discussed how there has been a marked increase in research on coach learning, and that studies have followed either a developmental perspective or a learning perspective.

The developmental perspective considers coach development as “a chain of developmental outcomes and activities that occur in response to personal and contextual requirements over a period of time” (Côté, 2006, p. 218). For example, Erickson, Côté and Fraser-Thomas (2007) showed how high performance coaches progress through five stages of developmental experiences that they describe as follows: (1) diversified early sport experience (ages 6-12), competitive sport participation (ages 13-18), highly competitive sport participation/introduction to coaching (ages 19-23), part-time early coaching (ages 24-28), and high performance head-coaching (age 29 on). A particular milestone in this type of research into coach development was Côté, Ericsson and Law’s (2007) retrospective interview method, originally conceived for the purpose of examining milestones and demarcations in an athlete’s developmental path.

The learning perspective seeks to better understand coach learning by examining the means by which a coach learns to coach, including learning in educational settings. It also includes how a coach learns *through* their experiences, not *because* of their experiences. This research falls within the learning perspective for how a coach learns to coach.

Table 1: Empirical research since 2001 on how coaches learn to coach, presented by date of publication and then first author

Reference	Coaching context (n) ¹	Perspective ²	Methods	Principle research question and conclusions
Callary, Werthner and Trudel (2013)	Participation, developmental and performance (n=5), variety of sports	Developmental and learning	Semi-structured interviews into non-fictional vignettes	How meaningful episodic experiences influence the process of becoming an experienced coach <ul style="list-style-type: none"> Data showed five dominant learning situations: (1) learning from experiences with athletes, (2) learning from other coaches (mentors or peers), (3) learning from formal and non-formal education courses, (4) learning from family, and (5) learning from the process of reflection on experiences
Griffiths and Armour (2013)	Participation: Volunteer youth sport coaches (n=18), mentors (n=6) (sports not specified)	Learning	Phase 1: Interviews and questionnaires; Phase 2: Questionnaires and focus groups; Phase 3: Exit interviews and focus groups	“To examine formalized mentoring as a learning strategy for volunteer sport coaches” (p.151) <ul style="list-style-type: none"> “The majority of coaches and mentors failed to perceive value in formalized mentoring processes and, as a result, mentoring in this study was unsustainable as a learning strategy.” (p.161) Constructing the formalized program was “reasonably straightforward, but getting volunteers to engage in mentoring was problematic” (p.162) Engaging in and sustaining engagement was affected by perceived impact on practice “...identity was a critical component in directing volunteers’ actions towards formalized mentoring, and then engagement within the process” (p.163) <p>“...mentoring was the result of continuous interaction between coach and context, and that context must be understood in both spatial and temporal terms” (p.151)</p>
Rynne and Mallett (2013)	Performance (n=4) and Developmental (n=2): SIS coaches (n=6) and sport administrators (n=6), 4 coaches from individual and 2 from team sports (sports not specified)	Learning	Semi-structured interviews	To consider “tasks that full-time coaches at a State Institute of Sport (SIS) perform in their work” and “how they felt they learned (or did not learn) the requisite skills and abilities” (p.507) <ul style="list-style-type: none"> SIS coaches performed a broad range of tasks from coaching to public relations SIS coaches were well prepared to perform the tasks central to their coaching SIS coaches were “not well prepared to complete a variety of tasks required of them in the SIS environment” (p.507) Sources of coach learning external to SIS: Broad sources of learning, most reported were experience as an athlete and learning from other coaches (non-SIS) Sources of coach learning internal to SIS: Generic provisions (affordances of the SIS environment to further their professional development), SIS staff members, other work units, sport programs manager (their supervisors), other SIS coaches Sources of coach learning internal and external to SIS: Experience as a coach, current and former athletes
Wilson, Bloom and Harvey (2013)	Developmental: High school (n=6), variety of team sports	Learning	Semi-structured open-ended interviews	Sources of knowledge acquisition of high school team sport coaches who were also PE teachers <ul style="list-style-type: none"> Each coach’s journey was unique but with many similarities

¹ Using the three-category forms of coaching proposed by Lyle (2002)

² According to Gilbert et al. (2009), research to date on coach education has approached the question of coach development from one of two perspectives: (1) the *learning perspective* that “focuses on the process of how coaches learn to coach”, and (2) the *developmental profile perspective* that “focuses on the life histories of the coaches” (p. 415)

				<ul style="list-style-type: none"> Initially, sources were their PE university courses in sport sciences and pedagogy as well as experience coaching Then, from work experiences in HS, interacting with more experienced coaches, attending coaching clinics and from books and the internet “it can be concluded that high school coaches learn from a combination of formal training, informal learning opportunities, and practical experiences to prepare them to work in their domain” (pp. 383-384)
Jones, Morgan and Harris (2012)	Context not specified: (n=6), 2 teachers, 2 professional coaches, 2 students	Learning	Pedagogical framework with on-going observations and focus-group interviews	<p>“To construct and evaluate a pedagogical framework (Delivered through an MSc unit) drawn from tenets of both action research and ‘communities of practice’ as a means through which the practice-theory gap can be somewhat addressed” (p. 313)</p> <ul style="list-style-type: none"> Eight theories were introduced over a series of weeks along side activities to link theory and practice (orchestration, social role and impression management, virtue theory, teaching styles, shared leadership/athlete empowerment, developing a favourable motivational climate for learning, developing followership, and social exchange theory (See article for original references for theories) Students were stimulated by and appreciated the process Staff were positive about the process because students were engaged
Piggott (2012)	Context not specified: (n=12), variety of sports	Learning	Semi-structured interviews	<p>“To explore coaches’ experiences of formal coach education to determine the extent to which they are considered useless and to describe their nature” (p.535) (to engage in problem-setting, not problem-solving)</p> <ul style="list-style-type: none"> “...where courses were governed by prescriptive and rigid rationalities, coaches found them useless; whereas, open and discursive courses, though in minority, were considered more useful” (p.535)
Winchester, Culver and Camiré (2011)	Developmental: High school (n=31), sports not specified	Developmental and learning	Semi-structured interviews transformed into narratives	<p>The presentation of profiles as “an innovative way to explain the social context within which the teacher-coaches have developed and also, to provide insight into the needs of teacher-coaches with varied biographies” (p.216)</p> <ul style="list-style-type: none"> Three representative profiles were presented: The <i>rookie</i> (little athletic or coaching experience), (2) the <i>varsity athlete</i> (learned by reflecting on prior athletic experience, and (3) <i>the veteran</i> (learned from coaching experience, often as an assistant) Learning situations should be “tailored to their [the coaches’] realities” (p.229) School administrators should provide time and resources for coaches to participate in NCCP training for high-school teacher-coaches “Learning from more experienced coaches is a valued learning situation” (p.230) Specific workshops on coaching should be developed and offered as part of teacher professional development opportunities
Rynne, Mallet and Tinning (2010)	Performance: Elite and elite developmental ³ (n=6), Australian State Institute for sport, variety of sports	Learning	Semi-structured, open-ended interviews	<p>How do sport coaches learn to coach in the workplace?</p> <ul style="list-style-type: none"> “The unique work that coaches undertook meant that the conceptualization of their workplace extended well beyond the confines of a single physical facility” (p. 316) Coaches learn from a variety of sources both inside and outside of (but often influenced by) the workplace (the State Institute for Sport in this study)

³ The authors named the category elite developmental; it was not clear whether these coaches were elite or developmental, so wording was left as per the authors’

	(sport administrators were also studied)			<ul style="list-style-type: none"> • Primary external sources of learning were self-directed reading and interactions with confidantes; competition among elite coaches was a factor influencing knowledge sharing • Coaches learned from novel work situations - "being thrown in the deep end and struggling a bit" (p. 322) • Working climate and physical environment, among other factors, impacted coach learning • The coach's individual agency (e.g., passion for the sport, drive to be the best) is important to learning in the workplace • Coaches' reported experience as an important source of learning (helps them make more rapid and educated decisions) • Coaches did not engage regularly with the sport science experts in the SIS • "The need for short-term results potentially inhibited learning beyond the immediate experience" (p. 325), in explanation for why coaches didn't always prioritize participating in learning activities offered by the SIS
Carter and Bloom (2009)	Performance: University (n=6), basketball, volleyball and ice hockey	Learning	Semi-structured interviews	<p>How coaches who coached at a higher level than they had played learned to coach</p> <ul style="list-style-type: none"> • 552 meaning units of data resulted in three categories – career path, personal factors, and coaching knowledge • Coaches "suggested that their lack of elite athletic experiences was an initial hindrance to their development" (p. 432) which they overcame by working harder through other means such as practicing drills, gathering feedback from athletes, hired assistants with athletic experience • They are still learning through experience and interacting with other coaches • Coaches believed experts have excellent teaching skills leading some to work harder on improving teaching skills over sport-specific knowledge
Culver, Trudel and Werthner (2009)	Developmental (n=5); Baseball; plus the league manager and the technical director (sport leader in the study)	Learning	Case study using interviews with open-ended questions	<p>"To examine how changes brought about by a sport leader altered the manner in which a competitive baseball league operated, including how the coaches interacted and shared knowledge" (p. 368)</p> <ul style="list-style-type: none"> • Loss of the sport leader in the CCoP resulted in a shift back from the player development-centered approach he implemented to a more competitive environment • Coaches showed "a willingness to return to the collaborative ways" from the time that the Technical Director was leading "but also the challenges in making this happen without the presence of a strong, visionary leader" (p. 365)
Gilbert, Lichtenwaldt, Gilbert, Zelezny and Côté (2009)	Developmental: High-school (n=16), basketball and cross-country running	Developmental	Structured retrospective quantitative interviews	<p>"To determine if specific elements of a coach's developmental profile were associated with coaching success" (p.417)</p> <ul style="list-style-type: none"> • Successful coaches were above average athletes and "time spent in the sport by an individual who later goes on to coach is significantly correlated with coaching success"(p.427), though experience in various sports seems to help • Though coaches show common elements in their developmental profile, there can be wide variance on some (others have previously labelled this the "minimum threshold hypothesis") • Developmental coaches participated in more than one sport as athletes • "Developmental coaches acquire the vast majority of their coaching knowledge via informal,

⁴ Measures of success used were % of seasons when reaching or winning finals for league, regional and state championships

				<p>unmediated learning situations characterized by frequent discussion with coaching peers” (p. 426)</p> <ul style="list-style-type: none"> • Coaches’ participation in formal coach education (total time spent varies greatly) is not to be ignored and positively affects coaching efficacy⁵ • Youth sport should think of their athletes as their potential future coaches and should perhaps encourage athletes to accept periodic coaching duties to accelerate their development process
Werthner and Trudel (2009)	Performance: Olympic (n=15) various sports	Learning	Interview, theoretical thematic analysis	<p>“How do Canadian Olympic coaches differ regarding the importance that several common learning situations play or have played in their development?” (p. 437)</p> <ul style="list-style-type: none"> • Coaches’ learning paths are idiosyncratic; they valued their various sources of learning in different order of priority • They learn from experience as an athlete, formal education (college/university), large scale coaching programs, mentors (formal and informal) and were “always thinking about” (reflection?)
Douglas and Carless (2008)	Performance: Qualified golf coaches (n=53)	Learning	Teaching experiment using three stories	<p>“To illustrate how storied representations of research can be used as an effective pedagogical tool in coach education” (p. 33)</p> <ul style="list-style-type: none"> • Coaches responded to stories (with a performance narrative, a discovery narrative or a relational narrative focus) by questioning, summarizing and incorporating showing “reflection and critical thinking about holistic issues” (p. 43) • There is potential for “storied forms of representation to enhance professional development through stimulating reflective practice and increasing understanding of holistic, person-centred approaches to coaching athletes in high-performance sport” (p.33)
Erickson, Bruner, MacDonald and Côté (2008)	Developmental (n=44), various team and individual sports	Learning	Interview and ranking top three of seven predetermined potential sources of coaching knowledge, descriptive statistics	<p>“To examine actual and preferred sources of coaching knowledge for developmental-level coaches” (p.527)</p> <ul style="list-style-type: none"> • Predetermined sources from the literature: learning by doing, printed/electronic materials, NCCP, non-NCCP courses/school, observing other coaches, interaction with coaching peers, and mentors • Top actual sources of coaching knowledge were learning by doing, interaction with peers and NCCP • Top preferred were NCCP, mentor, and (interaction with others similar to learning by doing) • “Discrepancies were found between actual and preferred usage of learning by doing, formal coach education, and mentoring” (p. 527) • Coaches would prefer to learn less by trial and error (learning by doing) and more by guided learning <p>Coaches wanting to move to an elite level preferred learning by doing and less by interacting with others than coaches wishing to remain a developmental coach</p>
Reade, Rogers and Spriggs (2008)	Performance: University full-time head or assistant coaches (n=20), various sports (n=11)	Learning	Single case study, questionnaire	<p>“To determine where coaches of high-performance athletes look for new ideas and the types of ideas they are interested in” (p. 338) with a particular interest in perceived contributions made by sport-scientists</p> <ul style="list-style-type: none"> • Coaches believe that sport-scientists can contribute and are interested on drawing on their expertise as a research however they tend to turn more to discussion with other coaches or coaching clinics for new ideas

⁵ Coach efficacy refers to a coach’s beliefs in his or her abilities and is different from coach effectiveness

				<ul style="list-style-type: none"> Reasons for not using sport-scientists or their work include lack of time to they turn to more accessible people (other coaches) and a lack of interest in academic publications
Cregan, Bloom and Reid (2007)	Performance: Coaches of swimmers with a disability (SWAD) (n=6)	Developmental and Learning	Unstructured interview, Côté's CM as a framework	<p>"To identify the career evolution and knowledge specific to coaching elite-level swimmers with a physical disability" (p. 340)</p> <ul style="list-style-type: none"> All coaches followed a similar path to becoming an elite coach (e.g., some athletic experience) Few were disabled themselves, most had more experience coaching able-bodied athletes Coaching resources are less available for coaching athletes with a disability, therefore coaches expressed creativity as important and used parents and athletes as a source for information Contextual factors were important to coaches of swimmers with a physical disability
Erickson, Côté, Fraser-Thomas (2007)	Performance: University (n=19) various sports	Developmental	Structured retrospective quantitative interviews	<p>To further examine "what experiences are necessary during the high-performance coaches' development", "clarify how much of each experience is required", and "clarify when these experiences should occur during their development" (p. 304)</p> <ul style="list-style-type: none"> "Minimum amounts of certain experiences were deemed necessary but not sufficient to become a high-performance coach " (p. 489) (e.g., playing the sport, interaction with a mentor coach) Provided support for the 10-year rule "The variability reported in the developmental pathways of the coaches in our sample refers not to what activities the coaches engaged in during their development or when they occurred but rather to how much of the common activities each coach experienced " (p. 313)
Lemyre, Trudel and Durand-Bush (2007)	Participation or developmental (unclear): youth-sport coaches (n=36), ice hockey, baseball, soccer	Developmental and Learning	Two interviews, one using a narrative approach and the second was structured	<p>"To examine in more detail the coaches' learning situations, starting with their (a) formal participation in coach education programs; (b) experiences as players, assistant coaches, or instructors; and (c) types of interactions with others" (p. 193)</p> <ul style="list-style-type: none"> Formal programs are one of many opportunities to learn to coach No communities of practice for youth-sport coaches Prior experience as an athlete, assistant coach or instructor provided sport-specific knowledge and facilitated socialization within the sport subculture The are differences in coaches' learning situations between sports
Vargas-Tonsing (Vargas-Tonsing, 2007)	Participation or developmental (unclear) youth-sport coaches (n=366); baseball, basketball, football, soccer, softball and volleyball	Learning	One questionnaire at the end of a coaching workshop	<p>"To explore coaches' preferences for continuing coach education" (p. 25)</p> <ul style="list-style-type: none"> "(i) Continuing coaching education may need to address topics such as communicating with parents and athletes, motivation, and character building in addition to the standard drills and conditioning content; (ii) relevant topics and online availability may increase the percentage of coaches pursuing further education; and (iii) coaches appear to value coaching education and coaching certification." (p. 30)
Wright, Trudel and Culver (2007)	Participation or developmental (unclear): youth-sport coaches (n=35), ice hockey	Learning	Semi-structured interview	<p>"To explore the different learning situations in which youth ice hockey coaches learn to coach" (p. 462)</p> <ul style="list-style-type: none"> Seven learning situations were reported: large-scale coach education programs, coaching clinics/seminars, formal mentoring, books/videotapes, personal experiences related to sport, family and work, face-to-face interactions with other coaches, and the Internet
Culver and Trudel (2006)	Developmental: club coaches (n=7, n=6, n=6), alpine skiing	Learning	Three parts to the study, participants varied; Teaching experiment for a	<p>An experiment in the creation of a Coaching Communities of Practice (CCoP) for coach learning</p> <ul style="list-style-type: none"> Coaches believed they had strong support from the network Role of facilitator becomes increasingly less directive throughout process

			CCoP	<ul style="list-style-type: none"> Without the facilitator (part three), the discussions were more about organizing The group in part three of the experiment never operated as a CCoP (a facilitator seems necessary to a CCoP)
Gilbert, Côté and Mallet (2006)	Performance and developmental: High-school softball, junior college football, Div1 volleyball (n=15)	Developmental	Structured retrospective quantitative interviews–pilot study	<p>“To present an overview of an on-going, international project designed to chart the developmental paths and activities of sport coaches” (p.69)</p> <ul style="list-style-type: none"> Coaches accumulated previous experience as athletes though total hours varied (possible minimum threshold of several thousand) Very little time was devoted to formal coach education Educational needs may need to be contextualized (e.g., football coaches spent much more time in video analysis than coaches from other sports)
Jones and Turner (2006)	Developmental: undergraduate students (n=11)	Learning	Teaching experiment using a 12-week problem-based learning curriculum	<p>To test the effectiveness (as measured by...) of a PBL intervention with students</p> <ul style="list-style-type: none"> Method that is new to some and requires training in method Resources and time are important factors in PBL Coaches seem to grasp complexity of coaching Evaluation is challenging
Knowles, Tyler, Gilbourne and Eubank (2006)	Developmental: University student-coaches after graduation (n=6)	Learning	Teaching experiment follow-up in the workplace	<p>To examine reflective practice in graduates of an undergraduate coaching program incorporating training in reflective practice [see (Knowles, Gilbourne, Borrie, & Nevill, 2001)]</p> <ul style="list-style-type: none"> Only superficial reflection was noted in coaches (none at critical or practical levels) No coaches used written reflection, though they felt reflection was important (reflection was limited to exchanges with others and mental notes)
Lynch and Mallett (2006)	Performance: High performance international (n=5), athletics	Developmental	Structured interview	<p>“To identify key aspects of the developmental pathways of successful high performance coaches in the sport of track and field in Australia” (p.15)</p> <ul style="list-style-type: none"> “All coaches competed in track and field in their youth and early adulthood” (p.17), though “it did not appear than an outstanding ability in track and field was a necessary prerequisite for success in coaching international track and field athletes” (p.18) Coaches had 12-45 coaching experience, most with elite athletes. “Experience in coaching developmental (adolescent) athletes may not be a prerequisite for success as a coach of international athletes” (p.19) An organisational role (administration) was a key aspect of their work “All coaches were tertiary educated in a related field and reported that they participated in additional formal training in becoming a better coach” (p.18) “Four of the five listed mentors as significant in their development as a coach” p.18) “...the primacy of coaching experience underpins the development of coaching knowledge and subsequent practice” (p.19)
Werthner and Trudel (2006)	Performance: Olympic (n=1)	Learning	Case study, semi-structured interview	<p>“To explore and illustrate, in depth, the main components of Moon’s generic view of learning” (p. 205)</p> <ul style="list-style-type: none"> This coach learn from mediated, unmediated, and internal learning situations (formal coaching courses, discussion with others, Internet, consulting experts, reflection on the season) The coach deemed his previous experience as an athlete as important to his cognitive structure
Irwin, Hanton and Kirwin (2004)	Performance: International (n=16), men’s artistic gymnastics	Learning	Semi-structured interview	<p>“To establish the origins of elite coaches’ knowledge and examine avenues of gaining greater knowledge” (p. 427)</p> <ul style="list-style-type: none"> High level of individuality in how coaching knowledge was developed

				<ul style="list-style-type: none"> • Most valued sources of knowledge development were interactive coaching clinics, and mentorships that provided experimentation opportunities
Jones, Armour, and Potrac (2003)	Performance: Professional (n=1), soccer	Learning	Life story approach	<p>“To provide an in-depth understanding of some of the ways in which one elite soccer coach has constructed, and continues to construct, his professional knowledge” (p. 213)</p> <ul style="list-style-type: none"> • Provides examples to show “some of the dimensions of the dynamic social construction of coaching knowledge in a highly challenging, competitive environment” (p. 213)
Gilbert and Trudel (2001) and two professional journal articles in which they discuss coaching issues that triggered reflection (Gilbert, Gilbert, & Trudel, 2001a, 2001b) and one in which they discuss conditions that influence reflection (Gilbert & Trudel, 2005)	Developmental: (n=6), soccer and ice hockey	Learning	Multiple case study through semi-structured interview, filmed observation, documents	<p>“How do youth sport coaches learn to coach through experience?” (p. 18)</p> <ul style="list-style-type: none"> • All coaches used a process of reflection to develop and refine coaching strategies • The data showed six components of reflection: (1) coaching issues, (2) role frame, (3) issue setting, (4) strategy generation, (5) experimentation, and (6) evaluation, the latter three cycling in a <i>reflective conversation</i> • Coaches tended to discuss five types of issues that triggered reflection: (a) athlete behaviour, (b) athlete performance, (c) coach profile, (d) parental influence, and (e) team organization • Conditions that influence reflection include: (1) access to peers, (2) stage of learning, (3) issue characteristics, and (4) Environment
Knowles, Gilbourne, Borrie and Nevill (2001)	Developmental: undergraduate student-coaches (n=8), four sports	Learning	Teaching experiment consisting of 60 hours over one season of reflective practice	<p>“To develop and assess reflective skills through a structured development programme” (p. 190)</p> <ul style="list-style-type: none"> • Coaches deemed process beneficial • Improvement in reflection skills was noted • Coaches indicated the importance of mandatory workshops at the beginning of the process • The process is a challenge to facilitate and reflection skills are difficult to assess

Studying coach learning from the developmental perspective is interesting in that it may help to identify aspects or patterns in coaches' narratives that are common among successful coaches. But there seems to be at least three clear challenges in doing so. One of the challenges in such studies is the validity of applying quantitative data analysis with a limited number of subjects. Also, when trying to draw conclusions on factors correlated with coaching success, how does one label success in a way that is quantifiable, other than the scoreboard and championships won? Is that type of measure of success consistent with what primary goals and objectives should be, especially for development coaches? A third challenge is that the accuracy of the data depends on the accuracy of the coach recall. And a fourth challenge is the ability of the interviewer in drawing out the relevant information, to probe well. Two of these concerns, namely the relevancy of measures of success and the accuracy of coach recall, are also put forward by Gilbert et al. (2009) in their discussion with regard to this type of approach when studying coach development. This approach is still relatively new, and so it is premature to critique it, though it does seem that it may help to identify common elements in coaches' backgrounds (such as prior athletic experience and above average athletic ability for most coaches (Cregan et al., 2007; Erickson et al., 2007; Gilbert et al., 2006) but not necessarily all (Carter & Bloom, 2009) that might be related to potential success. This information may be helpful in identifying candidate coaches who are likely to succeed as well as suggesting specific pathways and experiences for coaches in development. This perspective seems unlikely to provide a deep understanding of the processes underlying the development of a coach, which seems a more deliberate outcome from studies taking the learning perspective. However, it does provide empirical evidence for the importance of contextualising coach education programs (Gilbert et al., 2006).

Other empirical studies seem to approach the question from a learning perspective. The last column in Table 1 shows the following actual or preferred sources of coaching knowledge: previous athletic experience, learning-by-doing (coaching experience), reflection, observation of other coaches, formal education including large-scale coaching education programs such as the NCCP and college/university programs (related or unrelated to sport and physical education), conferences/clinics other than NCCP, communities of practice and other forms of interacting with others, mentoring, printed/electronic resources, and through a storytelling and process. This diversity of sources of coaching knowledge suggests a personalized learning path for each coach in her effort to become an effective coach. It suggests that a coach has access to materials for learning from many sources, and the emphasis each coach places on a source is a matter of personal choice. Though this points to a complex schema for how a coach learns to coach, it perhaps is a reflection of the complex nature of coaching, which is both very personal and very social, both internal and external.

It would seem that both the developmental and the learning perspectives provide complementary information to better understanding the development of an effective coach, and that the research proposed herein clearly sits within the learning perspective. The two principle conclusions from this literature with regard to both perspectives is that coaches report a diversity of sources for their learning, and that learning from experience is the most impactful.

1.2.2 Learning as a social enterprise and learning in the work environment

The work of Lave and Wenger (Lave & Wenger, 1991; Wenger, 1998) provided a frame of reference for a series of studies on coach learning that proposed learning is 'situated', which refers both to learning taking place in a variable and particular set of circumstances, and that learning is a social enterprise and not exclusively something one does on one's own, in isolation. This frame of reference has been used for a line of inquiry on communities of practice in coaching, particularly in the work of Culver and Trudel (2006, 2008).

In situations where coaches are working out of a sport centre, such as is the case with the Australian State Institute for Sport (ASIS), researchers recently began to ask questions about coach learning in the work place (in contrast to coach learning for the workplace). The study by Rynne, Mallet and Tinning (2010) is an example of this type of work. By examining the workplace as an environment that can contribute or influence learning as well as the notion of agency as important to learning, the literature on coach learning is broadened to include the literature on workplace learning. Rynne et al. explain Billet's (2004) argument against "the view that learning is only a formal process occurring in formally structured educational settings like schools. Instead, he proposes that learning should be viewed as a consequence of everyday thinking and acting and it is about making sense of the things we encounter throughout our lives" (p. 318). Examining the relationship between the workplace and coach learning may be particularly relevant in upcoming years in Canada, particularly as the profession of coaching grows and more coaches start to occupy a common workplace, for example in national training centres and in well established sport-études and club programs in some sports and in some provinces. Though new to coaching, this is certainly a current avenue worthy of further exploration.

An interesting conclusion from Rynne et al.'s (2010) work is that a work environment such as the ASIS offers increased learning through experience opportunities made possible simply by the provision of full-time employment (still relatively rare in coaching), and this learning through experience was the learning deemed by coaches to have the most impact. However, the drive for performance and the few coaching positions available at the elite level mean that this workplace opportunity is offered to few, and its competitive nature may pose a challenge to communities of practice and sharing of resources and methods among coaches. "The fundamentally competitive nature of elite sport performance and high performance coaching meant that sources that were highly valued (e.g., learning from other coaches) were also extremely difficult to access" (p. 325) and, "As a general rule, the more secure and comfortable the coaches felt in their coaching and employment status, the stronger their agency appeared to be" (p.326).

Another line of inquiry that considers coach learning as a social enterprise is the ongoing work of Culver, Trudel and others (Culver & Trudel, 2006, 2008) on communities of practice in coaching (see Table 1). This work is based on the theoretical framework for learning of Lave and Wenger (Lave & Wenger, 1991; Wenger, 1998). This line of inquiry seems promising in its potential application in the BIS internships and research on reflection in coaching. For example, communities of practice may prove a means of helping student-coaches develop their reflective practice. Also, Lave and Wenger's original concept of legitimate peripheral participation captures the place of the student-coach in the internship environment – standing just outside to start, and gradually becoming part of a coaching community of practice in their sport.

1.2.3 Models for how a coach learns to coach

Several models have been proposed in the literature for how coaches learn to coach, with each built on models put forward in other disciplines and modified to consider how they might apply to coach learning.

1.2.3.1 *Sfard's acquisition and participation metaphors adapted for coach learning by Trudel and Gilbert*

Trudel and Gilbert's (2006) illustrated model, presented in Figure 1, is based on Sfard's (1998) two metaphors for learning, namely the acquisition and the participation metaphors. Sfard, a teacher of mathematics education, explains her understanding of how learning is discussed in the literature through two metaphors. Her thesis in presenting these two metaphors is that "too great a devotion to one particular metaphor can lead to theoretical distortions and to undesirable practices" (p.4).

In the acquisition metaphor, “concepts are to be understood as basic units of knowledge that can be accumulated, gradually refined, and combined to form even richer cognitive structures”, and “the language of ‘knowledge acquisition’ and ‘concept development’ makes us think about the human mind as a container to be filled with certain materials and about the learner as becoming an owner of these materials”(Sfard, 1998, p. 5). In the participation metaphor, Sfard draws on social and reflective means of learning. She refers to a more recent way of talking about learning in the literature as participative or in reference to Rogoff (1990) as “an apprenticeship in thinking”. She also references Lave and Wenger’s (1991) work on legitimate peripheral participation as one example of this shift, and would probably now also extend to Wenger’s (1998) later work as well on communities of practice.

In describing the shift Sfard sees in the literature from an acquisition metaphor toward a participation metaphor, she refers to a shift in the lexicon of learning in the literature from words that describe learning as knowledge that one has, to action words like knowing and doing, and “the ongoing learning activities are never considered separately from the context within which they take place” (p.6).

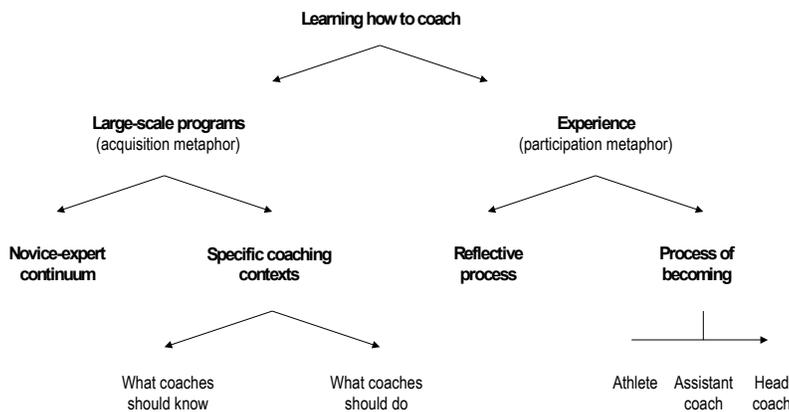


Figure 1: Trudel and Gilbert's (2006) Illustrated model for learning how to coach

There is perhaps counsel for coach education in Sfard's (1998) concluding remarks:

The basic message of this article can now be put in a few sentences. As researchers, we seem to be doomed to living in a reality constructed from a variety of metaphors. We have to accept the fact that the metaphors we see while theorizing may be good enough to fit small areas, but none of them suffice to cover the entire field. In other words, we must learn to satisfy ourselves with only local sense-making. A realistic thinker knows he or she has to give up the hope that the little patches of coherence will eventually combine into a consistent global theory. It seems that the sooner we accept the thought that our work is bound to produce a patchwork of

metaphors rather than a unified, homogeneous theory of learning, the better for us and for those whose lives are likely to be affected by our work. (p. 12)

This first model is interesting to this research in that it captures and values learning and reflective practice in the internships in the BIS through the participation metaphor without marginalizing the important knowledge that can be acquired by the classroom-based learning that takes place in the BIS curriculum. This is particularly important because the student-coaches in the program are relatively inexperienced developmental coaches and so do not yet have much professional knowledge nor experience in coaching to draw upon. What is confusing in this model is the placing of the large scale coaching programs strictly in the acquisition metaphor, seemingly mixing a delivery agency with a metaphor for learning.

1.2.3.2 Moon's conceptual framework for learning adapted for coach learning by Werthner, Trudel and Culver

Werthner and Trudel (2006) proposed a second model for how coaches learn to coach that they later refined (Trudel, Culver, & Werthner, 2013) (see Figure 2). This model is based on Moon's (1999, 2004) generic view of learning. In their earlier work (Werthner & Trudel, 2006), the authors used a case study on an elite coach to illustrate coach learning processes through three types of learning situations: mediated, unmediated, and internal.

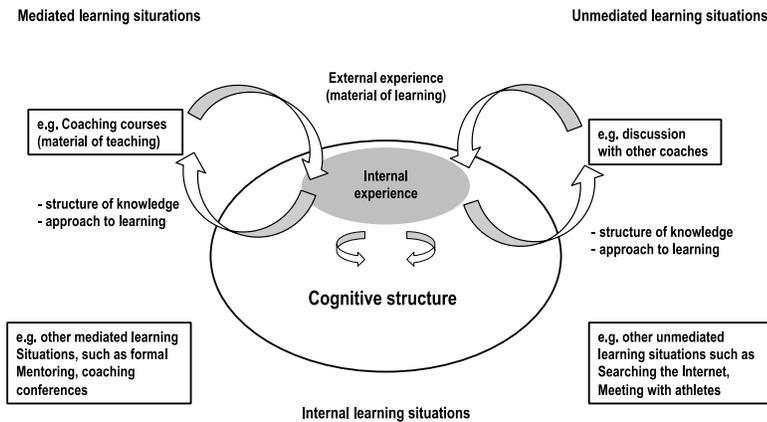


Figure 2: Werthner and Trudel's (2006) metaphor of "network" applied to coaches learning in different learning situations

A more recent iteration of this model will be discussed in greater detail later as it is a conceptual framework for this research.

1.2.3.3 *Coombs and Ahmed's modes of learning adapted for coach learning by Nelson, Cushion and Potrac*

Nelson, Cushion and Potrac (2006) proposed a framework for coach learning based on Coombs and Ahmed's (1974) original work⁶. Their primary goals were to examine the literature on how coaches acquire their knowledge, to stimulate discussion that would lead to models for how coaches currently learn and for enhancing coach learning, and equally importantly, a common vocabulary to discuss coach learning. The impetus for their research came from their perception that empirical work to that point on coach learning had been driven by "the personal and methodological interests of scholars rather than attempting to develop a conceptually oriented research agenda" (p. 248), and that the diversity of terms used to refer to coach learning may be a confounding factor. Their primary conclusion was that "coaches learn from a wide range of sources, but formalised (i.e. formal and nonformal) learning episodes were found to be relatively low impact endeavours when compared to informal, self-directed modes of learning" (p. 247). They distinguished among formal, nonformal and informal as per Table 2, but specified that they viewed the three modes as interconnected and not discrete.

Table 2: Nelson, Cushion and Potrac's (2006) Three interconnected modes of coach learning

Formal learning	Nonformal learning	Informal learning
Characterized by: institutional setting, chronological grading, hierarchical structure, compulsory attendance, standardized curricula, end is certification (e.g., large scale coach education programs)	Characterized by: an educational activity existing outside the formal framework, targets a subgroup in the population, provides select types of learning (e.g., coaching conferences and seminars, workshops and clinics)	Characterized by: acquisition and accumulation of knowledge, skills attitudes and insights from experience and environment (e.g., practical coaching, interactions with other coaches and athletes, and other self-directed activities such as exploring the Internet, reading, watching video)

As shown previously in the results of studies documented in Table 1, learning in formal situations has been found to have less impact than in informal situations. In formal situations, content is usually provided in discrete blocks, prioritizing bio-scientific disciplines and technical and tactical sport knowledge over pedagogical and "socio-cultural aspects relating to the coach's role in the coaching process", and in so-doing have been "criticized for offering a 'tool box' of professional knowledge that privileges a technocratic rationality" (Abraham & Collins, 1998; Cushion, Armour, & Jones, 2003; Nelson et al., 2006, p. 249). Other criticisms include that programs tend to approach coaching as a decontextualized practice, and little consideration of a coach's prior experience and ability⁷. On the other hand, such programs have been shown to increase coach efficacy (discussed and referenced earlier). Nelson et al. describe university-based coaching programs as being "an interesting avenue for future inquiry" (p. 251).

⁶ In this case, though the original work is referenced, the explanation is based solely on Nelson et al.'s article.

⁷ It should be noted that, in Canada, recent modifications to the NCCP structure have been made in an attempt to consider such factors.

With regard to nonformal activities, the authors pointed out that the literature has often lumped such offerings together and identified them as coaching courses, rendering them indistinguishable to formal learning offerings. They therefore recommended that future studies on coach learning be clearer in separating the two.

In discussing informal learning, the authors refer to Gilbert and Trudel's (2001) research when stating that "much of the informal, self-directed learning attempts to overcome coaching issues by reflection-in, reflection-on, and retrospective reflection-on technical, practical and critical issues" (p. 253), and the time spent in this type of learning situation by far outweighs that spent in formal and nonformal situations. Future directions identified included additional research on teaching and learning preferences of coaches across all coaching contexts, and a need for researchers to be careful and consistent in the selection of terms related to coach learning.

1.2.3.4 Jarvis' lifelong learning perspective adapted for coach learning by Trudel, Gilbert and Werthner

In more recent work, Trudel, Gilbert, and Werthner (2010) drew on Jarvis's (2006, 2007) existential perspective on learning as a lifelong endeavour that is central to human development, and used this perspective as a framework for understanding a coach's learning over time. This way of looking at coach learning places the coach as the central actor in her story as a coach in the process of developing her expertise (as opposed to external structures' or institutions' coach accreditation pathways). Following their example, Table 3 illustrates how the researcher learned to coach and shows her understanding of how all three models presented above can work together using Jarvis' approach to understanding learning. All the opportunities she has had to learn, be they from formal or nonformal (both mediated), from informal experiences be they alone or with others (unmediated), and the reflection she has done during them (reflection-in-action and -on-action) and after them (reflection-on-action and retrospective reflection-on-action) as well as the reflection done to sort through and put order to her thinking (cognitive housekeeping), have all interacted in her becoming a coach and progressively becoming a better coach.

When coach learning is seen from the perspective of lifelong learning, the impact of a single learning episode cannot be isolated from the whole, nor can a formal structure or system expect to entirely cover the development of her expertise. A coach doesn't one day become a coach. A coach is always becoming a coach.

Table 3: The researcher's journey to becoming a better coach (by four-year interval for convenience)

LIFE EXPERIENCES RELATED TO LEARNING TO COACH – A.J.WOODBURN, 1969-											
	Age (yrs)	0-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	JARVIS LABEL
ATHLETIC EXPERIENCE	Multi-sport early exposure										INFORMAL
	Soccer, club			AAA	AAA	AAA	REC	REC			
	Soccer, school			HS	COLLEGE	UNI					
	Ski, club*		NG	K1-K2	JR						
	Ski, school				COLLEGE	UNI					
	Field hockey, school					UNI					
	Golf, club								REC	REC	
NCCP TRAINING	NCCP theory (weekends)					1,2,3					FORMAL/NONFORMAL
	NCCP ski specific, club					1,2	3				
	NCCP NCI diploma						Diploma				
	NCCP course conductor					1,2	3				
	NCCP master CC							NS, QC			
CLINICS	Ski officials clinics, CSSF						1,2				NONFORMAL
	Head coach updates, CSSF						QC	QC			
	Provincial CC training					NS, QC	NS, QC	NS, QC			
UNIVERSITY EDUCATION	University, BPE					BPE					FORMAL
	University, MSc						MSc				
	University, PhD							PhD	PhD		
UNIVERSITY TEACHING EXPERIENCE	TA, University					ACADIA	U of MTL				INFORMAL
	Teaching, university						ACADIA				
	Teaching, university							LAVAL	LAVAL		
COACHING AND RELATED WORK EXPERIENCE	Coaching, ski, club*				NG to K1	K2-JR	HEAD				INFORMAL
	Coaching Assoc. Canada							3 yrs			
	Consultant, private							1 yr			

*Ski racing categories at the time: NG = Nancy Greene (entry level), K1-K2=ages11-14, JR=ages 15-19

2 Chapter 2: Theoretical and conceptual frameworks for this research and the BIS internships

This Chapter explains the pathway from the literature on how a coach learns to coach and leading to the research question “*What topics did student-coaches write about in their reflective journals during their internships?*” Several theoretical and conceptual frameworks provide the rationale for the research question and for reflective journaling in the BIS internships.

The first framework defines coaching effectiveness and situates the place of intrapersonal knowledge as a key to coaching effectiveness (Côté & Gilbert, 2009; Gilbert & Côté, 2013). The second is Moon’s generic framework for learning (1999, 2004, 2006) as modeled for coach learning by Werthner, Trudel and Culver (Trudel et al., 2013; Werthner & Trudel, 2006). Both frameworks influenced the implementation of reflective journaling in the BIS internships. The third considers the effective coach as a reflective practitioner (Gilbert & Trudel, 2006). And finally the scarce empirical evidence for reflective practice in coach learning is also presented, including an emerging framework for coach reflection by Gilbert and Trudel (Gilbert & Trudel, 2001). This framework specifically addresses the place of coaching issues in the reflective process of coaches and in so doing directly informs this research.

2.1 Intrapersonal knowledge as a key to coaching effectiveness

This research is first framed by a definition of coaching effectiveness that was chosen for use in the BIS and that includes intrapersonal knowledge. Côté and Gilbert (2009) proposed the following definition:

(Coaching effectiveness is) the consistent application of integrated professional, interpersonal, and intrapersonal knowledge to improve athletes’ competence, confidence, connection and character in specific coaching contexts. (p.316)

This definition is used in the BIS internships for several reasons including: (1) the reputation of the authors and their important contributions to the literature on coaching and coach education, (2) the definition itself places on equal footing three different but important domains of coaching knowledge, namely the professional, the interpersonal, and the intrapersonal, with the last providing a home for valuing reflective practice as a key component to the development of professional expertise, (3) the definition is athlete-centred in that it considers the improvement of the athlete as the ultimate goal of coaching, and (4) the definition considers effective coaching as a contextualized practice. Also, it is understood that the authors use the word knowledge in its broader sense, to include procedural knowledge and not just declarative knowledge.⁸

The part of the Côté and Gilbert definition that most concerns this research is the first – that of coaching knowledge, and in particular coaches’ intrapersonal knowledge. They consider coaching knowledge as consisting of three components, defined as follows and modeled by the researcher in Figure 3:

⁸ In the BIS, the French word *savoirs* is used to mean three types of knowledge: *savoir* (declarative knowledge), *savoir-faire*, (procedural knowledge), and *savoir-être*, which doesn’t translate well but it means knowing how to be. All three are implied when using the word “savoires”.

2.1.1.1 Coaches' professional knowledge

Coaches' professional knowledge is considered to be specialized knowledge required to coach and is often the primary content of coach training events and materials (Abraham, Collins, & Martindale, 2006). It is sometimes referred to as declarative knowledge (knowledge in sport science, sport-specific knowledge, and pedagogy) and procedural knowledge ("how to", ways and means) (Côté & Gilbert, 2009). It is the coach's "content knowledge and how to teach it" (Gilbert & Côté, 2013, p. 147).

2.1.1.2 Coaches' interpersonal knowledge

Coaching is an endeavour affected by the relationships of all stakeholders, especially those between coaches and the athletes they coach, but also between coaches and peers, parents and other professionals in the sport system. According to the authors, "Interpersonal knowledge in a sport coaching context might best be framed as emotional intelligence" (Gilbert & Côté, 2013, p. 148).

2.1.1.3 Coaches' intrapersonal knowledge

"Intrapersonal knowledge refers to the understanding of oneself and the ability for introspection and reflection" (Côté & Gilbert, 2009, p. 311). According to the authors, in order to be effective, in addition to the other two types of knowledge, coaches must engage regularly in introspection and reflection on their practice. Intrapersonal knowledge "is most aligned with the concepts of self-awareness and reflection" (Gilbert & Côté, 2013, p. 148).

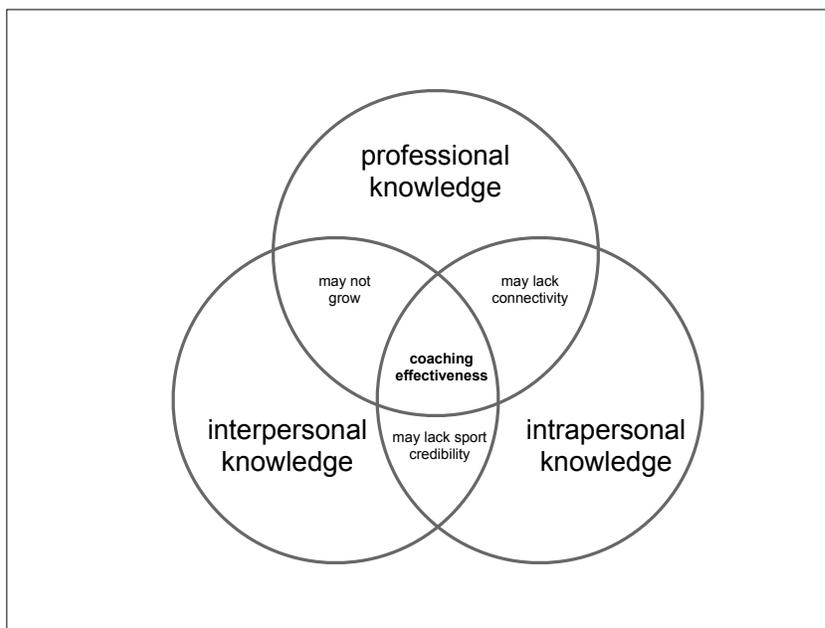


Figure 3: Modeling Côté and Gilbert's (2009, 2013) three-part definition of coaching effectiveness

Building on the three-part definition by Côté and Gilbert (2009; Gilbert & Côté, 2013), Figure 3 speculates how coach effectiveness might be represented visually as the point of intersection of the three types of knowledge, and what the result of a weakness in any one of the three types of knowledge might be for a coach. A coach with interpersonal knowledge and intrapersonal knowledge but who lacks professional knowledge may lack sport credibility – athletes and other stakeholders may think he doesn't know about what he is talking. A coach

with professional knowledge and intrapersonal knowledge but who lacks interpersonal knowledge may have trouble relating with athletes and other stakeholders. Finally, and most relevant to this work, a coach with interpersonal knowledge and professional knowledge but lacking intrapersonal knowledge may not learn through his experience, or to grow as a coach.

Though professional knowledge and inter-personal knowledge are important in this definition of coaching effectiveness, intra-personal knowledge is of central importance to this work. Gilbert and Côté (2013) identify two conceptual frameworks in the literature for the development of intra-personal knowledge. The first, proposed by Schempp et al. (2006; Schempp, Webster, McCullick, Busch, & Mason, 2007), considers self-monitoring a means of developing intrapersonal knowledge. The second framework considers reflection as a means of development for intrapersonal knowledge and is central to this work.

2.2 Moon’s generic framework for learning applied to coach learning

Moon’s generic model for learning, first adapted to the coaching context by Werthner and Trudel (2006) and presented earlier in Figure 2, has been recently refined by Trudel, Culver and Werthner (2013) and is presented in Figure 4. It was selected as a framework for the BIS internships for the reasons presented below, which also serve to explain its key components and why it is also a suitable framework for this research.

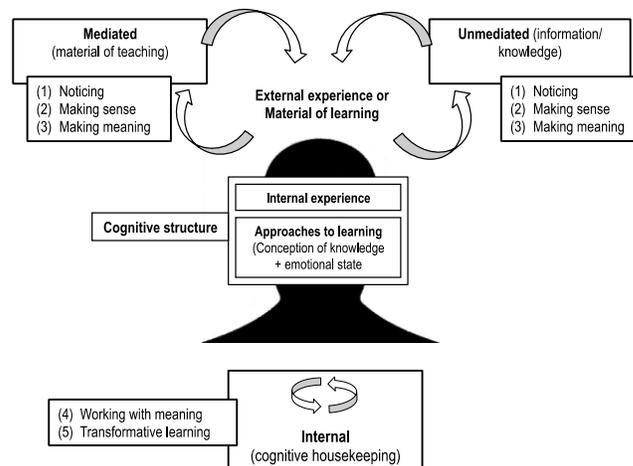


Figure 4: Trudel, Culver and Werthner's (2013) representation of Moon's conceptual framework (learning situations and stages of learning)

Moon built from an extensive review of the literature on reflection as central to learning from experience, drawing on sources that were also the roots of the researchers' view of reflection in the professions. She

espouses constructivism as an epistemological foundation for teaching and learning, also consistent with the starting point of the researcher.

Moon presented her framework in contrast to her brick wall metaphor for learning, a metaphor she suggests as the more conventional way of understanding learning. In the brick wall metaphor, learning is seen as an accumulation of chunks (bricks) of information that are stacked together to form a wall, each new brick adding to the structure, wherein instruction is not only central but necessary for learning, the learner is relatively passive, and learning presumably happens as a by-product of this growing wall.

Moon goes to great lengths in her work to distinguish between what a teacher or other can introduce to a learner and what the learner chooses to attend to. She even assigns vocabulary so as to be able to talk about the two as distinct; what a teacher or other presents to a learner she calls *the materials of teaching*, and to what the learner chooses to attend (regardless of its source) as *the materials of learning*. She suggests that, because of a seeming lack of vocabulary that distinguishes one from the other, they come by default to be seen as one and the same. This is a dangerous leap, as she points out, because it assumes that what is taught, is learned, and vice versa.

Moon considers both situations and processes for learning but does not confuse the two. She presents three situations for learning: Mediated, unmediated, and internal. Mediated learning refers to formal courses, clinics, formal mentoring, conferences and the like wherein another person or group of people is in some way determining the agenda and the materials of teaching. Unmediated learning describes situations wherein the learner independently chooses her materials of learning. Internal situations are when the learner engages in a process of cognitive housekeeping as Moon describes it, leading to new meaning without the introduction of new materials. In other words, Moon believes there is learning to be had by sorting out and making sense of what is already in us, without the introduction of new materials.

Moon explains that the three situations of learning she proposes are not mutually exclusive and their boundaries are fuzzy. This is an important nuance for the BIS internships. The internships straddle all three learning situations; a reason they are enigmatic and a challenge when it comes to selecting the materials of teaching. They can be considered a mediated situation because they impose mandatory time frames, final approval of both the milieu and the mentor by the internship supervisor, required classes, and specific assessments that are determined by the internship supervisor. In addition, the internships are a mandatory curriculum requirement in the BIS. The BIS internships can also be considered an unmediated situation because within the internship the student-coach has a great degree of freedom in choosing the time, the place and the material of learning (there is no specific content presented to the student-coach as materials of teaching other than the reflection and assessment tools for the internships presented in the appendices). Though the internship supervisor has final approval, the student-coach partners with her to select a milieu and mentor. The student-coach then partners with his mentor to determine his schedule. In many ways he selects for himself what he is going to learn and, specifically in the case of the reflective journal, the topics he will write about. The reflective journal attempts through a mediated situation (the imposition of the journal as an internship requirement) to stimulate the internal learning situation, to lead to transformative learning, or learning that will ultimately inform future practice. Whether it is successful in doing so is a question yet to be answered. Though this ambiguity can be seen as a challenge for fitting internships in Moon's framework, the fact that the internships seem to cross between all three learning situations may be indicative of their potential for transformative learning.

Moon describes the learning process beginning with the learner choosing to what he will attend, regardless of the source of materials, and then his engaging in a process of reflection resulting in a change in his cognitive structure. Moon sees the learner as the central agent of learning. This is perhaps the most significant aspect of Moon's framework and reason for its selection as a framework for this work and for the BIS internships. It puts the agency where it belongs, with the learner. It shows learning as a transformative process that is unique to a person, who opens himself up to input from external and internal sources. Also, for learning to take place the learner must engage in the difficult internal process of making meaning and working with meaning. The mark of learning is that the learner is transformed – not as a direct result of the input, but as a result of how the learner digests it. As Werthner and Trudel (2006) suggest, this “new view of how coaches learn provides a way to see coach development from the coach's perspective and helps us understand why the path to becoming a coach is often idiosyncratic” (p. 198).

2.3 The coach as a reflective practitioner

The premise that a primary source of learning for professionals lies in their experiences is not new, dating back at least to the writings of educational philosopher John Dewey in the 1930's [see Archambault (1974) for a collection of Dewey's essays on education]. Dewey was a strong supporter of practical experiences woven into formal education and he stressed the importance of experience and reflection in the development of the practitioner. In fact, his model of progressing from observation, to what Lave (1991) coined “legitimate peripheral participation”, to full responsibility in teacher education internships is still a framework used in teacher education. Coach education is borrowing from a long tradition in teacher education (and in other fields such as nursing and social work) of theoretical discourse on experience as an important source of learning with reflection being a key to learning through one's experience.

Since Dewey's work there has been much research and speculative writing on reflection as a means of learning from experience in professional development. Comprehensive reviews of this literature can be found elsewhere (Moon, 1999; Redmond, 2006). However, no work is cited as a framework for reflection as often as Schön's (1983, 1987). Schön's work is captured in the framework for coach reflection presented hereafter by Gilbert and Trudel (2001). Schön's work was built on showing that there is a wisdom in practice; a way of going about one's work that is a wisdom that transcends the content knowledge of the discipline. Schön proposed an epistemology of practice that offered insight on how the day-to-day problematic situations of practice can be addressed and how to prepare future professionals for this *art* of practice. Central to this wisdom of practice was the act of reflection; an expert practitioner was a reflective practitioner. It seems, at least to this researcher, that far too much emphasis has been placed on discussing the types of reflection Schön proposed based on their temporal aspects, reflection-in-action, on-action, and retrospective-on-action (which he seemed to confuse at times himself). The primary difference he drew between reflection-in-action and reflection-on-action is that the former is tacit within action while the latter is more of a cognitive exercise following action. Too little emphasis seems to have been placed on discussing the four central aspects he brings to light; the learner chooses the issue because it is problematic *to him*, the issues arise in a practical setting and as a result of practice, there is something important in the relationship between learner and the expert in setting the problem accurately for subsequent exploration (the reflective conversation), and there is

something in the difference between the way the expert is seeing the problematic situation and the way the learner is seeing it. It is the first two of these that are relevant to this research⁹.

The link between experience and learning and the link between reflective practice and learning from experience make intuitive sense when applied to learning to coach; one can't become an expert coach by learning *about* coaching, and experience in the coaching theatre alone does not make an expert coach. The first link, that experience is linked to how a coach learns to coach, has extensive empirical evidence in the coaching literature, as presented in Table 1. There has been very little empirical inquiry about the second link, between reflection and learning to coach.

Though the research question in this study does not consider depth of reflection, the only empirical research on reflection in coaching other than Gilbert and Trudel's (2001) is by Knowles et al. (2001; 2006). The key conclusions are presented briefly hereafter, only to provide a complete portrait of all evidence, and not to serve as a framework for this research.

Knowles and colleagues studied reflection during undergraduate student-coach internships. In their earliest work (Knowles et al., 2001), these authors conducted a structured development program for reflective skills with the student-coaches, and assessed their reflection using a four-stage model for reflection they developed based on earlier work by others. They found an improvement in reflection skills over the program, and commented that the development program was challenging to facilitate and the reflective skills difficult to assess. Coaches highlighted the importance of workshops on reflection at the beginning of the process.

A follow-up study (Knowles et al., 2006) was later performed to examine the use of reflective processes in coaching practice by coaches from the program after they had graduated. The authors found evidence of only superficial reflection. The authors attributed this seeming lack of practical and critical reflection to the lack of structures, the lack of mentors to support reflective practice in real-world coaching environments, and to the gap between academic and real world experiences. Though the coaches did feel that reflection was important, they used exchanges with others and mental notes (what they considered to be informal reflection) as a means of reflection and not reflective writing (what they considered to be formal reflection).

2.4 The coach's reflective process

The work of Gilbert and Trudel (2001) is the only empirical research found that is directly related to the research question in this work. They followed this research with a series of publications referring to the original article; a two-part discussion in a professional journal (Gilbert et al., 2001a, 2001b) on the coaching issues that emerged in their study, an article in a peer-reviewed journal on the topic of role frame and from the 2001 study (Gilbert & Trudel, 2004b), an article in a professional journal on conditions that influence reflection (Gilbert & Trudel, 2005), and two sections in edited books (Gilbert & Trudel, 2006; Trudel & Gilbert, 2006) in which they addressed the topic of the coach as a reflective practitioner. It is the story that all these parts tell together that forms the primary framework for this research.

⁹ Problem-setting and the role of the mentor as well as the different ways expert coaches and novice coaches see problematic situations will be among the next research questions posed in the BIS internships.

2.4.1 A proposed model for coach reflection

The authors used a multiple-case study approach to examine how six model¹⁰ youth team sport coaches learned to coach through experience by gathering data through semi-structured interviews, filmed observations and documents including documents prepared by the coach (not including a reflective journal), the sport association and the media. They presented the diagram in Figure 5 to illustrate the reflective process that emerged from the aggregate data:

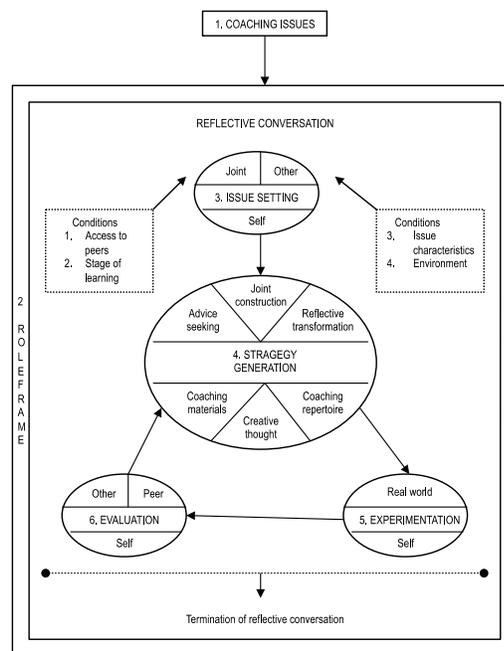


Figure 5: Gilbert and Trudel's (2001) overview of reflection

They described the reflective process illustrated in Figure 5 as follows:

All the coaches developed and refined coaching strategies through a process of reflection. Six components characterized reflection: (1) coaching issues, (2) role frame, (3) issue setting, (4) strategy generation, (5) experimentation, and (6) evaluation...A reflective conversation comprising the latter four components, triggered by coaching issues (1) and bound by the coach's personal role frame (2), was central to reflection. Coaching issues provided the impetus to generate and test new coaching strategies through reflection. Coaching issues did not simply present themselves to the coaches, however. The process of identifying an issue, and deciding

¹⁰ The criteria used to select model coaches were: "(a) demonstrated interest in learning about the theory and practice of coaching; (b) respected in the local sporting community for their commitment to youth sport; (c) considered good leaders, teachers and organizers; and (d) kept winning in perspective and encouraged children to respect the rules of the game, the competitors, and officials." (p.18)

why it was an issue, is referred to as issue setting (3). Once an issue was set, a coach then proceeded to strategy generation (4). After one or more strategies were generated, an experiment was conducted (5). The effectiveness of the experimented strategy on resolving the issue was then evaluated (6). Strategy generation (4), experimentation (5), and evaluation (6) comprised a sub-loop in a reflective conversation. (Gilbert & Trudel, 2001, p. 22)

2.4.2 Coaching issues as triggers for reflection

Coaching issues, according to the authors, were the problematic situations of coaching practice that triggered reflection. It is important to note that they are not the problems themselves (coaching issues, discussed later), but rather the situations that are perceived by the coach as being problematic and potentially requiring further thought and response.

90 coaching issues emerged from the data and were grouped by the authors into five types, as follows:

1. Athlete behaviour: athlete actions and attitudes that could affect team dynamics and performance, including attendance, discipline, focus and morale issues
2. Athlete performance: execution and mastery of sport specific skills and tactics, including consistency, individual techniques and team tactics issues
3. Coach profile (personal characteristics): personal challenges, based on coach and athlete characteristics, that a coach perceived as direct influences on his or her coaching ability, including issues regarding communication with a diverse group of athletes and, for some coaches, the dual role of parent and coach
4. Parental influence: parent interactions with athletes, coaching staff, officials, and administrators, including parental disagreement
5. Team organisation: team management, including coordination of athletes before, during, and after training and competition, including coaching staff, fundraising, line-up and practice planning issues

The authors discussed each category of coaching issues with regard to strategies used to address the issues identified. Not all coaching issues culminated in issue setting and a subsequent reflective conversation. However, the issues did show the variety of topics to which the coaches attended.

2.4.3 Reflection bound by a coach's role frame

The coach's role frame was a key factor influencing the issues the coaches deemed worthy of reflection as well as what strategies were generated.

Reflection was bound by the coaches' personal approach to coaching, also referred to as a role frame. In this sense, a coach's role frame influenced why certain coaching situations were set as issues worthy of reflection (Gilbert & Trudel, 2001, p. 25).

The authors found both boundary components and internal components to role frame. Boundary components were determined as "situational factors that influence an individual's approach to coaching", while internal components were "personal views/attitudes regarding youth sport coaching that are 'framed' by the boundary components" (Gilbert & Trudel, 2004b, p. 29). The authors found four boundary components to role frame: Age group, competitive level, and athlete gender. They found nine internal components to role frame: Discipline, equity, fun, positive team environment, safety, emphasis on team, personal growth & development, sport specific development, and winning. Of all components, three that caused internal conflict for the coaches were equity, athlete development and winning.

Suggestions for how role frames can be used in future research included exercises to bring to light a coach's role frame, something that is otherwise tacit though bearing great influence not only on his actions but also on what he sets as problems in initiating his reflective process.

Role frame analysis allows an individual to critically examine the underlying components that guide and influence his or her behaviors. Simply lecturing to coaches about the importance of certain role frame components (e.g., equity, fun, personal growth, and development) will likely have little or no effect on a coach's approach to coaching (Gilbert & Trudel, 2004b, p. 40).

2.4.4 Issue setting to start the reflective conversation

Issue setting was the process coaches used to identify the problem behind the problematic situation, the intermediary step between the issue itself and the reflective conversation. Issue setting was examined in two ways; (1) how it was done: Individually, jointly with others, or in response to comments from parents or team management, and (2) the conditions affecting issue setting: Access to peers, Stage of Learning, Issue characteristics, and Environment. Issue setting was deemed an important and essential step, permitting the subsequent reflective conversation. The reflective conversation was the cycle in which the coach would then engage to propose (strategy generation), test (experimentation) and assess (evaluation) possible solutions to the issue at hand, as represented in Figure 5. The coach could cycle through the reflective conversation several times before terminating the reflective conversation. Issue setting as presented by the authors seems consistent with problem setting in Schön's (1983, 1987) work. Schön proposed that an important role of a mentor is in helping his student set a problem correctly. The mentor's experience provides him a repertoire that then permits him to correctly set the problem within the problematic situation.

2.4.5 Conditions that influence reflection

Gilbert and Trudel (2005) showed how four conditions interacted with each other to influence coach reflection, namely peer access, stage of learning, issue characteristics, and environment. Peer access offered a coach the ability to involve others in their reflective process, either through issue setting with others, or engaging others in their reflective conversation (strategy generation, experimentation and evaluation). Other than being accessible, for a peer to be considered a "sounding board", the coach had to trust and respect the peer's coaching knowledge. With regard to stages of learning, coaches reported that as they gained in experience, they relied less on coaching materials and more on their own strategy generation. Similarly, issue characteristics influenced whether a coach had a tendency to turn to coaching materials. If the issue regarded technical tactical aspects, the coach was more likely to draw turn to coaching materials for information, whereas when the issue was more related to interpersonal aspects such as working with parents, the coach tended not to refer to coaching materials. Finally, the coaching environment influenced reflection, particularly with respect to parental influence. Other environmental influences included sport association support, community profile, level of competition, and age of the athletes.

2.4.6 Strategies for developing the coach as a reflective practitioner

As a practical application of their work, Gilbert and Trudel (2006) proposed strategies that could be used to nurture coach reflection as part of a reflective practicum and are particularly relevant to the BIS internships:

1. Describing reflective practice and the reflective practitioner: Presenting some of the theoretical concepts on reflection, showing examples of reflective conversations on common coaching problems
2. Practicing reflecting on typical coaching problems: Having the coaches engage in reflective exercises on common coaching problems (problem-based learning)

3. Reflecting on critical incidents: Having coaches describe and reflect on incidents that happened in their coaching practice
4. Practicing reflecting in situ with the coaches: Accompanying coaches in the field and working with them on their reflection as issues arise, self-analysis using video and systematic observation techniques
5. Working with a mentor: Providing coaches access to mentorship from expert coaches that are also reflective practitioners themselves and who can guide the student-coach's reflection (experience alone is not enough to qualify a person as a mentor who can help with reflection)
6. Facilitating access to peers: Ideally, coaches could be provided access to coaching communities of practice that involve not only coaches but other sport stakeholders

Though each proposed strategy is imperfect, together they have the potential to stimulate a positive change in a coach's ability to reflect and grow through his experience. In a recent article in a professional coaching journal the same authors (Gilbert & Trudel, 2013) added three more strategies, the first to "stimulate and nurture reflective practice – the surface level that sets the foundation for critical reflection" (p.38), the second and third to promote critical reflection:

1. After action review through *r-cards*: A reflective exercise on a card that consists of a short, documented, after action review and is based on a process developed by the US army, for whom learning from experience has life and death implications. It is based on three questions: "(1) What happened?, (2) What did we expect to happen?, and (3) What can we learn from the gap?" (p.38). Research on this strategy is in progress.
2. Personal-coaching narrative activity; Based on Ehrmann, Ehrmann and Jordan's (2011) book wherein a coach documents his reflective process and reflective strategies used with athletes, the reflective activity consists of answering the following four questions: "(1) Why do I coach?, (2) Why do I coach the way I do?, (3) What does it feel like to be coached by me"?, and (4) How do I define success?" (p.39).
3. The left-hand column exercise: In this adaptation to the coaching context from Peter Senge's (2006) work, a coach would create a two-column document that references an event or exchange that did not meet desired outcomes. In the right hand column, the coach documents the actual event or exchange, and in the left column, to note what was thought or implied but not said. The exercise aims to reveal hidden assumptions and encourage further steps to move forward.

These strategies and others proposed in the coaching literature communicate support for the role reflection in coach learning through experience. Though there seems to be general agreement on the important role of reflection and no shortage of ideas for pedagogical strategies to encourage reflection, there continues to be limited empirical evidence on reflection in coach learning.

2.5 From the literature to the research question – a visual summary

More empirical work is needed to better understand reflection in coach learning. As Gilbert and Trudel (2006, p. 530) identified, "the literature on reflective coaching seems almost non-existent". The internships in the BIS offer a context of great potential for studying coach reflection, and this research is but the first step. Figure 6 presents an illustration of the logic leading the researcher from the literature on how a coach learns to coach to the research question in this study.

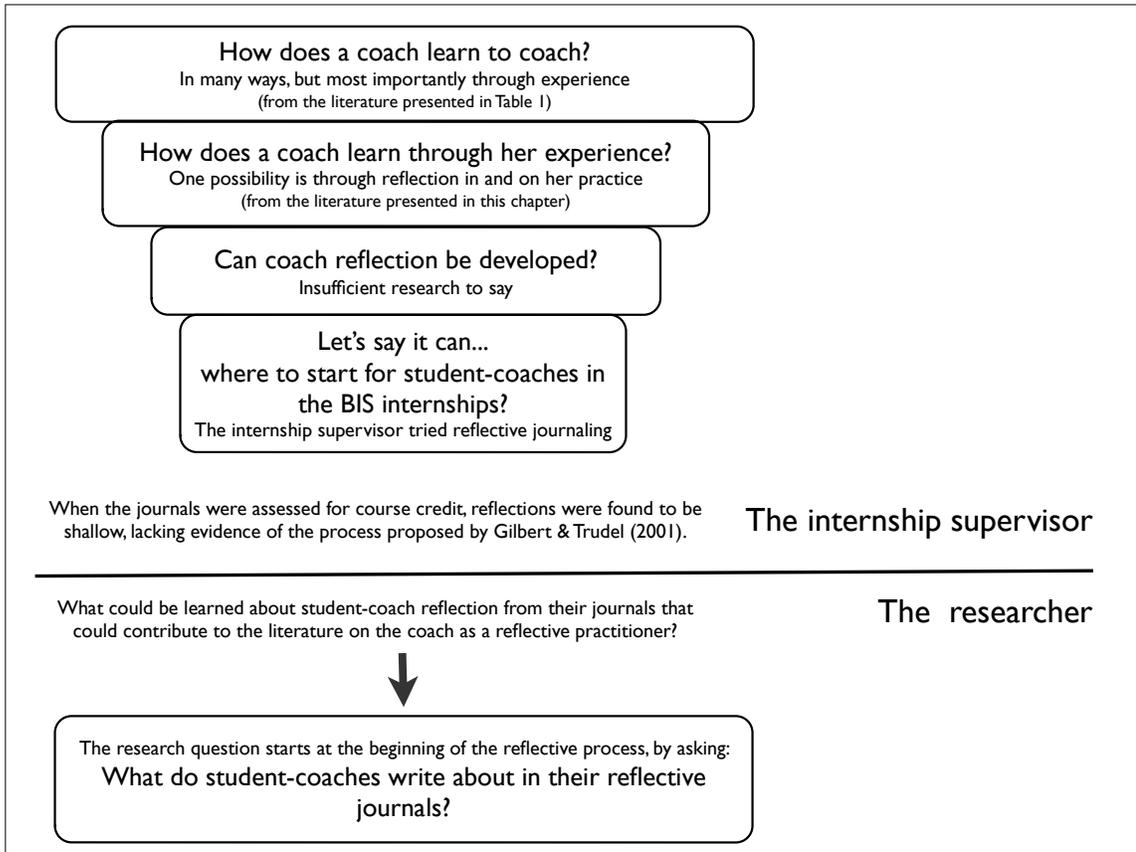


Figure 6: From the literature to the research question, from the internship supervisor to the researcher - a visual summary

3 Chapter 3: The research context

3.1 The BIS and the internships

Since 2002, Université Laval has one of five undergraduate programs with a major in sport coach education in Canada (Woodburn, 2009), namely the Baccalauréat en Intervention sportive (Baccalaureate in Sport Intervention, or BIS). For a detailed description of the program and its goals, see Demers, Woodburn and Savard (2006). As part of this three-year undergraduate degree program, student-coaches must complete three internships for which they receive course credit. During their internships, student-coaches coach in their sport of choice or participate in the administration of sport within the sport community. These internships were included in the design of the curriculum based on the assumption that such experiences would provide students the opportunity to connect classroom-based learning with application in real-world situations. They were also included to help students develop professional competency in their chosen field of study by learning from experience.

As discussed in Demers et al. (2006), courses in the BIS are grouped into learning pathways, wherein faculty work together across several courses toward the development of student competency in a given area of professional practice. The three internships fall within the learning pathway of *Formation pratique*, or practical, professional training, namely *EPS-2204 Stage de perfectionnement en intervention sportive*, *EPS-3200 Stage I en responsabilité en intervention sportive*, and *EPS-3202 Stage II en responsabilité en intervention sportive*. The three internships are organised as three distinct courses in particular semesters for registration purposes, though the students can begin an internship at the beginning of any three semesters (fall, winter or summer sessions), usually according to their sport season. These three internships in the field are book ended by one introductory course, *EPS-1200 Perspectives professionnelles en intervention sportive*, and a course consisting entirely of summative assessments to measure competency development, *EPS-3202 Synthèse de fin d'études en intervention sportive*, which often takes place concomitantly with EPS-3201, the last of the three internships. EPS-3202 will not be discussed in this work. The content of EPS-1200, 2204, 3200 and 3201 are discussed with respect to how the courses took place for the student-coaches that were part of this study (class of 2008-2011).

3.1.1 Growth in the internships from 2005-2011

When the researcher was hired as Internship Supervisor, she began with developing the network of milieus and mentors for the internships, as well as an on-line management system for the internships. Table 4 shows how the program and the number of internship placements have increased dramatically since her first full academic year of involvement.

Table 4: Evolution in the number of student-coaches participating in BIS internships from 2005-2006 to 2010-2011

Course(s)	2005-2006 Number of student-coaches	2010-2011 Number of student-coaches
EPS-1200	46	63
EPS-2204	12	38
EPS-3201 & 3201	15	39
TOTAL	73, of which 27 were participating in internships	140, of which 77 were participating in internships

Initially, evaluation in the internships consisted of a series of standard assignments related to coaching functions as well as an evaluation completed by the mentor. Though some of the assignments were retained for assessment purposes (the interview with the mentor, the oral presentation, and the mentor evaluation discussed below), many were discarded because they could not sufficiently accommodate the many variations of internship experiences present as a result of the diversity of sports, athlete level, and student-coach role (based on their prior experience). The researcher began a process of inquiry for a method of assessment in the internships that led to the implementation of a reflective learning journal, kept over the course of the student-coaches' three years of participation in the BIS and discussed above.

3.1.2 EPS-1200 Perspectives professionnelles en intervention sportive

During the first-year, second-semester course EPS-1200, student-coaches received an introduction to the objectives and requirements of the internships and began their process of identifying the milieu in which they would complete their first internship and the mentor with whom they would work. The Internship Supervisor led this course, which took place as per a regular course at the university. This course is not represented in Table 5.

During EPS-1200, student-coaches were introduced to the hypothesis that expert practitioners spend time thinking through the problems they face in their coaching in order to learn from their experiences. At this point in the student-coaches' journey, they were not presented the theoretical basis for this hypothesis; however, a series of expert coaches were invited to discuss their coaching practice and demonstrate this hypothesis in action in their day-to-day coaching work.

The assessment consisted of an individual oral presentation to the Internship Supervisor of their vision of coaching effectiveness (conception d'un intervenant sportif efficace), the submission of their first iteration of their reflective journal, and the preparation of a letter of presentation and their curriculum vitae for their potential future internship milieu and mentor.

3.1.3 EPS-2204 Stage de perfectionnement en intervention sportive

Either in the summer between their first and second years (approximately 20% of student-coaches) or in the fall semester (approximately 80% of student-coaches) of their second year, student-coaches who are not on academic probation began their first internship outside of the school environment, EPS-2204. The requirements and objectives of this internship are presented in Table 5. Student-coaches had to be involved in coaching in their preferred sport, a sport in which they have some experience as an athlete or in some cases already as a coach. They completed a minimum of 135 hours of internship work, of which a minimum of 70 had to be on site, in the act of coaching (the balance can be spent in related course work, including journaling). Though 70h represents the minimum requirement, student-coaches usually remain in their internship for the duration of the sport season. Student-coaches either choose from a bank of pre-approved milieus or submit a new milieu for approval by the Internship Supervisor.

Student-coaches were expected to be either assistant coaches or head coaches, depending on their prior experience and the stage of development of the athletes they are coaching. The minimum athlete development stage permitted was the *Train-to-Train* stage of athlete development as per the Canadian Long-Term Athlete Development model (LTAD), such that they were generally in coaching practice situations 2-4 times per week in addition to competitions. The student-coaches were required to participate in two mandatory, preparatory courses at the beginning of the summer semester or the fall semester (depending on the timing of their internship), during which the objectives and requirements of the internships were presented (see Appendices 1 and 2 for written guidelines for the reflective journal requirement as well as the assessment tool used for the reflective journal). Student-coaches also participated in one workshop in which Moon's framework for reflective practice was presented (described in Appendix 3). In addition to their mandatory courses, the workshop, and their coaching experiences, students were required to complete a filmed interview with their mentor, as well as an oral presentation before their mentor and the internship supervisor at the end of their internship. They also continued to complete their reflective journal throughout their internship (see Table 5).

Assessment consisted of a global evaluation of their meeting of the experiential requirements (time in the milieu), an assessment by their mentor coach, an interview with their mentor, an oral presentation at the end of their internship with the supervisor and their mentor, as well as their journal.

3.1.4 EPS-3200 Stage I en responsabilité and EPS-3201 Stage II en responsabilité

Though the objectives and requirements were relatively similar between the first internship and the second and third internships, EPS-3200 and EPS-3201, what varied was the complexity of the coaching role, with student-coaches assuming increasing levels of responsibility or more complex tasks. In addition, the student-coaches tended to complete significantly more hours in their milieus during these internships, due to their increased responsibilities.

The student-coaches chose to either complete their second and third internships in coaching or in sport administration, or in a combination of the two. Student-coaches, should they so choose, are permitted to complete both EPS-3200 and EPS-3201 as one, long participation in the same milieu with the same mentor. This spares them the time required to integrate into a new milieu, increases the chance of greater responsibilities because of the trust built over time between student-coach and mentor, and in some cases, because the milieu requires the student-coach to be present for a given period. All six student-coaches in this study chose to complete internships EPS-3200 and EPS-3201 in the same milieu.

During EPS-3200, students participated in two preparatory courses and a second workshop on reflective practice that built on the first (described in Appendix 4). They were required to continue completing their reflective journal. There were no mandatory courses nor were there additional ateliers for EPS-3201. Students met the Internship Supervisor on an individual basis to decide whether to continue their third internship in the same milieu as the second or to change milieus, in which case they submitted their journal for an assessment and had their new choices of milieu and mentor approved. They then continued their journal for their third internship.

As per the previous internship, assessment consisted of a global evaluation, this time on the experiential requirements (time in the milieu), an assessment by their mentor coach, and an assessment of their journal. However, the student-coaches were not required to interview their mentor nor did they complete an oral presentation (both requirements for EPS-2204 - see Table 5).

Table 5: An overview of requirements for the BIS internships during from 2008-2011

Internship	Requirements	Objectives	Common Milieus
EPS-2204 Stage de perfectionnement en intervention sportive	Total time: minimum of 135 hours, of which 70 must be with the athletes, in the act of coaching Complete a filmed interview with the mentor Complete a learning journal Complete an oral presentation on their internship experience Assessment by the mentor	Gain experience as either an assistant coach or a head coach To improve their practice by reflecting on their experience To link the theory learned in the BIS to their coaching practice	Sport-études ¹¹ Sport concentrations ¹² School sport Sport clubs (civil) Provincial teams
EPS-3200 Stage I en responsabilité en intervention sportive	Total time: minimum of 135 hours, of which 70 must be with the athletes, in the act of coaching Continue their reflective learning journal from their last internship Assessment by the mentor	Gain experience To improve their practice by reflecting on their experience and their reflections from their first internship To link the theory learned in the BIS to their coaching practice (at this point they have completed their second year courses and are beginning their third)	Coaching Sport-études Sport concentrations School sport Sport clubs (civil) Provincial teams Administration School sport services (cegep and high school) Organisation of major sport events Club administration Unité de Loisir et Sport (ULS) Réseau du Sport-Étudiant du Québec (RSEQ-QCA)
EPS-3201 Stage II en responsabilité en intervention sportive	Same as above	Same as above	Same as above

¹¹ Sport-études is a sport-specific sport program offered in a variety of sports and sanctioned by the Ministère de l'Éducation du Loisir, et du Sport (MELS) The best developmental athletes in a given sport (each sport has its own selection criteria) attend the same high-school and half of each school day is spent in sport training.

¹² The MELS does not sanction sport concentrations. Any school can offer a sport concentration, and these programs are usually not limited to the best athletes. All students in good academic standing can usually participate. The school designates a number of periods during the school week that are dedicated to sport training.

* Students will most often combine the stage I and II in the same milieu with the same mentor, preferring to stay involved for a much longer time rather than changing milieus

3.2 The reflective journal

3.2.1 Rationale for use

The purpose of this study was not to question the relevancy or the effectiveness of mandatory journaling. It may, however, be helpful to present some of the rationale behind the choice to implement one. Reasons are both pragmatic and pedagogical in nature, and are those of the teacher and not the researcher.

Pragmatic reasons: The internship supervisor could not be on-site throughout the internship process for any student-coaches, and so the journal is a means of insight into what took place. It provides valuable information on the quality of the milieu and the mentor coach to the internship supervisor. Though after the fact, it helped identify the milieus and the mentors to retain and those to drop from the program. It also provided a means by which all exchange of paperwork required between the internship supervisor and the mentor coach regarding the student-coach could be collected into a single document that was managed by the student-coach, creating a single-document “story” of all internships for each student including all formative and summative assessments by their mentor coaches (also a pedagogical reason as well as pragmatic, as the learner is the central actor in documenting his or her internship experiences).

Pedagogical reasons: There is support in the literature on how a coach learns to coach that reflection is a means by which coaches learn from their experience. In designing the requirements of the internships, a key goal became looking for ways to encourage reflective practice in novice student-coaches so that it becomes a habit in their coaching practice. Reflective journaling was a first effort in this regard, and a key inspiration for this choice of method was Moon’s work on journaling (2006). As Gilbert and Trudel (2001) suggest:

Individuals responsible for organizing community-based sport associations should strive to create an environment that nurtures the reflective process. Coaches need freedom, within reason, to engage in creative thought to generate and experiment with novel coaching strategies that may not fit the standard model of coaching. To further support reflection, community-based sport associations could also encourage journal writing as a valuable exercise for professional growth. (p.31)

3.2.2 Progressive development of the reflective journal across the internships

The student-coaches’ reflective journals were started in EPS-1200 and were progressively developed during their subsequent internships, EPS-2204, -3200 and -3201. The required content was organised in five sections, and additions over the internships took place as described hereafter. The guidelines presented to the student-coaches for Section 3 of the reflective journal content, the section that included student-coach written reflections on their experiences following practices and competitions (see Table 6), are presented in Appendix 1. The assessment tool for the reflective journal is presented in Appendix 2.

3.2.2.1 Journal content during EPS1200

Student-coaches began working on their journal (Section 1 – see Table 6) by creating a Word document with various sections; imported some of the worksheets that were to be completed during their internships, documented their vision of coaching effectiveness, and reflected on the presentation of each invited guest coach. Also in Section 1 of their journal, they prepared for and reflected on a mentorship experience with a third-year student in the program.

3.2.2.2 Journal content added during EPS-2204

The elements that were added to the journal included a worksheet from the first atelier on reflective practice, as well as sections 2a - *Échanges avec le mentor*, 3a - *Réflexions sur les présences en stage*, 4a – *Incidents critiques*, and 5a – *Évaluations* (See Table 6 for a presentation of each component).

3.2.2.3 Journal content added during EPS-3200-3201

Added to student-coach journals in Section 1 was the exercise completed during the second atelier on reflective practice, as well as sections 2b - *Échanges avec le mentor*, 3b - *Réflexions sur les presences en stage*, 4b – *Incidents critiques*, and 5b – *Évaluations*. Student-coaches who completed EPS-3201 in a different milieu than EPS-3200 also added sections 2c, 3c, 4c, and 5c to their journals (the same titles repeat themselves once again).

3.2.3 Assessment of the reflective journals

Student-coaches evaluated their own reflective journal alongside the supervisor’s assessment at the end of each internship using the assessment tool presented in Appendix 2. The journal was assessed on four aspects: (1) the presence of all required elements, (2) the quality of presentation, (3) the regularity of the reflections, and (4) the depth of reflection. For the assessment of depth, student-coaches select five reflections that they feel illustrate the depth of reflection for which they are capable, recognizing that from day to day, the importance of the problem(s) reflected upon can vary, as can one’s energy and motivation for pursuing an analysis of it in depth (the student-coach’s judgement of relative importance).

Table 6 shows all the required content for a complete reflective journal at the end of all internships, and is followed by Table 7, that shows how the reflective journal is progressively introduced to student-coaches.

Table 6: Required content for the reflective journals in the BIS internships

Section	What (content)	When (timing)	Why (reason)
Section 1 – Préparation	Questionnaire de début du BIS	Filled out during their first course of this semester, original information transcribed into the journal during EPS-1200	To gather information on prior experiences as an athlete and as a coach
	Évolution de votre conception d'un intervenant efficace	Completed for the first time at the end of EPS-1200 and then revised at the end of EPS-2204, 3200 and/or 3201	To document the student-coach's role frame and changes to it over time

	Réflexions sur les présentations des invités du cours Perspectives professionnelles	During EPS-1200	To initiate a reflective process, to provide models for the evolution of their role frame and their coaching practice
	Réflexion sur votre expérience de mentorat avec un finissant du BIS (pas le mentor en stage)	During EPS-1200 for the first time, and during EPS-3202 for the second, transcribed into the journal	Student-coaches in their first year receive mentorship from third year students and then pay it forward in their third year
	Fiche de travail sur le premier atelier sur la rédaction réflexive	During EPS-2204	Once students have already begun to experiment in reflection on their coaching experiences, to use Moon's framework to help them reflect more deeply
Section 2a – Échanges avec le mentor	Description du milieu et mentor	During EPS-2204	To gather information on the milieu and mentor to check against the database (email changes, etc.)
	Contrat d'engagement du mentor	During EPS-2204	Self-explanatory
	Rapport des cinq rencontres obligatoires	During EPS-2204	Students must meet a minimum of five times with the mentor to ask about the mentor's point of view on their progress and address any issues needing discussion
	Entrevue filmée (DVD), questions, et réflexions suite à l'expérience	During EPS-2204	Students conduct a semi-structured interview with their mentor as a chance to better understand the mentor's role frame and actions
	Évaluation formative du mentor (mi stage)	During EPS-2204	Self-explanatory – consisting of a frequency scale of observed behaviours plus comments
	Évaluation sommative du mentor (fin stage)	During EPS-2204	Self-explanatory – consisting of a frequency scale of observed behaviours plus comments
Section 2b	The same elements from section 2a are repeated for the internship	During EPS-3200	As per 2a
Section 2c	The same elements from section 2a are repeated for the internship	During EPS-3201 if the student-coach changes milieu and	As per 2a

		mentor from EPS-3200	
Section 3a – Réflexions sur les présences en stage	Suivi descriptif (le format est libre au choix) et texte réflexif sur chaque présence en stage (see Appendix 1 for the written guidelines given to the students for this section)	During EPS-2204	Students complete a reflection for each internship presence
Section 3b	The same elements from section 3a are repeated for the internship	During EPS-3200	As per 3a
Section 3C	The same elements from section 3a are repeated for the internship	During EPS-3201 if the student-coach changes milieu and mentor from EPS-3200	As per 3a
Section 4a – Incidents critiques	Incidents critiques qui ont contribué à votre apprentissage (minimum de cinq/stage)	During EPS-2204	Students select a minimum of five incidents that they felt were contributory to their learning
Section 4b	The same elements from section 4a are repeated for the internship	During EPS-3200	As per 4a
Section 4c	The same elements from section 4a are repeated for the internship	During EPS-3201 if the student-coach changes milieu and mentor from EPS-3200	As per 4a
Section 5a - Évaluations	Bilan des apprentissages	During EPS-2204	Very few guidelines are given in order to see what the student-coaches choose to attend to in summarising their learning
	Évaluation du milieu et du mentor par l'étudiant	During EPS-2204	Self-explanatory -student-coaches complete a questionnaire on their milieu and mentor
	Autoévaluation du journal par l'étudiant (la responsable écrit sur la même grille)	During EPS-2204	Student-coaches use the same assessment tool to self evaluate their journal as the supervisor uses (see Appendix 2 for the assessment tool)
Section 5b	The same elements from section 5a are repeated for the internship	During EPS-3200	As per 5a
Section 5c	The same elements from section 5a are repeated for the internship	During EPS-3201 if the student-coach changes milieu and mentor from EPS-3200	As per 5a

Table 7: Progressive introduction of the reflective journal to student-coaches

Course	Content
<p>EPS-1200 Perspectives professionnelles en intervention sportive</p>	<p>The role of reflective practice in the development of professional practice as discussed with them, though at this point a theoretical framework is not presented.</p> <p>They are required to prepare a table of contents and the structure for their journal (all sections including template forms to be imported), and receive basic training in Microsoft Word document presentation tools such as automatic table of contents creation.</p> <p>They must complete the first four items of Section 1 of their journal.</p> <p>Over the course of the session, they are guided in their reflections on the presentations of the guest expert coaches and their meeting with their senior student mentor using examples from previous student-coach journals and the following three basic, guiding questions:</p> <ul style="list-style-type: none"> • Est-ce que je décris tout simplement les éléments de la présentation ou bien est-ce que j'explore les thèmes traités par l'invité? • En discutant des thèmes, est-ce que j'explore plusieurs perspectives, façons de voir, façons d'aborder, ou bien est-ce que j'arrive à des conclusions hâtives, basées surtout sur mon opinion présente? • Est-ce que j'entreprends des démarches suite à la présentation afin d'enrichir mes connaissances à propos des thèmes abordés (par exemple, recherche documentaire et lecture, discussion avec d'autres)? <p>Toward the end of the session, the student-coaches are accompanied in the process of choosing a milieu for their first coaching internship.</p>
<p>EPS-2204 Stage de perfectionnement en intervention sportive</p>	<p>Student-coaches are reminded of the required content of the journal and are presented the outline of Moon's theoretical framework (2001) during two mandatory classes at the beginning of the school year.</p> <p>Student-coaches began Sections 2a, 3a and 4a of their journal without further instruction.</p> <p>One month into their internships, students participated in workshop 1 on reflective journaling (see Appendix 3), at which time they are presented Moon's theoretical framework in detail.</p> <p>Student-coaches meet the internship supervisor once (mandatory) or twice (optional) over the course of the internship in order to review their progress on their journal. Student-coaches are invited to select a few reflections for analysis and discussion with the supervisor, in order to generate solutions for the issues discussed and also for strategies to improve their reflective practice.</p> <p>Student-coaches met in a group (on a voluntary basis) one more time at the end of the semester to discuss the remaining required elements of the journal.</p>
<p>EPS-3200 EPS-3201</p>	<p>The same approach is used for the second and third internships as for the first (EPS-2204), with the exception that workshop 2 takes place (described in</p>

Stages I et II en responsabilité en intervention sportive	Appendix 4).
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Reflective journaling in the BIS internships was initiated in the fall of 2007. It was suspended in the spring of 2011 due to the growth of the internships and the inability of the internship supervisor to sustain a pedagogical exercise so heavy in volume of reading and assessing. Her desire is to use the findings of this research to inform future decisions regarding reflective journaling in the BIS internships (journaling currently remains suspended).

3.3 Researcher bias and assumptions

3.3.1 Prior experience in the sport community

The researcher has 15 years experience as an alpine ski coach though is no longer actively coaching, and has competed at the varsity levels in soccer, field hockey and alpine skiing. She has been involved for the past 20 years in coach education; as a facilitator and then master facilitator for the National Coaching Certification program in Canada (general and specific to alpine skiing), as a sport consultant for three years as an employee of the Coaching Association of Canada, and as an independent contractor to National Sport Organisations for development work on their coach education programs.

3.3.2 Relationship to the student-coaches

Her relationship to the subjects is one of teacher-student, having accompanied each of them in seven courses (including three internships) over three years of undergraduate study. Her involvement as a full-time teacher in the BIS began in January 2005 and is on-going. She is the internship supervisor for the program, assuming the roles of administrator, teacher, consultant and assessor.

She attempts to take a stance of a reflective practitioner rather than that of expert in her interactions with student-coaches. She also attempts to engage in a 'reflective contract' with student-coaches, rather than a 'traditional contract'. Both the reflective practitioner stance and the reflective contract she espouses were described by Schön (1983) and are presented in Tables 8 and 9 respectively (in both tables, read 'student-coach' instead of 'client').

Table 8: The expert versus the reflective practitioner (Schön, 1983, p.300)

Expert	Reflective Practitioner
I am presumed to know and must claim to do so, regardless of my own uncertainty.	I am presumed to know, but I am not the only one in the situation to have relevant and important knowledge. My uncertainties may be a source of learning for me and them [the student-coaches].
Keep my distance from the client, and hold on to the expert's role. Give the client a sense of my expertise, but convey a feeling of warmth and sympathy as a 'sweetener'.	Seek out connections with the client's thoughts and feelings. Allow his respect for my knowledge to emerge from his discovery of it in the situation.
Look for deference and status in the client's response to my professional persona.	Look for the sense of freedom and of real connection to the client, as a consequence of no longer needing to maintain a professional facade.

Table 9: The reflective contract, told from the perspective of the client (Schön, 1983, p.302)

Traditional Contract	Reflective Contract
I put myself into the professional's hands and, in doing so, gain a sense of security based on faith.	I join with the professional in making sense of my case, and in doing so I gain a sense of increased involvement and action.
I have the comfort of being in good hands. I need only comply with his advice and all will be well.	I can exercise some control over the situation. I am not wholly dependent on him; he is also dependant on information and action that only I can undertake.
I am pleased to be served by the best person available.	I am pleased to be able to test my judgements about his competence. I enjoy the excitement of discovery about his knowledge, about the phenomena of his practice, and about myself.

3.3.3 Relationship to the topic

It was the internship supervisor's choice to implement a reflective journal as both a tool to accompany/stimulate the coaches in their learning from their experiences, based primarily on Jennifer Moon's (1999, 2004, 2006) theoretical framework for reflective practice and reflective journaling. The internship supervisor accepts the hypothesis that reflection is a key aspect of learning from one's experience, and was seeking means to encourage student-coaches to practice reflection as a regular part of their coaching, to develop the habit of thinking through and not simply thinking about. She also accepts Moon's (and others') hypothesis that reflections can vary in depth, and that a deeper reflection leads to greater learning than a superficial one.

3.3.4 Prior assumptions

The researcher had one prior assumption regarding coaching issues. She assumed that an emerging theme would be the relationship between coach and athlete – how close is too close? This had been her perception of a recurring theme discussed in student journals over the years, and is often a topic of discussion raised by student-coaches during their individual meetings with the internship supervisor (researcher).

3.3.5 Precautions taken

Vigilance in data analysis is of critical importance given the researchers dual role of researcher and Internship Supervisor. This was achieved through a combination of the following three means, some of which speak to validity and reliability of the data as well: (1) by providing extensive supporting citations from the data to substantiate conclusions, (2) through data triangulation by a member-check of the analysis by the author's research director, and (3) by a full and detailed disclosure of the author's dual roles and her role frame for effective coaching. These measures will be discussed in detail in the next chapter.

4 Chapter 4: Methods

4.1 Design of the study

The purpose of this study was to examine existing artefacts, namely student-coach reflective journals kept over a two-year period, in order to begin to describe the repertoire of topics that student-coaches chose to write about when keeping a reflective journal during their internships. This information is important in that it is a first step toward better understanding what novice developmental student-coaches notice as fodder for their reflections, the starting point of their reflective process. In order to better understand how a student-coach learns and how to then plan to help him learn, it is useful to know what he himself is choosing as the subject for reflection on his experiences. A basic qualitative study, this research identified topics of reflection for six student-coaches through document analysis of their reflective journals during their coaching internships. Reflective journaling was a mandatory requirement for successful completion of their internships.

4.2 A population of six student-coaches

4.2.1 Criteria for inclusion and rationale

In this study, the six student-coaches were identified through a process of reduction illustrated in Table 10.

Table 10: The process of sample selection for this study

Number of students meeting this criterion	Criterion
N=52	The student-coaches who began their studies in the BIS in September 2008 and participated in the preparatory course for their internships in the winter session of 2009 (class list from EPS-1200 Winter-2010)
N=33	Of the 52 students that met the first criterion, the student-coaches that followed the regular BIS curriculum, completing their internships during the second and third years of study and completing their course of study within three years (class list from EPS-3201 Winter-2011 plus graduation list from Winter-2011 and Summer-2011)
N=6	Of the 33 students that met criteria 1 and 2, the student-coaches that had chosen to complete all three of their internships in coaching (they may have combined the last two internships into one long internship, as per the internship guidelines)

The bounded system in this qualitative study was the graduating class of the BIS for 2011, making the first criterion from Table 10 self-evident.

For the second criterion, it was important to sample coaches that completed the curriculum in the standard way, according to normal timelines, in order to ensure that all students in the sample received the exact same preparatory sessions for their journaling process (see Appendices 1-4).

In the BIS, students must complete their first internship in coaching, but for their second and third internships, they may choose between coaching and/or sport administration. In order to focus on the research question which concerns coach learning, candidates who participated in sport administration internships were eliminated through the third criterion.

4.3 The six student-coaches and their internships

4.3.1 Student-coach profiles

The prior athletic and coaching experiences of the student-coaches are presented in Table 11. All names are pseudonyms.

Table 11: Sport profiles of the student-coaches in this study

Student-coach	Age in 1 st year	Primary sport (internships in this sport)	Prior athletic experience (highest level achieved)	Prior coaching experience (as reported by the student-coach in a questionnaire during EPS-1200)
Paul	25	Basketball	Basketball-Cegep AAA	<ul style="list-style-type: none"> • 3 seasons coaching various youth school levels in basketball (Benjamin boys BB, Cadet boys BB, Cadet girls B, Juvenile girls AA) • 1 summer at Rouge et Or basketball camps (youth camps run by Université Laval basketball programs) • Beginning a role as head of the basketball program at a local high school
Mark	19	Hockey	Hockey-Midget CC	None
Fred	20	Hockey	Hockey-House league	<ul style="list-style-type: none"> • 1 season as goaltender coach, Atom B
Mike	22	Hockey	Hockey-Junior AAA Baseball-Junior AA	<ul style="list-style-type: none"> • Animator, Multi-sport camps (did not specify time frame) • Hockey coach (did not specify level of time frame)
Steve	20	Basketball	Basketball-Juvenile AA	<ul style="list-style-type: none"> • 3 seasons coaching various youth school levels in basketball (Benjamin boys AA, Cadet boys AA, Benjamin girls AA, Juvenile AA-does not specify girls or boys) • 1 summer coaching Girls Espoir U14
Greg	21	Soccer	Soccer-Club AAA Soccer-Cegep AA	<ul style="list-style-type: none"> • 2 seasons coaching youth school soccer, Juvenile girls • 1 season coaching youth club soccer, AA

4.3.2 Description of the internship contexts for each student-coach

4.3.2.1 *Paul, EPS-2204, -3200 and -3201*

Paul was an assistant coach for a cegep AAA men's basketball team for his EPS-2204 (first) internship. He chose to stay for the whole season (September to March), well beyond the required hours of this internship. He combined internships EPS-3200 and EPS-3201 into a long internship for a whole season (September to March), again in the role of assistant coach for a cegep AAA men's basketball team but with a rival school from his first internship. His mentor in each milieu was the head coach of the team.

4.3.2.2 *Mark, EPS-2204, -3200 and -3201*

Mark coached for a local private school hockey concentration program for EPS-2204, EPS-3200 and EPS-3201 internships. In Quebec, schools may choose to offer a specialty program to students, one option being in a sport. Students in such a program have two hours each day of sport participation led by paid coaching staff. The teams in this school program traveled to compete against other schools, in this case in Quebec and the northern US. During his EPS-2204 internship Mark was assistant coach for the Midget Espoir team, and was mentored by the head coach of this team. He chose to stay for the whole season (September to March), well beyond the required hours of this internship. He combined internships EPS-3200 and EPS-3201 into a long internship for a whole season (September to March), again in the role of assistant coach with the Midget Espoir team but also took on the head coach role for the Benjamin team. His mentor for all stages was the head coach of the Midget Espoir team. He also considered both the head coach and the assistant head coach of the program to be mentors as well.

4.3.2.3 *Fred and Mike, EPS-2204*

Fred and Mike coached together for a local hockey association for their EPS-2204 internships. They coached the Peewee CC level. Their mentor was the Technical Director for the association and a graduate of the BIS. Both Fred and Mike chose to stay for the whole season (September to March), beyond the required hours of this internship. Fred and Mike were absent from time to time due to school and work commitments. Halfway through the season and upon suggestion from the parents, it was agreed with the mentor that Fred and Mike would switch roles with the parent-coach who was initially the assistant coach and who was present at every practice and game. For the remainder of the season, Fred and Mike were co-assistant coaches.

4.3.2.4 *Fred, EPS-3200 and -3201*

Fred was a stagiaire-coach (not an official assistant coach) with a cegep hockey concentration program for his EPS-3200 and EPS-3201 internships, combining them into a long internship for a whole season (September to March). His mentor was the head coach of the team.

4.3.2.5 *Mike EPS-3200 and -3201*

Mike was a stagiaire-coach (not an official assistant coach) with a private school hockey concentration program for his EPS-3200 and EPS-3201 internships, combining them into a long internship for a whole season (September to March). His mentor was an assistant coach (goalie coach) of the team. He also considered the team's head coach to be a mentor.

4.3.2.6 *Steve, EPS-2204, -3200 and -3201*

Steve coached for a local private school basketball concentration program for EPS-2204, EPS-3200 and EPS-3201 internships. During his EPS-2204 internship Steve was assistant coach for the female Cadet AAA team and was mentored by the head coach of this team. He chose to stay for the whole season (September to

March), well beyond the required hours of this internship. He combined internships EPS-3200 and EPS-3201 into a long internship for a whole season (September to March), again in the role of assistant coach but this time with the female Juvenile AAA team. His mentor for EPS-2204 was the head coach of the female Cadet AAA team while his mentor for EPS-3200 and EPS-3201 was the head coach for the female juvenile AAA team. There were no other coaches on the team that he also considered to be mentors.

4.3.2.7 Greg, EPS-2204, -3200 and -3201

Greg completed all three internships in the sport-études soccer program run jointly by the Ministère de l'Éducation, du Loisir et du Sport (MELS) and the Association Régionale de Soccer de Québec (ARSQ). He was a stagiaire-coach (not an official assistant coach). He chose to stay for the whole season (September to April) for his EPS-2204 internship, well beyond the required hours of this internship. He combined internships EPS-3200 and EPS-3201 into a long internship for a whole season (September to April). He had one mentor for all three internships, one of the coaches from the program. He also considered the other coaches in this program to be mentors.

4.4 Data Collection and analysis

4.4.1 Rationale for using reflective journals as a data source on coaching topics

A reflective journal is one means of data collection that can be used to explore coaching thoughts and thought processes, another being the student-coach speaking her thoughts out loud as he coaches, which can be recorded for analysis purposes. Though both gathering information on coach reflection, these two methods may not necessarily generate the same data as a result of the timing of the data collection.

An advantage of using document analysis in this study is that the researcher was neither physically present during the coaching session nor during the writing of the journal. The presence of the researcher can be a factor that influences the setting and by extension may affect the data (Merriam, 2009, p. 139).

As Merriam (2009) observed:

Personal documents are a reliable source of data concerning a person's attitudes, beliefs, and view of the world. But because they are personal documents, the material is highly subjective in that the writer is the only one to select what he or she considers important to record. Obviously these documents are not representative or necessarily reliable accounts of what actually may have occurred. They do, however, reflect the participant's perspective, which is what most qualitative research is seeking. (p. 143)

4.4.2 Student-coach journals as a data source

As previously discussed, student-coaches were required to keep a reflective learning journal over the course of their internships. Student-coaches were required to submit both paper and electronic copies of their journals at the times of evaluation (after each internship, before the next began). The internship supervisor (researcher) assessed the journals of all student-coaches for course credit. Only the journals for the six student-coaches described above were used as the data source for this research. The student-coaches compiled one journal throughout all internships (See Table 6). Sections 3a (internship EPS-2204) and 3b (internships EPS-3200 and -3201) contained all the reflective entries used for this study. Student-coaches were instructed to write an entry after each practice or competition, and all entries were self-generated with regard to their subject and length (see Appendix 1 for the few guidelines given for reflective entries). Table 12 shows the number of entries

coded per student-coach, per journal section (in brackets), as well as the number of units of meaning excluding units considered entirely descriptive for each of the six student-coaches.

Table 12: Number of journal entries and coded units per student-coach

Subject	Sport	Units(entries) Internship 1 EPS-2204 Journal section 3a	Units(entries) Internships 2&3 EPS-3200-3201 Journal section 3b	Units(entries) Total/subject
Paul	Basketball	208(52)	147 (23)	355(75)
Mark	Hockey	152(52)	114(48)	266(100)
Fred	Hockey	53(43)	61(42)	114(85)
Mike	Hockey	42(22)	40(28)	82(50)
Steve	Basketball	66(36)	81(63)	147(99)
Greg	Soccer	10(9)	32(39)	42(48)
	Total/internship	531(214)	475(243)	1006(457)

The internship supervisor assessed the journal entries for regularity and depth (see Appendix 2). For reasons presented in the discussion, the question of depth was not considered in this research. For the purposes of this research, reflections in the six student-coach journals were examined for subject matter – the topics the student-coaches were reflecting about [descriptive coding, as per Saldana’s (2011) coding typology].

Because journal entries were made following a practice or a competition, reflections were considered to be reflection-on-action and not reflection-in-action, by Schön’s (1983) nomenclature. Coaches were still in the action-present in the sense that they were still able to influence outcomes (at the next practice or game in this case), the time of reflection was in between periods of action [what Gilbert and Côté (2013) refer to as the indirect-action-present].

4.4.3 Document analysis for topics

Qualitative data management software was not used for this research. Figure 7 illustrates the data treatment process described hereafter, and four points in the process at which two persons (P1 and P2) other than the primary researcher examined the treatment of data for trustworthiness purposes. Each section 3a and section 3b for each of the six student-coaches’ journals were extracted from the digital copies of the journals and saved as separate Microsoft Word files. Using a printout of each Word file, the primary researcher manually separated each unit of meaning by drawing a line whenever a change of topic was noted. Another person (P1 in Figure 7) verified this first découpage when transferring the written notes of the primary researcher to the digital Word files. A Microsoft Excel file was then created with a spreadsheet for each student-coach and each journal section. Meaning units were cut and pasted from the Word file with one meaning unit for each line into the Excel spreadsheets. Each meaning units could be traced back to the student-coach, the journal section and the date of the entry. The coding process was recorded for each meaning unit in columns added to the

right of the units, and units could therefore be sorted by emerging themes using the automatic sorting function in Excel.

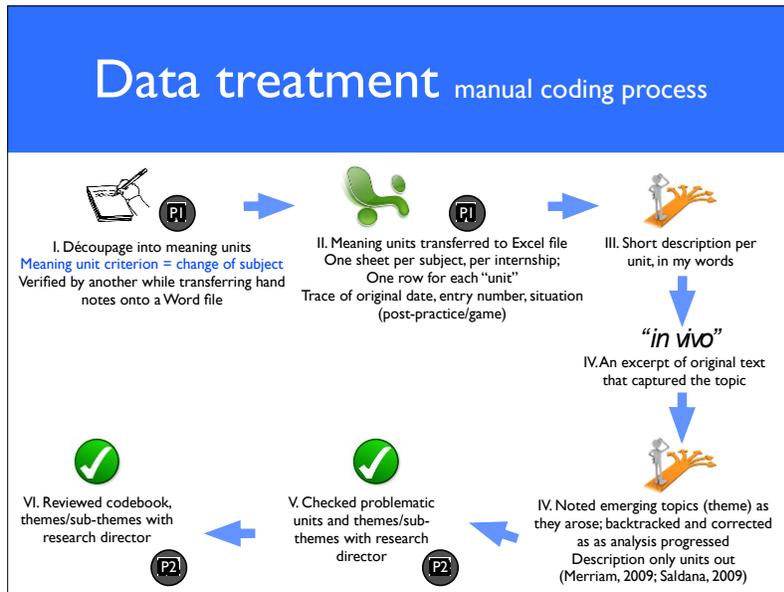


Figure 7: Data treatment, manual coding process

Each unit of meaning was coded as a topic through inductive analysis [see Saldana (2011)], with topic themes and sub-themes emerging progressively as each journal was treated (see Figure 8). Each time a new topic emerged, it was considered a new theme (remembering the research question aimed to identify all topics emerging across all journals). The list of themes and sub-themes was then examined for relationships among them. *in vivo* citations were selected as examples for each theme and sub-theme.

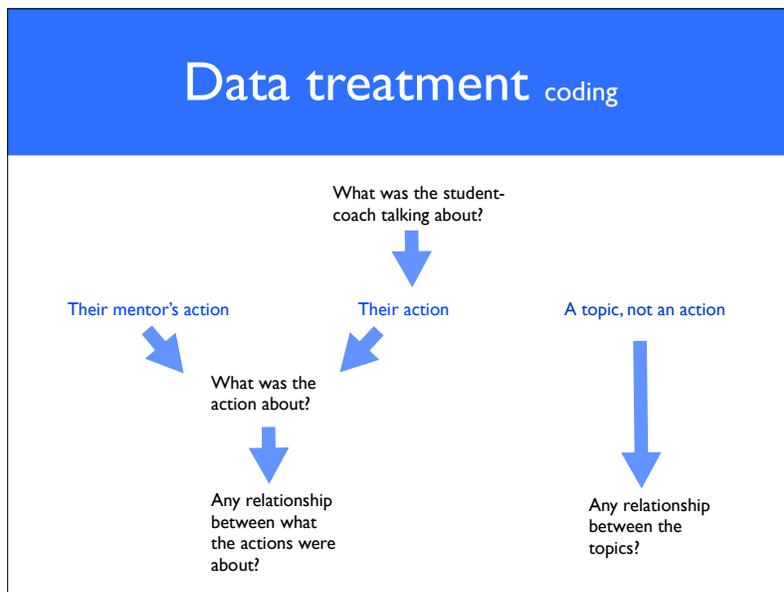


Figure 8: Data treatment, coding of units

For the emergent themes *Mentor behaviours/interventions* and *My behaviours/interventions*, a further inductive analysis was done to examine what the behaviour/interventions concerned. Total number of units was not kept for these sub-themes. This analysis was performed to gain a better understanding of the two themes in question.

4.4.4 Data trustworthiness

4.4.4.1 Credibility

Credibility was addressed in three ways: (1) by involving two external persons at two points in the coding process as illustrated in Figure 7 – upon *découpage* of the journals into meaning units (P1), and for verification of coding of units, problematic units, and relationships between emerging themes (Person 2), (2) through extensive engagement in data collection – the journals follow student-coach experiences over two full coaching seasons, and (3) through researcher's position, by clearly communicating the biases that the researcher brings to her analysis.

4.4.4.2 Consistency

Consistency is problematic in the social sciences simply because human behaviour is never static (Merriam, 2009). Even if a researcher were to repeat this study, it would be impossible to generate the same data, for obvious reasons – the data consists of documented human experiences (reflective journaling), which are particular to the time and circumstances in which they took place. Instead, what is important to consider is how consistent the results are with the data gathered (Merriam, 2009).

The methods listed as means to address issues of credibility are also applicable to consistency. Added to the list as a means of addressing consistency is the use of an audit trail. The researcher kept a detailed journal in which she noted how the data were treated and how decisions were made in arriving at the reported results. This journal included a codebook to note the emerging themes and sub-themes and her notes for inclusion or exclusion for each, as well as analytic memos showing her reflective process during data treatment.

4.4.4.3 Transferability

The research question aims to better understand the experiences of the student-coaches in this study, in this particular setting (student internships in the BIS). It is a study that looks inward and seeks depth, not outward seeking transfer; seeking working hypotheses, not conclusions [(Cronbach, 1975), as cited by Merriam (2009)]. But for those who wish to study a similar question, descriptions were provided for the internship milieus for each student-coach and for the journaling process as done in the BIS internships.

4.4.5 Language of data collection and reporting

The journal data were in French, as the BIS is an undergraduate program at the francophone Université Laval, and the mother tongue of all subjects and the research director is French. The mother tongue of the researcher is English. Reporting and discussion of the findings are in English, with only those parts of the raw data cited as supporting examples presented in French.

4.4.6 Considerations to apply to the results

Two considerations apply to the presentation and interpretation of the results. Firstly, from time to time, and particularly for those student-coaches with weaker journals because their writing was not always clear, a unit could have been coded with more than one of the emerging themes. In the case of such units, the researcher

made a decision upon reading the unit several times to assign the code that applied to her interpretation of the primary objective of the unit. In other words, the researcher used her judgement to determine the code that best represented the entire unit. An external researcher (the research director) subsequently confirmed the coding of these units. For example, see the first in vivo citation given as an example for the theme *Role of the coach*, Sub-theme *Role of a coach* STEVE-2204-104 in Table 13. While this could also be coded as *Forming relationships-Relationships with athletes*, the student-coach seemed to be primarily emphasizing an important quality of a coach in his opinion (the ability to nurture relationships with athletes so as to be able to draw the best out of them).

Secondly, writing styles differed among student-coaches, making the initial separation of the text into units a challenge. The researcher had to read through a journal completely (her second read of the journal, given the first was during the evaluation of the journals) to acclimate to the coach's writing style before beginning the process of decoupage.

5 Chapter 5: Results

Twelve student-coach reflective journals, two from each of the six student-coaches in this study, were examined for topics in order to answer the research question “*What topics did student-coaches write about in their reflective journals during their internships?*” Student-coaches completed two journals each, one for their first internship, and one for their second and third internships that were completed successively in the same milieu, with the same mentor. The criteria for inclusion for the student-coaches were that they were part of the 2011 graduating class from the Baccalauréat en Intervention Sportive at Université Laval, had graduated in the normal time frame of three years, and had completed all three internships in coaching. By chance, all six student-coaches fitting these criteria were male and were coaches of team sports, though the BIS does include both male and female coaches of both team and individual sports.

As a result of first- and second-round inductive coding, themes and sub-themes emerged from the topics found in the data, as illustrated in Figure 9, a graphical representation generated using Adobe Illustrator. The three innermost rings in Figure 9 are to scale with regard to the number of coded units in each theme and sub-theme.

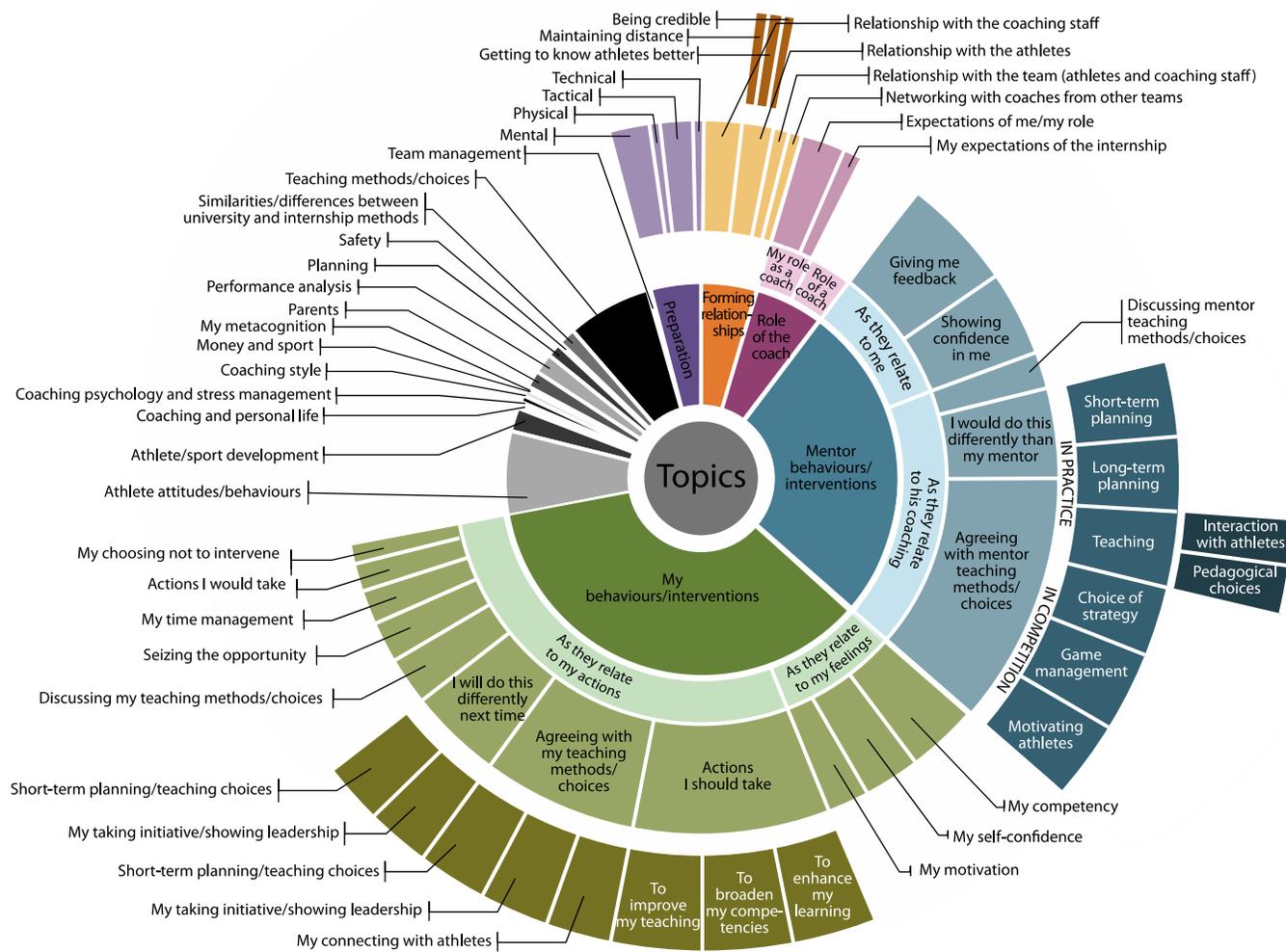


Figure 9: Topics student-coaches wrote about in their reflective journals during their internships

5.1 Emerging themes in the student-coaches' reflective journals

Forming relationships, Role of the coach, Mentor behaviours/interventions, My behaviours/interventions, Athlete attitudes/behaviours, Teaching methods/choices, and Technical-Tactical-Physical-Mental Preparation were themes occurring the most often in the student-coach reflective journals. Themes, sub-themes, and sub-sub themes that emerged following first- and second-cycle coding of the data for all journals are presented in Table 13, and two in vivo citations are provided as examples for each.

Table 14, presented at the end of this chapter, provides the quantitative information regarding the total number and relative distribution of the themes and sub-themes used to generate Figure 9. The data are shown by journal for each student-coach (2204 – the first internship and 3200-3201-the second and third internships combined) in order to be able to distinguish between the two different coaching contexts experienced by each student coach.

The most important result of this work is that the student-coaches in this study chose to reflect most often about actions – theirs or their mentors, as evidenced by the greatest number of units coded in the themes *Mentor behaviours/interventions* and *My behaviours/interventions* (See Table 14 and Figure 9). The other themes that will be presented in the results are *Forming relationships, Role of the coach, Athlete behaviours, Teaching methods/choices, and Technical-Tactical-Physical-Mental Preparation*. Several other topics were identified from the student-coach reflections (shown in Tables 13 and 14 and Figure 9) but will neither be presented nor discussed due to their infrequent occurrence. They were included to show the breath of the answer to the research question “*What topics did student-coaches write about in their reflective journals during their internships?*”, and to inform future research. It is not possible to draw a conclusion that these rare topics were of little importance to the student-coaches. However, topics occurring more frequently were considered of a greater immediate priority as a source of empirical evidence for future decisions regarding the BIS internships.

Figures 10, 11 and 12 illustrate the coding of three sample citations in reference to Figure 9. Figure 13 illustrates how the principle result, that student-coaches in this study chose to reflect most often about actions – their mentors' and their own, held true for both journal sections, for all student-coaches but one. This one exception, Greg's journal for his first internship, may be attributed to the poor quality of this journal (see the total number of entries for this student-coach, for this internship presented in Table 14 - this student-coach was sanctioned academically for failing to fulfil the journaling requirement as part of his internship).

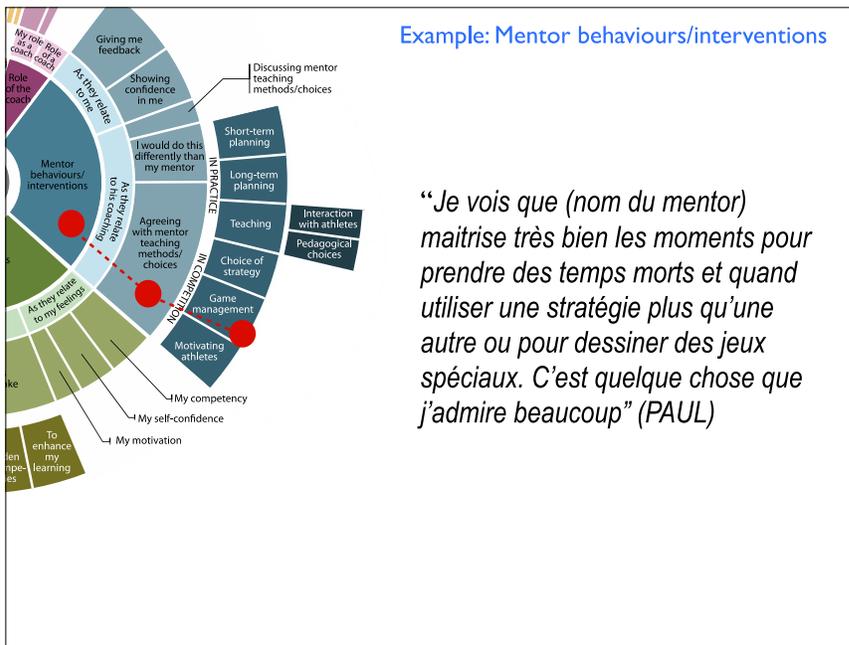


Figure 10: Coding example for theme Mentor behaviours/interventions



Figure 11: Coding example for theme My behaviours/interventions

Example: Forming relationships

“Mes liens avec les jeunes s’améliorent aussi...maintenant, je les connais beaucoup plus et nous pouvons partager plusieurs choses ensemble.” (MIKE)

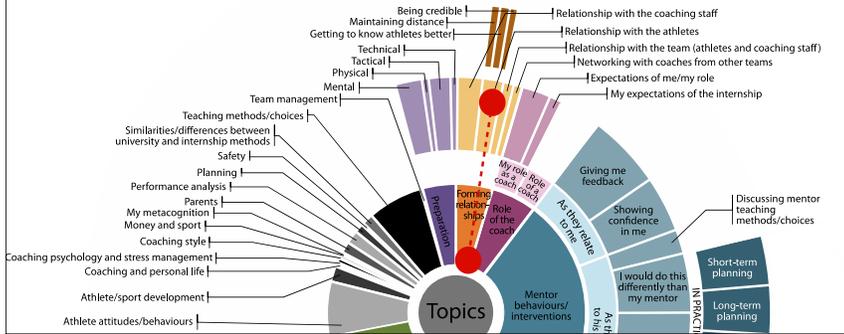


Figure 12: Coding example for theme Forming relationships

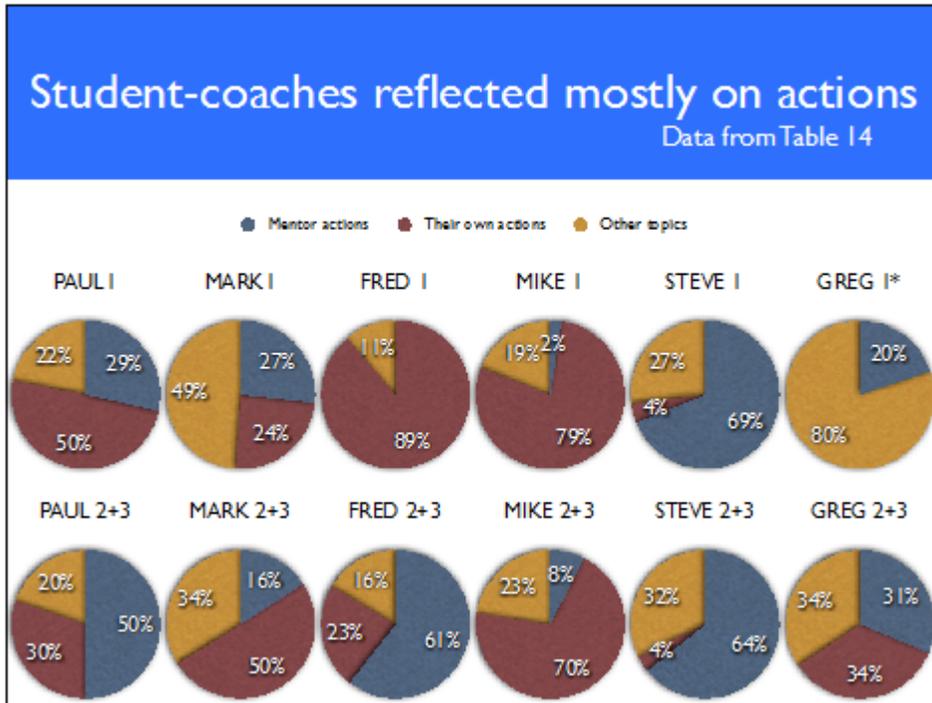


Figure 13: Student-coaches reflected mostly on actions

Table 13: Explanation of themes and in vivo examples for each

Theme Sub-theme Sub-sub-theme	Description "in vivo citation example" (journal)
Forming relationships	The relationships he was developing with other actors in the sport setting
Networking with coaches from other teams	<p>His interactions at games and when travelling with coaches from other teams</p> <p><i>Premièrement, à l'arrivée, je me suis senti un peu mal à l'aise ne sachant pas trop où me placer. Plusieurs entraîneurs étaient là et je n'ai pas eu l'entregent nécessaire pour me présenter et je le regrette quelque peu. Ceci aurait été une bonne occasion d'élargir mon réseau de contacts. Je crois que je vais demander à (mon mentor), si c'est possible, qu'il m'introduise pour les prochaines fois quand ce sont des gens qu'il connaît. (PAUL-2204-1)</i></p> <p><i>Ceci dit, nous voyageons avec l'équipe xyz et l'équipe xyz, ce qui veut dire que je peux entrer en contact avec plusieurs entraîneurs de haut niveau. J'ai bien aimé parler avec (un entraîneur d'une des autres équipes). C'est le préparateur physique pour les équipes de xyz et de xyz. Il m'a offert de prendre sa place l'an prochain avec l'équipe de xyz. Il m'a donc demandé de m'asseoir avec lui pour faire le prochain programme de l'équipe... (PAUL-3200-3201-94)</i></p>
Relationship with the athletes	<p>His interactions and relationship with the athletes</p> <p><i>Aujourd'hui a eu lieu ma première rencontre avec mon mentor, monsieur (nom du mentor) ainsi que tous les jeunes du Sport-études. Disons que ce fut la journée des présentations! Mon objectif pour cette journée était encorne une fois assez clair, essayez de retenir le plus de noms possible. Dans un contexte d'entraînement en soccer, l'approche est beaucoup plus facile lorsqu'on est en mesure d'interpeler la personne par son nom. Ceci facilite le contact entraîneur-joueur et du même coup, l'apprentissage va dans la même direction. Heureusement, je suis quelqu'un qui a de la facilité à me souvenir des noms et d'y associer un visage. Toutefois, il me fut impossible de retenir le nom des 22 gars présent cet après-midi là, surtout avec à peine 2 heures à leur côté. (GREG-2204-5)</i></p> <p><i>... Mes liens avec les jeunes s'améliorent aussi. Je ne veux pas dire qu'ils étaient mauvais au départ, mais disons plutôt que je me suis poussé et maintenant, je les connais beaucoup plus et nous pouvons partager plusieurs choses ensemble. En expliquant cela, Louis me répliqua qu'il avait également fait ses constats là. Il trouvait que j'étais un intervenant soucieux et très minutieux dans les détails de mes athlètes. Je crois que lorsque nous sommes passionnés par quelque chose, nous nous donnons corps et âme sans forcer. Tout vient naturellement. Dans le cas du hockey, je peux dire que c'est ma situation. Je ne me vois pas dans le cheminement de mes athlètes et je crois que cela me nuirait si je le faisais. Je veux qu'ils réussissent comme ils le peuvent et non où moi j'ai échoué. Bien sur, je peux les conseiller par mes expériences et jusqu'à présent, ça semble fonctionner. (MIKE-3200-3201-21)</i></p>
Relationship with the coaching staff	<p>His interactions and relationship with the coaching staff (including support staff)</p> <p><i>Un second évènement qui se produisait en situation d'avant-match était la rencontre dans le bureau des entraîneurs qui permettait à ces derniers de préparer le plan de match en ma compagnie. De plus, il était intéressant de voir comment il se consultait pour savoir comment</i></p>

	<p>aborder le speech d'avant-match. Enfin, ses rencontres dans le bureau se produisaient également entre chaque période, ce qui me permettait parfois d'émettre quelques commentaires en compagnie de l'entraîneur des gardiens sur ce que nous pouvions voir du haut des gradins et aussi confirmer les doutes et interrogations des entraîneurs sur le banc. Tout cela m'a permis de me sentir vraiment un membre à part entière de la formation. (MARK-2204-31)</p> <p>Pour ce qui est du « coaching » en situation de match, j'ai vécu un moment un peu étrange. Je savais que j'allais avoir à m'adapter, car je ne sais pas comment (nom du mentor) gère ses matchs. J'étais donc plus silencieux au début, mais je me suis vite rendu compte que mon style était très complémentaire avec celui de (nom du mentor). La difficulté que j'ai eue, c'est avec (nom de l'assistant entraîneur). On dirait qu'il se sent menacé par ma présence et qu'il remarque la complicité qui s'est installée entre (nom du mentor) et moi. Il avait ses habitudes un peu pointilleuses et si je ne les respectais pas (car je ne les connaissais pas), il semblait aussitôt offusqué. Je me suis alors senti un peu mal. Après le match, je suis allé lui parler et nous allons prendre du temps pour discuter avant notre prochain match contre l'équipe xyz, afin de trouver une manière de faire concorder nos deux rôles pour le bien de l'équipe. Je suis aussi allé voir (nom du mentor) pour lui demander si c'était normal que j'aie un peu de difficulté à m'habituer à (nom de l'assistant entraîneur) pendant les matchs. Il m'a répondu d'en laisser et d'en prendre et de ne pas m'en faire avec ça. (nom de l'assistant coach) parle beaucoup et c'est ce qui l'aide, mais qui peut parfois lui nuire car il dit des choses sans toujours prendre le temps d'y penser. (nom du mentor) a dit avoir eu aussi de la difficulté à s'adapter l'an passé et j'ai réussi à parler à (nom d'un autre entraîneur), l'ancien entraîneur à mon poste et il m'a affirmé que lui aussi a dû avoir une période d'adaptation importante avec lui. Je ne m'en fais donc pas trop et je vais essayer de le rencontrer pour se mettre au diapason. (PAUL-3200-3201-13)</p>
Relationship with the team (athletes and coaching staff)	<p>His interactions with the team as a whole</p> <p>Ces deux journées furent remplies d'émotions pour moi puisqu'elles représentaient une première avec ma nouvelle formation. Plusieurs aspects ont marqué mon weekend de coaching. En effet, j'ai vécu beaucoup de nouvelles choses sur les plans de la vie d'équipe, de la préparation d'avant-match et de la performance sur la glace. Premièrement, le plan de la vie d'équipe est, je dois l'avouer, la chose qui m'a le plus marqué cette fin de semaine puisque j'ai particulièrement aimé cette atmosphère qui flotte avant un match. Effectivement, les discussions avec les entraîneurs au sujet du hockey comme de la vie en générale m'ont permis de mieux les connaître, car lors des séances de pratique j'avais moins le temps d'entreprendre ce genre de discussion. D'un autre côté, j'ai pu aussi parlé avec les joueurs et, eux aussi, les apprivoiser davantage. Plusieurs athlètes ont profité des périodes de préparation en début de journée pour en apprendre un peu plus sur moi et moi de même envers eux. Enfin, j'ai bien aimé rencontrer les familles du groupe d'entraîneur. Ils se sont tous présenter à moi ce que j'ai trouvé génial puisque j'avais vraiment l'impression de m'intégrer à l'équipe et de faire partie du groupe. (MARK-2204-28)</p> <p>Aujourd'hui c'est ma première séance en stage avec le Sport-études. Je ne suis pas vraiment mal à l'aise, car je retrouve principalement les mêmes joueurs que l'an passé. Il y a seulement 4 nouveaux joueurs qui n'étaient pas de l'édition 2009-2010. Je fais donc mes présentations à ces quatre nouveaux joueurs et j'en profite aussi pour saluer personnellement tous les autres que j'ai côtoyés l'an passé. Je suis très content, car (nom du mentor) se réjouit du fait que je suis de retour cette année avec lui. Cela fait en sorte que je me sens encore plus à l'aise à m'intégrer dans le groupe. De plus, les jeunes athlètes ont pris la peine de me dire qu'ils étaient eux aussi très content de mon retour. (GREG-3200-3201-1)</p>
Role of the coach	How he understood his role specifically and the role of a coach in general
Role of a coach	<p>His perception of his role of a coach and what is a competent coach</p> <p>Ce match m'a fait réaliser quelque chose de primordial, il ne faut jamais abandonner dans la vie. En tant qu'entraîneur il faut toujours croire en notre équipe et en nos joueurs à mon avis. Il faut savoir aller chercher le meilleur de nos athlètes, mais pour s'y faire il faut les connaître en tant</p>

	<p>que personne. (nom du mentor) savait pertinemment avant le match que ses joueurs allaient être un peu amorphes, et il a trouvé un moyen de leur redonner confiance et de les pousser à donner le meilleur d'eux-mêmes. C'est selon moi, la qualité la plus importante d'un entraîneur. C'est ce qui différencie les mauvais, des moyens et des bons entraîneurs. Peu importe le bagage de connaissances techniques et tactiques que tu possèdes si en tant qu'entraîneur, tu ne connais pas assez tes athlètes comme personnes de là à ne pas réussir à aller chercher le meilleur chez eux, tes connaissances ne servent à rien. C'est à toi de trouver le moyen pour amener tes athlètes à donner tout ce qu'ils ont. (STEVE-2204-104)</p> <p>D'un côté plus personnel, cette fin de semaine passée en compagnie de l'équipe m'a permis de réellement voir et de prendre part au vrai travail d'entraîneur. De longues journées chargées et de courtes nuits. J'ai eu la chance de voir plusieurs avec les joueurs, le travail que les entraîneurs effectuent après le match et l'évaluation des joueurs après les parties. (FRED-3200-3201-65)</p>
My role as coach	His role on the team
Expectations of me/my role	<p>What he expected of himself and what he perceives others (coaches, athletes, and internship supervisor) expect of him</p> <p>Troisièmement, je n'ai jamais été assistant entraîneur, alors je ne savais pas exactement ce qu'était mon rôle. Je me suis donc contenté de certains commentaires envers (nom du mentor) et quelques petites interactions directes avec certains joueurs. Je devrai éventuellement éclaircir mon rôle avec (nom du mentor). (PAUL-2204-3)</p> <p>Deuxièmement, ce travail devenant mon nouveau stage et me forçant à quitter mon rôle dans les organisations civiles, je tiens à souligner comment mes responsabilités me feront gagner de l'expérience. Dans mon contrat quatre responsabilités distinctes m'ont été données soient d'être l'entraîneur-chef de la formation Benjamin, préparer les séances d'entraînement et gérer tout ce qui tourne autour de cette équipe, être l'entraîneur-adjoint d'un autre niveau et gérer des dossiers reliés à cette formation et donner des rétroactions aux joueurs, m'occuper des articles promotionnels et gérer l'équipement vendu aux joueurs. Donc, toutes ces tâches réunies, je vais devoir me dépasser dans plusieurs sphères. Il est certain que je connaissais certains éléments de ce nouvel emploi, mais étant donné que je n'ai qu'occupé des postes d'adjoints jusqu'à maintenant, je vais devoir faire beaucoup de gestion de personnel et de paperasse, parce que je vais devoir monter les horaires des jeunes, communiquer avec eux et leurs parents, préparer les contenus à voir au cours des semaines et préparer les pratiques. Cette nouvelle expérience m'apparaît donc comme une source importante de nouvelles connaissances et cela en complément de mon baccalauréat sera beaucoup mieux que les choses qui se présentaient à moi il y a quelques jours. (MARK-3200-3201-6)</p>
My expectations of the internship	<p>What he expected of the internship (hopes and desires)</p> <p>Quelles sont mes attentes pour l'équipe cette année : je m'attends cette année à prendre suffisamment d'expérience pour devenir un entraîneur capable de travailler à un niveau de compétition très haut. Je m'attends à prendre de l'assurance dans le milieu du « coaching ». Je m'attends à créer des contacts avec les entraîneurs de la province. Je m'attends à contribuer de toutes les manières en mon pouvoir au succès de l'équipe. Je m'attends à développer mon potentiel d'entraîneur sur les côtés technique, tactique et moral. Je m'attends à prendre de la maturité comme entraîneur. Pour ce qui est de l'équipe, je m'attends à ce que les joueurs comprennent ce qu'il faut faire pour devenir des gagnants dans la vie comme dans le basket (discipline de travail, intensité, autonomie, etc.). Je m'attends à ce que nous réussissions à donner une fierté aux joueurs de ce qu'ils accomplissent. Je m'attends à ce que (notre équipe) gagne en notoriété et que cette équipe soit respectée dans la ligue. Je ne m'attends pas à un grand nombre de victoires, mais je m'attends à ce que les entraîneurs et les joueurs fassent tout ce qu'il est en leur pouvoir pour gagner. (PAUL-2204-103)</p>

	<p><i>Je dois avouer que cette première rencontre c'est très bien déroulé. J'étais légèrement anxieux par rapport à la place que j'occuperais dans mon stage. Par la fait même, mon objectif était simple et unique à la fois; j'espérais travailler avec (nom du mentor) car j'avais eu de bon commentaire à son égard et je connaissais quelques jeunes dans son groupe. Aussi, j'entraîne déjà des garçons de 14-15 ans alors ce poste reflétait une chance pour moi de faire progresser de bel façon les jeunes que j'entraîne. Heureusement, mon objectif à été respecté, je suis maintenant stagiaire avec (nom du mentor) et nous allons travailler avec les étudiants-athlètes masculin de 2e cycle, et ce, en compagnie de (deux autres stagiaires). J'effectuerai donc ma première présence en stage lundi le 14 septembre prochain, sur le nouveau terrain synthétique de peps, à 13h15. J'ai vraiment hâte de vivre ma première expérience en tant que stagiaire avec les meilleurs joueurs masculin d'âge cadet et juvénile. Du même coup, j'ai hâte que cette séance soit terminée pour que tout stress soit retombé. Mais j'ose dire que je ne suis pas si nerveux, car c'est un contexte qui m'est familier. Cela fait 3 ans que j'œuvre dans le domaine du «coaching» en soccer et je deviens de plus en plus à l'aise dans ces situations. Bref, cela reste un défi pour moi que j'espère relever avec brio, donc pour ce qui est des émotions et bien on verra en temps et lieu! (GREG-2204-4)</i></p>
Mentor behaviours/interventions	What his mentor did...
As they relate to me	...that related to him...
Giving me feedback	<p>His mentor gave him feedback (usually on his coaching but not restricted to this)</p> <p><i>Maintenant, au plan de mes points à travailler, tant au point de vue de mes faiblesses que de l'endroit auquel je suis rendu, (nom du mentor) a ressorti quelques points clés. Le premier point est ma confiance, et je suis totalement d'accord, car, même si je suis une personne charismatique, je me dois de toujours dégager une certaine confiance afin de l'inspirer auprès de mes joueurs. Par ailleurs, le principal frein à ma confiance cette saison fut la mince différence d'âge avec les joueurs, c'est pourquoi, pour mon développement, il m'a conseillé de travailler avec des joueurs plus âgés rapidement et avec des entraîneurs expérimentés pour continuer mes apprentissages. Un autre point souligner fut le fait de voir du hockey de haut niveau et de l'analyser le plus souvent possible pour développer mon œil et ma critique à un niveau de jeu supérieur. Enfin, l'aspect qui semblait le plus important aux yeux de (nom du mentor) était de me vendre auprès des organisations importantes de hockey et de cogner à toutes les portes. Il m'a d'ailleurs fait remarquer que peu importe le boulot, même placer des cônes lors des séances de pratique, peut m'amener à un stade supérieur dans des organisations chevronnées. Enfin, en regardant les points ressortis dans les deux cas, je suis d'accord sur chacun de ces aspects avec (nom du mentor) car, ce sont les éléments qui formeront la clé de mon succès pour les années à venir. (MARK-2204-150)</i></p> <p><i>Dans la semaine du 7 décembre, j'avais une rencontre de cédulé avec mon maitre de stage pour parler du fonctionnement pour la planification annuelle que j'avais monté. (nom du mentor) m'a mentionné que la planification était très bien en générale, mais que certains points devaient être retravaillés. Par exemple, les dates des tournois avaient été modifiées, donc il était très important de faire une mise à jour sur ce point. De plus, il y avait beaucoup trop de surcharge au plan physique lors des entraînements hors-glace. Le temps finissait par manquer et cela aurait probablement été du surentraînement pour ces jeunes. En ce qui attrait au développement technique et tactique, (nom du mentor) a trouvé la planification très cohérente. À la fin de notre conversation sur ce sujet, je ressens toujours plus de confiance à cause des conseils que je reçois. Avec du recul, je pense que le meilleur intervenant doit s'ouvrir aux critiques pour ainsi être meilleur et aussi pour apprendre de ses erreurs. (MIKE-3200-3201-20)</i></p>
Showing confidence in me	<p>His considers the confidence the mentor shows in him</p> <p><i>Je crois aussi que les suggestions que je fais à (nom du mentor) ont de plus en plus de poids dans ses décisions. C'est motivant pour moi de continuer à travailler fort pour l'équipe. Les commentaires que je lui fais sur les ajustements de nos jeux, sur la technique des joueurs, sur les stratégies à utiliser contre l'adversaire sont de plus en plus retenus pour nos entraînements et nos matchs. (PAUL-2204-202)</i></p>

	<p>Les stations en question sont des stations de vitesse d'une durée qui joue entre 5 et 9 secondes approximativement. Pour l'adapter à notre sport, j'ai suggéré à (nom du mentor) d'y ajouter des parcours avec ballon, toujours en effectuant des trajets semblables aux autres. Il a accepté avec joie d'y ajouter ces légères modifications. J'aime bien travailler avec (nom du mentor) aussi, car il me demande toujours mon opinion, il m'incluse dans les discussions et il ne se gêne surtout pas pour m'attribuer des tâches, peu importe l'importance... (GREG-3200-3201-65)</p>
As they relate to his coaching	...that related to the mentor's coaching...
Agreeing with mentor teaching methods/choices	<p>He either wrote explicitly or implied that he supported the mentor's teaching methods or his choices</p> <p><i>Pour ce qui est de la performance des entraîneurs, j'ai déjà fait une analyse plus haut de notre préparation avant le match, mais pendant le match, je crois que nous avons quand même bien fait. Nous avons seulement mal géré notre défense, car nous avons gardé le même style presque toute la partie et nous avons donc permis à nos adversaires de bien instaurer tout leur système offensif sans difficulté. Je vois que (nom du mentor) maîtrise très bien les moments pour prendre des temps morts et quand utiliser une stratégie plus qu'une autre ou pour dessiner des jeux spéciaux. C'est quelque chose que j'admire beaucoup et que je veux travailler aussi. J'ai acheté des DVDs éducationnels à ce sujet, pour développer mon esprit dans ce sens et je porte beaucoup plus attention à ce sujet dans nos matchs, ce qui est très payant pour moi. (PAUL-2400-43)</i></p> <p><i>J'aimerais aussi parler de la méthode par questionnement qu'a utilisé (nom du mentor) avant le match envers ses athlètes. Je dois dire que je suis assez d'accord avec le fait qu'un entraîneur utilise cette méthode, que ce soit avant un match, pendant un match, après un match et en entraînement. Oui, je le concède, cette méthode prend beaucoup plus de temps que de simplement donner l'information aux athlètes, mais celle-ci est tellement plus efficace. Avec ma petite expérience comme entraîneur, j'ai compris au moins une chose; c'est beaucoup plus facile pour quelqu'un d'exécuter quelque chose lorsqu'il comprend que lorsqu'il sait. D'autant plus que sur le terrain, l'entraîneur ne pourra pas être présent pour donner l'information aux joueurs pour les aider à performer, ces derniers devront réfléchir et trouver la solution par eux-mêmes. La méthode par questionnement permet de faire comprendre à l'athlète l'information qu'on veut lui dire. À quoi ça sert de savoir une formule de mathématique si on n'est pas capable de la mettre en pratique pour réaliser des calculs, c'est exactement la même chose dans le sport. (STEVE-3200-3201-59)</i></p>
Discussing mentor teaching methods/choices	<p>He discussed his mentor's teaching methods or choices but did not express agreement or disagreement with them</p> <p><i>Maintenant, de concert avec le reste de la réunion, (nom du mentor) a interrogé les joueurs au sujet de leur désir d'évoluer dans un programme d'excellence sportive et académique, comme celui de notre équipe. En effet, vu la nature scolaire du programme, et non pas professionnelle, autant les entraîneurs et les joueurs, à moins d'écarts de conduite majeurs, ne voient leur poste mis en jeu, cependant, dans la définition de ce même programme une performance académique et sportive d'excellence est exigée et certains athlètes semblent l'oublier en se laissant aller dans ces facettes principales de leur développement. Par contre, lors de cette réunion d'équipe, (nom du mentor) a mis son poing sur la table et des conséquences suivront, si la situation ne s'améliore pas. Je dois avouer que j'ai été surpris par l'attitude de (nom du mentor), car celui-ci n'avait jamais été si loin avec les joueurs dans le négativisme. D'un autre côté, après avoir adopté un plan d'action positif, je crois que le meilleur moyen de fouetter les troupes est de changer de tactique. Par contre, je ne suis pas certain que ce soit tous les joueurs qui apprécieront la façon dont le message a été passé, puisque ce message comportait des menaces envers la stabilité de l'équipe. Malgré le fait que personne n'était particulièrement pointé du doigt, certains types de personnalité peuvent parfois se rebeller, ou encore s'affaïsser, devant des discours comme cela. (MARK-2204-117)</i></p>

	<p><i>Pour cette pratique, (nom du mentor) n'a pas embarqué sur la patinoire avec nous, il a préféré rester dans les estrades et observer le déroulement de la pratique. C'est donc (l'assistant entraîneur), son assistant, qui a donné la pratique. (l'assistant entraîneur), contrairement à (nom du mentor), ne possède pas une aussi grosse voix, et ne possède pas le même tempérament, il est plus doux, si je peux m'exprimer ainsi. J'ai trouvé que le changement d'entraîneur pour la pratique a fait extrêmement de bien. Les joueurs semblaient mieux répondre. Je trouve cela étrange, puisque lorsque (nom du mentor) parle pour amener les corrections, les joueurs ne semblent pas comprendre, mais lorsque (l'assistant entraîneur) intervient, les joueurs corrigent la situation et effectuent le bon mouvement. Je me demande la raison pour laquelle les joueurs réagissent différemment. Peut-être était-ce parce qu'ils savaient que (nom du mentor) les regardait? Peut-être était-ce parce que le changement était nécessaire? Peut-être aussi était-ce seulement une bonne pratique? Je n'ai pas vraiment de réponse à donner pour le moment. Pour le savoir réellement, je devrais le demander directement aux joueurs. (FRED-3200-3201-31)</i></p>
I would do this differently than my mentor	<p>He either wrote explicitly or implied that he would act differently than his mentor, that he disagreed with his mentor's teaching methods or his choices</p> <p><i>Je me demande aussi jusqu'à quel point nous devons nous préparer à faire face au style de jeux de nos adversaires ou si nous devons nous préparer à imposer ce que nous voulons faire. J'entends beaucoup valoriser l'analyse de l'adversaire et l'importance de faire des ajustements, mais je crois que beaucoup d'entraîneurs prennent ce concept un peu trop à cœur et finissent qu'à changer leur manière d'entraîner pour l'autre équipe. Je crois que la nuance à faire est que nous devons savoir ce que l'autre équipe fait pour ne pas être surpris et choisir dans notre arsenal ce qui est le plus utile contre ce type d'équipe et mettre l'emphase sur cela. Donc, de faire des ajustements, sans sortir de notre registre habituel, ou du moins seulement l'adapter légèrement. Je crois que (nom du mentor) se laisse un peu aller dans cette tangente avec son enthousiasme de début de saison. (PAUL-3200-3201-48)</i></p>
My behaviours/interventions	What he did...
As they relate to my feelings	...feelings-wise...
My competency	<p>His competency</p> <p><i>Depuis deux jours, nous avons eu, pour l'une des très rares fois de la saison, deux pratiques. Depuis quelque temps, (nom du mentor) m'a confié la tâche de travailler avec les défenseurs. Avec un peu de recul, je trouve que c'est une expérience incroyable pour approfondir mes connaissances. C'est une position que je connais très bien théoriquement et j'allais avoir la chance de donner des conseils aux jeunes joueurs. Cependant, là où j'allais avoir quelques problèmes, c'était dans les démonstrations, car je n'étais pas familier avec les mouvements moteurs. J'étais un ancien gardien de but donc j'ai pris les manières d'y parvenir en allant me pratiquer sur les patinoires extérieures. Je peux aussi mentionner que dans les dernières pratiques, les joueurs me demandaient souvent si j'avais déjà joué à des positions autres, car j'avais une certaine facilité. Je crois donc qu'un bon intervenant se doit de prendre les moyens pour arriver à son plein développement et dans certains cas, les joueurs peuvent te respecter beaucoup plus pour tes capacités manuelles que nous exerçons dans notre sport en question. (MIKE-3200-3201-16)</i></p> <p><i>Enfin, une fois de plus ces exercices de valorisation technique m'ont permis de pouvoir m'impliquer davantage en donnant plusieurs rétroactions à différents joueurs sur les points à observer lors de l'exécution des passes et des façons d'attaquer le but. Je suis d'ailleurs convaincu que, dès que j'aurai réussi à m'imposer lors des exercices collectifs en corrigeant les erreurs des groupes de joueurs, j'aurai, à ce moment, franchi une étape cruciale dans mon développement. (MARK-2204-73)</i></p>
My motivation	His motivation

	<p><i>Pour terminer, il est certain que souvent pour progresser, il faut souligner les points à améliorer et identifier les solutions pour créer une amélioration mais, je dois avouer que malgré le stress ressenti au début, j'ai eu beaucoup de plaisir sur la glace et cela a fait revivre la flamme en moi car, j'adore le hockey et j'aime l'enseigner aux athlètes. Donc, cette expérience fut très enrichissante! (MARK-2204-148)</i></p> <p><i>Je crois que j'ai la chance d'arriver dans une très belle équipe et que l'énergie qui s'en dégage me motive à travailler encore plus fort. (PAUL-2204-16)</i></p>
My self-confidence	<p>His self-confidence</p> <p><i>Pour l'instant, j'ai un léger manque de confiance. C'est une caractéristique que je traîne depuis mon enfance et sur laquelle je travaille énormément. Ça me prend souvent beaucoup de temps avant d'apprivoiser une situation et prendre confiance. Je m'efforce de pousser mes limites et j'espère passer ce stade assez rapidement. (PAUL-2204-18)</i></p> <p><i>Évidemment, l'absence des deux principaux entraîneurs m'a permis d'avoir davantage de responsabilités, parce que (un entraîneur invité) m'a demandé plus d'aide que s'il avait eu à entraîner sa propre formation. Tout d'abord, suite aux directives de (nom du mentor), nous avons dû monter la séance d'entraînement, et c'est alors que (un entraîneur invité) a eu beaucoup de questions à me poser pour savoir à quel niveau les athlètes étaient rendus. Cet exercice m'a permis de rendre compte que je connaissais tout de même beaucoup de choses sur le développement de l'équipe et à quel endroit celle-ci est rendue dans sa progression. Cela peut peut-être sembler bizarre, mais on dirait que le fait de travailler avec quelqu'un de nouveau m'a permis de me sentir un peu plus en confiance, puisque celui-ci avait besoin de mes conseils par moment, chose qui, je dois l'avouer, est très importante à mes yeux. D'ailleurs, j'ai toujours été reconnu comme étant un leader dans mes expériences antérieures, en recevant plusieurs plaques ou bourses de mérite en raison de mon leadership. Donc, je crois que parfois j'étouffe lors de mon stage, puisque je n'ai pas nécessairement toujours l'espace pour être sur la sellette et j'en ai besoin, car ceci constitue mon carburant; ces points seront, sans aucun doute, présents lors de ma rencontre avec (nom du mentor) la semaine prochaine. Pour terminer sur ce point, non seulement ai-je pu sentir plus de confiance, mais cela se reflétait dans ma façon d'agir et dans mes nombreuses rétroactions faites aux joueurs. (MARK-2204-85)</i></p>
As they relate to my actions	...actions-wise...
Actions I should take	<p>He either wrote explicitly or implied specific actions to take in the future (not with regard to forming relationships in his current role or his current role frame) – the actions covered a broad spectrum of topics</p> <p><i>Personnellement, je crois qu'il serait bien que je fasse toujours un peu d'exercice avant le match. Je suis allé m'entraîner aujourd'hui avant le match et cela a libéré beaucoup de tension. Je crois que cela m'aide à pouvoir prendre le recul présentement pour analyser la situation. Ce serait une bonne habitude à garder comme entraîneur. Je néglige aussi souvent ma nutrition le jour de match. Si je veux être parfaitement prêt, il faudra que je fasse attention à cela aussi. (PAUL-3200-3201-70)</i></p> <p><i>Effectivement, je m'attribue une part des responsabilités, parce que peut-être que les joueurs ne comprennent pas les systèmes de jeu que j'apporte, ou bien la façon dont je demande de les jouer. Peut-être que les termes que j'utilise diffèrent de ceux utilisés par les entraîneurs qu'ils ont eu précédemment, mais je m'efforce tout de même d'utiliser les termes les plus communs possibles. Peut-être aussi que je ne dessine pas bien les éléments que je désire qu'ils appliquent sur la glace. Peut-être que le manque de temps de préparation avant les matchs et les pratiques me posent des limites difficiles à rattraper. J'aimerais pouvoir expliquer davantage les tactiques collectives que je souhaite appliquer</i></p>

	<p><i>lors des matchs, mais il ne faut pas oublier que mes fonctions ne sont pas réellement de leur inculquer des tactiques collectives, mais bien davantage de les développer personnellement... (MARK-3200-3201-40)</i></p>
<p>Actions I would take</p>	<p>He either wrote explicitly or implied specific actions he would take at the moment if he was head coach (but the head coach was not his mentor) – it is not possible for him to take action on this at this time given his current role</p> <p><i>La pratique n'a pas été très intense; quelques exercices de patins, de système de jeu et d'habiletés individuelles, suivi d'une partie. Bref, je ne crois pas que cela a été d'une grande utilité, car je ne crois pas que cela a permis de travailler sur certains points qui sont à améliorer, comme le positionnement. Je suis d'avis que la pratique ai été donnée plus de manière à animer qu'à éduquer. Pour y remédier, lors de la partie en fin de pratique, j'aurais fait quelques pauses statuts. Cette approche reste dans la même branche que l'approche par questionnement, car lorsque l'entraîneur siffle, les joueurs restent immobiles et regardent leur positionnement par rapport aux autres. Cela permet aux jeunes de voir s'ils sont dans la bonne position ou bien s'ils ont laissé un joueur sans surveillance. Aussi, j'aurais utilisé l'enseignement réciproque. J'aurais laissé du temps aux joueurs entre les changements pour que les joueurs sur le banc puissent dire aux joueurs sur la glace ce qu'ils devraient améliorer (FRED-2204-58)</i></p> <p><i>Lors de cette partie, je me suis rendu compte à quel point (un autre entraîneur) surestime la portée d'un discours d'avant-match. En effet, plus de trente minutes avant le début du match, il est en train de faire un discours dans la chambre. Selon moi, il endort plus les joueurs qu'autre chose. Je ne dis pas cela parce qu'il n'est pas intéressant, mais bien parce qu'il mentionne beaucoup trop d'informations pour que les jeunes soient en mesure de tout se souvenir. Il a même fait référence à la partie Canada- Russie et a demandé aux jeunes de s'adapter comme l'équipe canadienne l'a fait. En plus, il répète toujours la même chose malgré le fait que ce soit l'avant-dernier match de la saison. Comme je l'ai appris dans un de mes cours, une manière de ne pas motiver ses troupes est justement de surévaluer le discours d'avant partie, parce que «la préparation mentale débute à l'entraînement». À sa place, j'aurais entré dans la chambre cinq minutes avant le début du match, mentionné trois objectifs atteignables, leur aurais demandé ce qu'il faut faire pour ressortir vainqueur de la partie, et je serais ressorti dans la chambre prêt pour le match. (FRED-2204-64)</i></p>
<p>Agreeing with my teaching methods/choices</p>	<p>He either wrote explicitly or implied that he supported his own teaching methods or his choices</p> <p><i>Pour ce qui est de la partie, j'ai fait du mieux que je pouvais pour fournir le plus de rétroactions positives et spécifiques aux joueurs lorsqu'ils revenaient au banc après leur présence sur la glace. En fait, je trouve personnellement qu'il s'agit de mon meilleur. Au moins, j'aurais terminé sur une bonne note puisque nous avons été éliminés des séries et que la saison est terminée pour notre équipe. (FRED-2204-74)</i></p> <p><i>Je suis content parce que j'ai pris l'initiative de montrer des choses aux joueurs que je jugeais importantes, même si ce n'était pas exactement ce que (nom du mentor) avait prévu. Je crois que c'est de cette manière que j'arriverai à compléter le travail de (nom du mentor) et non seulement de l'assister. (PAUL-2204-98)</i></p>
<p>Discussing my teaching methods/choices</p>	<p>He discussed his teaching methods or choices but did not express agreement or disagreement with them</p> <p><i>La pratique de cet après-midi a été très difficile à gérer, à mon avis. C'est toujours complexe de décider de l'attitude que nous utilisons dans les entraînements en revenant d'une défaite. Et chacune des défaites rend la situation de plus en plus difficile. Aucune victoire en onze rencontres, alors qu'il ne reste plus que cinq parties. La motivation diminue, les joueurs ont peur de terminer la saison avec aucune victoire, certains commencent à perdre espoir de gagner. Je sais très bien que l'important ce n'est pas de gagner, mais pour ces jeunes, ça serait important d'en</i></p>

	<p><i>gagner au moins une. C'est donc un mélange d'émotions négatives qui dressent le tableau de cette pratique. De mon côté, j'ai souvent tendance à vouloir être encore plus exigeant et travailler encore plus fort, mais j'étais comme ça en tant que joueur aussi. Je n'acceptais pas d'être moins bon que les autres. Alors, même après plusieurs échecs, je continuais à travailler plus fort, parce que je me disais, qu'à force de m'améliorer, un jour je serai dans les meilleurs... (PAUL-2204-224)</i></p> <p><i>... Cependant, dès le retour sur glace cette semaine, voilà qu'ils retombent dans leurs vilaines habitudes de travail. Je me demande maintenant quelle est réellement la cause de tous ces problèmes d'attitude. Je crois qu'il y a trois façons d'étudier l'origine de ce phénomène. La première voie d'explication peut se retrouver au plan de leur responsabilité dans la cause. En effet, est-ce que par leurs comportements, leur attitude et leur implication personnelle dans les apprentissages, ils coopèrent à la réussite de l'entraînement? Désirent-ils s'améliorer et devenir meilleur en tant que joueur de hockey et prennent-ils les moyens nécessaires pour y parvenir? La seconde possibilité serait que j'ai un rôle, moi aussi, à jouer dans ce problème. Subséquemment, je me dois de regarder ce que je peux changer pour amener les joueurs à se rendre, en termes d'attitude personnelle et de groupe, au point que je désire atteindre avec eux. Il est évident qu'en rejetant constamment le blâme sur eux, je risque fortement de ne jamais observer les erreurs que je commets. Donc, il faut regarder si le travail que je leur demande et la façon dont je leur demande de l'accomplir est adéquate...(MARK-3200-3201-18)</i></p>
<p>I would do this differently next time</p>	<p>He is either writing explicitly or implying that he would act differently next time in a similar situation</p> <p><i>Pour ma part, j'ai connu un match plutôt difficile. J'avais des difficultés à m'impliquer dans le match. Ma grippe me prenait de l'énergie et j'ai été beaucoup trop silencieux. J'étais très peu proactif et plus réactif à ce qui se passait, ce qui faisait que lorsque j'avais un commentaire en tête, il était souvent trop tard pour le mentionner. Je peux donner comme exemple le discours de fin de partie. J'avais un bon commentaire à faire, mais j'ai trop attendu et finalement il était trop tard pour le dire et (l'assistant entraîneur) avait déjà dit l'essentiel de ce à quoi j'avais pensé au sujet de l'attitude à adopter dans nos matchs. Dans cette situation, c'était facile de passer à travers le match sans vraiment avoir d'impact comme j'ai fait, mais si je veux devenir un bon entraîneur, je devrai être au top de mes compétences, même si je suis malade. Pour arriver à mes fins, je devrai être plus vocal dans les réunions d'équipe. Je ne peux pas me permettre de parler moins que les joueurs. (PAUL-2204-94)</i></p> <p><i>... Tout d'abord, je tiens à analyser la contreperformance de mes défenseurs par rapport à mon négativisme derrière le banc. En effet, je crois que la façon dont j'ai dirigé le match à amener mes défenseurs à perdre leur concentration, leur confiance, le désir de jouer ce match et leur ardeur au travail. Subséquemment, ils ont commis plusieurs erreurs et ils ont mis en péril le gain facile que nous étions en train d'accomplir. Pour ma part, ma responsabilité là-dedans est grande, puisque je me dois, quand mes défenseurs commettent des bourdes dans le match, de corriger les fautes et d'être constructif auprès d'eux... Bref, je me dois de corriger le tir sur ce point, car je ne dois pas décourager le joueur. Pour ce faire, il est important que je régule ma façon de diriger le match à plusieurs reprises à l'intérieur de celui-ci et que j'informe Jeannot de me surveiller pour ne pas détruire la confiance des joueurs et leur respect qu'il me voue et de m'avertir quand je vais trop loin. (MARK-3200-3201-31)</i></p>
<p>My choosing not to intervene</p>	<p>He made a decision not to act in a situation and wrote about it</p> <p><i>Quatrièmement, je ne connais pas le système de (nom du mentor), ce qui a aussi altéré mes interactions. J'ai donc limité mes commentaires à mes connaissances de base, ce qui est un peu normal en début de saison. (PAUL-2204-4)</i></p> <p><i>Aujourd'hui, c'était une pratique beaucoup plus axée sur le conditionnement physique. Ce style de pratique limite mes interventions et ça m'a obligé d'opter pour des commentaires d'encouragements plus souvent que d'insister sur des points techniques. (PAUL-2204-23)</i></p>

My time management	<p>He is writing about how he manages (or fails to manage) his time</p> <p><i>Départ à midi et j'arrive légèrement en retard, car j'avais mal planifié mes bagages. Donc, tout de suite après mon cours, je quitte pour l'épicerie et le « Subway » pour un peu de nourriture. Je me fais souvent dire que je ne m'organise pas bien. Il est vrai que j'ai une tendance naturelle à vouloir prendre les choses comme elles arrivent et non à les prévoir. Malheureusement pour moi, je suis dans un domaine où la structure et l'organisation sont primordiales pour percer. J'ai un aide du centre d'aide aux étudiants pour trouver des façons de structurer mon travail depuis maintenant presque un an et j'ai encore beaucoup de difficultés. Parfois, j'ai tendance à croire que ce n'est pas seulement de ma faute, mais que je suis aussi dans une situation où j'ai trop de choses à penser en même temps. (PAUL-2204-108)</i></p> <p><i>Maintenant, en ce qui a trait à mon implication au sein du programme, je souhaite en parler, puisqu'en raison de ma synthèse de fin d'études, je dois m'absenter plus souvent et j'ai moins de temps à consacrer à mes fonctions d'entraîneur. Il s'agit davantage ici de mettre sur papier mes sentiments que de faire une réflexion poussée. En effet, avec toute la charge de travail que je me suis imposée cette année, je ne peux réellement fournir des efforts à 100% dans tout ce que j'entreprends. La combinaison de mon travail à quasi temps plein et de mes études à temps plein me demande beaucoup d'énergie et une multitude de choses en souffrent...En conclusion, malgré tout ce que je viens de dire et ce qui me hante, je crois et je souhaite de tout cœur que je serai en mesure de bien mener à termes tous ces projets, mais j'espère que mes patrons prendront en compte ma réalité et aussi que mes études ne seront pas un regret pour moi en raison d'un échec à la fin de ma synthèse ... (MARK-3200-3201-102)</i></p>
Seizing the opportunity	<p>He is writing about taking advantage of the opportunities he is presented</p> <p><i>Pour conclure, le temps passe rapidement et seulement quelques dernières opportunités se pointeront à nouveau donc, je compte bien prendre tout ce qui me passe sous la main pour continuer mon développement, préparer les mois à venir et bâtir mon futur d'entraîneur. (MARK-2204-134)</i></p> <p><i>À part cela, il m'a aussi offert un poste pour la prochaine saison. J'ai tout de suite mentionné mon intérêt pour ce poste. Je crois qu'au départ, on doit prendre ce qui passe pour ensuite avoir les pieds dans la boîte. Je ne sais pas ce qui se produira dans deux ans, mais avec mes expériences acquises, je sais maintenant que nous devons absolument tout donner dans le moment présent pour ainsi se donner le maximum de chance. Je sais également que je devrai être fier de ce que j'ai accompli. Ma personne aura donc elle-même grandi dans cette expérience de stage avec le (nom de l'école). (MIKE-3200-3201-40)</i></p>
Other themes (and topics occurring less frequently)	<p>All themes that did not have sub-themes and topics that occurred less frequently</p>
Athlete attitudes/behaviours	<p><i>Maintenant, en ce qui concerne la seconde piste de réflexion de la semaine, soit la ténacité des joueurs de notre équipe, celle-ci se doit d'être décortiquée en deux parties. Il est certain qu'au cours des dernières semaines ce genre de discours est revenu souvent mais, à ce temps-ci de l'année, nous voyons vraiment les joueurs qui se donnent à fond prendre le dessus et ceux qui se trainent les pieds tirent de l'arrière. Premièrement, lors de cette séance, nous avons vu des joueurs qui se donnent corps et âme pour la formation. En effet, certains athlètes de notre équipe ont cette capacité et ce désir de faire tout en leur possible, peu importe les limites de leur talent, afin de permettre à l'équipe de progresser ou de ne pas régresser. Cependant, je pense vraiment que ceux-ci ne sont pas des êtres extraordinaires, car tous les joueurs se devraient de faire de même. Selon moi, un joueur donnant un effort constant, qu'il soit orienté au plan de l'accomplissement vers l'égo ou la tâche, comme observé en cours de psychologie (Couture, 2010), aura tout de même plus de chances d'atteindre ses buts... (MARK-2204-144)</i></p> <p><i>Pour (nom du mentor), qui arrive directement de la France, il a beaucoup de difficulté à concevoir ce genre de comportements et de réactions.</i></p>

	<p>Dans ces cas la, j'essaie souvent de lui rappeler que les jeunes ici ne sont pas élevés comme ceux en France et que la culture fait en sorte qu'il y a des différences à ce niveau. (GREG-3200-3201-71)</p>
Athlete/sport development	<p>Vendredi passé, nous avons joué un match contre l'équipe xyz en démonstration à la polyvalente de (nom de l'école). Je trouve que c'est une très bonne idée pour inciter les jeunes des régions à s'entraîner pour atteindre les rangs collégiaux et universitaires. C'est très important, je crois, que des équipes de haut calibre comme nous et comme l'équipe xyz soyons présents dans les écoles secondaires afin de créer un engouement pour le basketball. Nous le faisons déjà mais, à mon avis, il y a moyen d'investir encore plus et ce serait bénéfique pour tout le monde. Et on pourrait le faire sans engendrer de frais : on pourrait inviter des équipes à venir voir nos entraînements ou nos parties, nous pourrions aller pratiquer dans des écoles, aller faire de petites conférences, etc. (PAUL-3200-3201-14)</p> <p>Ne vous demandez pas pourquoi l'Argentine est actuellement classée 2^{ième} au monde selon le classement de la FIBA. J'ai donc réalisé aujourd'hui que nous avons énormément de retard par rapport aux autres endroits dans le monde par rapport au développement de notre sport. Je crois que le problème que nous avons au Québec est que nous pensons (les entraîneurs) que les habiletés qui devraient être enseignées selon l'âge du jeune sont trop difficiles à maîtriser pour lui. Autrement dit, on abandonne avant d'essayer, ce qui donne bien souvent des entraînements de niveau inférieur aux types de séances optimales auxquelles les jeunes de chaque groupe d'âge auraient droit (une pratique destinée à un jeune de 8-9 ans (selon le DLTA) est prescrite à un jeune de 12-13 ans... (STEVE-3200-3201-48)</p>
Coaching and personal life	<p>Je souhaite prendre quelques lignes pour parler du rôle de père/entraîneur de (l'assistant entraîneur). Lors de son retour, je me suis mis à penser comment je réagirai à la naissance de mon premier enfant et mes fonctions d'entraîneur. Ce phénomène n'est pas simple puisque le père ne peut rester que quelques jours à la maison et il doit retourner au travail. Ensuite, plus l'enfant vieillira et constatera l'absence de son père, comment réagira-t-il? Michel Bergeron (2009), ancien entraîneur de formations de la Ligue Nationale de Hockey, parlait de la difficulté à maintenir une relation rapprochée avec ses enfants, en raison de ses nombreuses absences. Cependant, ses sages commentaires m'ont plu alors qu'il a avoué que ses progénitures, ne pouvant s'y opposer, ne pouvaient que respecter la passion de leur père. (MARK-2204-10)</p>
Coach psychology and stress management	<p>Par ailleurs, il m'est arrivé une mauvaise chose cette semaine. Je travaillais à faire un montage DVD pour l'analyse de mes gardiens et le tout était terminé. Lorsque j'ai tenté de graver mon travail sur un disque, le travail s'est effacé. Il n'y avait plus rien de récupérable. J'étais très stressé car il était à remettre le lundi d'après. Je passai facilement 3 jours complets à tout refaire. J'étais très content du résultat, mais rien n'était comparable à ce que j'avais fait précédemment. Ce DVD allait également me servir dans le cadre d'un visionnement avec les gardiens du (nom de l'école). J'ai donc appris à me reprendre à mieux gérer mon stress. J'ai utilisé plusieurs techniques que j'avais vues dans mon cours d'autogestion du stress avec (nom d'un intervenant du BIS). Aujourd'hui, je crois aussi être en mesure de mieux gérer ce genre de situation et je vais probablement m'en souvenir toute ma vie. (MIKE-3200-3201-32)</p>
Coaching style	<p>Ce matin fut un matin spécial, puisque pour la première fois je me retrouvais à diriger en quelque sorte la pratique de notre équipe, étant donné l'absence de (nom du mentor) et de (nom de l'assistant entraîneur), tous deux occupés par des problèmes de santé de leurs enfants. Effectivement, vu leur manque à l'appel, j'ai eu la chance de donner la pratique avec (nom de l'entraîneur invité), ce fut très intéressant, car son style d'entraîneur est différent de celui de (nom du mentor). (MARK-2204-84)</p> <p>Dans le cas de cette semaine, je devais évaluer (nom d'un autre entraîneur) à titre d'entraîneur. Ce travail avait pour but de remettre un rapport dans le cours de synthèse. Je devais préparer des questions concernant la pratique qu'il allait donner. Par la suite, je devais le filmer pour ainsi revenir sur plusieurs points. (nom d'un autre entraîneur) est un entraîneur avec beaucoup de potentiel. Il est un ancien joueur de la LNH et il connaît très bien le hockey. L'analyse critique de sa performance n'était vraiment pas facile. Cependant, la leçon que j'ai retenue de cette expérience fut plus qu'éducative. Je crois que l'on apprend souvent des meilleurs et lorsque l'on observe ces gens pour trouver des défauts, on</p>

	<p>remarque souvent ce qu'ils font de bien. François parle très fort lors des pratiques et il ne se gêne pas pour intervenir. J'ai remarqué ce point en premier car je travaille depuis mes débuts sur cela pour devenir un meilleur intervenant. Je lui ai demandé à la fin comment il pensait lorsqu'il agissait de la sorte. Il m'a dit une très bonne réponse auquel j'ai beaucoup réfléchi. Si l'on ne dit pas ce que l'on pense, les joueurs ne savent pas toujours comment s'évaluer et c'est l'entraîneur qui les guide d'une certaine façon. De plus, si tu n'agis pas, quelque fois l'erreur devient problématique et c'est toute l'équipe qui finira par payer. Avec du recul, il a toute à fait raison...(MIKE-3200-3201-37)</p>
Money and sport	<p>... Cette journée mouvementée m'a fait énormément réfléchir sur l'importance accordée au développement des jeunes. Lorsqu'il a présence d'argent, nous oublions le reste. Nous avons environ 75 jeunes à nous occuper à cause d'une erreur d'un autre groupe. De plus, comme ils sont plus importants au plan financier, c'est eux qui ont eu les privilèges. Je me suis donc reposé la question sur l'évolution de notre société et j'appréhende très mal le futur. Cette semaine m'avait été très frustrante à cause de cet événement. (MIKE-3200-3201-17)</p>
My metacognition	<p>He discusses his reflective journaling and what to improve in future reflections</p> <p>...Tout d'abord, au plan de mes réflexions et de ma façon d'analyser mes progrès et les situations à travers lesquelles j'évolue, certains correctifs se devaient d'être apportés afin de me donner l'opportunité d'en tirer davantage de bénéfices. En effet, malgré le fait qu'un de mes points forts est de bien cerner des pistes de réflexions pertinentes, une faiblesse accompagne cet élément, car je réussis à dégager des pistes possibles sans toutefois en faire une sélection exhaustive ce qui me mène à plusieurs réflexions superficielles, au lieu de choisir 1, 2 ou 3 aspects et d'en faire des réflexions substantielles. Ce dernier point donne l'impression que la personne qui songe à ces choses ne veut que passer rapidement sans rien y faire pour changer ou faire progresser la situation...(MARK-2400-110)</p>
Parents	<p>En second lieu, via ces parties du weekend, des doutes que nous avons au sujet de certains parents qui mettent beaucoup trop de pression sur leur garçon se sont confirmés. Comme on pouvait le constater dans un reportage de l'émission Enjeux de Radio-Canada (2003), dans laquelle l'entraîneur de l'école (nom de l'entraîneur invité) prenait part, plusieurs jeunes hockeyeurs québécois sont parfois poussés par leurs parents dans le sport et cela constitue un frein à leur amour du hockey pour les victimes de cette pression. Non seulement, ces derniers vivent un blocage lors de leur match par peur de décevoir, comme l'un de nos joueurs a fait tout au long de la saison, particulièrement lorsque son père était dans les estrades mais, d'autres perdent carrément le goût de jouer au hockey vu tout ce qui se trame dans leur tête par rapport au stress occasionné par leurs parents qui les voient percer l'alignement d'une formation professionnelle, comme ce fut le cas avec un joueur cette fin de semaine qui nous a fait part du mécontentement de ses parents face à sa décision d'arrêter le hockey sur glace, choix qui revient strictement au joueur lui-même. Bref, cette relation parents/athlètes suscitera surement pour longtemps encore des débats enflammés, en raison des choses absurdes et des histoires extraordinaires qui ressortent de celle-ci. (MARK-2204-158)</p> <p>Deuxièmement, je suis extrêmement déçu que plusieurs parents jettent constamment le blâme sur (nom de l'entraîneur invité) et moi pour chacun des pépins survenant dans l'entourage de l'équipe. Je leur accorde totalement le fait que nous sommes les responsables que tous leurs enfants relèvent directement de nous, mais à l'âge qu'ils ont maintenant, 14 et 15 ans, ils n'ont plus besoin que nous leur tenions constamment la main. Comme j'en parlais avec les entraîneurs de notre équipe, (nom du mentor) et (mon de l'assistant entraîneur), ces joueurs, via leur cheminement de hockeyeur, se doivent d'apprendre à voler de leurs propres ailes puisque rendu dans les écoles américaines, ce qui est leur mission ultime, les gens ne seront plus là pour être constamment en train de les couvrir. Donc, que ce soit moi ou n'importe quel entraîneur, il ne faut pas que chaque petit détail revienne sur le dos de l'entraîneur, mais bien seulement les cas majeurs. (MARK-3200-3201-78)</p>
Performance analysis	<p>He is discussing athlete/team performance usually in competition but sometimes in practice settings</p> <p>Maintenant, en ce qui concerne, le travail réalisé par les joueurs, je dois avouer que je me pose de sérieuses questions, quant à la qualité des</p>

	<p>arrières, puisque lors des nombreux exercices, plusieurs passes furent ratées et peu de tirs ont atteint la cible, ce qui pourrait, selon moi, être inquiétant pour nous, puisque les défenseurs sont considérés comme les quart-arrières de notre formation. Par contre, il faut se rappeler que cette position est très difficile à jouer et que peu de joueurs réussissent à percer à cet endroit. Étant donné que je ne connais pas toutes les formations du calibre notre équipe en défensive, peut-être que je saute un peu trop vite aux conclusions. (MARK-2204-50)</p> <p>Nous nous sommes dits que si nous gardions les équipes sous la barre des 70 points, nous allons être capables de battre n'importe qui. Ils ont fait 79 points et nous avons perdu. Encore une fois, c'est notre défensive qui nous fait gagner. Malgré tous les entraînements stratégiques que nous avons faits, nous faisons encore près de 20 pertes de balle par match. Ce qui fait que nous ne marquons pas un grand nombre de points. C'est pourquoi notre défense est primordiale. Si nous avons la chance de rejouer contre eux au championnat provincial, il serait intéressant de voir si nous allons trouver un moyen de les contrôler. (PAUL-3200-3201-113)</p>
Planning	<p>En second lieu, toujours dans la lignée de la progression de l'aspect de la planification annuelle de l'équipe a été abordé, car (nom du mentor) m'avait mentionné la possibilité de recevoir une copie de celle-ci, afin que je puisse mieux comprendre le cheminement de l'équipe et la planification elle-même. Ne l'ayant sous la main, il a tout de même pris le temps de me glisser un mot sur sa façon de fonctionner avec le plan annuel. Malgré le fait que je ne connaisse pas toutes les facettes de cet aspect du coaching, car nous n'avons pas encore suivi ce cours, je crois que cette planification est excellente. Pour faire cette déclaration, je m'appuie sur la démonstration de (nom du mentor) et de sa façon de sectionner le plan selon le niveau de chaque joueur tout dépendant de son ancienneté et de ses habiletés. De plus, grâce au logiciel Excel de Microsoft, la division du temps accordé à chaque facette est précisément faite. J'ai hâte d'avoir ce modèle sous la main, parce que je suis convaincu qu'à travers ce document, j'aurais la chance de m'améliorer en tant que coach... (MARK-2204-104)</p> <p>...Avec du recul, je crois que ma planification était quelque peu en désordre. Le mot désordre est peut-être un peu trop exagéré, mais du moins, la suite dans le développement avait été une faille cette semaine-ci. C'est donc quelque chose que je vais noter pour mes prochaines années. Dans la notion du contrôle de tirs, cela venait rejoindre les problèmes rencontrés dans les exercices d'immobilisation. Les rondelles se trouvant toujours face au gardien paraissaient très faciles mais lorsque le gardien devait changer d'angle, les complications grandissaient. Je me suis donc remis encore une fois sur la cohérence de mes étapes de développement. Pour ce qui était des déviations, mes gardiens étaient très à l'aise. Je crois que la popularité du style papillon vient expliquer beaucoup de chose. Cette technique facilite justement les arrêts du gardien sur les tirs à une hauteur plus basse que les genoux. Mon intervention fut donc plus minime à ce niveau. À la fin de la semaine, j'ai encore appris à mieux tempérer mes étapes de développement. De plus, lorsque j'ai monté ma planification, j'ai appris à modifier plusieurs choses car chaque athlète est unique. (MARK-3200-3201-14)</p>
Safety	<p>Enfin, le dernier élément qui a capté mon attention sur la patinoire est le fait que les joueurs doivent faire attention entre eux afin de ne pas se blesser lors des entraînements. Effectivement, comme le disait (nom du mentor) (2009) aux hockeyeurs, si vous n'arrivez suffisamment concentré aux séances d'entraînement, lors des exercices plus complexes il peut y avoir des risques, comme lorsque (nom d'un athlète), un attaquant, est entré en collision avec (nom d'un athlète), un défenseur, alors que ceux-ci devaient se croiser au centre de la glace. Donc, cela m'amène à faire la remarque suivante, qui est que tous les joueurs et les entraîneurs, que ce soit en situation de pratique ou de match, doivent se présenter bien préparer et concentrer, et ce, sans exception, car, dans le cas contraire, le succès de l'équipe pourrait en souffrir. (MARK-2204-36)</p>
Similarities/differences between university and internship methods	<p>Pour revenir à la séance, le travail de l'appui-soutien a permis de travailler la création et la recherche d'espace libre sur la glace, éléments que nous travaillons présentement en classe au cours d'Enseignement des habiletés sociomotrices, ce qui me permet de bien saisir le travail de (nom du mentor). (MARK-2204-46)</p> <p>Notre cours s'avère à être le mardi après-midi, donc la journée qui précède toujours celle de préparation physique avec le Sport-études. J'aime</p>

	<p>bien faire le parallèle entre les deux, car cela me permet d'appliquer concrètement des notions acquises dans un cours que je suis au même moment que j'effectue mon stage. Par conséquent, nous avons vu hier comment entrainer la capacité à répéter des efforts intense de courte durée à l'aide de station tous différentes les unes des autres, alors nous avons donc décidé ensemble de reproduire ce genre de séance, mais légèrement modifié pour l'adapter à notre sport. (GREG-3200-3201-64)</p>
Teaching methods/choices	<p>Encore une pratique allongée. Je crois que les gars commencent à trouver cela fatigant. C'est de la remise en forme après le retour du congé, je crois que nous sommes à un stade où leurs corps vont s'habituer à travailler fort, et d'ici une semaine, nous allons pouvoir diminuer la durée et le fréquence des entrainements et juste s'assurer de garder nos acquis et de bien jouer pour le reste de la saison. (PAUL-2204-194)</p> <p>Suite à la pratique, nous n'avons cessé, le groupe d'entraîneurs, de nous poser des questions au sujet des mauvaises performances de notre formation. En effet, jusqu'à présent nous avons simplement soumis l'hypothèse d'un manque d'effort des joueurs, même pire encore, d'un mauvais comportement de leur part. Cependant, la dernière réflexion de la part de (nom du mentor) fut, selon nous, la réponse la plus probable. Celui-ci a énoncé la probabilité que les joueurs, en raison de tous les efforts mis dans leurs études et sur la glace au cours des dernières semaines, ont peut-être été à cours d'énergie, ce qui a baissé leur niveau de motivation et de concentration menant directement à cette baisse régime sur la glace. Ce qui m'a fait réfléchir au sujet de la somme de travail qui est imposé aux joueurs et à notre attitude en tant qu'entraîneur. Peut-être sommes-nous trop exigeant envers les joueurs lors de ces périodes creuses? Est-ce que les joueurs peuvent mieux se préparer à ces périodes intenses d'études et de performances sportives? Je crois que les réponses à ces questions peuvent être variables, mais cela vient faire la flagrante démonstration que chaque geste posé par les entraîneurs ou les athlètes doit être calculé pour être le meilleur possible. (MARK-2204-57)</p>
Team management	<p>Le retour a bien été pour moi. Je crois par contre que c'était un peu dangereux de revenir en conduisant jusqu'à 3 heures du matin avec la vie des joueurs entre nos mains. Je sais par contre que c'est une question de budget et qu'on ne peut pas dire non à ce genre d'opportunité. (PAUL-2204-78)</p>
Technical-tactical-physical-mental preparation	<p>La séance fut encore une fois très instructive. J'ai appris plus en détail comment lire un écran sur le porteur de ballon. Je savais auparavant comment faire cette action et comment l'enseigner, mais pas aussi en détail que ce que j'ai observé aujourd'hui. (STEVE-2204-70)</p> <p>De plus, plusieurs éléments tactiques collectifs sont nécessaires au bon fonctionnement des sorties de zone, aspect défaillant de notre jeu, comme l'appui-soutien, le dispersement efficace, le repli offensif et défensif. (MARK-2204-80)</p>
Description only	<p>This code was used for all units that were exclusively descriptive in nature – wherein the student-coach was simply describing what happened (usually at a practice or a game).</p> <p>Comme je terminais de travailler à 15h00, je suis arrivé cinq minutes avant la partie et je n'ai pas eu le temps d'aller dans la chambre avec les joueurs pour leur parler. Je n'ai eu le temps que de leur souhaiter un bon match et de les saluer. Rendu sur le banc, je leur ai rappelé ce dont je leur ai parlé lors du dernier match à propos du respect du concept DICE. (FRED-2204-35)</p> <p>À la fin de la semaine, (nom du mentor) m'a contacté pour me mentionner que je serais derrière le banc la semaine prochaine pour les matchs. Je devrai donc planifier mes choses pour la semaine prochaine. De plus, nous avons moins de pratiques à cause des examens. (MIKE-3200-3201-28)</p>

5.1.1 Mentor behaviours/interventions as a principle theme

Student-coaches reflected on their mentor's actions with respect to two sub-themes – *As they relate to me*, and *As they relate to his coaching*.

5.1.1.1 *As they relate to me*

Most of the reflections in this sub-theme were related to the mentor giving the student-coach feedback (*Giving me feedback*). In every case, the student-coach valued this feedback. Sometimes this feedback was specific to coaching actions (choices during practices and competitions), and at times it was related to the student-coach's personal attributes or general suggestions for improvement. For example:

(Mon mentor) a ressorti quelques points clés. Le premier point est ma confiance, et je suis totalement d'accord, car, même si je suis une personne charismatique, je me dois de toujours dégager une certaine confiance afin de l'inspirer auprès de mes joueurs. Par ailleurs, le principal frein à ma confiance cette saison fut la mince différence d'âge avec les joueurs, c'est pourquoi, pour mon développement, il m'a conseillé de travailler avec des joueurs plus âgés rapidement et avec des entraîneurs expérimentés pour continuer mes apprentissages. Un autre point souligné fut le fait de voir du hockey de haut niveau et de l'analyser le plus souvent possible pour développer mon œil et ma critique à un niveau de jeu supérieur. Enfin, l'aspect qui semblait le plus important aux yeux de (mon mentor) était de me vendre auprès des organisations importantes de hockey et de cogner à toutes les portes. (MARK-2204-160)

To a lesser extent, student-coaches also reflected on situations where the mentor seemed to be showing confidence in him, for example through sharing a responsibility (*Showing confidence in me*).

5.1.1.2 *As they relate to his coaching as a sub-theme*

When student-coaches reflected on their mentor's coaching actions, they did so most often by expressing their agreement with teaching methods or choices (*Agreeing with mentor teaching methods/choices*), disagreement with them (*I would do this differently than my mentor*), or were much less often simply discussing them without clear agreement or disagreement (*Discussing mentor teaching methods/choices*). They addressed mentor behaviours/interventions in two circumstances – most often during practice situations, and sometimes in competition. This proportion reflected the number of practices and competitions in their calendar.

In practice situations, student-coaches reflected about *Short-term planning* (individual practices and weeks), *Long-term planning* (season), and *Teaching*. When writing about teaching, they mostly addressed *Pedagogical choices* and to a lesser extent *Interaction with athletes*. In competition situations, they wrote about the mentor's *Choice of strategy* (tactical choices), *Game management* (such as use of timeouts and bench management), and to a lesser extent, *Motivating athletes* (pre-game speeches and pep-talks). These sub-themes in practice situations and in game situations were present both when the student-coach was disagreeing (*I would do this differently than my mentor*) and when he was agreeing with his mentor's actions (*Agreeing with mentor teaching methods/choices*).

I would do this differently than my mentor

In practice, Short-term planning: *C'est sur point que je me questionne car autant (name of program director) que (nom d'un autre entraîneur) diffère de ce que moi je prônerais. De son côté, (nom d'un autre entraîneur) tente d'instaurer un bon système de relance offensive en zone neutre, quant à (nom du mentor), il travailler déjà sur son jeu en supériorité/infériorité*

numérique, car c'est dans ces moments qu'un match peut se gagner. Pour ma part, ce dont je m'apprête à amener avec mon équipe de Benjamins, c'est l'échec avant en zone offensive, car je crois qu'en tentant de récupérer la rondelle constamment, nous couperons les chances de marquer de l'équipe adverse et nous obtiendrons par le fait même des opportunités de marquer plus nombreuses (MARK-3200-3201-17)

In competition, Choice of strategy: Pour ma part, j'étais en partis d'accord avec le plan de match adopté et les consignes assignées aux joueurs, seulement je crois que cela aurait été bénéfique de commencer la partie avec une défensive de pression, et ce, même si l'équipe adverse était particulièrement rapide et athlétique. Je m'explique, l'équipe adverse était privée d'un de leur meilleur garde et elle doit donc surtaxer un autre joueur pour combler le poste vacant. De ce fait, appliquer une pression pendant tout le match aurait fatigué les joueurs adverses davantage, ce qui aurait pu causer des erreurs dans leurs prises de décision, surtout en fin de match. (STEVE-2204-67)

In competition, Game management: Je crois aussi que nous pourrions faire une meilleure utilisation des temps morts. Souvent, nous ne faisons que réviser des jeux sur notre planche et je ne crois pas que ce soit toujours la chose à faire...C'est pourquoi, j'essaie toujours de lancer quelques petits mots de motivation, de philosophie et souvent aussi des points techniques importants à considérer sur le terrain. (PAUL-2204-220)

Agreeing with mentor teaching methods/choices

In practice, Long-term planning: Je me suis rendu compte de quelque chose aujourd'hui qui m'a plu dans la structure annuelle de (nom du mentor). Il ne fait pas seulement une gradation dans le niveau technique, mais il fait aussi une évolution au niveau de ses exigences. (PAUL-2204-99)

In practice, Teaching, Pedagogical choices: Au risque de me répéter, j'ai agréablement apprécié les consignes (ou plutôt le style de consignes) que (nom du mentor) a données aux joueuses lors de l'exercice d'approche défensive. En effet, (nom du mentor) donnait 1 point non pas lorsque l'approche défensive réalisée par le défenseur empêchait l'attaquant de marquer, mais bien lorsque l'approche défensive était bien exécutée, c'est-à-dire selon les points techniques que (nom du mentor) avait dit précédemment...Je crois que quand un entraîneur corrige les plus petits détails, c'est parce que l'entraîneur se soucie et s'attarde davantage sur le processus qu'effectuent ses athlètes en entraînement. Pourquoi perdre notre temps à donner des rétroactions sur un aspect de la performance dont on n'a pas de contrôle (le résultat)? Poser la question c'est y répondre. (STEVE-3200-3201-99)

In practice, Teaching, Interacting with athletes: Je me rends de plus en plus compte que (nom du mentor) avait raison lorsqu'il me disait qu'il fallait choisir ses combats. Je vois très bien que les joueurs apprennent beaucoup plus rapidement quand on y va étape par étape. (PAUL-2204-68)

In competition, Motivating athletes: c'est la justesse des discours de motivation de (nom du mentor) durant le weekend, surtout à l'approche des matchs et sur le banc. Je pense que la façon dont il apportait ces constatations était beaucoup plus calme et rassurante pour les joueurs et ceux-ci sentaient clairement que nous les appuyions. Bref, ce pic de performance de notre saison fut sensationnel! (MARK-3200-3201-85)

5.1.2 My behaviours/interventions as a principle theme

Reflecting on their own actions was the other principle theme in the student-coaches' journals. Student-coaches reflected on their actions with respect to two sub-themes – *As they relate to my feelings*, and *As they relate to my actions*.

Worthy of noting is that PAUL and MARK were the student-coaches who seemed to reflect on their actions from the perspective of their own feelings (*As they relate to my feelings*).

5.1.2.1 *As they relate to my feelings*

Student-coaches reflected on their behaviours/interventions as they related to their competency, their motivation, and their self-confidence. MARK reflected most on his competency, while PAUL seemed to focus on his self-confidence.

My competency: Selon moi, le tout serait lié à mes responsabilités d'entraîneur. Effectivement, comme plusieurs fois depuis le début de l'année, je remets mon leadership en cause, ou plutôt mon autorité. Personnellement, j'ai tout de même réussi à instaurer un climat favorable à l'apprentissage lors des séances d'entraînement, chose qui mériterait toutefois d'être encore meilleure, car le niveau d'écoute des joueurs laisse parfois à désirer. Cependant, dès que les joueurs se retrouvent avec un de mes remplaçants pour mes cours universitaires ou mes voyages à l'extérieur, les rétroactions ne sont que très rarement positives. Certes, quelques joueurs, souvent les plus talentueux, sont dédiés à leur réussite et ne nuisent pas au groupe, mais les autres sont souvent turbulents et nuisent à l'apprentissage de plusieurs. J'en viens au point de me demander si je devrais jouer davantage au bourreau, en punissant les fautifs plus sévèrement ou en haussant davantage le ton, et ce, même si cela ne figure pas nécessairement dans mes fibres personnelles. Peut-être n'ai-je pas l'étoffe d'un entraîneur-chef, ou était-ce seulement le manque d'expérience? (MARK-3200-3201-62)

My self-confidence: Malheureusement, en prenant le match en rétrospective, je me rends compte que je n'ai pas du tout su leur transmettre ma connaissance. Il y a une partie qui vient du fait que nos joueurs ne sont pas habitués de compétitionner pour gagner à un si haut niveau, donc ils n'écoutent pas tous les conseils qu'on leur donne pour des raisons que je n'arrive pas à comprendre encore. Mais j'ai encore de la difficulté à me faire confiance et à prendre la place qui me revient. (PAUL-2204-112)

There seemed to be a relationship between feelings of competency, motivation and confidence in many of the units coded in this sub-theme. Feelings of competency seemed to be linked to feelings of confidence, as well as to their relationships with athletes or coaches, as demonstrated in this citation:

Je crois vraiment que les différentes activités auxquelles j'ai pris part, comme le coaching derrière le banc, les rencontres individuelles des joueurs et mon engagement dans les décisions d'équipe, m'ont donné l'opportunité de gagner un peu plus leur confiance. Cette situation m'est arrivée plus tôt cette année avec mon équipe Bantam BB puisque, malgré quelques différences contextuelles, ces jeunes hockeyeurs se devaient de voir un certain potentiel en moi afin de respecter mes conseils et mes directives. Les multiples rétroactions jumelées à des résultats sur la patinoire m'ont permis de grandir dans leur estime, ce qui je crois est le cas présentement les athlètes de notre équipe qui sont maintenant beaucoup plus réceptifs à mes propos. (MARK-2204-133)

5.1.2.2 *As they relate to my actions*

When the student-coaches reflected on their mentor's actions and their own actions, they did so by agreeing (*Agreeing with my teaching methods/choices*), disagreeing (*I would do this differently next time*) or to a much lesser extent discussing their teaching methods/choices (*Discussing my teaching methods/choices*, neither clearly agreeing nor disagreeing). However, added to these sub-themes were *Actions I should take*, *My time management*, and *Seizing the opportunity*, and to a much lesser extent *Actions I would take* and *My choosing not to intervene*.

The theme *Agreeing with my teaching methods/choices* showed student-coaches writing mostly about three aspects of their coaching: *My short-term planning/teaching choices* (such as choosing drills or executing drills), *My taking initiative/showing leadership*, and *My connecting with athletes*.

My short-term planning/teaching choices: J'ai réalisé une belle progression dans l'exercice et j'ai réussi à me faire prendre aux sérieux et même plus, je dirais même que j'ai réussi à imposer un bon tempo pour le reste de l'entraînement. Mes commentaires étaient très bien placés à mon avis et je crois que les joueurs se sont rendus compte que j'étais capable et ils ont donc commencé à plus m'écouter. J'ai vraiment apprécié le feeling. J'ai hâte de pouvoir être l'entraîneur d'une équipe de ce niveau. J'ai donc fait les 20 premières minutes de la pratique. La glace était cassée et j'ai mieux compris ce que le monde disait par rapport à ma capacité de « coacher » à ce niveau. Finalement, l'expérience a été positive. (PAUL-2204-149)

My taking initiative/showing leadership: J'ai donc fait beaucoup de rétroactions spécifiques et positives pour motiver l'équipe, tout en tentant de leur faire comprendre, lorsque le cas se présentait, ce qu'il devait modifier pour faciliter la progression offensive ou les sorties de zone. Finalement, nous avons remporté la partie 5-2. Plus qu'une victoire pour participer au tournoi. (FRED-2204-25)

My connecting with athletes: Aujourd'hui, j'avais vraiment hâte de venir écrire dans mon journal d'apprentissage. J'ai l'impression que c'était l'une de mes meilleures journées de stage depuis le début. Je crois avoir ressenti un impact direct sur les jeunes joueurs. Quelle sensation! Avant la rencontre, j'avais planifié de leur compter une histoire sur mes expériences antérieures de ma carrière de hockeyeur. Donc après le discours (d'un autre entraîneur), j'ai commencé à raconter mon histoire. Les jeunes semblaient tellement motivés. Ils ont d'ailleurs connu une très bonne première période. (MIKE-2204-30)

My connecting with athletes was difficult to name. Though the examples given are in competition, this type of reflection occurred in practice situations as well. Student-coaches seemed keen to link their behaviours with a positive athlete performance, particularly around interventions related to motivating and supporting athletes emotionally.

Reflections for when the student-coach disagreed with his actions (*I would do this differently next time*) showed similar first two sub-themes as *Agreeing with my teaching methods/choices* (i.e., *Short-term planning/teaching choices* and *My taking initiative/showing leadership*). For example:

My short-term planning decisions/teaching choices: Par ailleurs, (nom du mentor) m'a fait savoir sont contentement suite à la pratique...Si c'était à recommencer est-ce qu'il y aurait des choses à améliorer? Oui. Par exemple, j'essayerais d'avoir plus confiance en moi, de parler avec plus d'autorité. Pas nécessairement plus fort, mais avec moins de trémolos dans la voix. Aussi,

j'utiliserais l'approche TGFU à la suite des explications au lieu de leur demander tout simplement s'il y en a qui a des questions. (FRED-3200-3201-23)

My taking initiative/showing leadership: Je n'ai pas été très débrouillard, je l'admets. J'aurais pu seulement appeler quelqu'un, et nous donner un point de rendez-vous pour qu'il vienne me montrer le local. Mais je crois que ma fatigue et ma frustration m'ont un peu brouillé les idées...C'est dommage parce que j'aurais vraiment aimé assister à cette formation. Ce sera pour une prochaine fois peut-être. (PAUL-2204-107)

My time management was particular to PAUL's journals, and concerned both his on-going struggle with taking on a lot of responsibilities and then struggling with his time management, and his related habit of lateness. Though this was not seen in other student journals, it seemed worth noting to show how a student-coach reflected regularly on a theme that was related to a broader issue in his life. This student-coach often came to talk with the internship supervisor about his challenges in this area.

My time management: J'avais vraiment hâte à ce match. J'ai dû manquer celui contre l'équipe xyz à cause d'une formation à mon emploi au (nom de l'entreprise). J'aime bien cet autre emploi, mais ce n'était à la base qu'une opportunité secondaire de faire un peu d'argent pendant mes études, mais plus ça va, plus il prend de la place et ça me fâche vraiment d'avoir à manquer des matchs importants comme celui contre (nom d'un autre équipe). Mais pour l'instant, je n'ai pas le choix. (PAUL-3200-3201-31)

Seizing the opportunity was also a sub-theme regarding student-coach actions, recurred in only a few journals.

Seizing the opportunity: (nom du directeur du programme) m'a mentionné qu'il avait un poste pour moi après mes études au Collège en considérant que je devais connaître un bon stage. C'est donc une motivation de plus pour moi. On ne se mentira pas en mentionnant que notre profession n'est pas encore reconnue par les différentes institutions et quand je vois une porte d'entrée comme cela, j'ai l'intention d'y entrer à toute vitesse. (MIKE-3200-3201-1)

Actions I should take was the heading used when the student-coaches were either explicitly (writing in the first person: I should do...I will do...) or implicitly identifying an action to take in response to what they were writing about (writing in the third person: e.g., to address situation xyz, a coach can...). From further analysis of *Actions I should take* emerged the sub-themes *To enhance my learning*, *To broaden my competencies*, and *To improve my teaching*:

To enhance my learning: Tout d'abord, je suis arrivé avant la pratique afin de pouvoir parler un peu avec (nom du mentor). Je crois que c'est très avantageux pour moi d'arriver un peu plus à l'avance pour pouvoir échanger avec (nom du mentor) et ainsi comprendre mieux ses opinions pour la pratique et aussi pour mieux connaître ses buts. Je crois que je devrais lui demander exactement quels sont ses objectifs aussi, afin d'orienter mes interventions avec les joueurs. (PAUL-2204-42)

To broaden my competencies: ...je vais devoir faire des efforts pour m'habituer à gérer un budget puisque cet aspect pourrait très bien constituer un élément important pour être embaucher au sein d'une organisation. (MARK-2204-68)

To improve my teaching: Finalement, je reviens souvent à ce point, mais je continue à croire que je ferais un meilleur travail si je pouvais aider à la conception des pratiques. Mais avec nos horaires, c'est impossible. Ceci dit, je crois que je devrai me fixer un objectif à court terme

comme prendre plus souvent la parole aux pratiques et aux matchs...Je crois que si j'arrive à mieux intervenir devant toute l'équipe, je serai en bien meilleure position pour pouvoir améliorer mes compétences comme entraîneur. (PAUL-2204-83)

5.1.3 Other themes of consequence

When student-coaches did not reflect on their mentors actions or their own actions, the themes emerging most often from their reflections were *Forming relationships*, *Role of the coach*, *Athlete attitudes/behaviours* (athlete actions), *Teaching methods/choices* in general (independent of their mentor's or their own actions), and *Technical-tactical-mental-physical preparation*.

5.1.3.1 *Forming relationships as a theme*

Forming relationships was a theme that the researcher anticipated (see Researcher bias and assumptions in Chapter 3), as student-coaches often come to see her during their internships to talk about their relationships with the athletes and coaches. This was reflected in the results.

Student-coaches referred to their *Relationship with athletes*, their *Relationship with the coaching staff* (their team), their *Relationship with the team* (athletes and coaches of their team), and to *Networking with coaches from other teams*. When referring to the sub-theme *Relationships with athletes*, they talked about strategies for *Getting to know the athletes better*, *Maintaining distance* (getting close enough yet maintaining enough distance to be effective as a coach), and *Being credible* and earning the athletes' respect. An example of each is provided hereafter:

Getting to know athletes better: Mon objectif pour cette journée était encorne une fois assez clair, essayez de retenir le plus de noms possible. Dans un contexte d'entraînement en soccer, l'approche est beaucoup plus facile lorsqu'on est en mesure d'interpeler la personne par son nom (GREG-2204-5)

Maintaining distance: Effectivement, malgré les points soulignés ci-haut, certains athlètes, ou encore certaines situations, exigent que l'entraîneur soit plus distant de l'athlète afin de faire preuve de figure d'autorité. Il est évident que l'entraîneur ne peut accepter un laisser-aller de la part des athlètes, par contre, une atmosphère trop relaxe risque de faire en sorte que l'athlète, pas assez mature à cet âge, croit que tout lui est permis et que personne ne le réprimandera. C'est pourquoi, je crois que je peux à l'occasion me montrer plus relaxe et près des joueurs, mais que dans la plupart des situations, aussi en raison de mon jeune âge, je me dois de garder une certaine distance avec eux. (MARK-3200-3201)

Being credible: Je ne baisse cependant pas les bras, mais une chose est certaine je devrai me montrer à la hauteur, afin de gagner le respect de tous ces hockeyeurs collégiaux. (MARK-2204)

With regard to forming relationships with other coaches, only PAUL seemed to repeatedly reflect about the relationship he was developing with the coaching staff of his team (*Relationship with the coaching staff*) and on his *Networking with coaches from other teams*. His reflections on networking seemed to be related to specific opportunities; while en route to out of town games, as his team shared a bus with other teams and their coaches, and when greeting coaches from other teams prior to games.

Relationship with the coaching staff: Le tempérament de (nom du mentor) sera un défi pour moi à gérer et de composer avec cela. Je dois apprendre sa vision et comprendre comment il pense.

Je devrai aussi apprendre à composer avec (nom de l'assistant entraîneur) qui semble vouloir parfois me diriger quand (nom du mentor) est là, parfois se fâcher contre (nom du mentor) quand il n'est pas là. Il change d'humeur rapidement et j'ai de la difficulté à le comprendre aussi. Tout cela m'amènera sûrement à faire beaucoup de travail personnel pour apprendre à composer avec ces éléments et de réussir à trouver une manière de rester moi-même et d'aider les joueurs comme je sais que je peux le faire. (PAUL-2204-58)

Networking with coaches from other teams: Finalement, comme départ et pour un match pré-saison, sans avoir eu d'entraînement avant, j'ai bien aimé mon expérience...Je devrai aussi faire preuve d'un peu plus de détermination pour élargir mon réseau de contacts. (PAUL-2204-5).

5.1.3.2 Role of the coach as a theme

When a student-coach reflected about this theme, he did so in one of two ways – either with regard to the role of a coach in general (sub-theme *Role of a coach*), or with regard to his role as a coach (sub-theme *My role as a coach*). In the case of the former sub-theme, the student-coach would reflect on what a competent coach does or the expectations that others have of a coach. The latter sub-theme showed two sub-themes; *Expectations of me/my role*, wherein the student-coach was reflecting on what others expected of him, and *My expectations of the internship* wherein he was reflecting on his expectations.

Role of a coach: D'ailleurs, j'aimerais réfléchir sur les rôles que l'entraîneur peut jouer dans ces moments difficiles, tels que le rôle de motivateur, le rôle d'instructeur, ou en encore le rôle de soutien...En amenant les athlètes à réaliser le fait que de perdre des matchs ne constitue pas une fin du monde en soi, l'entraîneur leur permet de leur apprendre le célèbre « stop and think » de mon collègue (nom du mentor), ce qui en soit veut tout dire. (MARK-2204-61)

Expectations of me/my role: À l'instar de ce qui s'est produit dans mon rôle d'entraîneur-chef, j'ai pu me questionner et réfléchir sur ce qui m'attend dans mon rôle d'entraîneur-adjoint au niveau (nom du niveau). Effectivement, je me suis questionné sur l'importance de mon rôle et sur ma vision des choses pour la saison à venir... parce que (nom du mentor) me permet de prendre davantage de responsabilités, et ce, dès le départ. Il faut cependant noter que j'agis avec (nom du mentor) comme employé au lieu de stagiaire. ..Donc, le style d'entraîneur qu'il incarne (nom du mentor) m'amènera, selon moi, à devenir un entraîneur plus compétent et à occuper un rôle encore plus important que celui qu'un simple adjoint pourrait jouer, car je vais pouvoir apprendre dans diverses situations et avec un professionnel très soucieux du personnel humain qui l'entoure. (MARK-3200-3201-10)

My expectations of the internship: Sous tous ces angles, notre équipe semble ne pas être dans la même ligue. Nous devons faire de notre mieux pour développer nos joueurs afin qu'ils deviennent de meilleurs individus, mais je comprends aussi que le contexte est différent. ...Mais comme je suis entraîneur contre eux, je crois bien que je vais rester dans le mystère. Je sais que j'ai une grande chance et je suis dans une meilleure situation pour moi présentement avec (nom du mentor) et notre équipe, mais j'ai encore énormément de choses à apprendre que je n'aurai pas vécues après cette année. (PAUL-2204-115)

5.1.3.3 Athlete attitudes/behaviours as a theme

Athlete attitudes/behaviours was a sub-theme seemingly of importance to MARK. In his reflections on this topic, MARK reflected most often athlete effort.

Athlete attitudes/behaviours: Une chose surprenante, que (nom de l'assistant entraîneur) et moi avons pu remarquer, est la grande nervosité qui était présente lors du second match, étant

donné que pour celui-ci, plusieurs parents étaient présents, ce qui n'est pas chose commune puisque les joueurs évoluent la plupart du temps à l'extérieure. Cependant, cette fébrilité s'est transformée en jeu brouillon sur la patinoire, (MARK-2204-30)

5.1.3.4 Teaching methods/choices as a theme

At times, student-coaches reflected directly on teaching methods/choices without doing so in reference to his or his mentor's actions. Teaching methods/choices was a recurring theme in both PAUL's and MARK's journals.

Teaching methods/choices:

Teaching methods/choices: Pourquoi avons-nous encore perdu? Je dirais que l'intensité des pratiques n'est pas assez élevée. Oui, il faut faire attention à nos joueurs pour ne pas les voir tomber de fatigue, mais il faut qu'ils s'entraînent à relever des défis quotidiennement. Les entraînements n'ont pas besoin d'être plus longs, mais jouer plus avec de l'opposition rendrait la pratique plus intense. Donner des défis de nombre de points (performance), faire des parties physiquement plus difficiles pour en même temps améliorer leur forme physique; ils vont pouvoir se forger une attitude de gagnant. (PAUL-3200-3202-57)

5.1.3.5 Technical-tactical-physical-mental preparation as a theme

This theme was also examined for the aspect of preparation that was addressed. It was a theme common to STEVE's journals. Overwhelmingly, these reflections were about tactical and mental aspects of preparation.

T-T-P-M, Tactical aspect: En général, j'ai bien apprécié la séance, j'ai bien réussi à bien cerner les aspects du jeu de nos prochains adversaires que (nom du mentor) donnait de l'importance. Je sais dorénavant quoi faire lorsqu'une formation dans le futur aura un style de jeu similaire à celui que possèdent les nom de l'équipe XYZ. (STEVE-2204-91)

T-T-P-M, Mental aspect: Enfin, pour préparer les athlètes, un énorme travail de préparation, de psychologie, de conscientisation et de renforcement doit être fait par l'entraîneur et je dois avouer que ces moments sont mes préférés et que j'aimerais bien pouvoir pousser ma formation en tant qu'entraîneur plus loin dans cette veine et en devenir un spécialiste, car j'aime observer les réactions des athlètes à travers les mises en situation et les discours orchestrées par mon mentor. (MARK-2204-115)

Table 14: Number and (relative percentage excluding descriptive units) of themes for each and for all journals

Theme Sub-theme Sub-sub-theme	ALL JOURNALS	PAUL-2204	PAUL-3200-3201	MARK-2204	MARK-3200-3201	FRED-2204	FRED-3200-3201	MIKE-2204	MIKE-3200-3201	STEVE-2204	STEVE-3200-3201	GREG-2204	GREG-3200-3201
Forming relationships	32(3.2)	9(4.3)	6(4.1)	6(3.9)	5(4.4)	0(0)	1(1.6)	1(2.4)	1(2.5)	0(0)	0(0)	1(10)	2(6.3)
Networking with coaches from other teams	3	2	1	0	0	0	0	0	0	0	0	0	0
Relationship with the athletes	12	4	0	1	3	0	1	1	1	0	0	1	0
Relationship with the coaching staff	12	3	5	2	1	0	0	0	0	0	0	0	1
Relationship with the team (athletes and coaching staff)	5	0	0	3	1	0	0	0	0	0	0	0	1
Role of the coach	47 (4.7)	16(7.7)	6(4.1)	2(1.3)	8(7.0)	1(1.9)	4(6.6)	1(2.4)	2(5.0)	3(4.5)	1(1.2)	2(20.0)	1(3.1)
Role of a coach	21	4	0	1	6	0	4	0	2	2	1	0	1
My role as coach	26	12	6	1	2	1	0	1	0	1	0	2	0
Expectations of me/my role	22	9	6	1	2	1	0	1	0	1	0	1	0
My expectations of the internship	4	3	0	0	0	0	0	0	0	0	0	1	0
Mentor behaviours/interventions	341(33.9)	60(28.8)	71(48.3)	35(23.0)	20(17.5)	0(0)	37(60.7)	1(2.4)	3(7.5)	50(75.8)	52(64.2)	2(20.0)	10(31.3)
As they relate to me	22	5	0	8	6	0	0	0	1	0	0	0	2
Giving me feedback	17	4	0	5	6	0	0	0	1	0	0	0	1
Showing confidence in me	5	1	0	3	0	0	0	0	0	0	0	0	1
As they relate to his coaching	319	55	71	27	14	0	37	1	2	50	52	2	8
Agreeing with mentor teaching methods/choices	195	29	16	20	9	0	24	1	1	46	40	1	8
Discussing mentor teaching methods/choices	37	4	9	6	1	0	6	0	0	2	9	0	0
I would do this differently than my mentor	87	22	46	1	4	0	7	0	1	2	3	1	0
My behaviours/interventions	407 (40.5)	104(50.0)	48(29.1)	53(20.9)	63(55.3)	47(88.7)	14(23.0)	33(78.6)	28(70.0)	3(4.5)	3(3.7)	0(0)	11(34.4)
As they relate to my feelings	70	20	7	24	11	2	1	5	0	0	0	0	0
My competency	31	5	1	13	7	1	1	3	0	0	0	0	0
My motivation	13	5	1	3	2	1	0	1	0	0	0	0	0
My self-confidence	26	10	5	8	2	0	0	1	0	0	0	0	0
As they relate to my actions	337	84	41	29	52	45	13	28	28	3	3	0	11
Actions I should take	140	39	20	15	17	7	6	13	13	2	0	0	8
Actions I would take	7	0	0	0	0	6	0	0	0	0	1	0	0

Agreeing with my teaching methods/choices	97	20	8	1	18	25	3	12	8	1	0	0	1
Discussing my teaching methods/choices	20	4	4	1	6	5	0	0	0	0	0	0	0
I would do this differently next time	47	10	7	6	10	2	4	3	3	0	2	0	0
My choosing not to intervene	2	2	0	0	0	0	0	0	0	0	0	0	0
My time management	12	9	2	0	1	0	0	0	0	0	0	0	0
Seizing the opportunity	12	0	0	6	0	0	0	0	4	0	0	0	2
Other themes (and topics occurring less frequently)	181(18.1)	21(10.1)	16(10.9)	56(36.8)	18(15.8)	5(9.4)	5(8.2)	6(14.3)	6(15.0)	10(15.2)	25(30.9)	5(50)	8(25.0)
Athlete attitudes/behaviours	41	5	2	16	5	0	3	0	0	2	3	2	3
Athlete/sport development	13	2	3	2	1	0	0	1	0	0	3	1	0
Coaching and personal life	1	0	0	1	0	0	0	0	0	0	0	0	0
Coach psychology and stress management	1	0	0	0	0	0	0	0	1	0	0	0	0
Coaching style	2	0	0	1	0	0	0	0	1	0	0	0	0
Money and sport	1	0	0	0	0	0	0	0	1	0	0	0	0
My metacognition	1	0	0	1	0	0	0	0	0	0	0	0	0
Parents	10	0	0	1	7	1	0	1	0	0	0	0	0
Performance analysis	14	1	3	7	0	1	1	0	0	0	1	0	0
Planning	8	1	0	4	0	0	0	0	3	0	0	0	0
Safety	1	0	0	1	0	0	0	0	0	0	0	0	0
Similarities/differences between university and internship methods	10	0	0	8	0	0	0	0	0	0	0	0	2
Teaching methods/choices	48	10	5	8	3	3	1	2	0	3	8	2	3
Team management	1	1	0	0	0	0	0	0	0	0	0	0	0
Technical-tactical-physical-mental preparation	29	1	3	6	2	0	0	2	0	5	10	0	0
Description only	267	27	18	15	3	21	10	4	4	46	65	9	45
TOTAL, with descriptive units	1273	235	165	167	117	74	71	46	44	112	146	19	77
TOTAL, excluding descriptive units	1006	208	147	152	114	53	61	42	40	66	81	10	32

6 Chapter 6: Discussion

The primary objective of this research was to examine existing artefacts, namely student-coach reflective journals kept during their undergraduate internships, in order to gain insight into what student-coaches were writing about in their journal entries. The results will be reinvested in the BIS internships by informing future pedagogical decisions. They also contribute to the research on the coach as a reflective practitioner, a line of inquiry that has seen little empirical research to date. This work represents the beginning of what will be a sustained line of inquiry on the student-coach as a reflective practitioner in the BIS.

The internship supervisor selected reflective journaling as a pedagogical exercise for the BIS internships based on the literature on the coach as a reflective practitioner (see Chapter 2). The journaling process as described herein was maintained for four academic years (2007-2011), during which the journals from the six student-coaches in this study were developed by the student-coaches and assessed each year by the internship supervisor (2008-2011). It was important to the internship supervisor to persist long enough with the journal-writing requirement to see if time, practice, and two years of coach experience would have an effect on depth of reflection. It was also important to persist long enough to be able to assess journals from a graduating class that had experienced the journaling exercise from their first to third years of study and experienced both workshops (see Appendices 3 and 4). And the final reason for the internship supervisor's persistence with the journaling requirement was that it took time for her to become proficient in assessing depth of reflection. This was initially difficult as she was also learning about reflective writing at the same time as introducing it to the student-coaches, and assessing student-coach journals made for a lot of reading at the end of each school year.

The experience of the internship supervisor over the years that the reflective journal was implemented in the BIS informed her decision to ask the research question of this study but also to drop an earlier research question regarding depth of reflection in the student-coach reflective journals. The research question retained, what student-coaches were writing about, is an important starting point to better understanding student-coach reflection. It provides insight into what they were noticing, or what was important to them during their internship experiences. It tells the internship supervisor where to start in order to prepare materials for teaching for the mentors and for herself that are relevant to what the student-coaches are identifying as their choices for materials for learning. As Moon (2004) points out, regardless of what the teacher decides to teach, the learner chooses what he will ultimately learn. Extending this hypothesis further, the better the match between the materials of teaching and the materials of learning, the better chance that meaningful learning will occur.

The research question concerning depth of reflection was put aside because of the internship supervisor's experiences in assessment of the student-coach journals over the journaling period; the answer to the question of depth became evident through her teaching practice. The pressing question that would be most useful to inform future pedagogical decisions for the internships was the question that was retained. By discussing why the question of depth was put aside, some of the considerations that need be applied to the interpretation of the results from the question that was studied empirically herein are addressed.

6.1 What the internship supervisor learned over the journaling period

6.1.1 Student-coach written reflection was mostly superficial

In assessing all student-journals from 2007-2011, it became increasingly evident that the journaling process as done in the BIS was effective at showing the breadth of topics that seemed to be capturing the student-coaches' attention for further reflection (the research question in this study) and thereby providing useful information on what they were noticing. However, the student-coaches did not seem to be improving very much with regard to their depth of reflection over time. Reflections remained relatively superficial after two years of regular writing about their experiences. Workshop 1 (see Appendix 3) seemed to be effective in moving a student-coach from entirely descriptive writing toward descriptive writing with some reflection (Moon's Level 1 to Level 2 – see Appendix 3). Student-coaches did not, however, show much evidence of reflective writing that would correspond to Moon's Levels 3 and 4 as a result of Workshop 2 (see Appendix 4) or as a consequence of regular, sustained writing.

This is not to say that no student-coaches showed reflections that were considered representative of Moon's Levels 3 and 4, or the coaching reflective process described by Gilbert and Trudel (2001). It was just rare. Over the period of time that journaling was implemented, the journals showing the deepest reflections were Paul's, one of the student-coaches in this study, and from whose journals many of the citations given as examples of the emerging themes in this study. This may have given the impression that all journals were of this standard. Paul's journals were among the few that showed evidence of deeper reflection, often showing evidence of issue setting and strategy generation from Gilbert and Trudel's reflective process. For example:

Aujourd'hui, j'ai rencontré (nom de l'assistant coach) pour lui parler de la situation et comment on voyait nos 3 défaites consécutives et si nous n'avons pas un rôle à jouer dans notre mauvais parcours. Nous avons tout d'abord parlé de ce qu'il (nom du mentor) pourrait améliorer pour aider l'équipe. Je crois qu'il est beaucoup trop négatif et que ses émotions le rendent instable. Si on trouve que les joueurs n'ont pas assez d'expérience et qu'ils semblent parfois bipolaires avec leur performance sur le terrain, je crois que ce n'est pas étranger à notre comportement comme entraîneurs. Il y a aussi un certain enthousiasme qu'il pourrait amener de plus par son langage corporel et l'énergie qu'il démontre durant les éducatifs. Ce sont les points principaux que nous avons soulignés. Maintenant, est-ce qu'il y a une partie où nous pouvons avoir un impact en tant qu'adjoint. Je crois que nous pouvons amener une énergie particulière et un positivisme si je leur montre l'exemple. Je crois que (nom de l'assistant coach) peut amener le côté plus rationnel et contrôlé et (nom du mentor) peut amener plus d'intensité par ses exigences et par son professionnalisme. Nous nous sommes aussi demandés si nous voulions le rencontrer pour lui en parler. (nom du mentor) semble parfois manquer de confiance et il tombe rapidement sur la défensive, ce qui rend les commentaires sur ce qu'il fait un peu plus difficiles à faire. Je crois que (nom de l'assistant coach) a essayé de prendre un peu trop de place et a parfois empiété sur le rôle de (nom du mentor) et à plusieurs reprises, même si (nom du mentor) l'avait averti. Ceci a fait que (nom du mentor) est moins réceptif à ce que (nom de l'assistant coach) lui dit. C'est pourquoi nous croyons que ce serait mieux si c'était moi qui lui en parlait. En parlant à (nom de l'assistant coach), je croyais que la meilleure chose à faire serait de le rencontrer dans un contexte décontracté et de lui donner nos commentaires sous forme de conseils et de ne pas essayer de lui imposer quoi que ce soit. Mais après brève réflexion, je crois que juste par notre manière d'agir, nous pouvons influencer (nom du mentor) et en lui donnant quelques commentaires bien placés, nous pouvons arriver à avoir un meilleur impact.

De plus, (nom du mentor) a fait des réflexions aussi de son côté et est arrivé à la pratique avec des nouvelles résolutions qui, dans l'ensemble, vont dans le même sens que l'on croyait. (PAUL-3200-3201)

In most cases, journal entries were more of a chronicling of what student-coaches were noticing in their internships, and how they were processing what they were noticing (often a few sentences and sometimes a few paragraphs that were reflective), rather than a means of deeper consideration of problematic issues that arose and that required more exploration through reflection. Further inquiry would be needed to determine if reflective journaling could be an effective means of revealing a reflective conversation in student-coaches during their internships, or of developing depth of reflection in student-coaches if done differently. As it was implemented in the BIS, with the exception of some student-coach journals such as Paul's, most journals showed a lack of deep reflection and little progress in depth beyond Level 2 over the two-year internship period. A variety of reasons may explain this observation, including a lack of interest of the student-coaches in the reflective writing process, student-coach writing skills and cognitive abilities, a limited coaching repertoire of experiences on the part of the student-coach on which he could draw for reflection, and insufficient support by the internship supervisor. These potential explanations for a seeming lack of depth in most journals are also considerations to apply to the interpretation of the results of this study for the twelve journals analysed for topics of reflection.

6.1.2 Explanations for the lack of depth of written reflection that are also considerations to apply to the results of this study on topics of reflection

6.1.2.1 *Student-coach interest and rigour in journaling*

The student-coaches, when introduced to reflective writing and the reflective journal requirement, were invited to reflect on whatever was most significant to them on a given day. No directives were given on topic of reflection and no specifications were provided regarding length of each entry or the number of topics per entry. The only requirement presented to the student-coaches was that they write regularly (aiming for an entry after each presence) and throughout their internship (see Appendices 1-2 for guidelines and the assessment tool). The research question "*What topics did student-coaches write about in their reflective journals during their internships?*" was possible because they chose their own reflection topics for themselves.

That student-coaches were required to journal whether they liked it or not in order to successfully complete their internships introduces some questions of validity that cannot be answered regarding the research question and also may have affected depth of reflection. Reflective writing might have seemed like an unnatural way of reflecting for the student-coaches. Left to their own device, it is unlikely that they would have chosen to complete reflective journals of their own accord, as per what the student-coaches reported in Knowles et al.'s (2006) research on reflective journaling in undergraduate coach education. With regard to topic of reflection, it is possible that the student-coaches randomly picked what to write about in order to fulfil the obligation to write regularly but did not necessarily write about what was most important to them on a given day. In other words, they could have been writing about the first thing that came to mind when they sat down to write and not necessarily about what had been the most problematic for them or the most significant for them on that day, in their internship. With regard to depth of reflection, they may have written as quickly as possible to fulfill the requirement of journaling but and not have put effort into meaningful, deeper reflection on their experiences.

In order to interpret the results of this study as meaningful and warranting further discussion with regard to the topic of student-coach reflections, two assumptions were made with regard to the student-coach journal writing: (1) that the student-coaches in this study did not write randomly - that they chose with deliberation what they were writing about in order to communicate what was most on their mind on that day in their internship, and (2) that they did not write to please the internship supervisor; that they wrote for themselves. These two assumptions were made considering that students wrote over a two-year period, and assessment criteria rewarded regularity, depth, and questioning, not "correct" or model behaviours (which would probably have encouraged student-coaches to complement their practice in their journals rather than critique it). The assessment tool for the reflective journal (see Appendix 2) shows how the internship supervisor selected criteria that would make it advantageous for students to write honestly and openly about their difficulties. The assessment tool also considers depth of reflection, however it rewarded a commitment to written reflection (regularity) while encouraging depth, in consideration that this was a first effort in this regard, her skills as a teacher and assessor of depth or written reflection were in development, and that student-coaches were novice coaches with a limited repertoire of experience on which to draw.

With regard to regularity among the student-coaches in this study, three of the six, namely Paul, Mark, and Steve, wrote much more extensively than the other three. It is possible that one of the explanations for the increased incidence of certain topics may be a consequence of greater regularity in writing. A theme may have been more present simply because a student-coach wrote more often. Fred and Mike during their EPS-3200-3201 internships and Greg during both internships had milieus that provided the opportunity for at least five entries per week so it is unlikely that the milieu was key factor in regularity of reflection.

6.1.2.2 Student-coach writing skills, ability to express himself in writing and cognitive ability

The internship supervisor noticed over the journaling period and across all student-coaches that there was variability in their writing skills and abilities to express themselves in writing which probably affected depth of reflection. With regard to the six student-coaches in this study, the same three journals that showed greater regularity also showed slightly greater depth of reflection. This variability in quality of journals does however speak to the ecological validity of the data – as they came from a real-world teaching-learning situation, it would have been odd had they all been of high quality, as student abilities and interests vary. Interestingly, the three students with the higher quality journals also had higher GPAs upon graduation than the three with the lower quality journals. This may indicate a relationship between writing exercises and intellect, or at least that reflective writing does not present the same challenge for all student-coaches. Beyond a student-coach's interest in the exercise, reflective journaling may be harder for him because of his cognitive abilities or his ability to express himself through writing. Writing itself is a skill, and, by extension then, so is reflective writing. Even among the six student-coaches in this study there was great variability in writing ability and writing styles. This begs the question if reflective writing is a suitable exercise for all student-coaches to develop their reflective practice.

6.1.2.3 The importance of a repertoire of coaches experiences on which to draw for reflection

It is possible that novice student-coaches did not engage in a reflective process similar to experienced coaches as revealed in the Gilbert and Trudel (2001) study because a deeper reflective conversation may be contingent on sufficient prior experience (the coaches in Gilbert and Trudel's study were model coaches with prior experience). The shallowness of reflection on the part of the student-coaches may be a consequence of

having little or no prior experiences. They have a very modest repertoire of coaching experiences on which they can draw to set a problem within a problematic situation and generate possible strategies to test as part of a deeper reflective process.

6.1.2.4 Supporting the development of reflective writing skills

Student-coaches were reticent to show, and were not obliged to show, their journals to their mentors, and so their mentors could not be used a source of support for their written reflective process. Some did show their journals to their mentors, but most preferred to keep them private. This was probably because at times the student-coaches were writing about difficulties they were having with their relationships with athletes and coaches, and at other times critiquing the mentor's coaching, as shown in the results. It suggests that if written journaling is reintroduced to the BIS internships in some way in the future, a mechanism needs to be in place so that a student-coach can show and discuss with his mentor some, but not all of his reflections. If this mechanism were in place, it would then open a door to working with the mentors on their ability to support student-coach reflection on problematic situations when the student-coach chooses to turn to the mentor for advice in certain situations.

Perhaps because the journal is an independent activity it does not facilitate the engagement of the mentor in helping the student-coach set the problem within the problematic situation he is documenting, a key role Schön (1987) attributes to the mentor [issue setting in Gilbert and Trudel's (2001) terms]. Schön discusses how a mentor can draw on his experience in similar situations to help a novice practitioner describe or frame a problem in a way that then allows him to work through it. Perhaps one of the weaknesses in using written reflections is that, unless the student-coach discusses what he is writing about with his mentor, he will be attempting to set the problem within the problematic situation alone, and may lack a sufficient repertoire of experience to do so. As Gilbert and Trudel showed, even experienced coaches often issue set with the help of others.

The internship supervisor has learned that interventions to help student-coaches move from Levels 2 to 4 must be done one on one, with an expert coach who understands the reflective process, and regularly over an extended period of time. Reflective writing is a skill that takes time to develop, and probably depends also on the coach's growing repertoire as a result of more coaching experience. The internship supervisor stopped the journaling process not only to study the research question in this work but also to work toward a means whereby the BIS staff as a whole and the mentor coaches could be engaged in support of the development of student-coaches' reflection in their internships. This would provide the student-coaches with a richer pool of experts to help them work through their problematic situations, and make the goal of developing reflective practice in student-coaches sustainable given the growth of the internships. It would provide the BIS staff to engage in supporting student-coach reflection in areas that correspond to their expertise. For example, the sport psychologist would work more closely with the student-coaches when issues regarding relationships arose, and the teaching expert would work with the student-coaches when issues arose regarding running practices. Opportunities to develop reflective practice are based on the real problems of coaching, and so development of the reflective process is likely best supported by someone with an expertise both in reflective practice but also in the subject area of the problematic situation.

Providing student-coaches individualized support in their reflective practice is necessary to accommodate the variation in student-coach sport experience, reflective abilities, and writing abilities. Most importantly, however, it is essential because it allows for a response that is timed with a need – the problematic situations of

coaching arise at different times during the internship, and meaningful learning will most likely occur when the student-coach is seeking support with a situation he is living in the moment.

An important factor in the development of reflective practice in the student-coaches is the skill of the internship supervisor in supporting and assessing reflective practice. It takes time and practice for a person to become adept at recognizing and supporting the reflective process of another. It is a challenge both in a discussion form as well as in a written form through reflective journaling. After four years of assessing student-coach reflective journals, she still questions her consistency in assessing each reflection for depth, though over time her confidence has grown in her ability to assess a pattern of depth of reflection in a student-coach with consistency. This seems to suggest a need for training in recognizing depth of reflection and the development of tools to help an expert probe a student-coach toward deeper reflection (e.g., reflective stems, questions, examples).

What was evident at the time of assessment was that even though the journals were found lacking in deep reflection, they were communicating what the students were paying attention to during their internships, how they were *seeing* their experiences by what they were reflecting on (albeit superficially). As Moon (2004) proposes, the learner selects the materials of learning, not the teacher. Knowing what the student-coach is reflecting on provides insight into what he is selecting as materials of learning from his experience, and communicates what is important to him.

6.2 What the researcher learned from examining twelve journals for topics of reflection

6.2.1 Student-coaches primarily reflected on actions – theirs and their mentors'

Because of the length of time that journal entries were recorded for each student-coach, over a two-year period, the data were rich in providing answers on what the student-coaches were reflecting about despite the somewhat limited depth of reflection. This answer, that student-coaches primarily reflected on actions (theirs and their mentors'), is critical to better understanding student-coach reflection because it starts at the potential beginning of the reflective process – what is likely to trigger student reflection? It provides starting point for working with coaches on developing their reflective abilities - to know what a student-coach notices, what he picks out of the background to consider. It provides information on what the learner is attending to, and what may be the starting point for learning. Figure 14 shows what the internship supervisor set out to do by introducing reflective journaling versus what the journals actually showed, illustrating how the results of this study fit with Gilbert and Trudel's (2001) model of the coach's reflective process.

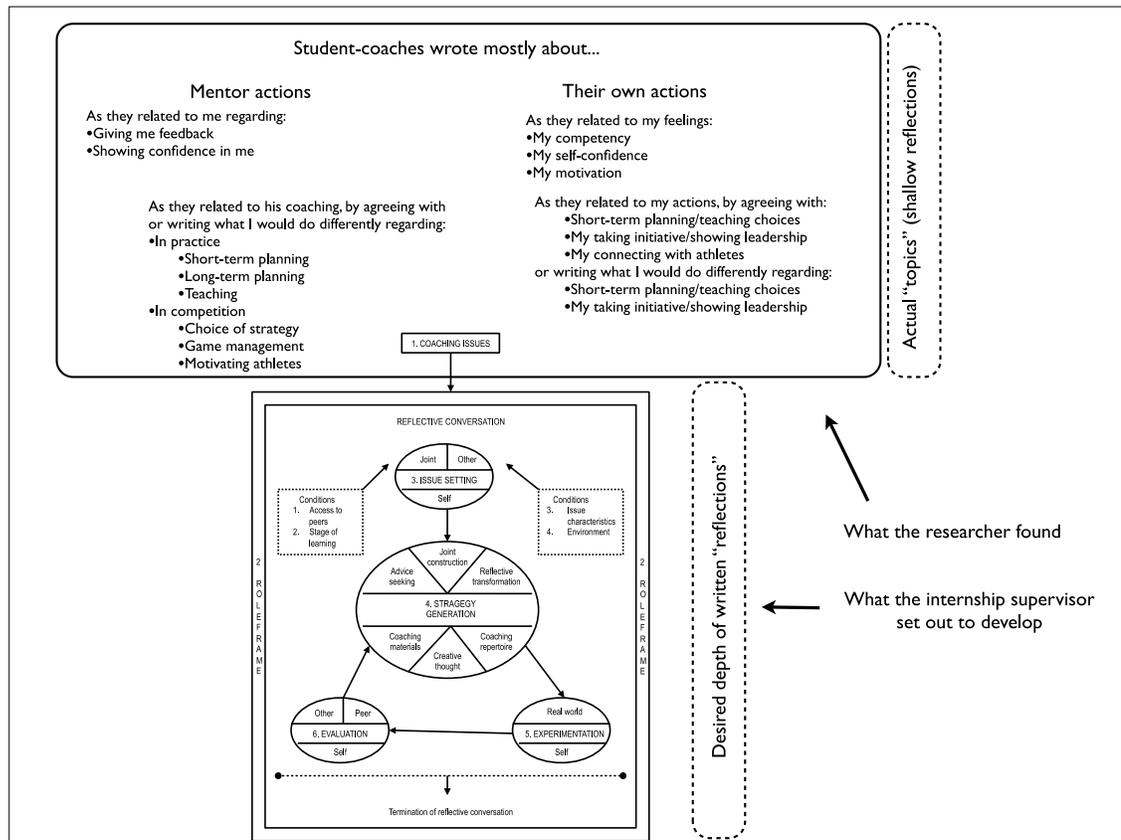


Figure 14: What the internship supervisor set out to do compared to what the researcher found

Overwhelmingly, the student-coaches wrote about their mentor's or their own actions (See Figure 9). Though they occasionally would address a topic such as planning directly, they usually addressed a topic by assessing their mentor's actions regarding a topic. For example, on occasion, a student-coach reflected about the *Teaching methods/choices* theme directly. However, most of the time when he was writing about teaching methods/choices, he was doing so by agreeing or disagreeing with his mentor's actions regarding teaching methods and choices or by agreeing or disagreeing with his own teaching methods and choices.

This focus on action in the written reflections of relatively novice student-coaches suggests a tacit awareness on their part that a measure of coaching effectiveness lies in the actions of the coach. It shows that student-coaches were reflecting on their learning through their mentor's actions or their own actions. Only rarely did a student-coach write explicitly "I am learning..." However, what he is learning at any given time is at least influenced and at most determined by what he is choosing to notice.

This focus on action in the reflections of the student-coaches may in some way bear witness to Schön's (1983) emphasis on reflection as a means of learning from one's experience through reflection in, on, and retrospectively on action. His work, so often cited in the literature on reflection, rests on the premise that the wisdom of practice is developed by reflection in and on action. The results of this research suggest that reflecting on actions, be they their own or their mentor's, was the primary trigger for student-coach reflection.

In addition to noticing actions, student-coaches were judging them. In most cases they were either agreeing with the action (their mentor's or their own) or disagreeing with it by stating either what they would do differently than their mentor or what they would do differently next time with regard to their own actions. Even with limited coaching experience, the student-coaches positioned themselves with respect to the actions they were noticing. It is not clear what they were using as a frame of reference for their judgements, but it does seem to communicate that they have one. This is an interesting area for further inquiry.

6.2.1.1 Reflecting on mentor behaviours/interventions, as they related to his coaching

There seems to be some similarity between the issues stimulating the reflective process in coaches from the Gilbert and Trudel (2001) study and the emerging themes from the topics of reflection in this study. Gilbert and Trudel examined problematic situations, or those issues that were subsequently set for a reflective conversation. In the case of this study, all topics were considered and, because of the *chronicling* nature of the journal entries, included but were not limited to problematic situations. Gilbert and Trudel used a pre-determined coding system and drew data from multiple sources (including on-site observation, documents, and interviews), whereas the data in this study was limited to the reflective journal.

Emerging from the themes relating to agreement and disagreement with their mentor's actions in practice situations were the themes *Short-term planning*, *Long-term planning* and *Teaching*. *Teaching* showed two areas for student-coach reflection – with regard to their mentor's pedagogical choices and with regard to their interactions with athletes. *Short-term planning* and *Long-term planning* are similar to a type of issue that Gilbert et al. (2001b) called Team Organisation, which included practice planning as a specific issue and concerned coach's actions. Because the emerging sub-theme *Teaching* in practice situations included both actions related to pedagogical choices and interacting with athletes, it seems to relate to two types of issues from the study, namely Athlete Behavior issues and Athlete Performance issues (Gilbert et al., 2001a).

In competition situations, and also regardless of whether student-coaches were agreeing or disagreeing with their mentor's actions, student-coaches reflected mostly on their mentor's *Choice of strategy*, his *Game management*, and his efforts with regard to *Motivating athletes*. Choice of strategy and game management were similar to the Team Organisation type of issue, particularly the specific issue of Lineup. *Motivating athletes* seems to bear some relationship with their Athlete Performance issue type.

With respect to differences among the student-coaches in reflecting on their mentor's actions, Paul did much more disagreeing with his mentor's actions than the other student-coaches. There is no way of determining why this student-coach seemed to chose a more critical approach to reflecting on his mentor's actions. Plausible explanations include that his age might have been a factor, as he was the oldest of the student-coaches in the study. Also, he was one of two student-coaches (with Steve) with three years prior coaching experience (see Table 11). It might also be that this way of reflecting has something to do with his character. Of all the student-coaches, he was the one who most often would stop in the internship supervisor's office to talk about his experiences during his internships. He seemed to show a natural inquisitiveness and a desire and ability to think critically about the actions of his mentors. Further inquiry would be needed to better understand why some student-coaches permit themselves to be critical of mentor actions, while others seem to have a more reverential regard for their mentor and his actions, and the effects that these different ways of seeing the mentor may have.

Paul also referred more to long-term planning than the others as well, both when agreeing and disagreeing with his mentor's actions. He regularly commented on the choices of the mentor regarding how the season

was structured, the choices the coach made with regard to the timing of exhibition games and the choice of opponents, and the progression of technical and tactical development over the season. This was true for both his internships, so it did not seem to be a factor of the particular conditions of one internship or one mentor. Rather, it seemed to show Paul's ability to see beyond the day-to-day aspects of practices and competitions in order to consider progression over a season and choices the mentor coach made with regard to longer term planning. Again, further inquiry would be needed to better understand why this was the case for Paul more so than for the other student-coaches.

6.2.1.2 Reflecting on mentor behaviours/interventions, as they related to me

Most often, when student-coaches were reflecting on mentor actions as they related to them, they were writing about moments when their mentor took the time to give them feedback on their coaching. Though little in number, they were always presented as being important to the student-coaches, regardless of whether the feedback was critical or supportive of their actions. On several occasions there was specific mention of a desire for more, and no mention of wanting less feedback on their performance. This showed that there was a genuine appreciation for the role of the mentor coach and openness on the part of the student-coaches, even an eagerness, to receive input from the mentor. The student-coaches considered the mentors credible assessors and contributors to their development. As an internship supervisor, this was a small but important finding, because it communicates a readiness on the part of the student-coach to learn from the mentor-student-coach relationship.

6.2.1.3 Reflecting on student-coach behaviours/interventions, as they related to his actions

Student-coaches also chose to write often about their own actions, and once again to hold them against some unknown standard by agreeing or disagreeing with them. When agreeing with their own actions, student-coaches were reflecting about *Short-term planning/teaching choices*, *My taking initiative/showing leadership* and *My connecting with athletes*. Unlike when writing about their mentor's actions, it was difficult to distinguish clearly between short-term planning and teaching choices and so the two were left as one sub-theme. However, what is important to consider is that short-term planning (i.e. practice planning) emerged as a sub-theme both when student-coaches were reflecting on their mentor's actions as well as their own. It also applied to both agreeing and disagreeing with their mentor's actions as well as their own. How coaches choose what to do in practice seems to have been important to the student-coaches in this study, what was most immediate for them, as evidenced by its emergence as a theme both when reflecting on their mentor's actions as well as their own actions.

When student-coaches were disagreeing with their actions (*I would do this differently next time*) they reflected on *Short-term planning/teaching choices* and *My taking initiative/showing leadership*. Unlike when they were agreeing with their actions, when disagreeing they did not refer to their connection with athletes. This suggests that they were not critical of their actions regarding connecting with athletes. It is not clear why this was the case, given that when reflecting on their mentor's interactions with the athletes, they seemed to have a more balanced approach (both agreeing with and disagreeing with his actions in this regard). Perhaps this has something to do with their desire for creating a positive relationship with the athletes, and therefore they do not want to draw attention, even to themselves, to potential mistakes in their interactions with athletes. Alternatively, it may be a result of a feeling of limited agency as a student-coach; they don't take risks in this area because they don't feel they have the power to engage in the type of interactions with athletes that would be significant enough to merit criticism.

Once again, the coaching issues identified as pre-cursors to the reflective process by Gilbert and Trudel (2001) that bore some resemblance to the topics the student-coaches were those grouped as Team Organisation, specifically the issue of Practice Planning. The recurring sub-theme of *Short-term planning* in the student-journals, both when they are writing about their mentor's actions and when they are writing about their actions, suggests that this area of decision-making is one that coaches recognize as important and potentially problematic. It suggests that student-coaches, like their more experienced counterparts in Gilbert and Trudel's study, are attending to one of the key areas for coaching – making choices about what to do in practice. This indicates to the internship supervisor a readiness for learning in this area. It also indicates that even novice student-coaches understand the importance of this aspect of coaching.

Sometimes, when reflecting on actions, student-coaches were neither disagreeing nor agreeing with actions they had taken, but rather were proposing future actions they should take. The *Actions I should take* sub-theme showed three types of objectives: (1) to enhance their learning, (2) to broaden their competencies, and to (3) improve their teaching. The emergence of this sub-theme and the three sub-themes were a surprise to the internship supervisor. In reading the journals for assessment purposes, it was not obvious to her that student-coaches were proposing concrete actions they could take to improve their coaching. It was only through decoupage and coding that the actions became clearer. These proposed actions seem to indicate a deepening reflection. There is no way of knowing if student-coaches actually followed up on the actions they proposed for themselves, a weakness of reflective journaling as it was done in the BIS. An opportunity was missed by the internship supervisor by not proposing an activity whereby student-coaches could extract the actions they were proposing for themselves in order to create an action plan including follow up on action. In addition to providing information on topics of reflection, journaling may prove a useful avenue for a student-coach to documenting actions he proposes to take in his future coaching, provided there is a strategy in place to extract actions to take and create an action plan with them.

With respect to differences among the student-coaches in reflecting on their own actions, Fred switched from agreeing with his own actions as a common way of reflecting in his first journal to agreeing with his mentor's actions in the second. His change in status from one of the primary coaches of a youth team with limited contact to his mentor in his first internships to an intern-coach for a collegiate team with an experienced mentor for the second and third internships (see the description of the internships presented earlier) greatly influenced the possibility of reflecting on mentor actions. Also, in his second and third internships, he was with a much higher level of team, and so leadership role was reduced to running drills and giving individual feedback to athletes. However, Mike also experienced the same type of change of context and role, continued to reflect on his own actions and not his mentor's. There is no way of knowing why Fred switched to reflect more on his mentor's actions while Mike stayed focused on his own. One explanation may be related to their prior experience as athletes. Mike was a goal tender who had played at the Junior AAA level, and was assisting the goal tender coach of a level lower than he had attained in his playing career. The athletes and the coach he was assisting therefore considered him credible, even as a novice coach. In Fred's case, his limited playing experience (see Table 11) and his credibility as a result with the athletes and the mentor coach was something that he seemed to worry about in some of his reflections. His journal suggested less intervention on his part than did Mike's, and therefore less opportunity to reflect on his own action. It was also the first time that Fred had been exposed to high quality coaching. Up until that point, his limited playing experience in house leagues meant that his only direct exposure to coaching was with volunteer, local (usually parent) coaches. Through noticing and agreeing with his mentor's actions, the most experienced coach he had encountered to date, Fred appeared to be expanding his understanding of effective coaching. This would be

an interesting area for future study – the effect that regular exposure to model experienced coaches through internships may or may not have on shifting a novice coaches' understanding of coach efficacy (role frame and beliefs as well).

6.2.1.4 *Reflecting on student-coach behaviours/interventions, as they related to his feelings*

From time to time, student-coaches wrote about their actions by referencing feelings of competency, motivation and self-confidence. Paul seemed to write more than others about his self-confidence. This was also a recurring theme in his visits to the internship supervisor. He struggled with feelings of self-doubt in general and this struggle was also reflected in his journal writing with respect to his coaching. Mark spent more writing time reflecting about his feelings of competency. He held his mentors in high esteem, and regularly questioned his ability to rise to the task. Though this was not a specific point of analysis, Mark did write on several occasions that he felt he was growing in competency. Without over reading into these points, what is important to note is that the reflective journals did show how the student-coaches were feeling about themselves, but did so as a result of their reflections on their actions. It is important to note that the “chronicling” nature of student-coach journaling, though problematic for working on depth of reflection, was a source of information for the student-coach and the internship supervisor on affective aspects of their coaching. This could prove useful information to help guide mentor and internship supervisor interventions with the student-coach, but also provides a medium for expression of these feelings and for seeing an evolution of these feelings for the student-coach himself.

Though the question of depth of reflection was dropped, it is worth noting that the student-coach who seemed to reflect most often on his feelings, Paul, was also the one who showed the deepest reflective writing. Mark's journal was also among the more reflective of the student-coach journals. Perhaps a person's willingness to examine his feelings in response to problematic situations is a gateway to deeper reflection.

6.2.2 Other principle themes in the student-coach reflective journals

Sometimes student-coaches did not reflect on their mentor's or their actions, but rather wrote directly about a topic. Five principle themes emerged when students were writing in this way: *Forming relationships*, *Role of the coach*, *Athlete attitudes/behaviours*, *Teaching methods/choices*, and *Technical-Tactical-Physical-Mental preparation*.

6.2.2.1 *Forming relationships*

The internship supervisor expected to find more reflections on this topic that she did (see Researcher bias and assumptions in Chapter 3). Student-coaches often come to see her early in their internships to discuss how they are fitting in with the team. There is no record kept of conversations between the student-coaches and the internship supervisor (the researcher). Early in their internship, many student-coaches discuss with the internship supervisor their growing relationship with the athletes and how the athletes confide in them more than in the head coach (usually their mentor). Later, they return to discuss how perhaps they have encouraged a friendship-like relationship and they now lacked authority to deal effectively with disciplinary issues. The researcher was expecting to see many more reflections of this nature in the data. However, it did occur sufficiently to be considered a distinct theme.

There are at least three possible explanations for this topic occurring less often than expected. Firstly, frequency might be a poor measure of importance – just because the student-coaches didn't reflect often

about this issue, does not mean it was not important to them. Secondly, the supervisor might have over-represented in her mind the importance of this issue to the student-coaches; that they are choosing to talk to her about this issue does not necessarily mean that it is more important than other issues that are of concern to them. This explanation can be a cautionary tale to internship supervisors to avoid assuming that something they think is of importance to the student-coaches is in fact among their most pressing issues. It might suggest also that caution is warranted when making pedagogical choices around reflective exercises to deepen reflection (e.g., discussion groups, reflective writing or other means) – that the issues for reflection need come from the student-coaches themselves and not from the internship supervisor. And thirdly, it may also suggest that student-coaches turned to the internship supervisor for advice most often in problematic situations about their relationships. Perhaps they saw the internship supervisor as a credible source of help in this area and an outsider to the situation. They saw in her safe person who may be able to offer a different perspective on a situation wherein the student-coach feels vulnerable.

Implicit in these citations and others in this sub-theme is a struggle for being seen in the role as the sport expert by the athletes, while at the same time having enough proximity to build trust and a mutual respect with the athletes. They are showing their beliefs regarding the place of both professional and interpersonal knowledge as key in their relationships with athletes, as proposed in Gilbert and Côté's (Côté & Gilbert, 2009; 2013) definition for coaching effectiveness.

6.2.2.2 *Role of the coach*

Role of the coach was a topic about which the coaches wrote with some regularity (see Table 13). They did not seem to write often about the role of a coach (general), rather when they wrote about the role of the coach they were writing most often about the expectations that they and others had about their role. This was a particular importance for Paul, who wrote on several occasions about his concern for what others expected of him in his role, and he did so in both his internships. Not wanting to venture too far into the potential psychological reasons for this, it is interesting to note that he also wrote more often about his self-confidence than the other student-internships. Perhaps there is some relationship between his self-confidence and his concern for what others are expecting of him. It is, however, clearly a sign of reflecting – he is stepping back and trying to see what is expected of him from the perspective of others.

6.2.2.3 *Athlete attitudes/behaviours*

Mark seemed to focus his reflections on *Athlete attitudes/behaviours* more than the other student-coaches. In these reflections, he wrote about how the athletes were not working hard enough, and at times did not seem motivated. However, rather than commit to a deeper reflection on the potential reasons behind a perceived lack of effort or motivation and related, potential solutions, he would quickly look to ideas for how to motivate athletes (e.g., pep talks, motivational speeches). This theme was a key example for the internship supervisor of how superficial reflection can be helpful in identifying areas in which student –coaches are ready to learn, but can also pose a danger by reinforcing poor coaching practices. In Mark's situation, there were many possible factors that could have been contributing to what seemed to him like poor effort on the part of the athletes. Instead of exploring these possible causes and proposing potential solutions related to them, Mark would consistently turn to the clichéd role of the coach as locker room motivator as his solution.

6.2.2.4 *Teaching methods/choices*

Most of the time when student-coaches were writing about *Teaching methods/choices*, they were doing so by writing about mentor's actions and their actions regarding teaching methods/choices. However, from time to time a student-coach would write directly about this theme. This mostly occurred when student-coaches were

writing about conversations with other coaches, thoughts they had had, or what they had learned about teaching methods/choices.

6.2.2.5 *Technical-tactical-physical-mental preparation (T-T-P-M preparation)*

Similarly to teaching methods/choices, when student-coaches wrote about *T-T-P-M preparation*, this theme mostly occurred when student-coaches were writing about conversations with other coaches, thoughts they had had, or what they had learned about T-T-P-M preparation. They tended to write about tactical and mental preparation more than technical and physical. It is unclear why this was the case.

Regardless of whether student-coaches were writing about their mentor's or their actions or directly on other themes, they seemed to have topics to which they kept returning (for example, Paul on My time management, Mark on athlete attitudes/behaviours, Paul and Steve on Teaching methods/choices and Mark and Steve on T-T-P-M preparation). Recurring reflections about a given topic may communicate a desire or readiness on the part of the student-coach to explore this sub-theme in greater detail. In other words, the student-coach, by repeatedly reflecting on a given sub-theme, may be communicating openness or a readiness for learning about this topic. Alternatively or in addition to this possibility, the student-coach may also be demonstrating a need for help in problem setting.

6.2.3 Coaching as orchestration and the importance of noticing

During the time that reflective journaling was a requirement of the BIS internships, two significant pieces of literature have been published that are being considered to inform future pedagogical decisions in the BIS. The first, Côté and Gilbert's (2009; Gilbert & Côté, 2013) definition of coaching effectiveness presented in Chapter 2, has provided a definition that values the development of a coach's intrapersonal knowledge, and thereby providing a rationale for the development of reflective practice as important for coaching effectiveness. The second is a conceptualisation of coaching itself – not as a process that can be modeled, but as orchestration. This understanding of coaching as orchestration can also be helpful in situating the usefulness of the results of this research.

Valiant efforts have been made to date to model coaching as a process [e.g., (Lyle, 2002)]. However, no one model seems to fully capture coaching as complex, contextually bound and ambiguous. Jones and Wallace (2006) proposed orchestration as a metaphor for coaching; a contextualized practice that takes place in an ever-changing environment and depends on more than just the actions of the coach, wherein the coach is more one who *steers* than one who *controls* the athletes and the team.

Viewing the sports coach as orchestrator, then, marks a move away from the 'coach as exclusive controller' orthodoxy by re-conceptualising coaching as a contested, negotiated activity which practitioners must manage the best they can. Rather than being predominantly charismatic and transformatory, a coach's work is consequently seen as being much more outside the limelight, as unobtrusively arranging, guiding and generally scaffolding the resultant (athletes') public performance. (Jones, Bailey, & Thompson, 2013, p. 271)

Jones et al. (2013) recently drew on three theories from other disciplines to further explore the metaphor of coaching as orchestration. One of these theories, Mason's (2002) work on noticing as an essential ability for a developing practitioner, provides support for the research question of this study and is a potential source of inspiration for future directions in reflective practice in the BIS internships.

Mason's key premise is that "in order to develop your professional practice, you must first develop your own sensitivities and awareness. You must be attuned to fresh possibilities when they are needed and to be alert to such a need through awareness of what is happening at any given time" (2002, p. i). As he goes on to explain:

Giving people rules and mnemonics, and making them practise these to gain facility can usefully augment their understanding of what techniques do, why they work, and to what sorts of problems they can be applied. However, it can also dominate attention by displacing the very understanding which performance on tasks is supposed to represent or indicate. The same is true of reflection. Writing autobiographical and other notes, keeping a journal, and mentally re-entering salient moments can assist professional development and be integral to research; they can also be carried out mechanically and ineffectively." (2002, p. 17)

Mason (2002) argues that there is a distinction between casual noticing and deliberate noticing (he calls marking), or picking something out from the background. He proposes that noticing is key to professional development, and suggests strategies for its development. This consideration of noticing has implications both for the act of coaching as well as for the professional development of the coach himself. The decision-making of a coach begins with what the coach notices, to what information he attends.

At the risk of oversimplifying Mason's ideas, perhaps his concept of noticing can be related to the reflective process of the coach modeled by Gilbert and Trudel's (2001) model and presented in Figure 5. Mason's concept of noticing could be interpreted as how the coach comes to spot something as an issue in Step #1. In other words, among all the things to which a coach can attend, noticing may be how he comes to see an issue in the first place, an issue that then may or may not warrant issue setting and a reflective conversation. Perhaps a fitting metaphor for Mason's concept of noticing would be the tune dial on an old television set; noticing for a coach is adjusting the grain of his picture, sharpening what sees, distinguishing the foreground from the background. Perhaps noticing is a filter for identification of coaching issues (a preface to Step #1 in Figure 5) just as role frame is a filter for issue setting (Step #2 in Figure 5).

Deliberate noticing is the beginning of a reflective process – it determines the fodder for reflection. What the results of this study contribute is insight into what the student-coaches are noticing, or at least what they are reporting that they have noticed, given that they are engaging in reflection on action and not reflection in action when writing in their reflective journals.

In introducing the reflective journals to student-coaches, a frequent question asked of the internship supervisor by the student-coaches was "What do I write about?" This question is likely related to the student-coach's desire to correctly complete the assignment so he can get a good mark. But it may also be indicative of something else – that the student-coach is asking for help in noticing; he is unsure of his ability to pick out what is important from all that he is witnessing in his internship. He is asking for help in choosing what to mark, about what to reflect.

Conclusion and next steps for the researcher and the internship supervisor

Researching what student-coaches were writing about in their journals was the logical first step in beginning to study and work on the reflective process of student-coaches in the BIS internships. The exercise of journaling over an extended period of time showed the breath of topics in student-coach reflective journals. It also showed that student-coaches are mostly noticing actions, their mentors and their own, and are judging them against some unknown frame of reference, despite having little to no coaching experience.

The question that will now be asked is by what means can the internship supervisor make evident, to her, to the mentor, but most importantly to the student-coach himself, the frame of reference he holds for coaching effectiveness, the standard against which he judges coaching actions. Once this is brought to light, in what ways can this frame of reference be developed? This personal way of seeing coaching is most likely influenced by beliefs and role frame as well. It is likely that this personal vision of coaching effectiveness shapes what and how a student-coach notices, and that it probably also determines early on what a student-coach will accept or reject with regard to the materials of teaching he is exposed to during the BIS curriculum. In other words, rather than the curriculum having an impact on the student-coach's vision for coaching effectiveness, it is probably likely that this vision filters what the student-coach will select as materials for learning. Figure 15 shows the framework for further work on the student-coach as a reflective practitioner in the BIS.

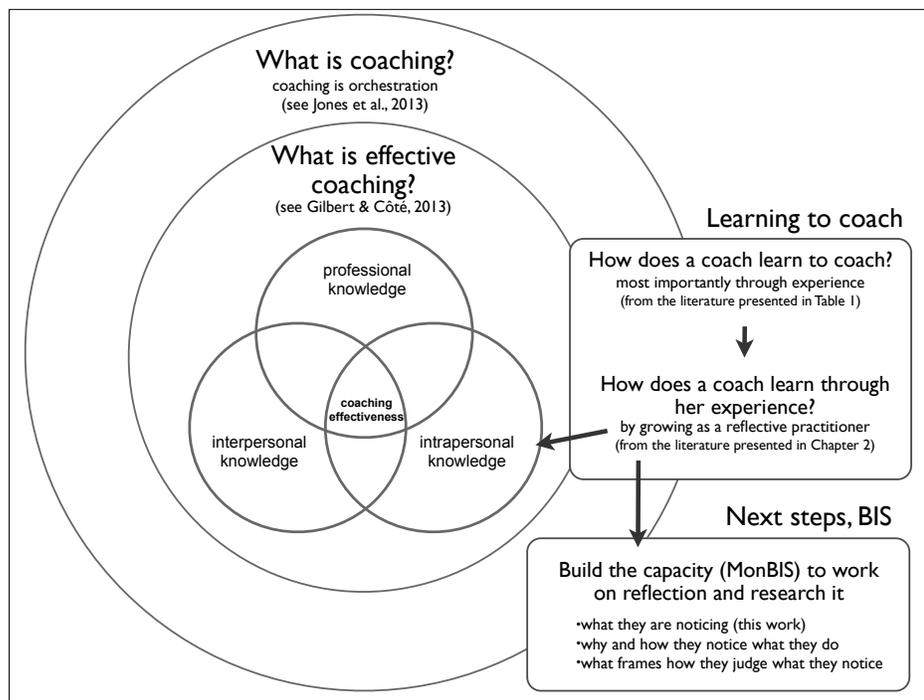


Figure 15: The framework for further work on the student-coach as a reflective practitioner in the BIS

Both the process of the reflective journal and the results of this study have informed actions that are currently being taken in the BIS toward developing student-coach reflective practice. What became evident through

journaling is that a means was needed to work with student-coaches on their reflective practice over time, individually, in ways that extend beyond chronicling and with the support of more than just the internship supervisor. The BIS faculty are currently developing a digital portfolio (MonBIS) in part to address this need. MonBIS will offer, among other features, the possibility to introduce activities at any point in the curriculum that are designed to promote reflective practice over time. These activities can overlap courses and internships. Also, MonBIS will include on-line communities of practice including student-coaches, faculty, mentors, and alumni. It will offer a place for student-coaches to record their sport experiences and to showcase their best work. And most importantly, it will offer a way to follow an individual student-coach's development over time, across the curriculum. Many will be able to support one, and one can be connected to many. With MonBIS in place, it will become possible to implement and monitor the effectiveness of different strategies aimed to support the development of reflective practice and learning from experience in the internships. It will offer a means for researching the practice of the BIS as well as the practice of student-coaches, and perhaps even the practice of the mentors.

The second investment of the results of this study will be the development of tools and strategies to help the mentor coaches' better support the student coaches' reflective practice in situ. The first target, inspired by this work, will be to draw out how and what student-coaches are noticing and the frames of reference they are using for their decision-making. In an attempt to work on student-coach reflection-in-action, two means are currently being explored. Still in the conceptual stage, the objective in both methods is to have the mentor and the student-coach make explicit their ways of noticing and their decision-making, and to work together on building the student-coach's frames of reference for noticing and decision-making.

The creation of a series of three video demonstrations of using a talking-aloud strategy is currently being planned. In the first, the mentor stands beside a student coach during practice and provides a running commentary of where and how he is looking, what he is noticing, and how and on what basis he is deciding how to act. The second video is the same; only it is the student-coach's perspective that is taken. In the third, the video demonstrates an interactive process wherein the student-coach and the mentor coach are talking together, out loud, on what they are noticing and how they should intervene. These examples will be provided to all mentors through a mentor resource section in MonBIS.

The second is a way of capturing reflection-in-action for subsequent reflection-on-action by using GoPro cameras. This type of camera offers several advantages in comparison to filming with a standard video camera. They are more resilient for the sport environment and are less conspicuous. They can be worn, so they do not interfere as much in action situations. They also offer a wide view, so when a coach wears one while coaching, it is possible to see all athletes in his field of vision, even when they are in close proximity. In this strategy, both the student-coach and the mentor coach wear a GoPro on a chest harness. While the student-coach is coaching, the mentor (or another student-coach) can be standing aside, capturing a wide angle with athletes and the student-coach. He can provide a running commentary of what he is noticing and provide reflective stems ("I am wondering if you are noticing what is going on to your left...have you considered...can you think of ways towhat might your options be...") that are recorded by the camera he is wearing. Simultaneously, the camera the student-coach is wearing is capturing his intervention from his point of view (the effects of his intervention on the athletes), and the student-coach is asked to talk-aloud about what he is noticing and his decision-making. By comparing the two recordings, the student-coach is provided two points of view, both physically and metaphorically. The video artefacts could be used as part of a future research project into the question of developing reflection-in-action of novice student-coaches.

There seems to be general agreement in the literature on how a coach learns to coach that experience is a primary source of learning for coaches, and that reflective practice is a means by which coaches learn from their experience. Studying coach reflection presents many challenges, including the ability to follow developmental coaches over an extended period of time in what is a primarily volunteer-based coaching context. These challenges can be mitigated by the BIS environment, making it a promising milieu for empirical research on the coach as a reflective practitioner in general, and specifically on the development of reflective practice in novice developmental student-coaches. This study is a starting point.

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Appendix 1: Written guidelines given to student-coaches during EPS-2204 pertaining to section 3 of the reflective journal

Mon suivi de mon implication en stage

Cette section consiste en un suivi de jour en jour de votre implication en stage; elle doit raconter l'histoire de vos expériences et de vos apprentissages. Qu'est-ce qui a été planifié? Qu'est-ce qui a été réalisé? Qu'est-ce que vous avez pensé et appris? Que sont les liens que vous pouvez faire entre vos apprentissages en cours et vos expériences en stage?

Créer et mettre en œuvre un outil original de suivi quotidien pour votre présence en stage. Pour chaque présence, vous devez documenter au minimum :

- Ce qui s'est passé, incluant vos rôles et vos responsabilités. (partie descriptive)
- Vos réflexions et apprentissages à la fin de chaque présence. (partie réflexive)

Quelques idées pour vous aider à démarrer...

Partie descriptive pour les stages en entraînement

Créer et mettre en œuvre un outil original pour le suivi des activités qui se dérouleront pendant les séances d'entraînement (planifiées vs réalisées) et pendant les compétitions. Si vous le désirez, vous pouvez créer un outil pour le suivi des séances d'entraînement et un autre pour le suivi des compétitions.

Voici quelques éléments que vous pouvez documenter en situation de pratique :

- Date, lieu, heure, logistiques.
- Climat (si pertinent), présences, blessures et autres circonstances affectant la planification.
- Estimation du volume et de l'intensité (planifiée vs actuelle).
- Lien entre les objectifs individuels et de groupe de la séance et la planification annuelle ou saisonnière (objectifs pour les mésocycles, phases, périodes).
- Ce qui a été planifié.
- Ce qui a effectivement eu lieu.
- Données sommatives concernant les athlètes, commentaires sur l'apprentissage des athlètes.
- Impact sur les plans futurs à court terme et à long terme.
- Vos observations, vos commentaires sur le rendement de la séance.

Voici quelques éléments que vous pouvez documenter en situation de compétition :

- Date, lieu, heure, logistiques.
- Climat (si pertinent), présences, blessures et autres circonstances affectant la planification.
- Moment de la saison (objectifs pour les mésocycles, phases, périodes).
- Importance relative de la compétition en lien avec le développement à long terme des athlètes, lien entre les objectifs individuels et de groupe de la séance et la planification annuelle ou saisonnière (objectifs pour les mésocycles, phases, périodes).
- Résultats (non seulement le résultat final, mais en fonction aussi du développement technique, tactique).
- Impact sur les plans futurs à court terme et à long terme.
- Vos observations, commentaires et réflexions sur la compétition et sur vos apprentissages.

Utilisez votre outil durant chaque pratique et compétition. Lors de la remise de votre document final, il devrait y avoir des feuilles complétées et des réflexions pour CHAQUE séance et compétition.

Il est possible qu'en cours de route, vous ayez à ajuster certains outils après les avoir testés en contexte réel. C'est normal! Si cela se produit, indiquez clairement à quel moment cela s'est produit et pourquoi ces ajustements étaient nécessaires.

Si le mentor avec qui vous travaillez utilise déjà différents outils pour documenter sa pratique professionnelle, vous pouvez les ajouter à votre journal, mais ceux-ci ne remplacent pas votre propre outil. Rappelez-vous que le but du journal est de documenter ce que VOUS avez observé et fait, ce que VOUS avez appris ainsi que les apprentissages réalisés par les athlètes.

NB : Vous êtes encouragé à inclure d'autres documents que vous utilisez pour le suivi des athlètes (e.g. les évaluations formatives et sommatives que vous faites avec les athlètes).

Partie descriptive pour les stages en administration

Commencez avec une description des projets dans lesquels vous êtes impliqué, incluant leur déroulement dans le temps.

Ensuite, créer et mettre en œuvre un outil original pour le suivi des activités qui se dérouleront pendant votre présence en milieu.

Quelques éléments que vous pouvez documenter en administration :

- Date, lieu, heure.
- Le(s) projet(s) sur lequel(s) vous avez travaillé(s) durant cette présence et l'état d'avancement de ceux-ci.
- Vos observations, commentaires et réflexions sur le rendement de la séance et sur vos apprentissages.

Utilisez votre outil durant chaque présence. Lors de la remise de votre document final, il devrait y avoir des feuilles complétées et des réflexions pour CHAQUE présence.

Il est possible qu'en cours de route, vous ayez à ajuster certains outils après les avoir testés en contexte réel. C'est normal! Si cela se produit, indiquez clairement à quel moment cela s'est produit et pourquoi ces ajustements étaient nécessaires.

Si vous avez travaillé sur un événement spécial (e.g. un championnat), inclure un bilan complet de l'activité que vous pouvez remettre au prochain qui va gérer le dossier (description de l'événement, organigramme, ordres du jour, tableau de Gantt, bilan financier, et recommandations pour le futur).

Partie réflexive pour les stages en entraînement ET en administration

Dans vos réflexions, vous pouvez discuter, par exemple, des liens entre ce qui s'est passé durant cette présence et vos cours du BIS, ce qui vous stimule, les défis vécus, les confrontations à vos valeurs, les apprentissages technico-tactiques et autres et les questions pour lesquelles vous n'avez pas encore de réponse.

Appendix 2: Assessment tool for the internships including the reflective journal

The evaluation tool examined the journal for quality of presentation, regularity of reflective writing, depth of reflection. It then required the student-coach to assess himself overall in the internships, including his journal. Student-coaches checked the boxes corresponding to his assessment of his performance on the left side of the column and submitted this formative self-assessment with the journal. The internship supervisor then completed her summative evaluation on the right hand side, allowing for an easy comparison between the two. She would meet individually with the student-coach if there was a significant discrepancy between his self-evaluation and her evaluation of his performance.

Le journal est-il présenté de façon professionnelle?

La responsable de stage va procéder à une évaluation du contenu du journal seulement si celui-ci est présenté de façon adéquate.

Autoévaluation de l'étudiant – boîtes à gauche Évaluation de la responsable – boîtes à droite

CRITÈRE	EN SITUATION D'ÉCHEC	EN DIFFICULTÉ	SATISFAISANT	EXCELLENT
Aspects visuels de la présentation La mise en forme est cohérente (e.g. styles, polices exploités).	La mise en forme est incohérente. <input type="checkbox"/> <input type="checkbox"/>	La mise en forme est incohérente dans quelques sections du journal. <input type="checkbox"/> <input type="checkbox"/>	La mise en forme est cohérente pour la majorité du document. <input type="checkbox"/> <input type="checkbox"/>	La mise en forme est cohérente pour la totalité du document, y compris les annexes. <input type="checkbox"/> <input type="checkbox"/>
La mise en page est cohérente (e.g. tabulations, interlignes, marges exploités).	La mise en page est incohérente. <input type="checkbox"/> <input type="checkbox"/>	La mise en page est incohérente dans quelques sections du journal. <input type="checkbox"/> <input type="checkbox"/>	La mise en page est cohérente pour la majorité du document. <input type="checkbox"/> <input type="checkbox"/>	La mise en page est cohérente pour la totalité du document, y compris les annexes. <input type="checkbox"/> <input type="checkbox"/>
La présentation contient des éléments visuels qui enrichissent le texte.	Il n'y a aucun élément visuel pour enrichir le document. <input type="checkbox"/> <input type="checkbox"/>	Il y a peu d'éléments visuels pour enrichir le document. <input type="checkbox"/> <input type="checkbox"/>	Des photos, graphiques, illustrations et/ou vidéos appuient le texte et ajoutent à sa compréhension. <input type="checkbox"/> <input type="checkbox"/>	IBID, plus : La production des éléments visuels est soignée. <input type="checkbox"/> <input type="checkbox"/>
Aspects de la présentation liés au contenu La table des matières est fonctionnelle et automatique.	Les éléments de la table des matières et les pages indiquées ne correspondent pas au contenu du journal. <input type="checkbox"/> <input type="checkbox"/>	Les éléments de la table des matières et les pages indiquées correspondent au contenu du journal, mais la table est créée manuellement. <input type="checkbox"/> <input type="checkbox"/>	Les éléments de la table des matières et les pages indiquées correspondent au contenu du journal et sont créées automatiquement avec la fonction Table des Matières du logiciel. <input type="checkbox"/> <input type="checkbox"/>	s.o.

Qualité de l'orthographe	En moyenne, il y a cinq fautes ou plus par page.	En moyenne, il y a trois ou quatre fautes par page.	En moyenne, il y a une ou deux fautes par page.	En moyenne, il y a moins d'une faute par page.
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
SECTION RÉSERVÉE À LA RESPONSABLE DE STAGES				
Dans l'ensemble...	<input type="checkbox"/> Un élément ou plus en échec – une révision est nécessaire avant l'évaluation du contenu.			
	<input type="checkbox"/> Deux éléments ou plus en difficulté – une révision est nécessaire avant l'évaluation du contenu.			
	<input type="checkbox"/> Un élément ou moins en difficulté – l'évaluation du contenu est possible.			

**Le suivi des implications en stage et des réflexions a-t-il été fait de façon régulière et détaillée?
(Section 3 du journal)**

Autoévaluation de l'étudiant – boîtes à gauche Évaluation de la responsable – boîtes à droite

CRITÈRE	EN SITUATION D'ÉCHEC	EN DIFFICULTÉ	SATISFAISANT	EXCELLENT
Régularité et précision du suivi de vos implications et réflexions	La plupart des descriptions ou réflexions sont absentes ou imprécises.	Plusieurs descriptions ou réflexions sont absentes ou imprécises.	Quelques descriptions ou réflexions sont absentes ou imprécises.	Toutes les descriptions et réflexions sont présentes et détaillées.
Le détail du suivi permet d'apprécier le vécu des athlètes (entraînement) ou les dossiers entrepris (administration)	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

Les réflexions sont-elles superficielles ou approfondies? (section 3 du journal)

Si le journal est complet, de qualité professionnelle et que le suivi est régulier et détaillé, la responsable de stage va procéder à une évaluation de la qualité des réflexions réalisées par l'étudiant. Ce travail de réflexion, de même que l'autoévaluation produite par l'étudiant et l'évaluation de la responsable de stage favorisent chez l'étudiant l'apprentissage d'un processus formel d'autorégulation.

Identifiez cinq réflexions de la section 3 du journal qui, selon vous, démontrent votre capacité en rédaction réflexive. La responsable évaluera spécifiquement ces cinq réflexions et votre bilan d'apprentissage et appréciera globalement l'ensemble de votre journal.

RÉFLEXION	PAGE	DATE
1		
2		
3		
4		
5		

CRITÈRE	DESCRIPTIF	DESCRIPTIF AVEC UN PEU DE RÉFLEXION	RÉFLEXIF 1	RÉFLEXIF 2
La description sert de mise en contexte pour les pistes de réflexion.	Le texte est uniquement descriptif.	Le texte est majoritairement descriptif et ne comprend que quelques pistes de réflexion qui sont nommées sans être explorées.	La partie descriptive du texte est précise et ne représente qu'une petite section de l'ensemble du texte.	IBID, plus : La partie descriptive du texte permet d'identifier les pistes de réflexion.
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
L'étudiant prend du recul par rapport aux événements vécus.	L'étudiant considère la situation de façon isolée et exprime des émotions sans plus d'analyse.	L'étudiant considère parfois la situation comme un élément d'un ensemble et/ou exprime des émotions sans plus d'analyse.	L'étudiant considère la situation comme un élément d'un ensemble, analyse ses émotions et exprime des hypothèses.	IBID, plus : L'étudiant revoit ou fait référence à ses analyses et hypothèses antérieures.
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
L'étudiant considère des facteurs d'influence qui pourraient affecter la situation.	L'étudiant ne fait presque pas mention de facteurs d'influence réels.	L'étudiant identifie parfois des facteurs d'influence réels (e.g. historiques, sociaux, culturels).	L'étudiant identifie régulièrement des facteurs d'influence réels (e.g. historiques, sociaux, culturels)	L'étudiant identifie clairement la portée de facteurs d'influence réels (e.g. historiques, sociaux, culturels).
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
L'étudiant se remet en question.	L'étudiant juge ses actions comme étant bonnes ou mauvaises, sans plus d'analyse.	L'étudiant reconnaît que certaines de ses actions sont plus ou moins adéquates mais arrive peu souvent à identifier les éléments du problème et à proposer des hypothèses d'actions pertinentes.	L'étudiant reconnaît régulièrement les actions qu'il doit réguler, identifie les éléments du problème et propose des hypothèses d'actions pertinentes.	IBID, plus : L'étudiant considère la pertinence et les effets potentiels de ses hypothèses d'actions en fonction de théories d'actions éprouvées.
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L'étudiant fait référence à d'autres opinions, points de vue, cadres de référence.	L'étudiant considère uniquement ou presque uniquement son point de vue.	L'étudiant considère que d'autres peuvent avoir un regard différent, mais ne l'explore pas.	L'étudiant explore les opinions et cadres de référence des autres.	IBID, plus : L'étudiant compare ses opinions et son cadre de référence à ceux des autres.			
L'étudiant explore à l'occasion son approche cognitive (s'engage dans la métacognition).	L'étudiant ne discute jamais de son processus de régulation.	L'étudiant fait parfois mention de son processus de régulation sans en dégager les forces et limites.	L'étudiant s'interroge manifestement sur son processus de régulation, discute des forces et limites de sa façon d'analyser et résoudre les problèmes.	IBID, plus : L'étudiant émet des hypothèses d'action pour améliorer son processus de régulation.			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sommaire

Quand je considère l'ensemble de mes performances comme stagiaire en et les objectifs et exigences du stage identifiés sur le site Web des stages et durant les cours et les ateliers de stage, j'évalue que le profil ci-dessous qui me ressemble le plus est (cochez qu'un profil) :

Autoévaluation de l'étudiant – les boîtes à gauche

Évaluation de la responsable – les boîtes à droite

Par des actions perceptibles en stage et mon engagement dans mon journal,

PROFIL E <input type="checkbox"/>	PROFIL D <input type="checkbox"/>	PROFIL C <input type="checkbox"/>	PROFIL B <input type="checkbox"/>	PROFIL A <input type="checkbox"/>
J'arrive rarement à objectiver et expliciter mes apprentissages.	Avec beaucoup d'aide, j'arrive parfois à objectiver et expliciter mes apprentissages.	Avec un peu d'aide, j'arrive à objectiver et expliciter mes apprentissages	J'arrive à objectiver et expliciter mes apprentissages sans assistance et de façon standard.	J'arrive à objectiver et expliciter mes apprentissages de façon nouvelle et créative.
Je peux rarement commencer ni compléter des tâches ouvertes.	J'ai besoin d'aide pour commencer et pour compléter des tâches ouvertes.	J'ai besoin d'aide pour commencer des tâches ouvertes.	Je peux accomplir des tâches ouvertes et je les apprécie, mais j'ai besoin d'aide pour gérer l'ambiguïté.	J'apprécie le défi et j'accomplis avec succès des tâches ouvertes avec un travail de haute qualité.
J'atteins peu ou pas d'objectifs d'apprentissage de façon régulière.	J'atteins quelques objectifs d'apprentissage de façon régulière.	J'atteins plus que la demie des objectifs d'apprentissage de façon régulière.	J'atteins la plupart des objectifs d'apprentissage de façon régulière.	J'atteins presque tout ou tous les objectifs d'apprentissage de façon régulière et souvent je les étends.
Je saisis rarement des activités d'apprentissage qui me sont offerts; quand j'y vais, ma participation est marginale.	Je m'absente régulièrement des activités d'apprentissage qui me sont offerts; quand j'y vais, ma participation est marginale.	Je m'absente parfois des activités d'apprentissage qui me sont offerts; quand j'y vais, je participe activement.	Je saisis toute occasion de perfectionnement en participant activement à chaque activité d'apprentissage qui m'est offert.	Je saisis toute occasion de perfectionnement en participant activement à chaque activité d'apprentissage qui
Je ne peux faire preuve		Je démontre que je suis le processus d'autorégulation exigé; l'on peut		

<p>d'autorégulation car il y a d'importantes lacunes dans mon journal d'apprentissage; mes implications en intervention sont limitées, parfois insuffisantes, et mes réflexions sont peu présentes et superficielles.</p> <p>J'ai de la difficulté à nommer les connaissances déclaratives, procédurales, et conditionnelles introduites dans le BIS, donc l'intégration de ces mêmes est impossible.</p> <p>Plus souvent que pas je me mets en situation où il y a forte chance que je réussisse. Je fais parfois ce qui m'est demandé, souvent moindre que les exigences minimales.</p>	<p>Je peux faire preuve que rarement d'autorégulation car il y a des lacunes dans mon journal d'apprentissage; mes implications en intervention sont limitées et mes réflexions sont peu présentes et superficielles.</p> <p>Je peux nommer, mais j'ai de la difficulté à discuter des connaissances déclaratives, procédurales et conditionnelles introduites dans le BIS, donc l'intégration de ces mêmes est peu possible.</p> <p>Plus souvent que pas je me mets en situation où il y a forte chance que je réussisse. Je fais ce qui m'est demandé, la plupart du temps à la limite et parfois moindre que les exigences minimales.</p>	<p>remarquer que je me suis impliqué comme intervenant quand c'était nécessaire pour répondre aux exigences de stage, et mes réflexions sont peu développées.</p> <p>Je peux discuter des connaissances déclaratives et procédurales introduites dans le BIS, mais souvent j'ai de la difficulté à faire preuve de leur intégration; j'ai de la difficulté à discuter des connaissances conditionnelles.</p> <p>Plus souvent que pas je me mets en situation où il y a forte chance que je réussisse. Parfois je trouve des occasions de perfectionnement que j'entreprends individuellement, mais normalement je fais ce qui m'est demandé.</p>	<p>Je démontre que je m'engage dans un processus d'autorégulation; l'on peut remarquer une implication en intervention, des réflexions régulières et parfois approfondies.</p> <p>J'intègre les connaissances déclaratives et procédurales, et souvent les connaissances conditionnelles introduites dans les divers cours du BIS.</p> <p>Quand on m'encourage de le faire, et parfois de façon autonome, je me mets dans la zone délicate incertitude. De temps en temps je trouve de façon autonome des occasions de perfectionnement.</p>	<p>m'est offert, et je me trouve d'autres régulièrement à l'extérieur du contexte des cours.</p> <p>Je démontre un haut niveau d'engagement dans un processus d'autorégulation; l'on peut remarquer une implication importante en intervention et des réflexions approfondies. J'intègre les connaissances déclaratives, procédurales et conditionnelles introduites dans les divers cours du BIS.</p> <p>Je cherche à me mettre régulièrement dans la zone délicate incertitude sans que ça ne soit imposé. Je suis constamment à la recherche de nouveaux défis, et je suis autonome ma recherche d'occasions de perfectionnement.</p>
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Certains énoncés traduites ou inspirées du livre d'O'Connor (2002, p. 75), *How to grade for learning*

Commentaires et pistes de travail de l'étudiant :

Commentaires de la responsable de stage :

Appendix 3: Reflective journaling workshop 1 of 2, during EPS-2204

Process:

- Students were invited to organize themselves into groups of four.
- Each group was presented with a text consisting of a fictitious journal entry by a physician. The entry was about an event that was bothering him and that had occurred in his professional practice. The groups were asked to underline the parts of the text that they thought were reflective (as opposed to descriptive), and to identify what distinguished the reflective parts from the descriptive parts.
- The facilitator gathered two examples of parts of the text (see below) that were reflective from the groups to share with the whole group.
- This process was repeated a second and third time, with two texts (see below) that consisted of the same story told from the same perspective but in increasing in depth of reflection.
- After analysis of the three texts, each group was given a flip chart and invited to represent visually how a text can vary in depth of reflection.
- Each group then presented their representation in turn to the other groups.
- The facilitator then presented Moon's four levels of reflective practice in a document (see below) and in a PowerPoint presentation.
- The facilitator then distributed a fourth text, once again the same journal entry but increasing in depth of reflection, consistent with Moon's fourth level.

Support material:

A GP'S STORY – LE VÉCU D'UN MÉDECIN GÉNÉRALISTE
Une traduction directe d'un ressource de formation en pratique réflexive de Jennifer Moon (2006)
Université de Bournemouth
Translated and used with permission by the author

Version 1

C'était le début de Janvier –c'est toujours comme ça – il fait froid dehors, chaud et sans air à l'intérieur et les maladies d'après Noël arrivent en grand nombre. J'ai vécu une nuit difficile. Notre fille de 17 ans est sortie dans les bars avec ses amies et a téléphoné à 2h du matin parce qu'elle n'a pas pu se trouver un taxi – elle voulait qu'on vienne la chercher. Dès que l'appel s'est terminé, ma conjointe, Julia, a argumenté avec vraisemblance de rester au lit car elle enseignait le lendemain. (Que dire de ma longue liste de chirurgie qui m'attendait?). Je n'ai pas argumenté – je me suis tout simplement levé est je suis parti. C'était difficile de se lever le matin, et je faisais face à une longue file de personnes inquiètes et plus ou moins en santé avec des toux et rhumes et qui sont habitués de cacher leurs difficultés en famille et leurs ennuis au travail. Je suis cynique – je suis du même avis.

Je me rapprochais de la fin de la file quand la porte s'est ouverte et Marissa est entrée. Elle est arrivée avec les épaules rentrées, la face grise comme d'habitude, en tenant sa sacoche de cette manière typique. Elle a 30 ans, mais réussie à paraître plus que le double de son âge. Nous connaissons bien Marissa et toutes ses douleurs. J'étais surpris de la voir, car elle n'était pas sur la liste du matin, ce qui veut dire que notre réceptionniste, Trisha, a dû l'insérer. L'expertise de Trisha à juger qui a besoin d'être "inséré" est normalement juste. Elle n'inclurait normalement pas les types de Marissa.

J'ai souhaité la bienvenue à Marissa. Elle avait une épaule tordue cette fois-ci, et elle disait que c'était arrivé quand elle a levé le lit chez sa mère. C'était un cas atypique pour Marissa. Elle était plus du genre "mal au ventre, mal à la tête". J'ai regardé vite et j'ai prescrit des anti-douleurs. J'ai tapé la prescription et j'ai levé la

tête, anticipant un regard soulagé de la part de Marissa, mais ce n'était pas le cas et elle m'a demandé si les pilules enlèveraient vraiment sa douleur. J'étais un peu confondu et je lui ai demandé pourquoi elle déplaçait l'ameublement. Elle a commencé à me raconter qu'elle a décidé de retourner vivre avec sa mère. Dans mon état de fatigue vers la fin du matin, j'ai commencé à poser des questions sur ses relations de famille et elle semblait s'ouvrir. J'ai senti que je faisais la bonne chose, – je me suis même trouvé honorable de prendre du temps ce matin, mais je savais que je n'étais pas à la hauteur. J'ai pensé que juste de la laisser parler pour quelques instants lui fera probablement du bien.

Marissa est née longtemps après ses frères et sœurs et elle s'est toujours sentie comme une peste, particulièrement envers sa mère. Mais maintenant qu'elle n'y arriverait pas seule, elle emménagerait avec sa mère. J'ai réussi à la faire parler et je m'en réjouissais, pensant que je faisais bien mon travail. Je me demandais pourquoi je n'ai pas encouragé cette conversation auparavant. On manquait de temps, alors je lui ai demandé de revenir pour poursuivre la conversation. Je pensais qu'on pourrait peut-être solutionner ces visites fréquentes à notre cabinet.

Actuellement, je me sens mieux après l'avoir vue. Mon attitude envers ma « réussite » a changé la semaine qui suivait. Marissa est revenue – mais pas pour me voir. Elle a choisi de consulter Jeff, mon collègue supérieur. Elle se plaignait toujours d'un mal d'épaule et elle a dit à Jeff que je pensais que sa douleur était liée à sa famille – mais que ce ne l'était pas et qu'elle avait besoin de plus que des anti-douleurs. Jeff était d'accord et il l'a référée à un physiothérapeute. Ce petit incident m'a dérangé un peu. Ça a stimulé ma fierté professionnelle. J'avais pensé que j'avais bien fait mon travail.

Early January - it is always like that - cold outside, hot and airless inside and the post-Christmas ailments come pouring in. I had had a bad night. Our 17-year-old had gone out clubbing with her friends and phoned at 2.00 a.m., unable to find a taxi - would one of us come and get her. As soon as the phone was down, Julia, my wife, plausibly argued the case for staying in bed because of her teaching day the next day. (What about my long list in the surgery today?) I didn't argue - just got up and went. It was hard getting up in the morning and it was a particularly long list of the worried well, with coughs and colds and 'nu' being used to hide their family discords and boredoms with work. I'm cynical - OK.

I was getting towards the end when the door opened on Marissa. She came in -hunched shoulders, grey-faced as usual - and clutching her bag in that peculiar way. She is 30, but always manages to look twice her age. Our practice is well aware of Marissa and her aches and pains. I was a bit surprised to see her because she had not been on the list when I first saw it this morning so that meant that Trisha, our receptionist, must have squeezed her in. Trisha's expertise at judging who needs to be 'squeezed in' is usually accurate and would not tend to include the heartsinks like Marissa.

I welcomed Marissa in. She had a wrenched shoulder this time and she said that it had happened when she was lifting a bed in her mother's house. It was a slightly unusual one for Marissa. She was more of the tummy-ache and headache brigade. I had a quick look and prescribed painkillers. I typed the prescription and looked up, expecting the relieved look, but it was not there and she asked me if the painkillers would really take away the pain. I was a bit perplexed and I asked her why she had been moving furniture. She started to tell me how she had decided to move back to live with her mother. In my tired state at this end of the morning, I prompted questions about her family relationships and she seemed to open up. I felt I was doing the right thing - even felt noble about giving her the time on that morning, but I knew I was not very 'sharp' about it. I thought that just letting her talk for a few moments was probably helpful to her. Marissa had been born long after the other children and felt as if she had been seen as a nuisance, particularly by her mother. But now she could not cope alone and was moving back in with this cold mother. I had got her talking and I brightened, thinking I was doing a good job. I wondered why I had not let this talk flow before. We ran out of time, and I asked her to come back to talk more. I was thinking that we might be able to get on top of these recurrent visits to the surgery.

I did actually feel better after seeing her. My attitude to my 'success' with her changed the next week. Marissa did come back - but not to me. She chose to come back when Geoff, the senior partner, was on. She was still complaining about the shoulder and she told Geoff that I had obviously thought that her shoulder was to do with her family - but it was not and she needed more than painkillers. Looking at the shoulder, Geoff agreed with her and referred her for

physiotherapy. This little incident has perturbed me a bit. It stirred up my professional pride. I had thought I was doing a good job.

Version 2

Un événement récent m'a fait penser à la manière dont je consulte avec les patients et ma façon de travailler avec eux. J'ai passé la nuit blanche et il y avait des malentendus chez nous. Il était difficile de se sentir bon au travail et en plus, c'était le mois de janvier. On voit habituellement plein de patients avec les effets de la période de Noël – les toux, les gripes, et ceux qui ne veulent pas retourner au travail. Tout cela me rend irritable quand la liste de ceux qui sont vraiment malades devient trop longue à gérer. Je ne suis pas certain à quel point mon mauvais début de journée a affecté l'événement en question ou bien à quel point ma manière de fonctionner est en question?

Alors c'était à la fin de ce matin particulièrement long que Marissa s'est présentée. Elle n'était pas sur la liste que j'ai vue auparavant alors j'étais surpris que Trisha (la réceptionniste) l'ait ajoutée – parce que c'est normalement que les patients véritablement malades qui sont ajoutés à la liste originale. Marissa est une visiteuse fréquente avec ses petites douleurs mineures. Parfois il n'y a vraiment pas de temps pour ce genre de patient – comment faire avec cela? J'ai souhaité la bienvenue à Marissa. Elle était pâle et voûtée, comme d'habitude. Elle m'a dit qu'elle s'est fait mal à une épaule en bougeant un lit dans la maison de sa mère. J'ai regardé brièvement : j'avais probablement diagnostiqué une simple tension musculaire avant même de jeter un coup d'œil. J'ai donné une prescription pour des anti-douleurs. Quand j'ai levé la tête pour la regarder, elle me regardait toujours et m'a demandé si des anti-douleurs allaient vraiment remédier à sa douleur. J'étais surpris par sa question – et j'aurais dû accorder plus d'attention à sa question. Je me suis plutôt lancé dans une petite conversation, souhaitant mettre fin à la consultation. Je lui ai demandé pourquoi elle déplaçait des meubles et elle a commencé par me raconter qu'elle n'arrivait pas toute seule et donc a décidé d'emménager avec sa mère, qui ne semblait pas se soucier d'elle. Pendant qu'elle parlait, j'avais l'impression qu'elle se sentait déjà mieux et que j'étais sur la bonne piste. Je me demande maintenant si c'était moi qui me sentais mieux parce que je pensais être utile pour cette patiente. On manquait de temps alors elle a accepté de revenir la semaine suivante pour continuer notre conversation. Je voulais, après la prochaine visite, la référer à une psychologue et ainsi résoudre les visites fréquentes à notre cabinet.

Je me sentis mieux après cette consultation. Je croyais que c'était une de ces fois où le travail professionnel allait très bien. Trisha a même remarqué que j'avais l'air mieux. "Oui", j'ai dit, "J'ai fait du bon travail avec Marissa ce matin." J'aurais aimé mieux ne pas l'avoir dit.

Marissa est revenue, mais elle est venue quand Jeff, mon collègue senior, travaillait. Elle a dit à Jeff que je lui avais posé plein de questions portant sur sa famille et que ce qu'elle voulait c'était de l'aide pour son épaule. Elle a dit que les anti-douleurs n'étaient pas bons – et qu'elle le savait déjà au moment où je les ai prescrits – dont je suppose son commentaire. Jeff a regardé son épaule et il n'était pas content. Il l'a référée à un physiothérapeute. Il m'a ensuite parlé de la situation avec elle et je me sentais très responsable de mon erreur. Je n'ai rien dit à Jeff de comment je me sentais ce matin. Il me semblait important, mais peut-être je devais être super-humain. Avec un pas de recul, je constate qu'il y a des choses dont je peux apprendre de l'événement. Il y a plein d'enjeux liés et d'émotions impliquées là-dedans. La vie est quelquefois difficile.

There was a recent event that made me think a bit about the way I see patients and the manner in which I work with them. I'd had a short night and there were some bad feelings around at home. It was difficult to feel on top of the job and to cap it, it was also early January. We tend to get into the surgery lots of patients with the after-effects of the Christmas period then - the colds, the 'flu's and those who do not want to go back to work. All this makes me irritable when the lists of genuinely ill patients are almost too long to manage. I am not sure how much this generally bad start had to do with the event - how much has my own state to do with how I function?

So it was the end of this particularly long morning when Marissa walked in. Marissa had not been on the list that I had seen earlier and I was surprised that Trisha (the receptionist) had added her - since it is the 'genuinely' ill patients who are added once the list has been made up. Marissa is a regular with minor aches and pain.

Sometimes there is just not time for these patients - but how do we solve that? I welcomed Marissa. She was pale and hunched as usual. She told me that she had a wrenched shoulder from when she had been moving a bed in her mother's house. I had a quick look: I had probably diagnosed a simple muscular sprain even before I examined her shoulder. I made out prescription for painkillers. When I looked up, she was still looking at me and asked if the painkillers would really take the pain away. I was surprised at her question - and clearly should have taken more note of it. Instead, I launched into a little bit of conversation, hoping to shift on to the next patient quite quickly. I asked her why she had been moving furniture and she started to tell me how she could not cope alone any more and had decided to move back in with this mother who did not seem to care for her. As she talked, I thought that she seemed to brighten up and I felt that I must be on a helpful track. I wonder now if I brightened up because I thought I was being helpful for this patient. We ran out of time and she agreed to come back the following week to discuss it all further. I was hoping after that to pass her on to the counsellor and we might be able to sort something out that would prevent the recurrent visits.

I felt better in myself after the session. It felt like one of those times when the professional work is going well. Trisha even commented that I looked brighter. 'Yes', I said, 'I did some good work this morning with Marissa.' I wished I had not said that.

Marissa did come back, but she came back at a time when Geoff, the senior partner, was on. She said to Geoff that I had been asking her all sorts of questions about her family and that what she wanted was help for her shoulder. She said that the painkillers were no good - and she had known that at the time I had prescribed them - hence, I suppose, the comment that she had made. Geoff had another look at her shoulder and was not happy about it. He referred her for physiotherapy. And then he told me all about the session with her and I felt very responsible for my mistake. I did not say anything to Geoff about how I had been feeling that morning. It felt relevant, but perhaps I should be superhuman. When I look back on this incident, I can see that there are things that I can learn from it. There are all sorts of intersecting issues and feelings tangled up in there. Life is so difficult sometimes.

Version 3

Un événement au travail m'a dérangé. Ça concerne Marissa, une femme de 30 ans qui nous visite régulièrement pour des plaintes mineures (douleurs à l'abdomen, maux de tête). Elle ressentait une douleur à l'épaule, qui s'est produite lors d'un effort qu'elle a fait pour déplacer un lit chez sa mère. J'ai diagnostiqué une tension musculaire et prescrit des anti-douleurs. Je suppose que j'ai présumé que, parce que c'était Marissa, c'était probablement un cas similaire aux autres visites et qu'elle n'avait besoin que d'un placebo. Elle est revenue voir mon collègue senior, Jeff, quelques jours plus tard en lui disant que je n'ai pas pris assez au sérieux son épaule. Il l'a examinée et l'a référée à un physiothérapeute, ce que je vois maintenant comme étant l'action appropriée à prendre.

L'évènement a incité plusieurs autres choses. Le contexte était important. C'était le mois de janvier, et le cabinet était plein de cas du genre « inquiets mais en santé » avec des gripes et les traumatismes d'après Noël. Je suis arrivé au travail fatigué et irrité à cause de situations personnelles chez moi. Marissa n'était pas sur la liste de patients originaux. Trisha (notre réceptionniste) l'avait ajoutée parce qu'elle a jugé que Marissa devait être traitée ce matin. Au lieu de me fier à l'excellent jugement de Trisha, je l'ai pris comme une visite normale de Marissa. C'était un indice que j'ai manqué. Trisha connaît Marissa et son comportement quand elle planifie une consultation. Elle a reconnu que c'était une situation atypique. C'est un aspect de notre travail en équipe auquel on doit d'être.

J'ai vu Marissa et j'ai évalué son épaule – mais je sais que j'avais déjà jugé la situation avant de l'avoir examinée. C'était Marissa, qui avait l'air, comme d'habitude, pâle et voûtée – et j'ai considéré tout symptôme comme une expression de son état normal et rien d'autre. Mon examen de l'épaule semblait un geste qui ne comptait pas. Je pensais aux discussions nombreuses sur le fait que c'est très facile de se faire emporter par ses préconceptions, et me voilà en train de le faire. Je peux voir maintenant que j'aurais dû prendre son épaule plus sérieusement. Marissa elle-même avait demandé si les anti-douleurs étaient tout ce dont elle avait besoin. Qu'est-ce que ça aurait demandé à Marissa de me dire que j'étais dans les patates ce jour et de réorienter mon attention envers son épaule? Je me demande si elle savait que je ne me sentais pas bien cette journée-là. Je suppose que j'ai répondu à la persistance de Marissa en posant des questions par rapport à sa

situation familiale – en particulier sa relation avec sa mère et pourquoi elle était retournée vivre là – des choses que Marissa a dites sans rapport.

Maintenant en regardant la situation avec un peu de recul, comme dans un film, je peux constater que j'avais tort quand Marissa a questionné ma prescription et ne semblait pas plus contente après l'avoir reçue. J'ai sauté sur l'histoire qu'elle m'a racontée. Comme elle semblait prête à discuter davantage de sa famille, je l'ai traitée à mon avantage – c'était évident que je lui faisais du bien. Cette journée, je pense que j'avais besoin de me sentir efficace. Si je suis complètement cynique, je dirais que j'ai utilisé la situation de Marissa pour altérer mon humeur. Par contre, je suppose que la situation a peut-être aidé mon travail avec les patients que j'ai traités après Marissa.

En plus, je dois réfléchir à propos du rôle de Jeff dans tout cela et mes relations avec lui et le reste de l'équipe. Je suis le plus junior et j'ai tendance à le considérer comme un expert et donc je veux l'impressionner. Je peux discuter de cela avec Steve, un autre collègue, qui va peut-être le voir différemment.

A particular incident in the surgery has bothered me. It concerns Marissa, a 30-year-old woman who visits the surgery regularly for minor complaints (abdominal discomfort/headaches). She presented with a wrenched pain that was incurred when she was moving a bed in her mother's house. I diagnosed a muscular strain and prescribed painkillers. I suppose that I assumed that because it was Marissa, it was likely to be similar to her usual visits and that she may need little more than a placebo. She came back to the senior partner, Geoff, a few days later saying that I had not taken her shoulder seriously enough. He examined her and referred her for physiotherapy, as I can now see as appropriate management.

The event stirred up a lot of other things. The context was important. It was a January morning with the surgery full of worried well with 'flu's and the post-Christmas traumas. I came in tired and irritable because of family issues at home. Marissa was not on the list to start with. Trisha (our receptionist) added her because she judged that she needed to be seen that morning. Instead of taking note of Trisha's excellent judgement, I took this as a usual visit. This was a cue that I missed. Trisha knows Marissa and knows her behaviour when she books an appointment. She recognized this as different. This is an aspect of the teamwork that we aspire to in the practice.

Marissa came in and I did look at her shoulder - but I know that I had already made a judgement about it before I examined her. This was Marissa, looking, as usual, pale and hunched - and I saw any symptom as an expression of her state and nothing else. My look at the shoulder seemed an irrelevant act as I judged it then. I think about the many discussions of how easy it is to get misled by preconceptions and there was I doing just that. I can see that I should have taken the shoulder more seriously. Marissa, herself, asked if the painkillers were all she needed. What would it have taken for Marissa to have said to me that I was on the wrong track that day, and to have brought my attention back to her shoulder? I wonder if she knew that I was feeling 'off' that day. I suppose I did respond to Marissa's persisting discontent by launching into questions about her family situation - in particular her relationship with her mother and why she was going back to live there - things that later Marissa said were irrelevant.

When I stand back now and think of the event like a film, I can see how I was wrong-footed when Marissa questioned the initial prescription and did not seem any happier as a result of getting it. I just grabbed at the story she had given me. When she seemed willing to talk more about her family, I turned it to my favour - seeing myself as 'obviously' being helpful. That day, I think I needed to feel successful. If I am utterly cynical, I would say that I used Marissa's situation to alter my mood. But then again, I suppose, that in turn might have helped the patients whom I saw after her that day.

I need to think, too, about Geoff's role in this and about my relationships with him and the rest of the team. I am the most junior and I tend to look up to them. I suppose I want to impress them. I could talk this one over with Steve, one of the other partners, he might see it all differently.

Version 4

J'écris à propos d'un événement qui me perturbe depuis qu'il a eu lieu. Je l'ai revu plusieurs fois et mes perspectives semblent changées continuellement – donc j'ai échangé sur le sujet avec Steve (un de mes collègues) pour voir comment il le voyait. L'événement concerne Marissa, une femme de 30 ans qui se

présente au cabinet souvent avec divers maux et douleurs (surtout des maux d'estomac et de tête). Les symptômes n'ont jamais été sérieux, par contre elle n'a jamais l'air en santé, ni heureuse. Durant la visite en question, elle se présentait avec une tension musculaire dite survenue lorsqu'elle a déplacé un lit. J'ai fait un examen bref et j'ai prescrit des anti-douleurs. Il semblait y avoir quelque chose qui continuait à la déranger, donc j'ai amorcé une discussion avec elle à propos de ses relations familiales (un sujet émergent des circonstances liées au déplacement du lit). Je pensais qu'elle répondait bien et que peut-être on avançait. Comme le temps nous manquait, je l'ai invité à revenir la semaine suivante. Je voulais l'amener à un point où je pourrais la référer à un psychologue. Elle est revenue, mais pour voir Jeff, mon collègue senior, se plaignant toujours d'une douleur à l'épaule. Il a fait un examen plus détaillé et l'a référée à un physiothérapeute. Il m'a dit qu'elle pensait que je pensais que c'était sa famille qui était le problème quand c'était réellement son épaule.

Je peux constater maintenant que son épaule était le problème et j'ai mal interprété la situation en m'engageant dans une conversation sur sa famille. C'était une erreur multiple. Je n'ai pas porté attention au jugement de Trisha qui a ajouté Marissa à la liste initiale, j'ai raté le diagnostic quand j'ai examiné l'épaule, et j'ai passé à côté des indices que Marissa m'offrait quand elle n'était pas heureuse avec la prescription. Mais j'étais fatigué et pas à la hauteur pour être avec un patient. Je suis humain, mais je suis un humain professionnel et le professionnalisme dicte que je dois fonctionner comme il faut. Je suppose que le problème n'est pas que j'ai manqué un, ou même deux indices – j'aurais pu corriger mon erreur. J'en ai manqué trois en même temps.

Je suis ensuite parti sur la mauvaise piste – en m'engageant dans la discussion à propos de sa famille que je croyais pertinente. Ça me fait penser à une consultation avec un PG quand j'avais 14 ans. Je n'étais pas en accord avec son diagnostic pour mon pied – il m'avait dit de revenir dans quatre semaines si la situation ne se réglait pas. Je n'avais rien dit sur le moment, malgré le fait que je savais que ça nécessitait un traitement. J'ai finalement dû porter un plâtre pendant six semaines. Il y a un aspect de pouvoir en jeu. En regardant la situation du point de vue de Marissa, elle savait peut-être que j'étais sur la mauvaise piste mais elle n'aurait probablement pas pu faire quoi que ce soit car je suis médecin. Quelqu'un comme Marissa ne questionnerait pas le jugement d'un médecin sur place. C'est incroyable la fréquence que ces types de principes qui nous sont prêtés durant notre formation – malgré ceci, il me semble facile de les oublier.

Il y a quelque chose de plus ici – c'est aussi quelque chose dont Steve m'avait souligné. Peut-être je sentais le besoin de me sentir utile plus que la normale – j'avais besoin de plus de satisfaction de la situation, donc je cherchais des indices pour que Marissa me dise qu'elle était contente de moi. Je devais me contenter avec les indices qu'elle n'était plus malheureuse et je suppose que j'ai inventé le reste – pensant que la conversation sur sa famille devait être utile. Peut-être je peux être plus autocritique quand je suis de bonne humeur et moins fatigué. Peut-être quand c'est le cas, j'ai besoin de moins, donc je peux donner plus.

Il est certainement possible que la conversation n'était pas erronée en général, mais pas au bon moment. Ça se peut qu'elle soit utile à long terme – je dois juste attendre et gérer la situation avec plus d'attention quand elle revient.

Je peux constater qu'il y a d'autres enjeux dans la situation – par exemple, je dois considérer pourquoi j'étais tellement perturbé par la situation. Je sais que j'ai fait une erreur, mais je crois que si c'était Steve au lieu de Jeff que Marissa aurait consulté, ça m'aurait moins dérangé. C'était pire car c'était Jeff. Steve l'aurait mentionné et aurait ri. Une fois qu'on a tenu compte de tout symptôme majeur, il n'est pas atypique de se fier au patient, de retourner dans un délai proche si le symptôme ne se règle pas après le traitement initial. Jeff prêchait un peu et j'ai répondu en adoptant mon mode « Je ne suis qu'un junior ».

Alors qu'est-ce que j'ai appris?

Je suis apte à voir les choses différemment quand je suis fatigué.

Je dois porter attention au jugement de Trisha. Elle est le premier contact et est habile à percevoir les besoins d'un patient.

Je dois être plus vigilant des enjeux de pouvoir et comment ils peuvent réduire au silence un patient. Peut-être il existe des moyens de mieux gérer cette réalité. Je vais continuer à réfléchir sur cela.

C'était vraiment utile d'aborder une discussion avec Steve. En m'écoutant parler, j'étais capable de mettre la situation en perspective et de voir les enjeux de diverses manières.

....et d'autres.

I write about an incident that continues to disturb me. I have gone over it several times and my perspectives seem to change on it - so I talked it over with Steve (one of the other partners) to see how he saw it. The incident concerns Marissa, a 30-year-old woman who visits the surgery frequently with various aches and pains (mostly tummyaches and headaches). The symptoms have never been serious, though she never looks well, nor does she seem happy. On this visit she presented with a wrenched shoulder which she said resulted from moving a bed. I did a brief examination and prescribed painkillers. There still seemed to be something bothering her so I engaged her in conversation about her family relationships (this arose from the circumstances of moving the bed). I thought she was responding well and we might be getting somewhere. Time ran out and I invited her to continue the conversation next week. I wanted to get her to a point where I could easily refer her to the practice counsellor. She agreed to come back - but came back to see Geoff, the senior partner, still complaining about the shoulder. He gave her a more detailed examination and referred her for physiotherapy. He told me that she said that I thought that her family was the problem when it really was her shoulder.

I can see now that the shoulder was a problem and I misconstrued the situation, engaging in the talk about her family. This was a multiple mistake. I did not pay attention to Trisha's judgement in adding Marissa to the list, I missed the shoulder problem itself when I examined it, but I also missed the cues that Marissa gave me when she was not happy with the prescription. But I was tired and out of sorts -not as sharp as I need to be when I am with patients. I am human, but I am a professional human and professionalism dictates that I should function well. I suppose that the problem was not so much that I missed one, or even two, cues -then I could have put things right. I missed all three at the same time.

I then headed off on the wrong track - getting into the discussion that I assumed was relevant about her family. I think of a consultation with our local GP when I was 14.1 did not agree with his diagnosis about my foot - he just said I should come back in four weeks if it was not better. I did not say anything then, though I knew in myself that it needed treatment. I ended up in plaster for six weeks. There is a power thing there. Looking at it from Marissa's point of view, she may have known that I was on the wrong track, but she probably would not have been able to do anything about it because I am a doctor. Someone like Marissa would not question a doctor's judgement at the time. How often were principles like this drummed into us at medical school - and yet it seems so easy to forget them.

There is something more there too, though - this is what Steve suggested. That day, maybe I needed to feel helpful even more than usual -I needed more satisfaction from the situation, so I was looking for cues from Marissa that suggested that she was pleased with me. I had to make do with the cue that suggested that she was no longer unhappy and I suppose I made up the rest - thinking that the conversation about her family must be helpful. Maybe I can be more self-critical when I am in a better mood and less tired. Maybe I need less and can give more then. It is possible, of course, that the conversation was not wrong in general, but wrong for that time. It may be helpful to her in the longer term -I just need to wait and handle the situation more mindfully when she comes back.

I can see that there are lots more issues in this - for example, I need to consider why I was so disturbed by the incident. I know I made a mistake, but I think if it had been Steve whom Marissa had consulted, I would not have been so bothered. It was worse because it was Geoff. Steve would have mentioned it and laughed. Once we have discounted serious symptoms it is not unusual to rely on patients returning quite quickly if they feel that a symptom is not disappearing in response to initial treatment. Geoff preached a bit and I responded by getting into my 'I am only junior' mode.

So what have I learnt?

- I am apt to see things differently when I am tired.
- I should pay attention to Trisha's judgements. She is the point of first contact and is pretty experienced in perceiving a patient's needs.
- I should be more aware about the power issues and how they silence patients. Maybe there are ways in which I can deal with this better. I will think on this. It was really useful talking the matter through with Steve. Hearing what I said to him enabled me to get it better into perspective and to see the issues in different ways. ... Etc. (more issues listed).

QUATRE NIVEAUX D'UN TEXTE RÉFLEXIF SELON MOON – MOON'S FOUR LEVELS OF REFLECTIVE WRITING (2006)

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NIVEAU 1 - Un texte descriptif – Descriptive writing

Le texte est descriptif et contient peu de réflexion. Il peut raconter une histoire, mais d'un seul point de vue à la fois. Généralement, un seul point est fait à la fois. Les idées exprimées sont liées par la séquence de l'histoire plutôt que par son sens. Le texte décrit ce qui est arrivé, parfois en mentionnant des expériences antérieures, parfois en anticipant le futur, mais toujours dans le contexte de l'évènement comme tel. Il peut faire référence à certaines réactions émotionnelles, mais celles-ci ne sont pas explorées et ne sont pas liées aux comportements. Le texte peut avoir des liens avec des idées et des informations externes, mais celles-ci ne sont pas questionnées. L'impact possible sur les comportements de l'auteur et le sens des événements n'est pas mentionné. Il y a peu d'effort déployé pour cibler certaines problématiques. La même importance est accordée à la plupart des points. Bref, le texte n'est pas vraiment réflexif. Il peut être considéré comme étant un récit qui décrit un événement et qui peut servir de tremplin pour la réflexion. Par contre une bonne description précédant un texte réflexif sera plus précise et signalera les points et les enjeux nécessitant plus de réflexion.

This account is descriptive and it contains little reflection. It may tell a story but from one point of view at a time and generally one point at a time is made. Ideas tend to be linked by the sequence of the account/story rather than by meaning. The account describes what happened, sometimes mentioning past experiences, sometimes anticipating the future, but all in the context of an account of the event.

There may be references to emotional reactions but they are not explored and not related to behaviour.

The account may relate to ideas or external information, but these are not considered or questioned and the possible impact on behaviour or the meaning of events is not mentioned.

There is little attempt to focus on particular issues. Most points are made with similar weight.

The writing could hardly be deemed to be reflective at all. It could be a reasonably written account of an event that would serve as a basis on which reflection might start, though a good description that precedes reflective accounts will tend to be more focused and to signal points and issues for further reflection.

NIVEAU 2 - Un texte descriptif avec un peu de réflexion – Descriptive account with some reflection

Ceci consiste en un résumé qui signale les points nécessitant de la réflexion mais qui fait très peu de réflexion. Le texte décrit un événement tel que discuté dans la première catégorie. Il y a peu de considération pour des idées provenant de l'extérieur de l'évènement. Les points de vue différents et les attitudes des autres ne sont pas pris en compte. Par contre, le texte va plus loin que l'histoire comme telle. Il est centré sur l'évènement comme s'il y avait de grandes questions à poser et à répondre. Les points nécessitant une réflexion sont identifiés. Il reconnaît légèrement les avantages d'une réflexion future. L'absence d'effort mis sur la résolution des questions identifiées fait preuve d'un manque d'analyse de ce qui s'est passé. Le questionnement suggère que l'auteur prend du recul de l'évènement à quelques reprises. Le texte peut faire référence à des réactions émotionnelles ou peut être influencé par une émotion. Toute influence peut être mentionnée et possiblement mise en question. Il y a évidence d'une perception que l'évènement peut stimuler des apprentissages, mais la réflexion n'est pas suffisamment profonde pour permettre ces apprentissages.

This is a descriptive account that signals points for reflection while not actually showing much reflection.

The basic account is descriptive in the manner of description above. There is little addition of ideas from outside the event, reference to alternative viewpoints or attitudes to others, comment and so on. However, the account is more than just a story. It is focused on the event as if there is a big question or there are questions to be asked and answered. Points on which reflection could occur are signalled.

There is recognition of the worth of further exploring but it does not go very far. In other words, asking the questions makes it more than a descriptive account, but the lack of attempt to respond to the questions means that there is little actual analysis of the events.

The questioning does begin to suggest a 'standing back from the event' in (usually) isolated areas of the account. The account may mention emotional reactions, or be influenced by emotion. Any influence may be noted and possibly questioned.

There is a sense of recognition that this is an incident from which learning can be gained, but the reflection does not go sufficiently deep to enable the learning to begin to occur.

NIVEAU 3 - Un texte réflexif (1) – Reflective writing (1)

Il y a une description mais elle est précise et elle cible des aspects en particulier qui nécessitent la réflexion. Il donne une impression que le matériel est en train d'être réfléchi. Il est plus qu'un récit de l'évènement – il est définitivement réflexif. Il contient des évidences d'idées provenant d'autrui. À chaque fois, le matériel en question devient sujet de réflexion. Le texte démontre de l'analyse, et il reconnaît le mérite d'explorer les raisons expliquant son comportement et celui des autres. Quand c'est pertinent, il y a une ouverture à être critique de ses actions ou de ceux des autres. Il y a probablement un questionnement de soi et une ouverture à reconnaître l'effet de l'évènement sur soi. En d'autres mots, il y a un recul face à l'évènement. Il y a une tentative de répondre aux questions soulevées. Il y a une reconnaissance du contenu émotionnel, un questionnement de son rôle et de son influence et une tentative de considérer son effet sur les points de vue présentés. Il y a peut-être une reconnaissance que les points de vue changent la vision des choses, que les opinions peuvent changer avec le temps et avec l'état émotionnel. La reconnaissance de divers points de vue peut être mentionnée, mais n'est pas analysée. En d'autres mots, d'une manière limitée, le texte peut reconnaître que les cadres de référence peuvent affecter la manière dont nous réfléchissons à un moment donné, mais le texte ne va pas plus loin – il ne lie pas cette reconnaissance aux éléments liés à la qualité du jugement personnel.

There is description but it is focused with particular aspects accentuated for reflective comment. There may be a sense that the material is being mulled over. It is no longer a straightforward account of an event, but it is definitely reflective.

There is evidence of external ideas or information and where this occurs, the material is subjected to reflection. The account shows some analysis and there is recognition of the worth of exploring motives or reasons for behaviour.

Where relevant, there is willingness to be critical of the action of self or others. There is likely to be some self-questioning and willingness also to recognize the overall effect of the event on self. In other words, there is some 'standing back' from the event.

There is some effort to respond to questions posed.

There is recognition of any emotional content, a questioning of its role and influence and an attempt to consider its significance in shaping the views presented.

There may be recognition that things might look different from other perspectives, that views can change with time or the emotional state. The existence of several alternative points of view may be acknowledged but not analysed. In other words, in a relatively limited way the account may recognize that frames of reference affect the manner in which we reflect at a given time but it does not deal with this in a way that links it effectively to issues about the quality of personal judgement.

NIVEAU 4 - Un texte réflexif (2) – Reflective writing (2)

La description ne sert que le processus de réflexion, en traitant les sujets de réflexion et en notant leur contexte. Il y a définitivement une « prise de recul » face à l'évènement, réflexion et engagement. Le texte démontre une réflexion profonde et il incorpore une reconnaissance que le cadre de référence dans lequel un

évènement est considéré peut changer. Une approche métacognitive est utilisée (i.e. conscience de son propre fonctionnement mental, incluant la réflexion). Une « réflexion sur la façon de réfléchir ». Le texte reconnaît probablement que les événements ont lieu dans un contexte historique et/ou social particulier qui peut influencer les réactions des acteurs dans la situation. En d'autres mots, de multiples perspectives sont notées. Le questionnement de soi est évident (un dialogue interne est établi), en délibérant entre diverses opinions par rapport à son comportement et à celui des autres. L'opinion et les raisons des autres sont considérées contre celles de l'auteur. Il y a reconnaissance du rôle de l'émotion à façonner les idées et reconnaissance de la manière dont diverses influences émotionnelles peuvent modifier le texte de différentes façons.

Description now only serves the process of reflection, covering the issues for reflection and noting their context. There is clear evidence of standing back from an event and there is mulling over and engagement. The account shows deep reflection and it incorporates a recognition that the frame of reference with which an event is viewed can change. A metacognitive stance is taken (i.e. critical awareness of one's own processes of mental functioning, including reflection). The account probably recognizes that events exist in a historical or social context that may influence a person's reaction to them. In other words, multiple perspectives are noted. Self-questioning is evident (an 'internal dialogue' is set up), deliberating between different views of personal behaviour and that of others. The view and motives of others are taken into account and considered against those of the writer. There is recognition of the role of emotion in shaping the ideas and recognition of the manner in which different emotional influences can frame the account in different ways. There is recognition that prior experience and thoughts (own and other's) interact with the production of current behaviour. There is observation that there is learning to be gained from the experience and points for learning are noted. There is recognition that the personal frame of reference can change according to the emotional state in which it is written, the acquisition of new information, the review of ideas and the effect of time passing.

Appendix 4: Reflective journaling workshop 2 of 2, during EPS-3200

Process

- Student-coaches were invited to select a previous journal entry from their previous internship or their current internship and that concerned an issue that was troubling them.
- They were then invited to organize themselves into groups of three, with others with whom they were open to discussing their entry
- Each group of three took turns reading their entry to the other two students.
- The facilitator then reminded all groups of the criteria for a deep reflection using the evaluation tool for the journal and Moon's four levels of reflection (review of Atelier 1).
- In their groups, students were given a flip chart and the facilitator assigned to them one of the criteria from the evaluation tool. The group were asked to identify a series of questions as well as a series of sentence threads that could be used to stimulate reflection associated with the criteria assigned.
- Each group then presented their ideas to the whole group, with two students recording all ideas electronically and posting the ideas to the internships Web site for all to consult (the class was held in a computer lab with internet access).
- Each group was tasked with working together on each of the three journal entries in their group, helping one another to increase the depth of reflection for each entry, using the questions and sentence threads the large group had brainstormed as discussion prompts.
- Each student was then invited to rewrite her original entry as a deeper reflection than the original.

Support material

As discussed above, the participants generated the support material for this atelier during the workshop.