

Qualitative analysis of the interactive decisions of three coaches involved in a "Start to run" session

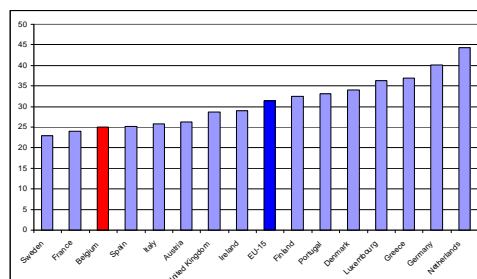
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Introduction Physical activity in Europe

- ◆ % of active people (5×30 minutes of moderate PA or 3×20 minutes of vigorous PA)



Meusel (2008)

Introduction Actions against sedentariness

- ◆ In 92', the European Council proposed a PE-Sport charter emphasizing the key position of PA in the society
- ◆ The 96's Report of the Surgeon General (US): First strong emphasis about the need of a fight against low level of PA
- ◆ Since that time, WHO underlines many times the priority to provide to PA promotion all over the world



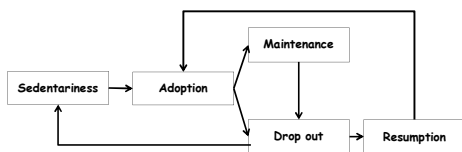
Introduction Adoption of an active lifestyle

- ◆ At the centre of a complex context justifying a multisectorial approach
- ◆ Ecological model
 - ✦ Booth et al. (2000)
 - ✦ Sallis et al. (2006)
 - ✦ Edwards & Tsouros (2006)



Introduction Adoption of an active lifestyle

- ◆ Modifying a behaviour is a dynamic process
- ◆ Several steps in a spiral evolution
 - ✦ Prochaska et al. (1994)
 - ✦ Sallis et Hovel (1990)



Introduction Adoption of an active lifestyle

- ◆ Increasing number of projects aiming to encourage people to start (again) PA
 - ✦ Walking, biking, swimming ...
 - ✦ Most traditional activity = running
 - ✦ Need of support = associations proposing progressive programs

'Start to run'
 'Je cours pour ma forme'
 ...



Start to run

◆ <http://sport.be.msn.com/starttorun/2009/fr/>

- ◆ 10 weeks
- ◆ 1 to 3 sessions/week
- ◆ 5 or 10km
- ◆ Club
- ◆ Coach

Week 1	session 1	1 1 1 2 2 2 2 2 2 2 2 1 1
	session 2	1 1 1 2 2 2 2 2 2 2 2 1 1
	session 3	1 1 1 2 2 2 2 2 2 2 2 1 1
Week 2	session 1	1 1 1 2 2 2 2 2 2 2 2 1 1
	session 2	1 1 1 2 2 2 2 2 2 2 2 1 1
	session 3	1 1 1 2 2 2 2 2 2 2 2 1 1
Week 3	session 1	2 2 2 2 2 4 3 3 3 3 3 3
	session 2	2 2 2 2 2 4 3 3 3 3 3 3
	session 3	2 2 2 2 2 4 3 3 3 3 3 3
Week 4	session 1	3 2 2 4 3 3 4 3 3 3 3 3
	session 2	3 2 2 4 3 3 4 3 3 3 3 3
	session 3	3 2 2 4 3 3 4 3 3 3 3 3
Week 5	session 1	4 2 2 4 3 3 4 3 3 3 3 3
	session 2	4 2 2 4 3 3 4 3 3 3 3 3
	session 3	4 2 2 4 3 3 4 3 3 3 3 3
Week 6	session 1	5 2 2 4 3 3 4 3 3 3 3 3
	session 2	5 2 2 4 3 3 4 3 3 3 3 3
	session 3	5 2 2 4 3 3 4 3 3 3 3 3
Week 7	session 1	6 2 2 4 3 3 4 3 3 3 3 3
	session 2	6 2 2 4 3 3 4 3 3 3 3 3
	session 3	6 2 2 4 3 3 4 3 3 3 3 3
Week 8	session 1	7 2 2 4 3 3 4 3 3 3 3 3
	session 2	7 2 2 4 3 3 4 3 3 3 3 3
	session 3	7 2 2 4 3 3 4 3 3 3 3 3
Week 9	session 1	8 2 2 4 3 3 4 3 3 3 3 3
	session 2	8 2 2 4 3 3 4 3 3 3 3 3
	session 3	8 2 2 4 3 3 4 3 3 3 3 3
Week 10	session 1	9 2 2 4 3 3 4 3 3 3 3 3
	session 2	9 2 2 4 3 3 4 3 3 3 3 3
	session 3	9 2 2 4 3 3 4 3 3 3 3 3

28	Walk 1 min 2' as you need
30	Walk 1 min 2' as you need
32	Walk 1 min 2' as you need

Factors that influence the success of such projects

- ◆ Scanlan et al. (1993)
 - ✦ Pleasure, personal involvement, social support, expected benefits
- ◆ Teaching process ?



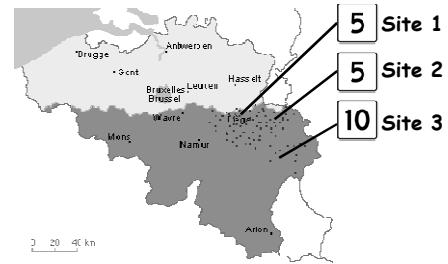
Goals of the study

- ◆ To identify the characteristics of the coaches' intervention
- ◆ To analyze participants' opinions about it



Methods

- ◆ Qualitative design - 3 sites
 - ✦ 3 groups in different communities of the Liege's area (Wallonia, Belgium)

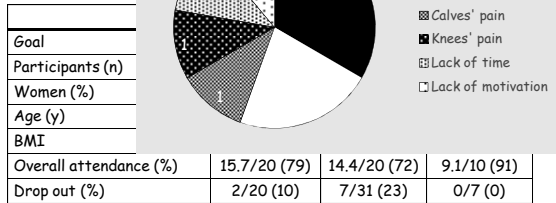


Methods

- ◆ Data collected before
 - ✦ Interview (coaches)
 - ✦ Questionnaire (participants)
- ◆ During - 2^d, 5th and 8th weeks
 - ✦ Observation + interviews (coaches)
 - ✦ Questionnaires (participants)
- ◆ At the end of the 10 weeks
 - ✦ Interview (coaches)
 - ✦ Questionnaire (participants)
- ◆ 12 weeks after the program
 - ✦ Questionnaire (participants)

Results

- ◆ Characteri...



Results

- ◆ Characteristics of the intervention (synthesis from 3 points of view)

	Positive aspects	Negative aspects
Site 1	Many encouragements Varied feedback Attention to all sub-groups	Clarity of the explanations Voice not loud enough
Site 2	Experience and competence Good voice Ease Friendship, cheerfulness	Too often at the front Do not take care of all
Site 3	Technical corrections Cheerfulness Many encouragements Experience and competence	Lack of group control

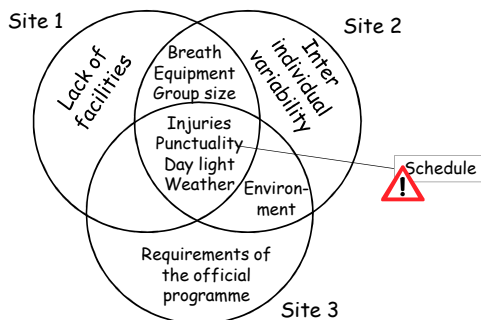
Results

- ◆ Characteristics of the intervention (ideal coach)
 - ❖ Ease - 'Coach is calm and explain clearly things to do or not to do'
 - ❖ Voice - Coach with stronger voice are better respected
 - ❖ Experience - 'Being coached by an experienced people provides confidence'
 - ❖ Cheerfulness - 'Coach is very available and interested by us'
 - ❖ Providing feedback - Participants appreciate to be informed (C1 sent feedback by email)
 - ❖ Attention to all groups - Best and worst participants are expecting to be considered
 - ❖ Motivation and dynamism - Participants need to be supported by an example



Results

- ◆ Difficulties of the participants (coaches' opinions)



Conclusion

- ◆ Globally, all coaches respected an adequate teaching approach
- ◆ They were interested by the reflective process linked to our study
 - ❖ Confirming subjective personal opinions
 - ❖ Emphasizing some weaknesses (need to collect participants' opinions)
 - ❖ Modifying some behaviors during the programme (following the interviews)

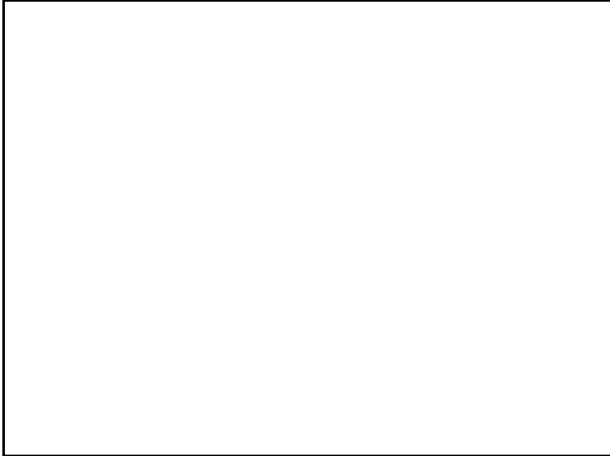
Conclusion

- ◆ Need to analyze other sites with less experienced coaches
- ◆ Providing more attention to injuries' prevention
 - ❖ Medical examination
 - ❖ Equipment requirements
 - ❖ Warning in relation to overweight
 - ❖ Developing heart rate control
 - ❖ Preparing specific warm up for latecomers



Thank you for your attention





Références

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