

PERSONAL SCORE CARD

Thank you for taking part in our research and completing the **Adult-Oriented Sport Coaching Survey (AOSCS)**, which we hope will innovate how you coach adults in sport!

ADULT-ORIENTED COACHING PRACTICES¹

The following coach scores are a general reflection of how coaches perceive themselves as a coach. The Masters athletes' scores are a general reflection of what they would prefer to receive for their coaching and how they actually perceive their coaches implementing the AOSCS concepts.

The **Preference Scale** measures the **preference** for a coaching practice to be implemented. Whereas the **Frequency Score** measures **how frequently** a certain coaching practice is believed to be implemented. On **both scales**, the lowest possible score is a 1 and the highest is a 7.

Please note: a higher score implies that a practice is preferred or perceived more often, but it does not mean that it is necessarily more effective.

Considering the Individuality of Athletes

The coach considers and tailors his/her approach to each adult athlete's experiences and motives in the planning, organization, and delivery of practice.

	Preference	Frequency
Coach:		—•—
MAs:	—•—	—•—

Framing Learning Situations

The coach frames learning situations for his/her adult athletes through self-discovery, problem-based scenarios, modeling, and assessments.

Coach:		—•—
MAs:	—•—	—•—

Imparting Coaching Knowledge

The coach enriches the learning environment by sharing his/her own relevant athletic experience, coaching knowledge, and professional coaching development.

Coach:		—•—
MAs:	—•—	—•—

Respecting Preferences for Effort, Accountability, & Feedback

The coach adapts his/her approach by considering how each adult athlete wishes to be held accountable for working hard and giving effort, and how they wish to receive feedback at practice.

Coach:		—•—
MAs:	—•—	—•—

Creating Personalized Programming

The coach considers and tailors aspects of scheduling (practices and competitions), season-long programming, and coaching support at competitions, to an adult athlete's needs and abilities.

Coach:		—•—
MAs:	—•—	—•—

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COACH-ATHLETE RELATIONSHIP²



Closeness

The mutual trust and respect between a coach and an athlete



Commitment

The coach's and athlete's mutual intent to maintain their relationship



Complementarity

The reciprocal co-operating behaviours between a coach and an athlete

Coach

MA

Time 1:	___/7	___/7	___/7	___/7	___/7	___/7
Time 2:	___/7	___/7	___/7	___/7	___/7	___/7

MASTERS COACHES' OUTCOME SCORES

BASIC PSYCHOLOGICAL NEEDS^{3,4}



Autonomy

An athlete who feels: their actions are initiated & regulated by a personal force; they have decision-making flexibility to choose what to do; they are willingly engaging in an activity free from pressure



Competence

How effective (or competent) an athlete feels in the sporting environment (including social interactions and sport skills)



Relatedness

An athlete's feelings of connectedness, or relatedness, to others, as well as how this athlete cares and is taken care of by others in the sporting environment

Satisfaction | Frustration

Time 1:	___/7	___/7	___/7	___/7	___/7	___/7
Time 2:	___/7	___/7	___/7	___/7	___/7	___/7

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MASTERS COACHES' OUTCOME SCORES

ADDITIONAL OUTCOMES ^{5, 6, 7}



Practice-liking

"Because of my coach, I like to go to practice"



Investment

"Because of my coach, I want to invest more in my sport"

Time 1: / 7

Time 1: / 7

Time 2: / 7

Time 2: / 7



Enjoyment

"I find participating in my sport to be enjoyable"



Commitment

"I am committed to keep doing my sport"

Time 1: / 7

Time 1: / 7

Time 2: / 7

Time 2: / 7

References

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- 3 Ng, J. Y., Lonsdale, C., & Hodge, K. (2011). The Basic Needs Satisfaction in Sport Scale (BNSSS): instrument development and initial validity evidence. *Psychology of Sport and Exercise*, 12(3), 257-264.
- 4 Bartholomew, K. J., Ntoumanis, N., Ryan, R. M., & Thøgersen-Ntoumani, C. (2011). Psychological need thwarting in the sport context: Assessing the darker side of athletic experience. *Journal of Sport and Exercise Psychology*, 33(1), 75-102.
- 5 Bennett, A. (2014). Examining how specific involvement opportunities influence the sport commitment type of Masters swimmers: Differences in number, strength, and direction of associations to functional and obligatory commitment, [University of Ottawa].
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- 7 Young, B. W., & Medic, N. (2011). Examining social influences on the sport commitment of Masters swimmers. *Psychology of Sport and Exercise*, 12(2), 168-175.