

# Goal Setting in Masters Sport

## An Autoethnography of a Masters Kettlebell Athlete and Coach

Kimberley Eagles<sup>1</sup> and Bettina Callary<sup>1</sup>

<sup>1</sup>Cape Breton University

<b>Keywords</b>  Adult, coaching, interdependence, motive, interest	<b>ABSTRACT:</b> The purpose of this paper is to describe the nuances of goal setting in coached Masters sport from the perspective of a Masters athlete (MA) who is also a Masters coach. Thus, this paper is an autoethnography of how the first author's experience in goal setting plays out as a MA with an online coach, and as a coach, coaching other MAs in-person. Data were collected through a series of guided reflexive journal entries, prompted by follow up questions from the second author to create narrative visibility. Journal entries were analyzed to determine what, when, where, how, and why the first author uses goal setting. In Masters sport, goals are set using many of the same principles described in the literature from different sport contexts; however, this autoethnography indicates that it is important for goal setting to originate from the MA to account for individual motives, and then to be communicated with, negotiated by, and supported from the coach with an interdependent, adult-oriented approach.
<b>Palavras-chave</b>  Adulto, treino, interdependência, motivo, interesse	<b>Definição de Objetivos no Desporto de Adultos Uma Autoetnografia de um Atleta e Treinador de Kettlebell</b> <b>RESUMO:</b> O objetivo deste artigo é descrever as nuances da definição de objetivos no desporto de adultos treinado a partir da perspectiva de um atleta de Masters (MA) que também é um treinador de Masters. Assim, este artigo é uma autoetnografia de como a experiência do primeiro autor na definição de objetivos se desenrola como um atleta com um treinador online, e como treinador, treinando outros atletas adultos pessoalmente. Os dados foram coletados por meio de uma série de reflexões, motivadas por perguntas de acompanhamento do segundo autor para criar visibilidade narrativa. As entradas do diário foram analisadas para determinar o que, quando, onde, como e porque o primeiro autor usa a definição de objetivos. No desporto de adultos, os objetivos são estabelecidos utilizando muitos dos mesmos princípios descritos na literatura a partir de diferentes contextos desportivos; no entanto, essa autoetnografia indica que é importante que a definição de objetivos seja originária do atleta adulto para responder aos motivos individuais e, em seguida, ser comunicada, negociada e apoiada pelo treinador com uma abordagem interdependente e orientada para adultos.

### Goal Setting in Masters Sport An Autoethnography of a Masters Kettlebell Athlete and Coach

Masters athletes (MAs) are typically 35 years and older, practice or train in a sport with the intention to compete (recreational level up to and including international level), and are registered in formal leagues, clubs, and/or events (Young, 2011). Many MAs also work with a coach to help them to learn and improve in their sport, whatever their motives (Young & Callary, 2017). An important way in which coaches can cater to their athletes' motives is through understanding and developing an action plan to achieve those motives by goal setting with their athletes (Latham & Locke, 2002). Indeed, goal setting has become one of the most well-known mental training skills in sport. However, Makepeace (2020) notes that "MAs have been largely neglected in the extant applied sport psychology literature" (p. 27-28) and the information regarding how coaches can set relevant goals with MAs is scant at best.

Goal setting is a key component of task motivation that drives athletes to go to practice and participate in competitions in their chosen sport. Locke and Latham (2002) proposed that goals are "the object or aim of an action" and that goal setting should include the following: (1) Goals should be specific, not vague; (2) they should be difficult and challenging; (3) short term goals can be used as a way to attain long term goals; (4) goals should include strategies to improve performance; (5) goals should be checked for progress, so they can be measured; (6) they should be accepted by the athlete; (7) they should include a plan of action; and (8) competitions can be used as an opportunity for goal setting. Setting goals can focus on competition outcomes, performance outcomes (e.g., personal best times), and process (e.g., practices, technique, tactics). Goal setting allows athletes to follow a process instead of being focused on outcomes that they have no control over. Goals can be set for different lengths of time, often referred to as macro, meso and micro goals. Macro goals take a longer time to accomplish, such as six months to a year; meso goals usually take 4-8 weeks, and micro goals can be accomplished within a training day (Vasilev, 2015). Goal setting for a lot of athletes will mostly be performance related because they are preparing for competition; however, to maintain commitment to the sport, it is important to recognize that goal setting for practices and personal growth are equally as important (Weinberg & Gould, 2015).

While studies on goal setting have been showing the positive benefits of this psychological skills strategy since the 1960s, we know little about how MAs set goals for their motives and action plans in sport, nor how their coaches can help them with this endeavor. It is not a given that goal setting is the same in Masters sport as in youth and high performance sport. Research has shown that coaches use different

approaches when working with MAs especially when contrasted to coaching youth (MacLellan et al., 2018). Also, adult oriented coaching practices are effective with MAs, in which coaches take into consideration their MAs' goals and purposes for learning, their plethora of past experiences, their mature self-concept, their self-directedness, their intrinsic motivation, and their orientation and readiness to learn and train (Callary et al., 2017). Therefore, we cannot assume that coaches goal set with MAs exactly as they would with youth. Indeed, the shared leadership that is apparent in Masters sport, in which both coach and athletes share direction and decision making (Callary, et al., in press) indicates that goal setting might be a more collaborative process whereby both coach and MA need to buy-in to the process and understand how their actions and goals will impact the other's.

There are no studies that have specifically explored coaches' use of goal setting in a Masters context. However, we can glean information about goal setting within the Masters context from practical information for coaches that is not grounded in empirical studies of goal setting with MAs. For example, the Coaching Association of Canada (2013), in their booklet on coaching MAs advises "that it is important to facilitate goal setting and work with the Masters athletes to help with personal challenge and commitment and that goals should be short and long term along with intermediate to dream goals" (p. 10). Further, we can glean information about goal setting from empirical studies of MAs not specific to goal setting. For example, Rathwell and colleagues (2015), in their study of different profiles of coached MAs, noted that MAs have many different motives for being involved in their sport, including fitness, health, social interactions, challenge, improvement, and competition. Taken together, this means that while the *what*, *when*, and *where* of goal setting might be similar across contexts (as described in the CAC booklet), *why* coaches set goals with MAs might look quite different from one athlete to another. Further, Callary and Young (2016) note, "the coaches of Masters Athletes need to have a plan and make sure the plan fits with the athletes goals. You have to find out what the athlete wants to do" (p. 3), meaning that *how* coaches set goals with their athletes in Masters sport might look different than in other contexts. This is explored through the autoethnography within this article.

Understanding how coaches goal set with MAs is important because Makepeace and Young (in press) found that all the MAs that they interviewed used goal setting to motivate themselves. Makepeace and Young invited coaches to incorporate sport psychology strategies, such as goal setting, into their training or to broker relationships between MAs and mental performance consultants. In particular, they noted that coaches could help MAs by providing emotional social support and being a good listener to

support their self-confidence, especially after poor performances. They could also make a habit of pointing out when they have had success in achieving their goals (Makepeace & Young, in press). To do so, they must, of course, know their MAs' goals.

In coach education interventions with Masters coaches, Callary and colleagues (under review) facilitated discussions with coaches around goal setting with Masters fitness coaches. However, while the content on goal setting was built around the aforementioned research noting the importance of goal setting, the process that they taught was grounded in the research on goal setting that is not specific to the Masters sport context. Thus, to aid in developing coach education interventions for Masters coaches, it is important to explore how coaches actually goal set with MAs. The purpose of this paper is to describe nuances of goal setting in coached Masters sport from the perspective of a Masters coach who is also a MA. Thus, this autoethnography presents the topic of how the first author's experience in goal setting plays out as a MA with an online coach, and as a coach, with in-person MAs. This study enables a deeper understanding of how to promote goal setting that is aligned with Masters sport experiences and unique distinctions for use in workshops for Masters coaches.

### Method

The remainder of this paper is written in the first person by the first author, Kimberley. The second author, Dr. Callary, is Kimberley's supervisor and helped to shape the article and select data for inclusion in the paper. Using Anderson's (2006) approach to analytic autoethnography, we followed steps to "(1) complete member research status, (2) analytic reflexivity, (3) narrative visibility of the researcher's self, (4) dialogue with informants beyond the self, and (5) commitment to theoretical analysis" (p. 378). These steps are explained in the data collection and analysis section. Gearity (2014) notes that analytic autoethnography is a realistic essay, which leads to theoretical explanations.

### Participant

I am a 47-year-old woman and have been a kettlebell athlete for seven years. I started coaching kettlebell five years ago, building a team of 15-20 MAs at any given time. I coach (and train) 3-5 times per week, for 1.5-2 hours per session, over 12 months of the year. My team (myself included) competes 3-4 times per year with one larger competition that we work towards at some point within these competitions. We tend to use the smaller competitions as an opportunity to step on the platform and to ensure we are always working towards a goal and gaining competition experience. Kettlebell sport involves ten-minute lift events as well as a marathon event where athletes lift for 30-60 minutes. We compete at local, provincial,

national and world level competitions. I have had the opportunity to compete at a world event, and I have also coached a couple of my MAs at the world event. Before becoming a coach, I took several kettlebell courses and went to many seminars to understand the cycles of training. I am a certified level 3 kettlebell coach through Ketacademy out of Russia were kettlebell sport originated.

### Data Collection and Analysis

Data were collected for this autoethnography through a series of guided reflexive journal entries. This process started after I contacted Dr. Callary to ask if I could be involved in her Community Active Sport Training and Learning (CoASTaL) laboratory as a work placement. My interest in coaching MAs and in sport psychology led me to pursue this academic avenue. She asked me to read several articles on the topic of coaching MAs and then asked me to write a reflexive journal entry, to help me explore my research status (Anderson, 2006) including:

1. What is your biography in Masters sport? When did you start, how, in what sport, why? How long have you been involved, in what capacity, what are your roles?
2. What do you think is the purpose of being a Masters Athlete?
3. Why do you coach Masters Athletes?
4. How do you coach them (do you have a philosophy that you follow)?
5. What is a quality sport experience for Masters?
6. How does your experience reflect in the research that you've read? Give specific examples.

Following this exercise, I completed the Adult Oriented Sport Coaching Survey (Rathwell et al., 2020), for a more practical understanding of the connection between the research on this topic and my own practice. The AOSCS is a coaching self-assessment tool that helped me to think about my coaching in relation to five psychosocial themes: respecting athletes' preferences for effort, accountability, and feedback; imparting coaching knowledge; creating personalized programming; considering the individuality of athletes; and framing learning situations (Rathwell et al., 2020).

Next, in line with Anderson's (2006) analytic autoethnography, we engaged in analytic reflexivity through dialogue with an informant beyond myself. Dr. Callary read through and asked questions regarding my journal entry. Questions included, "Did you develop a relationship with your virtual coach? If so, how?" "Please explain how you are responsible for the goals you want to attain. Whose goals? Yours? Your coach's? How did you come to formulating these goals?" "How do you set goals with your athletes? Do you assess these goals along the way? How do you deal with everyone's different goals when providing the workout? Do the athletes know each other's goals?" "Is consistency in training part of setting goals? Please explain"

In expanding my journal entry on her prompts, I developed the narrative visibility of the researcher's self (Anderson, 2006). Then, Dr. Callary asked me to review the information that was part of the coach education intervention on goal setting for Masters fitness coaches and the content that was presented on goal setting to Masters rowing coaches (Callary et al., under review; Callary & Gearity, in press). I then wrote another reflexive journal entry on how my first (expanded) reflection was (a) in line with this content and (b) how it was different than this content. This process helped to create a commitment to theoretical analysis of my entries in comparison to the literature (Anderson, 2006).

Similar to the first journal entry process, Dr. Callary read and asked questions regarding this journal entry, which led to an expanded response. Questions generally asked me to be more critical of my experiences, and included: "Can you be critical here? What does this mean? If they are trying to work on outcome goals, then are other performance/process goals getting in the way? Are there MAs who don't have outcome goals? If so, why not?" "Are process goals only in place 'to allow for better performance'? Or do you have process goals for the sake of process goals?" "How do your adult-oriented practices relate to setting goals?" "Is this a goal? An expectation? A requirement? What is the difference between those anyways?" "Why do you have these coaching goals?" In total, there were approximately 30 pages of double-spaced text that described, in depth, my experiences as an MA and my experiences as a Master coach specifically as it related to goal setting. Data were analyzed according to what, when, where, how, and why I set goals (the Five Ws). The journal entries were read and re-read and coded according to how the text fit within the Five Ws. The coded text was then separated into its respective question and, together with Dr. Callary, we determined how the journal text provided an understanding of using goal setting in Masters sport both as a MA and as a coach. This text is transmitted directly in the findings.

### Findings

Coaching MAs for the most part is extremely rewarding. I am extremely grateful to see their successes when they hit the goals they have been working so hard to attain. That's why I coach MAs. As an athlete, I see goal setting as my motivator to get up and do the work and stay engaged with my sport. It is a way to keep me committed to what I am doing, so that I remember on days that I don't feel like lifting, that I get to do it, not that I have to do it.

### What Goals?

As an athlete and coach when it comes to goals, looking at what kinds of goals we set is key: First there are outcome goals, typically we try not to focus a lot on outcome goals because we do not have a lot of control over these. Still, some of my athletes at

times have certain objectives they are trying to meet at certain competitions to allow them to compete at a national and international level. Instead of outcomes, I work with MAs to set performance and process goals (what they can control). All of my MAs have performance goals they are working on, on a regular basis and they are constantly revisited. As athletes we are always trying to achieve the full time set in either training or competition and beating our previous numbers. Importantly, we also set process goals, working on technique and better efficiency at lifting. But my personal mantra, that I was taught in my kettlebell coach education, is: "The first goal is always technique, the second is finishing time, and then third is personal bests." This is a principle that I have passed down to my team. Once we have learned the proper technique of lifting then we can start formulating goals that look at finishing timed sets and from there we can look at numbers. Goals for our club are very individualized. The MA can pick the lift; the weight, their time, as well as the competition (e.g., whether it is a fun event or a national event). As their coach, I will discuss with them the goals they want to achieve to ensure that goals are sustainable with reference to time for preparation and the event or competition they are choosing to lift at.

### When and Where to Set Goals?

All the coaching I have received as a MA in lifting has been done online. Starting out, my coach sent me an extensive list of questions via email to gain an understanding of my technique with lifting, my physical fitness, my mental readiness, and my goals as a lifter. My first coach, I met him in person, so he had an idea of my abilities and limitations physically. We discussed competitions for goal setting and then he set me up on google sheets for my programming, which were posted every Sunday for the following week. I would typically send him videos of my lifts to get feedback. Sending him videos gave him the opportunity to see if there were any areas of concern or struggle for me as well as whether he could increase weight or pace. At that point he would put my weekly program up based on my feedback on how the previous week went for training. We would often facetime so that we could have a real discussion about my training, goals, and just develop a relationship so that there was trust in the programming and process. Eventually, I felt like I was not moving forward and found myself chasing him a lot for programming. I could tell he was not invested at times. I made the decision to move on. I have been with my current coach for three years (online). She is a very quiet and reserved coach. At the beginning, similarly to my first coach, she sent me a very extensive questionnaire about what I found my strength and weaknesses to be in lifting as well as what I struggle with mentally when lifting and she wanted to know what my goals were in the near and far future. She too had seen me lift in competition. In general, she really is not

someone that tries to establish a personal relationship with her athletes, so goal setting is something I tend to do more on my own rather than an actual discussion taking place. However, her programming is very interesting and challenging. I have consistently met my performance goals. Therefore, I remain committed to my coach.

I do not enjoy online coaching; if I had it my way, I would have a coach in person. Had I had in-person coaching right from the beginning I think that I could have set more challenging goals and achieved them. In kettlebell, technique is paramount. Having a coach watching me as I lift and making corrections as I go would have changed when and where I set goals. Further, relationships are impacted when it comes to coaching online. It's hard to build that trust and understanding of someone's goals when communicating mostly through typed messages. I find myself leaving voice messages because my voice is very expressive. I cannot say I have a close relationship with my coach, which impacts how we goal set together. Therefore, as a coach, I make every effort to build relationships with my MAs, in person when possible, so that we can set goals in person and revise them often. I find that my MAs' goals are always changing and evolving as they get more proficient in the sport but, like any other sport, there are ebbs and flows. This means that goals need to be assessed constantly to ensure that the athlete is being challenged. My coaching is individualized, to accommodate every lifter's different goals. Most of the time our team knows what each other's goals are because we typically discuss them on a regular basis. Before COVID we were together three times a week at the gym and everyone knew everyone else's goals. In COVID times, we are often discussing goals through our Facebook page or through our weekly zoom call.

### **How to Set Goals?**

I couldn't imagine lifting or competing without a map and understanding of the process in how I was going to achieve this. Goal setting for me is an opportunity to sit down and map out what my short-term goals are along with my long-term goals. I will usually look to see what local, national and international competitions are coming up and start to plan from there. Once I have chosen what competitions I want to participate in (which can have a lot to do with location due to travel costs), I will advise my online coach as to what my goals are. Most times, she has been on board with what I have set out to do, but there have also been times when she will come back and want to discuss and possibly change or give her advice on whether I am being too ambitious or not ambitious enough when it comes to the weight I want to lift or the event I want to lift in. As a most recent example, I am competing this coming weekend in a new event for me and it will involve some stresses on my body that I have not had in a while. I am already

starting to look at my next competition at the end of January and so I messaged my coach to tell her what my goals are for that next competition. She came back and suggested that while they are achievable, because of the current competition, she would like to see me lift lighter at the next competition to allow my body some recovery with the two competitions being so close together, along with health issues that I have had this past year. So, we negotiated back and forth until we came up with goals that we both felt were good.

As a coach, I do this same negotiation with my MAs when it comes to goal setting. Most of my team is lifting in the same competition this coming weekend. I have suggested where I see their training going over the next four weeks after competition to allow some recovery time before they start looking at a new goal; however, I have also indicated that this does not mean that they are not able to choose competitions or a different path than what I have suggested. In fact, I have posted all the upcoming competitions so that if they are interested in any of them, then we can have discussions about that. This is their path, and they may have goals that they have been considering. Therefore, the process of how to set goals is about the athlete first, and then a co-navigation and negotiation based on the athletes' best interests.

### **Why Set Goals?**

As a MA, the reason why we compete is very important because we are no longer being told by our parents or coach that we must compete (what I call "I have to" type of goals). We do not have a coach that is constantly looking over our shoulders and directing our every move (nor do we want that). Instead, we are consciously making the decision to compete (what I call "I want to" type of goals). It isn't always easy to achieve these sport goals when there are other life and work responsibilities, so sometimes we need to change the goal. One of the main reasons why I goal set is because I need to know where I am going, to have something to work towards and to have a plan to follow even if I fall off course or the plan changes.

I have noticed that some MAs set goals differently once they hit a certain age. I see a noticeable difference between my athletes that are over 40 years of age vs my younger athletes. The younger ones tend to be focused on beating others, worried about what others think and how others will see them when they lift on the platform. I have to work harder to help them push through some mental barriers. The older MAs are more focused on themselves when they lift. They are competing to see what their limit is and want to prove something to themselves, not others. They are more dialed in and can grind and push through the mental barriers. A lot of MAs have goals to stay healthy and in shape as well as social goals of belonging to a community of sport participants. Yet, they can be just as competitive as athletes in their early twenties and want to beat others as much as

anyone else. It's different though, older MAs are more mindful of how their body feels, the possibility of injury and how the body is recovering. These become integral elements of why they are setting the goals that they are setting. As a MA, I am there to lift for me and only me. I pay fees for a program, and it is up to me to execute. I am responsible for the time and effort that I put into my lifting. I have a coach that is there to guide me, and I have accountability to her and to the program she sets out. But ultimately, I lift because I want to, not because I have to. I think this sets MA goal setting apart from younger athletes' reasons for why they set goals and as coaches we need to be aware of this difference.

### Discussion

This paper describes nuances of goal setting in coached Masters sport from my perspective as a Masters coach who is also a MA in kettlebell. Thus, this autoethnography outlines the what, when, where, how, and why of goal setting as a MA with an online coach, and as a coach of MAs. The progression of the results from what to why was intentionally built to first show the commonalities of goal setting as a practice in sport to the distinct nuances of how and why goals are set within the Masters context more specifically. As such, we can glean important information about coaches' use of goal setting within Masters sport.

Firstly, in the results, the importance of setting various types of goals is clear. Locke and Latham (2002) note that the concept of self-efficacy is important for many different reasons when it comes to goal setting. Self-efficacy is the belief that keeps us determined and willing to persevere to overcome challenges that would otherwise interfere with our ability to achieve the goals we have set out to accomplish (Locke & Latham, 2002). Having different competitive goals, striving to work on technique, then time, then personal performances help to develop MAs' self-concept and corroborate the literature on how goal setting can contribute to positive sport experiences.

In particular to coaches' supporting MAs' use of psychological skills, Makepeace and Young (in press) suggest that goal setting can help to preserve sport enjoyment for MAs by having coaches encourage MAs to recognize the many reasons they are involved in sport when setting goals, by setting 'elastic' goals that can be modified and adapted as needed, by setting in-season goals (not over multiple years). Further, Makepeace and Young suggest having coaches use discretion around when to emphasize outcome goals and when to downplay them, and being attentive to their MAs' goals in order to point out when goals are not realistic or achievable. Likewise, in understanding why MAs set goals, I want to help MAs to be self-compassionate in adapting goals and/or mindfully creating goals that

take into account injury prevention and recovery as well as life situations. MAs want the autonomy to be self-directed in their goal setting, and in following their lead, I can share power or even place the accountability in MAs' hands, while negotiating safe, achievable, and adaptable goals. Callary and colleagues (in press) have discussed these adult oriented coaching practices as integral to a quality Masters sport experience.

Indeed, treating and speaking to MAs as adults, learning their preferences in how they want to be addressed, and generally building a relationship of trust and respect is a key foundation for goal setting in Masters sport for me (Kimberley). Similarly, in Callary, Currie, and Young (2020), the coach-athlete relationship of interdependence was discussed. I pay for a program, which is posted once a week. But unfortunately, there is very little relationship building in my experience as an MA. Asking MAs to answer a list of questions is not enough. That's why, as a coach, I work hard to develop a relationship with my MAs. I am not the type of person to beg for feedback when it comes to my lifting, and I do not receive much. I have an intrinsic motivation and push to succeed at the goals that I have set for myself. However, the line between coaches giving their MAs autonomy and self-direction in goal setting, and being accountable and involved in the process without being controlling is a fine one. To develop interdependence, it warrants discussion. Hoffmann et al. (2020) found that coached MAs reported greater autonomy-frustration than non-coached MAs. This makes sense as a coach is directing their activities, but it also suggests a controlling connotation to being coached. However, Larson and colleagues (2020) found that MAs in swimming actually feel more autonomy support from their coaches than do youth swimmers. Further, this support was related to their satisfaction in terms of their competence. Thus, it is important to consider MAs' self-concept and autonomy while balancing control and support. Indeed, Rathwell and colleagues (2015) suggested that MAs will pay for programs wherein the coaching is tailored to their liking. But our results suggest that this 'pay to play' mentality goes beyond programming and efficiency in coaching, and so it is extremely important in Masters sport in particular for coaches to support goal setting with an interdependent, adult-oriented approach.

Overall, this study delves into a deeper understanding of goal setting within the Masters context that provides unique considerations for coaches. The goal of this paper is to shed light on the importance of goal setting as a MA and the guidance that a Masters coach can provide in this environment. Therefore, this study may be useful as evidence-based information when creating workshops for Masters coaches, with findings based on goal setting specific to the Masters sport experience.

## References

- Anderson, L. (2006). Analytic autoethnography, *Journal of Contemporary Ethnography*, 35, 373-395. <https://doi.org/10.1177/0891241605280449>
- Callary, B., Currie, C., & Young, B. W. (2020). Relational perspectives of sport coaching: Congruencies with emerging themes in Masters sport. *International Sport Coaching Journal*, 7(3), 390-397. <https://doi.org/10.1123/iscj.2019-0021>
- Callary, B., & Gearity, B. (in press) Coach development and education for the Masters coach. In B. Callary, B. W. Young, & S. Rathwell (Eds). *Coaching masters athletes*. Routledge.
- Callary, B., Gearity, B., & Kuklick, C. (under review). Coach developers' confessional tale of an online professional development course for Masters fitness coaches. *Sports Coaching Review*.
- Callary, B., Rathwell, S., & Young, B.W. (2017). Coaches' report of andragogical approaches with Masters Athletes. *International Sport Coaching Journal*, 4, 177-190. <https://doi.org/10.1123/iscj.2016-0102>
- Callary, B., & Young, B.W. (2016). What women are saying about coaching needs and practices in Masters sport. *Canadian Journal for Women in Coaching*, 16, 1-5. [https://coachingmastersathletes.files.wordpress.com/2017/07/cjwc\\_july2016\\_en.pdf](https://coachingmastersathletes.files.wordpress.com/2017/07/cjwc_july2016_en.pdf)
- Callary, B., Young, B. W., & Rathwell, S. (in press). *Coaching masters athletes*. Routledge.
- Coaching Association of Canada. (2013). *Coaching masters athletes: National Coaching Certification Program resource book*. Ottawa, Ontario. Retrieved from [www.coach.ca/files/Coaching\\_Master\\_Athletes\\_FINAL\\_EN.pdf](http://www.coach.ca/files/Coaching_Master_Athletes_FINAL_EN.pdf)
- Gearity, B. (2014). Autoethnography in sport coaching. In L. Nelson, R. Groom, & P. Potrac (Eds.), *Research methods in sports coaching* (pp. 205-216). Routledge.
- Hoffmann, M., Young, B. W., Rathwell, S., & Callary, B. (2020). Comparing Masters athletes with varying degrees of coaching for psychological need satisfaction and thwarting. *International Journal of Sport Sciences & Coaching*, 15, 3-8. <https://doi.org/10.1177/1747954119887300>
- Larson, H., Young, B. W., McHugh, T-L., & Rodgers, W. (2020). Coach autonomy support and need satisfaction/thwarting: A comparison of youth and masters swimming contexts. *Journal of Sport & Exercise Psychology*, 52, 89.
- Locke, E.A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American Psychologist*, 57(9), 705-717. <https://doi-org.ezproxy.cbu.ca/10.1037/0003-066X.57.9.705>
- Makepeace, T. (2020). Exploring traditional and novel applications for sport psychology in Masters sport. *Master's thesis*. Ottawa, Canada: University of Ottawa. <http://hdl.handle.net/10393/40658>
- Makepeace, T., & Young, B. W. (in press). Sport psychology and Masters athletes: Implications for coaches. In B. Callary, B. W. Young, & S. Rathwell (Eds). *Coaching masters athletes*. Routledge.
- MacLellan, J., Callary, B. & Young, B. (2018). Same coach, different approach? How Masters and youth athletes perceive learning opportunities in training. *International Journal of Sports Science and Coaching*, 13(2), 167-178. <https://doi.org/10.1177/1747954117727202>
- Rathwell, S., Callary, B., & Young, B. (2015). *International Journal of Aquatic Research & Education*, 9, 70-88. <https://doi.org/10.1123/ijare.2014-0068>
- Rathwell, S., Young, B.W., Callary, B. Motz, D., Hoffmann, M.D., & Currie, C. (2020). The adult oriented sport coaching survey: An instrument designed to assess coaching behaviours tailored to adult athletes. *Journal of Sport & Exercise Psychology*. Ahead of print. <https://doi.org/10.1123/jsep.2020-0031>
- Vasilev, D. (2015, July, 5). *Kettlebell sport level 1*. Kettlebell Certification Course Ketacademy, St. Catherines, ON, Canada.
- Weinberg, R. S., & Gould, D. (2015). *Foundations of sport and exercise psychology* (6<sup>th</sup> ed.). Human Kinetics.
- Young, B. W. (2011). Psycho-social perspectives on the motivation and commitment of Masters athletes. In N. Holt & M. Talbot (Eds.), *Lifelong engagement in sport and physical activity* (pp. 125-138). Routledge.
- Young, B. W., & Callary, B. (2017). Doing "more for adult sport": Promotional and programmatic efforts to offset adults' psychosocial obstacles. In R. Dionigi & M. Gard (Eds.), *Sport and physical activity across the lifespan: Critical perspectives*. Palgrave Macmillan.

**Author Note:** This research was supported by the Social Sciences and Humanities Research Council of Canada Insight Grant. There is no conflict of interest to disclose.