

**Exploring learning retention with an expert volley-ball coach
after two clinical supervision cycles, three years apart.
What is most affected in behavioural change?**

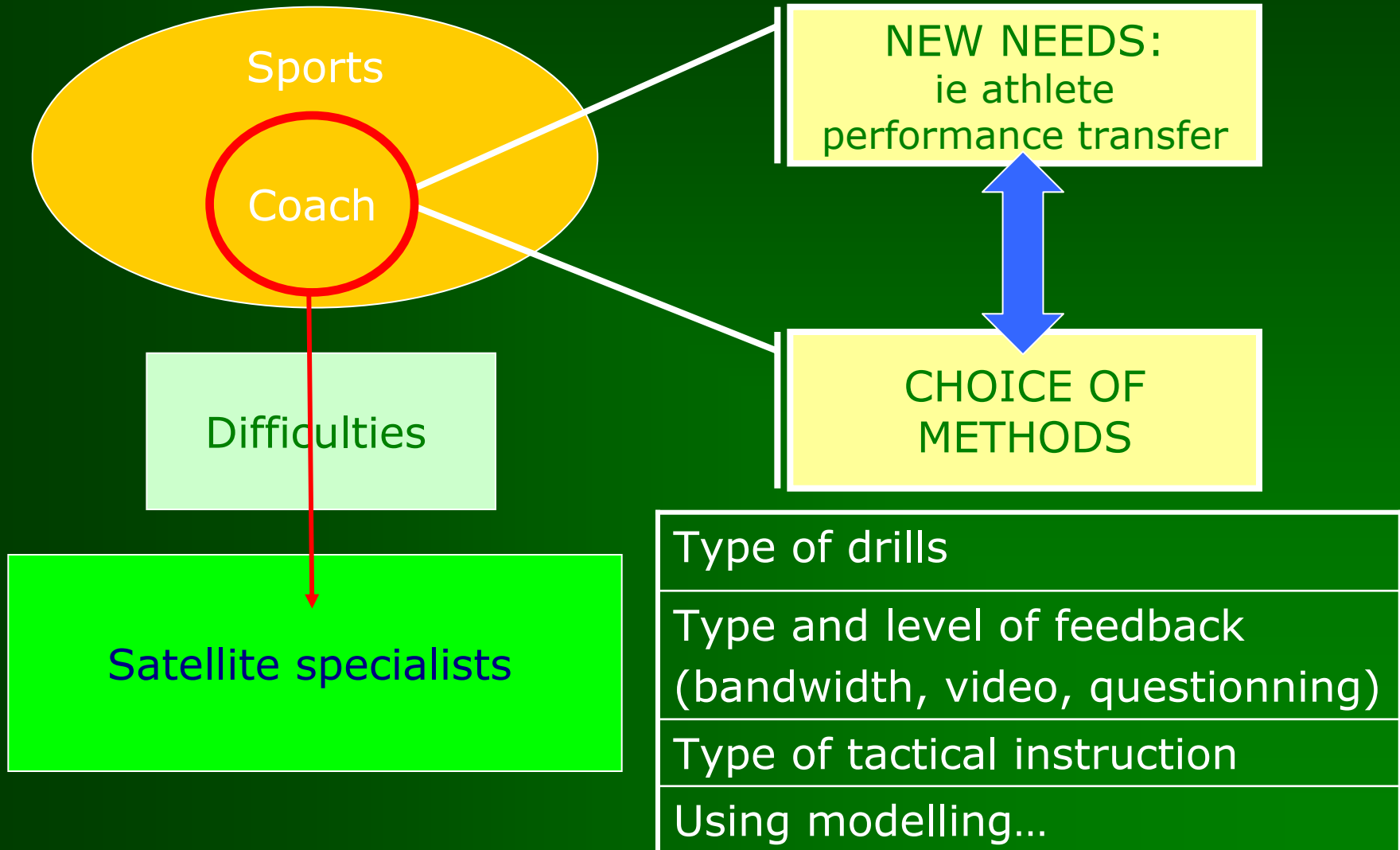
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Problematic





Methode

- Type of study: descriptif comparative research
- With the head coach of a feminin volley-ball team, university level, in Québec (CAN)
- Procedures for a collaborative action research project:
 - YEAR 1, Project A: a « tight » 7 month supervision process based on ALT-PE, and 2 systematic observational techniques such as time management (n=16) and occasion to respond (n=39). Weekly meetings took place to offer data based feedback (n=21) and implement Decision Training (DT) as a new approach.
 - YEAR 2, Project B: a « loose » 4 month supervision process, 3 years later, using time management during practice(n=7), with 2 target athletes each time (n=14) and occasion to respond during the competition situations (n=6). Weekly meetings took place to offer data based feedback (n=8) and insure DT applications

Results on Time management

Time allocated to motor skill development: _____ 52%

Time the target athlete was engaged, During motor skill situations: _37,4%

Number of action per minute: _1,33%

Time allocated to motor skill 61,3% _____ Development

Time the target athlete was engaged, 45,3%__ during motor skill situations

1,62%_Number of action per minute

- Coach awareness and focus on what the athletes were doing during practice
- Being able to compare the figures during training sessions and competition, since the underlying roots of DT is to have brought forward the importance of reproducing as realistically as possible the competition conditions during practice
- The difference between project A and project B

Results on DT use

Random and variable practice

Bandwidth feedback and high levels of questioning

Intentions but no use of further DT tools

High levels of questioning

Feedback video

Modeling

Seldom random and variable practice

Implementing decision training as a new method: « to increase the opportunity for athletes to make decisions in training similar to those encountered in competition » (Vickers, 2002)

What changed and what was the influence of the supervisory practice (tight and for a master degree)?

What remains unchanged: bottom-up values and methods
Exemple: service practice.

Discussion

The supervision sessions and practice data:

- Period of familiarization & exploring concepts
- Time allocated to organizational situations and to motor skill development
- Use of DT planning steps
- Use of DT tools

Competition data:

- Comparison to real conditions: distribution in type of action, effectiveness at play, game strategy.

Conclusion

Clinical supervision process:

- A a long terme process with a view on self-supervision
- Process includes systematic observation data during practice and competition situations
- Facilitation to admit behavioural change (planning, intervention)
- Respecting the ability and capacity to change of all those involved, especially the coach
- Having supervision specilists involved in the process

Implications:

- Professional training expectations
- Coach education (programs, methods,...)
- Consider the funnel effect

References

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A hand-drawn banner with a yellow outline and a light blue fill. The banner is rectangular with a slight curve at the bottom and has two pointed ends on the left and right sides. The text "Many thanks" is written in a yellow, cursive font across the center of the banner.

Many thanks