

Running head: COACHING APPROACHES TO LIFE SKILLS

A Multi-Method Exploration of Coaches' Implicit and Explicit Approaches  
to Life Skills Development and Transfer in Youth Sport

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### **Abstract**

Sport is considered a viable context for positive youth development, including the acquisition of life skills. However, research indicates that sport participation alone does not necessarily amount to consistent developmental outcomes (Coakley, 2011). Therefore, it is important to understand how sport can be structured by coaches, as direct influencers of the structure and delivery of sport programs, to facilitate the development of skills that youth can use to thrive in life. Using the Bean et al. (2018) continuum, this thesis explored coaches' implicit and explicit approaches to life skills development and transfer in youth sport. A multiple case study design was employed comprised of nine cases, each consisting of one coach and at least two of his/her athletes, who were members of a youth sport team (i.e., baseball, rugby, soccer, and sailing), operating in the National Capital Region. Data were collected from the coaches via pre- and post-season interviews and in-season journaling, as well as from athletes via post-season interviews. The results indicated that the coaches went beyond the implicit/explicit dichotomy. The coaches were found to predominantly and consistently use implicit approaches and inconsistently use explicit approaches, with dilemmas and factors reported influencing their explicit practices. The results have implications for future research and applied efforts towards coaches' integration of the explicit approaches to teaching youth life skills development and transfer within their coaching practices to maximize positive youth development through sport.

### **Preface**

I, Laura Martin, was responsible for collecting and analysing the data used in this Master's research. I was responsible for writing the Monograph as part of this Master's thesis. Dr. Martin Camiré supported all aspects of the conceptualization, analysis, and writing by reviewing the Monograph on several occasions.

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## Introduction

Sport represents a social practice of great influence (Camiré, 2015) and when appropriately structured, it can provide tangible opportunities for positive youth development (Larson, 2000). Although the potential of sport to foster development has long been recognized, in recent years, the push to use sport as a vehicle to deliberately teach youth life skills has increased significantly (Gould & Carson, 2008). Accordingly, sport organizations outline within their mission statements that participation in their programs can lead to developmental outcomes that often include the acquisition of life skills (Camiré, Werthner, & Trudel, 2009). Life skills are defined as personal assets (e.g., leadership, goal-setting, perseverance) that can be developed and/or refined in sport and transferred for use in contexts reaching beyond sport (Gould & Carson, 2008).

Popular discourse suggests that sport participation in and of itself is associated with the acquisition of life skills (Bean & Forneris, 2017). However, the findings of research are much more nuanced, whereby participation alone does not necessarily amount to consistent positive developmental outcomes and, in fact, can lead to negative outcomes (Coakley, 2011). Therefore, it is important to better understand how sport actually serves as a developmental context, one in which youth can be exposed to positive learning situations where they can acquire the life skills needed to thrive in contemporary society. A key topic of interest lies in examining how coaches, as direct influencers of the structure and delivery of sport programs, can effectively teach life skills and their transfer to youth through sport.

Until recently, empirical research on the teaching of life skills has been delimited to two distinct approaches that coaches may use to facilitate life skills development and transfer, namely the implicit approach and the explicit approach (Turnnidge, Côté, & Hancock, 2014). The

dichotomous framing of teaching approaches to life skills development and transfer has perhaps served to undermine the complexity of these processes. In response, Bean, Kramers, Forneris, and Camiré (2018) have proposed a theoretical model conceptualizing the teaching of life skills along a continuum of intentionality. Using the Bean et al. implicit/explicit continuum of life skills development and transfer as a theoretical model, the purpose of this thesis was to explore coaches' implicit and explicit approaches to life skills development and transfer in youth sport. The guiding research question was: how do youth sport coaches address the development and transfer of life skills within their coaching practices?

### **Literature Review**

The literature review is organized in five main sections: (a) key concepts relevant to life skills development and transfer through sport; (b) brief historical context; (c) relevant theoretical models and frameworks of life skills development and transfer; (d) research on coaches' approaches to life skills development and transfer; and (e) research on implicit and/or explicit approaches to life skills development and transfer. From this review, a summary follows providing justification for the present thesis.

### **Key Concepts Relevant to Life Skills Development and Transfer through Sport**

The following section reviews key concepts relevant to life skills development and transfer, aiming to provide conceptual clarity. The concepts discussed are: sport-based youth development, positive youth development, life skills, and coaching approaches (i.e., implicit approach and explicit approach).

**Sport-based youth development.** Larson (2000) argued that efforts towards youth development could be realized through appropriately structured, organized leisure activities including sport. Sport is viewed as a highly desirable context to help youth, during their

formative years, build skills that will assist them in life. For example, researchers have identified several grounds for sport as a viable context for teaching youth life skills, which included the pervasiveness of sport in society, the consonant skills required for sport and life (e.g., goal-setting, perseverance), the similar teaching-learning processes for sport skills and life skills (e.g., demonstrating, modelling, and practicing), and the interactivity of challenges within a safe context that mimics real life (Goudas & Giannoudis, 2008; Martinek & Lee, 2012; Papacharisis, Goudas, Danish, & Theodorakis, 2005). Given such grounds, sport has been found to hold great potential to facilitate life skills development and transfer in youth (Gould & Carson, 2008).

**Positive youth development.** Life skills development and transfer through sport are rooted in the notions of positive youth development as an umbrella framework. The positive youth development framework represents an “asset-building approach”, rather than a “deficit reduction approach” (Fraser-Thomas, Côté, & Deakin, 2005, p. 20). As such, the focus lies in pre-emptive efforts directed at supporting youth to realize their potentials (Lerner, Almerigi, Theokas, & Lerner, 2005). These efforts are aimed at broadly promoting a number of positive outcomes in youth during their formative years (Gould & Carson, 2008). Lerner et al. (2005) conceptualized such outcomes as the five Cs: competence, confidence, connection, character, and caring/compassion. When the five Cs are all present, the sixth C of contribution is theorized to occur. Ultimately, the objective of developing and transferring life skills is that it will lead to positive outcomes in sport and in life (Gould & Carson, 2008).

**Life skills.** As described by the World Health Organization (1999), life skills constitute abilities to be developed rather than qualities as outcomes. As such, the study of life skills provides a more fine-grained means of understanding the tangible positives associated with sport-related learning experiences. Life skills represent competencies that youth may learn/refine

in sport and transfer for use beyond sport (Gould & Carson, 2008). Life skills can be cognitive (e.g., being attentive, persevering, problem-solving), social (e.g., communicating effectively, resolving conflicts); and emotional (e.g., managing emotions, coping; Papacharisis et al., 2005). A critical consideration is that a skill that is developed in sport qualifies as a life skill only when it is transferred outside of sport for use in other life contexts (e.g., school, home, community, work; Gould & Carson, 2008).

**Coaching approaches.** Two distinct approaches to facilitating life skills development and transfer have been delineated in the literature, namely the implicit approach and the explicit approach (Turnnidge et al., 2014).

***The implicit approach.*** The implicit approach refers to coaches' indirect efforts toward assisting their athletes in transferring their skills outside of sport. That is, coaches do not intentionally plan and integrate within their coaching practices, strategies to help athletes transfer skills, but create a positive climate where athletes may learn and transfer skills (Turnnidge et al., 2014). This includes providing a positive learning environment where youth can experience the inherent features of sport (Pierce, Kendellen, Camiré, & Gould, 2018). The impetus for the implicit approach is that youth may learn life skills on their own (Camiré & Kendellen, 2016) and, depending on their cognitive maturity/readiness, may unconsciously or consciously transfer their skills, requiring less direct resources (Holt et al., 2017; Vierimaa, Turnnidge, Bruner, & Côté, 2017). Because life skills may be unconsciously internalized, it is contended that transfer may be more robust due to automaticity (Turnnidge et al., 2014) or habit (Kendellen & Camiré, 2019a). However, given that no deliberate intervention is made on the part of coaches, life skills learning and transfer are in many ways left to "chance" (Camiré, Forneris, Trudel, & Bernard, 2011).

*The explicit approach.* In contrast, the explicit approach refers to coaches' direct efforts toward teaching athletes life skills and assisting them transfer these skills outside of sport. That is, coaches intentionally plan and integrate within their coaching practices, strategies to help athletes learn and transfer skills (Turnnidge et al., 2014). Thus, *in addition* to creating a positive climate where athletes may learn and transfer skills, coaches deliberately target in their coaching, life skills development and transfer. This includes deliberately providing developmental opportunities where youth can discuss and practice life skills within and outside of sport (e.g., leadership, imagery; Pierce et al., 2017). The impetus for the explicit approach is that by explicitly increasing athlete awareness through adult-driven guidance, learning and transfer become more conscious. Because life skills are intentionally targeted, it is contended that transfer is not left to "chance" (Camiré et al., 2011), due to the promotion of metacognitive thought, encouraging transfer to varied contexts (Pierce et al., 2017).

### **Brief Historical Context**

In conducting research on life skills development and transfer through sport, it is important to understand the evolution of this area of research. As such, this section provides a brief historical overview of life skills development and transfer.

The prevalent role of sport in society and its usage for whole person development date back to ancient Greece (Gould & Carson, 2008). Today, the influence of sport as a social endeavour is ever-present, as particularly marked by the United Nations Conventions observing the importance of practicing sport, the 1978 United Nations Educational, Scientific, and Cultural Organization declaration of sport as a fundamental right, setting out the right of all to access and participate in sport (United Nations, 2019; Young, Atkinson, & Okada, 2014), and the 2015 United Nations designation of the International Year of Sport and Physical Education promoting

sport for “health, education, development, and peace” (United Nations, 2006, p. 23). Given this foothold, sport represents an important subject of study in social science research.

The study of life skills in sport was spurred in the late 1970s and early 1980s by the work of applied counselling psychologist Steven Danish, who viewed sport psychology to entail *both* athletic (technical and sport) and life skills development and advocated for the study of sport to promote human development across the lifespan (Danish, Petitpas, & Hale, 1993). As such, Danish and his colleagues proposed the Life Skills Development Intervention (LDI), an educational intervention seeking to develop life skills in individuals through sport for them to adapt and thrive across the life span (Danish et al., 1993).

Thus, the main aim of addressing life skills in sport was to proactively promote human development, focussing on asset-building in youth during their formative years. Among community-based activities, sport was considered a ripe context to support youth in life skills building efforts (Lerner et al., 2005). As such, sport psychology research on life skills continued to evolve with the influx of sport-based life skills intervention programs, including: Going for the Goal (GOAL; Danish et al., 1992a, 1992b); Teaching Personal and Social Responsibility (TPSR; Hellison, 1995); and Sports United to Promote Education and Recreation (SUPER; Danish, Nellen, & Owens, 1996).

Meanwhile, a growth in policy and mission statements/mandates took place. For example, life skills and values became prominent in more and more community sport organization and school sport mission statements (Camiré et al., 2009; Holt, Tink, Mandigo, & Fox, 2008). However, Danish et al. (2005) cautioned against aggrandizing sport alone for positive developmental outcomes. Instead, Mahoney, Eccles, and Larson (2004) highlighted it is how the sport program is structured, delivered, and experienced that presents opportunities for

positive developmental outcomes to transpire (i.e., the creation of positive climates that foster enjoyment and facilitate learning). Coaches, as direct influencers of how sport programs are structured, delivered, and in some ways experienced, were considered to be key to teaching youth life skills and their transfer through sport (McCallister, Blinde, & Weiss, 2000). Given the corpus of energy surrounding life skills, Gould and Carson (2008) contended that further research was required, specifically with coaches, as research was falling behind applied efforts and was lacking in theoretical explanations.

### **Relevant Theoretical Models and Frameworks of Life Skills Development and Transfer**

Five theoretical frameworks and models provide a frame of reference for explaining coaching approaches to teaching life skills development and transfer through sport and, as such, are discussed herein.

**A model of coaching life skills through sport.** Gould & Carson (2008) conducted a critical review of the extant literature in order to advance knowledge in life skills development through sport. From this review, the authors concluded that much of the research conducted on positive youth development did not include sport and where sport was included, it was obscured under extra-curricular activities. Further, despite the existence of applied programs focused on developing life skills through sport, evidence supporting these programmatic claims was largely absent. As such, the authors addressed several questions, noting that life skills: (a) include the crucial feature of transfer; (b) are broad; (c) should be geared towards youth's needs; (d) can be developed through sport, under the right conditions (i.e., teaching should be explicit and focused); (e) learning can be compromised if sporting outcomes such as winning are overemphasized and may even result in negative outcomes (e.g., undue pressure, burnout, school drop-out, alcohol and illegal drug use); (f) formal coach training is rare; and (g) coaching

strategies may be influenced by individual, social, and contextual factors. Furthermore, the researchers proposed a five-component theoretical model. Within the model, they outlined that both athletes and coaches enter the sport context with internal and external assets that influence their behaviours as it relates to the life skills development and transfer process. How the sport context is delivered by the coach (e.g., coach characteristics, direct and indirect teaching strategies) and experienced by the athlete, influence the life skills development and transfer process. Depending on these aspects, opportunities are presented that can enable positive or negative outcomes to arise. Finally, as transfer is crucial, the athlete's awareness, motivation, experience, confidence, social support, and adaptability influence the skills that s/he transfers.

**Implicit/explicit transfer framework.** Turnnidge et al. (2014) conducted a critical review of the literature on coaching approaches, specifically addressing the significant issue of teaching life skills transfer through sport. In particular, Turnnidge et al. discussed two distinct approaches (i.e. implicit and explicit), that can be used to facilitate life skills transfer. Turnnidge et al. explicated that while both approaches have been used to contribute to youth development, the two are contrasted by the extent to which life skills transfer is intentionally addressed within sport programming. The implicit approach was characterized by creating a positive learning climate (e.g., positive coach-athlete and peer relationships, decision-making opportunities), conducive to youth-driven learning that supports life skills development, but that does not intentionally attend to life skills transfer. In contrast, the explicit approach was characterized by creating opportunities through deliberate strategies (e.g., personal skill-building and transfer practice, discussion, and reinforcement initiatives) conducive to youth learning that intentionally attend to both life skills development and transfer (Turnnidge et al., 2014). The authors noted

from their assessment of the literature that while the implicit approach does not specifically attend to life skills transfer, both approaches could facilitate life skill transfer outcomes.

**A model of positive youth development (PYD) through sport.** Holt et al. (2017) conducted a meta-study that analyzed qualitative research on positive youth development (PYD) in sport. From their analysis of 63 articles, the researchers developed a model that conceptualizes PYD in sport. Findings were synthesized into three categories that formed the main components of the model: (1) *PYD climate* consisting of supportive coach, peer, and parental relationships, relating to implicit processes to teaching life skills; (2) *life skills program focus* consisting of life skills building and transfer activities, relating to explicit processes to teaching life skills; and (3) *PYD outcomes* consisting of developmental outcomes in the personal, social, and physical domains (Holt et al., 2017). Additionally, based on extant literature, the researchers observed the influence of *distal ecological systems* (i.e., community, policy, and culture) and the *individual* (i.e., sociodemographic traits, and dispositional factors), as added components to the model that play into the implicit and explicit processes, and resultant outcomes. The model yielded five hypotheses to guide future research. Most relevant to this thesis is hypothesis four: “The combined effects of a PYD climate and a life skills focus will produce more PYD outcomes than a PYD climate alone” (Holt et al., 2017, p. 38). Thus, in practical terms, youth sport coaches can further develop their athletes if implicit approaches are used together with explicit approaches, rather than solely implicit approaches.

**A model for life skills transfer from sport to other life domains.** Pierce, Gould, and Camiré (2017) conducted a critical review of the literature and proposed a definition and model of life skills transfer, in view of the complexities inherent in life skills transfer and the research limitations to date (i.e., lack of definition, theory, and quantitative studies). Indeed, citing Hager

and Hodkinson (2009), the researchers discussed how the simplistic “common-sense notion” of life skills being easily transferable from sport to non-sport contexts may serve to undermine research and applied efforts. As such, Pierce et al. (2017) proposed a definition of the process of life skills transfer, focusing on the athlete-learner, who is at the core of the process:

The ongoing process by which an individual further develops or learns and internalises a personal asset (i.e., psychosocial skill, knowledge, disposition, identity construction, or transformation) in sport and then experiences personal change through the application of the asset in one or more life domains beyond the context where it was originally learned.  
(p. 194)

In addition to this definition, Pierce et al. proposed a model of the process of life skills transfer grounded in the literature. Within the model, coaches are described as important actors that must structure and deliver the sport program in a manner where athletes, who are at the core of the transfer process, enjoy positive learning experiences that help facilitate life skills development and transfer. Coaches can actively facilitate the life skills learning and transfer process by adopting implicit (e.g., modelling of commitment, relational skills) and explicit (e.g., teaching, discussing, and providing practice and transfer opportunities) approaches.

**The implicit/explicit continuum of life skills development and transfer.** Bean et al. (2018) went beyond the Turnnidge et al. (2014) conceptualization and instead proposed a continuum that subdivides implicit and explicit coaching approaches into six levels, representing a continuum of intentionality. The first two levels are implicit in nature and consist of structuring the sport context (e.g., designing the sport program) and facilitating a positive climate (e.g., fostering positive relationships). The next four levels are explicit in nature and consist of discussing life skills (e.g., talking about the importance of life skills in sport), practicing life

skills (e.g., creating life skills development opportunities in sport), discussing life skills transfer (e.g., talking about the transfer of life skills), and practicing life skills transfer (e.g., establishing community links for athletes to practice their life skills beyond sport). A fundamental postulate within the continuum is that each level exists in relation to the others as building blocks that, when combined, are posited to result in optimal developmental outcomes. Although each level is important, level six corresponds to the highest level of intentionality, wherein coaches actively create opportunities for their athletes to apply in life the skills they have learned in sport. A main tenet of the continuum is that the practice of life skills is further conducive to development than the mere discussion of life skills, which explains why practicing life skills (level 4) and their transfer (level 6) are situated higher on the continuum than discussing life skills (level 3) and their transfer (level 5). Thus, particular emphasis is placed on coaching strategies that go beyond discussion and instead focus on furnishing youth with practical life skills application opportunities both inside and outside of sport. Furthermore, it is recognized that even when coaches are committed to life skills development and transfer, many factors (e.g., athletes' varying skill set, resources available in the sport context) can influence their ability to be explicit and reach continuum levels three to six. Bean et al. (2018) designed the continuum as a theoretical and practical tool for better understanding coaching approaches for both research and applied usages.

In sum, the Bean et al. (2018) continuum extends key notions first set out by Gould and Carson (2008) while also moving beyond the implicit/explicit classification of coaching approaches described by Turnnidge et al. (2014). Further, it takes into account the main tenets of the Pierce et al. (2017) model and is consistent with hypothesis four devised by Holt et al.

(2017). As the most recent and comprehensive theoretical model for life skills development and transfer, the Bean et al. (2018) continuum was, therefore, employed in the present thesis.

### **Research on Coaches' Approaches to Life Skills Development and Transfer**

In the 2000s, different research foci evolved to examine the teaching of life skills through sport. In order to better understand and support positive youth development, studies sought to explore what was actually going on with coaches with respect to their views and strategies of life skills teaching. For example, Lesyk and Kornspan (2000) conducted a quantitative study on coaches' expectations of what they believed their athletes should gain from participating in sport and to what extent they believed these expectations were met. The results from a survey of 109 youth sport coaches showed that whereas learning life skills was rated within the top two benefits expected (i.e., second to having fun), it fell to the ninth rated benefit met. As such, Lesyk and Kornspan concluded that future research, particularly qualitative, should explore this discrepancy between coaches' expectations and fulfillment of life skills development within youth sport.

For their part, McCallister et al. (2000) conducted a qualitative study with volunteer coaches to discern what philosophies they held towards life skills, what life skills and values they deemed important, and what they did to incorporate the teaching of these life skills within their coaching practices. The results from semi-structured individual interviews with 22 baseball/softball coaches showed that while the coaches shared philosophies that life skills and values must be taught and reinforced through youth sport, they provided evasive, minimal, inconsistent, and/or contradictory (e.g., overemphasis on winning) explanations. McCallister et al. noted that the coaches perceived life skills development to automatically occur via sport participation. Additionally, the researchers commented that the coaches' emphasis on winning

appeared to be influenced by the coaches' themselves through past sport experiences, parents, and the broader professionalization of youth sport.

Along similar lines of examination, Gould, Chung, Smith, and White (2006) developed a survey to discern teacher-coaches' views on the needs of their student-athletes, their roles as teacher-coaches in developing life skills, and issues in sport influencing life skills development. The results from the 154 teacher-coaches surveyed indicated that they believed they served an important role and had particular influence on their student-athletes to develop life skills (e.g., hard work ethic, time management, goal-setting), with challenges associated with athletes' communication/listening skills, parents, and poor grades. Gould et al. cautioned, in view of the study conducted by McCallister et al. (2000), that the coaching philosophies espoused by the coaches towards life skills development may, in fact, represent social beliefs rather than actual efforts to do so. Furthermore, Gould et al. highlighted that life skills are "not automatic by-products of participation" (p. 36), and instead must be purposefully taught.

In sum, the research on coaches' views on life skills development through sport indicated that (a) life skills were held to be an important part of coaches' roles, (b) a misbelief existed that life skills were an automatic by-product of sport participation, and (c) there was a lack of evidence supporting coaches' actual actions towards life skills teaching. This initial research generated new lines of inquiry to address these identified issues.

For example, Gould, Collins, Lauer, and Chung (2007) sought to understand how model youth sport coaches went about teaching life skills to their athletes. The researchers conducted semi-structured interviews with 10 "outstanding" football coaches. The results revealed that the coaches used two main strategies: (a) general coaching (e.g., developing coach-athlete relations, establishing standards/accountability); and (b) player development strategies (e.g., acting as a

role model, talking about life skills and life skills transfer). Of note, is how the coaches did not view the coaching of life skills as an add-on. Rather, in another study with the same 10 football coaches, Collins, Gould, Lauer, and Chung (2009) found that the coaches held philosophies, developed and refined from coaching experience overtime, that emphasized the holistic development of their athletes. As such, the coaches integrated life skills within their coaching practices on the field and had successful seasons in terms of wins, countering notions that life and sport skills cannot be taught together and/or are at odds with each other.

Taking an alternative approach by placing attention on whether and how athletes learned life skills through their coach, Holt et al. (2008) conducted a case study with a high school senior soccer team consisting of 12 adolescent male student-athletes and a head coach over a three-month season. The results showed that student-athletes believed they developed life skills (i.e., initiative, respect, and teamwork/leadership), from their coach who did not teach these skills directly. Instead, the coach worked to build positive relationships with the student-athletes (i.e., through humour, banter, and inquiry beyond sport), sometimes modelled life skills, and created a structure for the student-athletes to learn (i.e., explaining the practice agenda, providing performance-contingent feedback, and reinforcing behavioural expectations through reprimands). However, of the life skills developed, the student-athletes reported only transferring teamwork/leadership outside of sport.

Extending this work by placing attention on whether and how athletes learn life skills through sport, Holt, Tamminen, Tink and Black (2009) conducted a study with 40 university students who had participated in regular competitive youth sports (e.g., volleyball, soccer, skiing, skating, football) during adolescence. From participant life-histories and semi-structured interviews, the researchers importantly found that sport itself did not teach life skills, but rather it

was through the social interactions that the athletes had with their coaches, parents, and athlete peers (i.e., as positively influenced by their coaches) that enabled them to learn life skills that remained meaningful to them as young adults. Of further note was that although coaches were found to have positively influence their athletes, they also were found to have negatively influenced them. This was particularly with regard to an overemphasis on winning, consistent with the results of McCallister et al. (2000).

Camiré, Trudel, and Forneris (2009) sought to explore athletes' experiences that influenced life skills development through sport (i.e., support, communication, and negotiation processes with key social agents), aimed at enhancing athletes' positive instead of negative experiences. The results from individual semi-structured interviews with 20 adolescent athletes showed that while variability existed, once the athletes were able to negotiate high school sport participation, they experienced material and psychological support from their parents; generally positive experiences with coaches through open communication and input; and they believed they not only learned life skills (e.g., cooperation, time-management), but could transfer such skills outside of sport. While the researchers commented that these results provided support for coaches' indirect teaching of life skills through athlete reports of learning and transfer, they offered that it could be important for coaches and parents to make athletes aware of transfer, thereby reinforcing transfer possibilities.

Extending previous research on best practices through the study of model coaches, focusing on both athletes and coaches within the same study, Camiré, Trudel, and Forneris (2012) sought to examine model high school sport coaches' philosophies and strategies to teaching life skills and their transfer. The researchers used Gould and Carson's (2008) theoretical model to identify the components of teaching-learning (both indirect and direct) life skills and

their transfer through sport. The results of individual semi-structured interviews with nine coaches and 16 of their student-athletes showed that the coaches appreciated the importance of their student-athletes' pre-existing internal and external assets, had clear coaching philosophies aimed at using sport to assist athletes in developing life skills, and were able to put these coaching philosophies into action by employing both indirect (e.g., modelling, taking advantage of teachable moments) and direct (e.g., discussing life skills through keywords, practicing transfer through volunteering) strategies. Further, the majority of coaches and many athletes believed that the connection between the life skills learned and their transfer outside of sport could be made, depending on cognitive maturity.

Taken together, these studies provided an understanding of how coaches viewed and what approaches they were using to teach life skills. As such, this afforded a body of research on which Turnnidge et al. (2014) created their framework delineating coaches' approaches to teaching life skills and their transfer as either indirect (implicit) or direct (explicit). Indeed, based on this classification, support can be gleaned for both the implicit approach (Camiré et al., 2009; Holt et al., 2008) and explicit approach (Camiré et al., 2012; Gould et al., 2007).

### **Research on Implicit and/or Explicit Approaches to Life Skills Development and Transfer**

In view of Turnnidge et al.'s (2014) work, recent studies have sought to shed light on how the implicit and explicit approaches influence life skills development and transfer. On one hand, Chinkov and Holt (2016) found support for the implicit approach to coaching life skills through sport. Specifically, the researchers explored the possible life skills outcomes from participating in Brazilian jiu-jitsu and found that adult participants reported developing life skills (e.g., perseverance, respect for others, self-confidence, and healthy habits) that they used in their everyday lives (e.g., workplace, relationships). As these life skills were not explicitly taught, this

research supported the notion that life skills learning and transfer may occur organically given the presence of appropriate structures (i.e., underlining philosophy and/or characteristics embedded within the sport and facilitated through the coaches/instructors).

On the other hand, Weiss, Bolter, and Kipp (2016) found support for the explicit approach to teaching life skills and their development through sport. Specifically, the researchers undertook a series of studies to evaluate the effectiveness of The First Tee, a golf program designed to facilitate asset-building in youth through the delivery of an intentional life skills curriculum taught by trained coaches. By using a comparison group (study one) and repeated measures (study two), the researchers were able to demonstrate evidence for the program's efficacy. For instance, compared to youth of the same age who participated in community sport activities, youth in The First Tee reported higher levels of transfer on five of eight life skills measured (i.e., meeting and greeting, self-management, conflict resolution, appreciating diversity, and seeking others' help). Moreover, youth in The First Tee reported that life skills were maintained (i.e., fading of life skills did not occur) and were even found to strengthen over time, as determined by longitudinal follow-up measures.

More recently, further support has been found for the explicit approach, specifically with respect to transfer. For example, Allen, Rhind, and Koshy (2015) developed the transfer-ability programme (TAP), designed to explicitly teach young male adolescents who were underachieving at school life skills and life skills transfer through a variety of weekly sports sessions. Sessions were structured based on two frameworks, including the one devised by Gould and Carson (2008). The results from semi-structured interviews conducted with 18 male youth-participants demonstrated support for the explicit teaching of life skills and their transfer as participants perceived transferring at least one life skill from TAP into school or other life

contexts. In another TAP-specific study, Allen and Rhind (2019) interviewed 18 participants, one teacher, and one parent who could speak to TAP's effect on the youth. The teacher and parent both offered that they had observed noticeable behavioural improvements in the youth and that they believed the explicit approach (i.e., deliberately making youth aware that the life skills they were learning in sport could be used elsewhere) was pivotal for this change.

Based on past research and as contended by Turnnidge et al. (2014), it appears that both the implicit and explicit approaches can lead to positive developmental outcomes for youth. However, recent research also provides preliminary evidence that the explicit approach may perhaps be associated with greater developmental outcomes than the implicit approach alone. For example, Kramers, Camiré, and Bean (in press) sought to evaluate program quality as a predictor of positive developmental outcomes in youth sport through a quasi-experimental design comparing Golf Canada's original (implicit) and recently updated (explicit) Learn to Play program. The researchers measured differences in program quality using the Program Quality Assessment in Youth Sport (PQAYS) observation tool. The results showed that coaches who delivered the explicit programming scored higher than coaches who delivered the implicit programming across all PQAYS subscales.

Bean and Forneris (2016) also examined the differences between explicit and implicit teaching in youth programs. The researchers divided youth programs into three groups: sports programs that intentionally (explicitly) taught life skills; non-sports programs that intentionally (explicitly) taught life skills, and sports programs that non-intentionally (implicitly) taught life skills. Based on 184 systematic observation sessions and two youth questionnaires, the results showed that both intentional (explicit) groups scored significantly higher than the non-intentional (implicit) group on markers of development and program quality (Bean & Forneris, 2016).

Furthermore, Bean and Forneris, in discussing their findings, noted that the implicit/explicit dichotomy may be too simplistic, with the process of teaching life skills development and transfer actually being situated along a continuum, giving credence to Holt et al.'s (2017) hypothesis four and rise to Bean et al.'s (2018) theoretical model.

The Bean et al. (2018) continuum was first used in an empirical study by Kramers, Camiré, and Bean (2019) who appraised youth golf coaches' intentions, actions, and recollections related to the teaching of life skills. Findings indicated that coaches went beyond the simple confines of either-or implicit and explicit coaching approaches. Rather, coaches demonstrated different patterns of congruency in their approaches, with the continuum helping to reveal previously unexposed nuances on the complexities of teaching of life skills in sport. Thus, this initial study supported the continuum's worth as a tool for researchers to situate life skills coaching approaches across a continuum of intentionality.

### **Summary and Justification of the Present Thesis**

In light of coaches' key roles in the development of youth through sport (Bergeron et al., 2015), it is important to better understand their approaches to teaching life skills development and transfer. To date, research efforts have provided some insights into coaches' approaches to teaching life skills and their transfer; however, this research may be limited in its explanatory power. Indeed, the dichotomization of approaches has inherent drawbacks that have potentially contributed to simplifying our understanding of the mechanisms at play. Moreover, comparing sport programs (and the coaches within those programs) and labeling them as employing either implicit or explicit approaches creates an artificial dualism when in reality, the implicit and explicit approaches together are believed to maximally facilitate life skills development and transfer (Bean et al., 2018; Pierce et al., 2017). Thus, studies conceptualizing life skills

development and transfer as occurring along a continuum are needed to more genuinely grasp the actual approaches and strategies employed by youth sport coaches. The present thesis attempts to address this need by using the life skills continuum (Bean et al., 2018) to explore the extent to which coaches intentionally address life skills development and transfer in youth sport.

### **Paradigmatic Position**

The thesis is situated within the lens of post-positivism, premised on the ontological assumption that reality does exist and on the epistemological assumption that our grasp of such reality is limited by its very complexity and our perceptions of it (Scotland, 2012). The aims and methods of this thesis project were rooted within the conventions of post-positivism in several ways. First, Bean et al.'s (2018) continuum was used as a theoretical model to conceptualize this thesis and structure data collection activities, suggesting that many of the components of the thesis correspond with notions of predictability. Second, the thesis made use of a multiple case study methodology, situated by Baxter and Jack (2008) as a collection of cases within which each case is a mini study, suggesting notions of replicability. Third, by examining patterns of corroboration, the triangulation of sources (i.e., coaches and athletes), methods (i.e., semi-structured interviews and journaling), and time points (i.e., pre-, in-, and post-season data) corresponds with notions of validity. Fourth, data analysis was based on the Bean et al. (2018) continuum, an *a priori* framework through which data were deductively analyzed relative to each of the six delineated levels. Fifth, throughout the thesis, the researcher valued measures to help safeguard objectivity, given the importance ascribed to appropriately representing the data. In sum, the research aims and methods used are weighted towards post-positivistic values and terminology (Golafshani, 2003).

### **Methodology**

A multiple case study methodology was employed as a research approach used to generate knowledge on a complex phenomenon in its natural context (Crowe et al., 2011). The researcher adopted a Yinian position to the multiple case study approach, withdrawing from coupling research approaches to particular paradigms and instead flexibly using the multiple case study methodology with post-positivistic leanings (Yazan, 2015). The multiple case study was deemed appropriate to explore coaches' approaches to teaching life skills and life skills transfer for several reasons. First, according to Yin (2014), a case study approach is fitting when the research question is explanatory in nature and asks, "how" and "why" questions. In the present thesis, the aim was to understand "how" youth sport coaches address the development and transfer of life skills by using the Bean et al. (2018) continuum. Second, as discussed by Crowe et al. (2011), in determining whether a case study approach might be appropriate, researchers must consider whether it is possible or desirable to conduct a controlled experimental study or a naturalistic study, with the latter best suited to a case study approach. Given that the present thesis explored the implicit and explicit approaches used by coaches within their coaching practice, it was important to study coaches and athletes within their natural teaching and learning contexts without researcher intervention, thereby justifying the multiple case study approach. Third, to be formally recognized as a multiple case study, there must be "boundedness" in each case. In the present thesis, each case was bounded by one coach and a minimum of two of his/her athletes who were members of the same team over an entire sport season.

## Method

### Context

The thesis took place in the context of youth sport within the National Capital Region (Canada). The cases represented a range of different sports that included sailing (n = 1), baseball (n = 3), rugby (n = 4), and soccer (n = 1). Youth were between the ages of 12 to 17, with regular sport seasons lasting between two to six months. Please see Table 1 for more contextual details.

Table 1

*Context of Thesis*

Case	Sport	Type of Team	Age Range of Athletes (Years)	Level of Play	Season Duration (Months)
1	Sailing	Co-ed	13-17	Competitive	3.5
2	Baseball	Co-ed	13-14	Recreational	2
3	Rugby	Female	11-17	Recreational	6
4	Rugby	Female	11-17	Recreational	6
5	Rugby	Female	11-17	Recreational	6
6	Rugby	Female	14-15	Recreational	5
7	Baseball	Male	11-12	Competitive	3
8	Baseball	Male	12-13	Competitive	3
9	Soccer	Co-ed	12-13	Competitive	5

Table 2.

*Participant Demographics*

Coding	Title	Gender	Age (Years)	Experience (Years) Coach = Coaching Athlete = Playing
<b>Case 1</b>				
CP-1	Head Race Coach	Male	23	7
AP-1A	Athlete	Male	17	8
AP-1B	Athlete	Male	15	14
<b>Case 2</b>				
CP-2	Head Coach	Male	46	25
AP-2A	Athlete	Male	13	2
AP-2B	Athlete	Male	14	1
<b>Case 3</b>				
CP-3	Head Coach	Female	32	7
AP-3A	Athlete	Female	13	1
AP-3B	Athlete	Female	14	1
AP-3C	Athlete	Female	12	1
AP-3D	Athlete	Female	14	7
<b>Case 4</b>				
CP-4	Backs Coach	Male	42	18
AP-4A	Athlete	Female	15	6
AP-4B	Athlete	Male	15	5
AP-4C	Athlete	Female	14	2
<b>Case 5</b>				
CP-5	Forwards Coach	Male	50	7
AP-5A	Athlete	Female	17	3
AP-5B	Athlete	Female	14	1
<b>Case 6</b>				
CP-6	Assistant Coach	Male	47	31
AP-6A	Athlete	Female	15	2
AP-6B	Athlete	Female	15	1
<b>Case 7</b>				
CP-7	Head Coach	Male	45	15
AP-7A	Athlete	Male	12	7
AP-7B	Athlete	Male	13	4
<b>Case 8</b>				
CP-8	Head Coach	Male	43	20
AP-8A	Athlete	Male	13	5
AP-8B	Athlete	Male	13	7
<b>Case 9</b>				
CP-9	Development Coach	Male	26	5
AP-9A	Athlete	Female	13	5
AP-9B	Athlete	Female	13	9

## Participants

Each case consisted of one coach and a minimum of two of his/her athletes ( $M = 2.3$ ,  $SD = 0.7$ ), totalling nine coaches and 21 athletes. The nine coaches (one female and eight males) were between 23 and 47 years of age ( $M = 39.3$ ,  $SD = 9.8$ ) and had between six to 25 years of coaching experience ( $M = 15$ ,  $SD = 9.1$ ). The 21 athletes (12 females and nine males) were between 12 and 17 years of age ( $M = 14$ ,  $SD = 1.4$ ) and had one (i.e., first year) to 14 years of experience as an athlete ( $M = 3.9$ ,  $SD = 2.7$ ). Please see Table 2 for case-specific demographic details.

## Procedure

Following ethical approval (Appendix B), the recruitment process began. An internet search was conducted by the researcher to locate youth sport organizations within the National Capital Region with mandates that explicitly mention the teaching of life skills as part of their programming. From the list of organizations generated, the presidents/directors were contacted via email to inform them of the thesis project. The presidents/directors were asked to forward the thesis project information letter, containing the researcher's information for direct contact, to coaches within their organization. To be eligible as participants, coaches needed to be (a) actively coaching (i.e., assistant coach, co-coach, or head coach) adolescent athletes in organized sports during the 2018 spring-summer sport season and (b) have a minimum of five years of coaching experience at the youth level. These criteria were established to ensure coach participants had sufficient coaching experience and knowledge to elaborate on their life skills-specific teaching orientations and strategies for the season. Interested coaches gave informed consent to participate in the thesis project. At mid-season, coach participants were asked to distribute an information letter to their athletes. To be eligible as participants, athletes needed to

be adolescents who were active sport participants under the tutelage of a coach-participant during the 2018 sport season. These criteria were established to ensure that athlete-participants had sufficient exposure to their coach and were assumed to be at a level of cognitive maturity where they could reflect on the teaching strategies of their coaches as they pertained to life skills development and transfer. Interested athletes who were 16 years and older gave informed consent and interested athletes 15 years and younger gave informed assent together with parent/guardian informed consent to participate in the thesis project. All participants were recruited on a first come, first served basis according to the selection criteria.

### **Data Collection**

Data collection took place from May to December 2018. Following recruitment, the four phases of data collection began. Phase 1 involved interviewing the coaches at the beginning of their sport season to document their intentions in terms of what they planned to teach their athletes during the season. Phase 2 involved engaging the coaches in solicited journal writing throughout the sport season to document concrete examples of what they taught their athletes during the season. Phase 3 involved interviewing the coaches after the end of their sport season to document their recollections on what they believed they taught their athletes during the season. Phase 4 involved interviewing a minimum of two athletes per coach after the sport season to document their recollections on what they believed their coaches taught them during the season.

**Individual semi-structured interviews.** Interviews are the preeminent data gathering technique within qualitative research in the sport and exercise sciences (Smith & Sparkes, 2016). A total of 18 semi-structured interviews were conducted with the nine coaches (i.e., one pre-season and one post-season interview) and a total of 21 semi-structured interviews were

conducted with the athletes (i.e., post-season). Prior to data collection, a pilot interview occurred with one coach. While no wording changes were made, the pilot interview resulted in the refinement of interview techniques (e.g., flow of questioning with follow-ups on specific occurrences, strategies, and life skills of mention). Pilot data were included in the thesis. Interview guides for both coaches and athletes were deductively constructed in their entirety based on the life skills continuum (Bean et al., 2018) in order to explore the implicit and/or explicit approaches used by coaches to foster life skills development and transfer. Thus, the interview guides contained a series of questions covering each of the six levels of the life skills continuum (Bean et al., 2018). For the purposes of triangulation, the three interview guides (Appendices C, D, and E) were intentionally designed to mirror each other with the pre-and post-season coach interview guides being essentially the same (i.e., verb tense was adjusted). The athlete post-season interview guide was slightly adapted and shortened from the coach version. Probes were used where warranted to clarify and/or provide further information. All interviews were conducted either face-to-face ( $n = 29$ ) or by telephone ( $n = 10$ ) at a convenient time chosen by the participants. The interviews lasted between 31 to 95 minutes ( $M = 58.3$ ,  $SD = 21.7$ ) for coaches and 8 to 21 minutes ( $M = 12.7$ ,  $SD = 4$ ) for athletes. All interviews were audio recorded and transcribed verbatim, resulting in 422 pages of A4 single-spaced text.

**Solicited journals.** Solicited journals are a novel data producing technique in qualitative research, with Braun, Clarke, and Gray (2017) recently publishing a book that includes solicited journals as a full-fledged and legitimate qualitative research method. Solicited journals were used as a means to collect data from coaches to be triangulated with the semi-structured interview data in efforts to document concrete examples of what they taught their athletes during the season. A total of 25 electronic journal entries were produced by the nine coaches ( $M = 2.8$ ,

*SD* = 2) throughout their respective sport seasons. Prior to data collection, pilot testing of the electronic journal created via Google Forms occurred to ensure accessibility, ease of use, and functioning. The solicited journal (Appendix F) prompted coaches to document their experiences about teaching life skills as they occurred throughout the season by providing open-ended questions (e.g., What happened?; How did it happen? What was the outcome?; What were your (re)actions?; What were your athletes' (re)actions?). Two coaches elected not to journal using Google Forms and instead provided their journal entries via email to the researcher. The researcher contacted the coaches intermittently during the season to encourage them to journal. The Google Sheets and emailed journal entries were converted to Microsoft Office documents for use during analysis.

### **Data Analysis**

Collecting data from multiple sources is consistent with a post-positivistic approach as well as a hallmark and strength of the case study approach (Crowe et al., 2011; Yin, 2014). In the present thesis, journal data from the coaches and interview data from both coaches and athletes were triangulated to understand youth sport coaches' approaches to facilitating life skills development and transfer. Data were subjected to a standardized form of thematic analysis (Braun & Clarke, 2019) with post-positivistic leanings, inspired by the six phases proposed by Braun, Clarke, and Weate (2016).

To begin, the researcher thoroughly familiarized herself with the data by carefully listening to and transcribing the audio-recorded interviews, transforming the verbal data into textual data. Following transcription, all interview and journal data were read several times, case-by-case. Next, the researcher undertook systematic note taking for each case, highlighting semantic codes based on the participants' explicit accounts of the coaching approaches used to

facilitate life skills development and transfer. The codes were then rearranged and combined through various iterations based on their relevance to coaching approaches aligning with the life skills continuum (Bean et al., 2018). The codes deemed most relevant were segmented into predefined themes (i.e., six continuum levels and two adjuvant levels). Following this in-depth, top-down, theoretically-driven analysis for each case, the researcher proceeded to identify trends across the cases. Peer debriefing was then used (i.e., researcher's thesis supervisor) to ensure that the coded data accurately represented each level of the continuum. Finally, quotes representative of each continuum level were embedded within a compelling analytic narrative depicting coaches' implicit and explicit approaches to facilitating life skills development and transfer.

### **Validity of the Thesis**

To enhance the validity of the thesis, the researcher employed two main measures aimed at safeguarding neutrality. First, the researcher took part in a bracketing interview, which enabled her to work towards bracketing her assumptions and biases that may influence her research (Crotty, 1996). The bracketing interview occurred prior to data collection and was revisited throughout the thesis project by the researcher for reflexive purposes. Second, the researcher received support from an experienced and knowledgeable peer (i.e., thesis supervisor) who provided independent feedback throughout the thesis project and corroborated the researcher's analytical claims, consistent with peer debriefing (Lincoln & Guba, 1985). These two measures were deemed pertinent evaluative criteria for validity that align with a post-positivistic approach (Guba & Lincoln, 2005; Lub, 2015).

**Results**

The results are presented in eight sections aligning with the life skills continuum (Bean et al., 2018): (a) coaching philosophy; (b) structuring the sport context; (c) facilitating a positive climate; (d) discussing life skills; (e) practicing life skills; (f) discussing transfer; (g) practicing transfer; and (h) coaching reflection. The participants’ names have been replaced with codes. Please see Figure 1 for a visual summary of the results depicting the extent to which the coaches intentionally addressed life skills development and transfer based on the six levels of the life skills continuum (Bean et al., 2018).

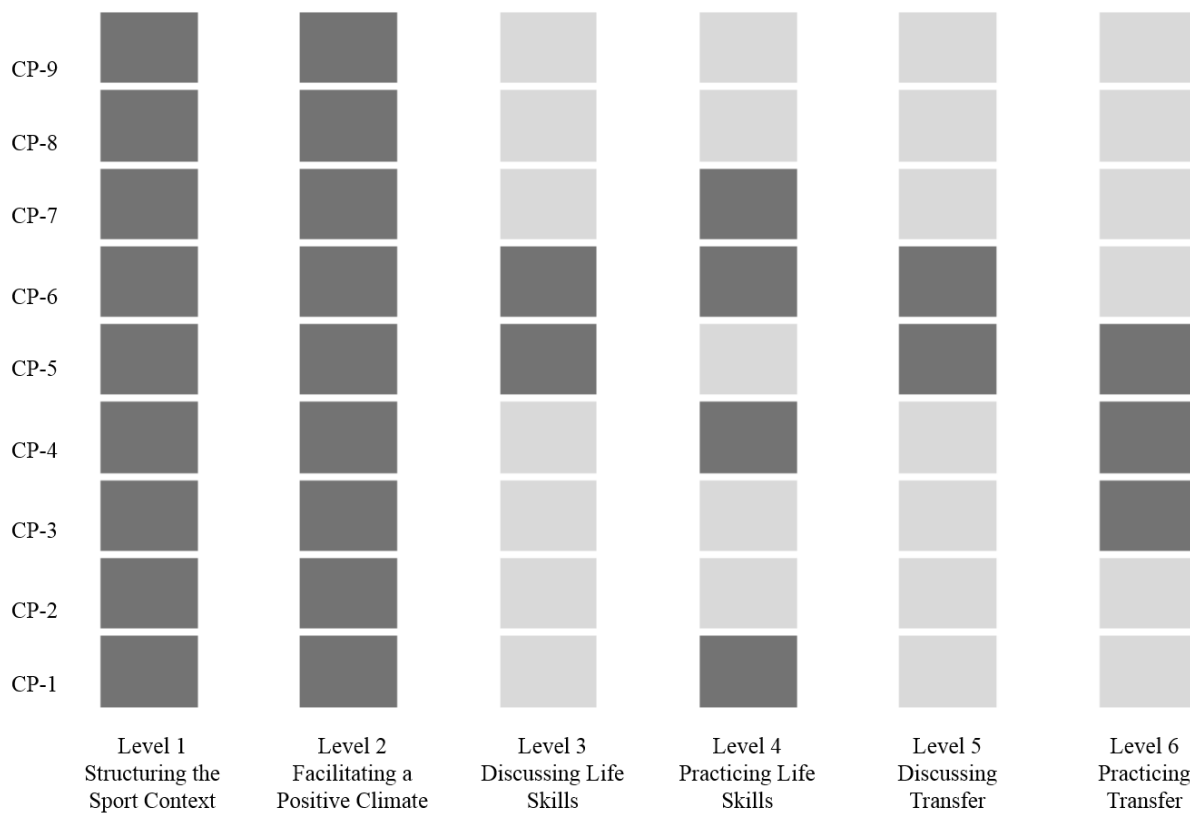


Figure 1. Coaches’ Level of Intentionality in Addressing Life Skills Development and Transfer

**Coaching Philosophy**

A coaching philosophy refers to coaches’ “knowledge, values, and attitudes towards the sport and coaching” and is believed to set the tone, whether fully realized or not, for their

coaching practice (Nash, Sproule, & Horton, 2008, p. 540). As such, a coaching philosophy is proposed as fundamental to progressing through the continuum (Bean et al., 2018). Across all nine cases, within their coaching philosophies, the coaches discussed their main reasons for coaching as extending their love of sport and positively influencing their athletes on and off the playing field. For example, CP-8 stated in his interview:

Um, I just coach because I love doing it. And I love being around the sport. And I just really want the kids that I coach to feel the same way. So, I try to create an environment that's kind of conducive to that. You know, the support, and the love of the game, the importance of working hard, that kind of thing. All of those things are super important to me and I think if you do that on the sports field then you should be able to do that in your everyday life, right? ... I think the role of the coach is super important, um, in developing young boys and young girls. I just think that the coach can make such an impact on their players. And I try to really, I take that seriously.

CP-6 expanded on his coaching philosophy and offered specific examples in his interview as to how he sees his role as a coach contributing to his athletes' overall development:

I want to contribute to their development as individuals and as young Canadians. So, being respectful of the referees, showing up on time, following the rules of the game, being respectful to teammates, helping out, being selfless – those aspects I think are really important to develop.

From a philosophical standpoint, the coaches stated that life skills development was an important component of sport. For example, CP-7 discussed in his interview that his main reason for coaching was using baseball to teach his athletes skills that are important in life:

Bottom line is, um, the purpose of sport in this context is to help kids become better people. That's why I'm interested in youth sports rather than adult sports. So, you know, from the skills point of view, you know, listening, taking instruction, being on time, putting in your best effort, your working with others – those are all life skills.

Those are all fundamental things, which are all important. If we engrain them into the players through sport, then hopefully that will carry through into their future as a person – whether that's work and their life skills in dealing with colleagues or dealing with friends or dealing with employers or whatever. That's mostly what I focus on.

The coaches' philosophies demonstrated their belief in the importance of teaching life skills and acted as important barometers in terms of how far they reached along the six levels of the continuum, commencing with structuring the sport context.

### **Structuring the Sport Context**

Structuring the sport context refers to coaches recognizing the inherent demands of sport (i.e., sport is inherently a competitive, skill-building, and social endeavour), designing the program (i.e., as physically and psychologically safe, with appropriate supervision) and setting rules (i.e., establishing expectations, holding athletes accountable for their actions). Across all nine cases, structuring the sport context was at the heart of the coaches' approaches. At the most basic level, the coaches taught their athletes the rules and imparted sport skills. This included, but was not limited to, making the rules explicitly known; upholding the integrity of the sport; and preparing practices with appropriate expectations/goals in mind for athlete and team development.

With respect to recognizing the inherent demands of the sport, the coaches stated that their athletes' success in sport was measured in terms of their hard work and commitment. For example, CP-7 described sport in his interview as inherently involving competition that inspires athletes to strive to be their best, which he deemed to be the main success of his athletes:

And so, when I say success, really, I'm talking about, you know, personal success.

You know, winning is, um, is always an objective of sport. If we take winning out of sport, then it's an activity. And activities are good in their own domain, but sports are sports and competition is a key part of that. The competition isn't about winning in the end, right? It's about getting better as an individual. You know, learning the sport, becoming more capable, more competent, more confident, and more able to just perform in the circumstances that you're put under.

Similarly, CP-2 discussed in his interview how he focused on his athletes' developmental successes, no matter how big or small because his team consisted mostly of new athletes and he did not want them to pay too much attention to the competitive outcomes:

Every time at bat, did they do something better than the last time at bat? Did they catch the ball? Did they field the ball? Did they know where to go when the ball was hit? You know, things like that. Little, little baby steps. Any little positive that we can take, and they can learn, that's what we're looking for this year.

Given the inherent demands of baseball, CP-8 stated in his interview how he endeavoured to set his athletes up for success by helping them to put failures in perspective:

[Baseball is] the perfect sport for that because there's so much downtime and the relationships that you can build can be so strong because there's so much failure and

success. It's a sport where seven out of ten times, you fail at the plate and you're still considered really good. So, in your head, you need to be able to know that failure is normal, and your teammates are there to pick you up through that failure.

### **Facilitating a Positive Climate**

Facilitating a positive climate refers to coaches creating a sport environment in which they model appropriate behaviour, take advantage of naturally occurring teachable moments, develop positive relationships with athletes, and support athletes' needs for efficacy and mattering (Bean et al., 2018). Across all nine cases, the coaches reported facilitating a positive climate by conducting themselves in a manner where they were warm, caring, attentive, trustworthy, and supportive, behaviours that fostered belongingness amongst team members.

In terms of being a positive role model for his athletes, CP-9 highlighted in his interview the importance of manifesting a high level of connectedness to the sport program and demonstrating an unwavering commitment to development:

You have to have something about you, you know, the players have to be able to look up to you and see you as some sort of role model. If they don't, then they probably won't switch on. They probably won't be invested in the session or invested in the program. So, yes, I think that I have to be a role model and I am a role model for the players... I think most importantly you become someone that [the athletes] can confide in, someone that they feel they can come to, and you can help them with their problems outside of [sport], but as well, when you're on the field, you're able to give good information and good knowledge, and you're able to provide the players with a great environment to be able to develop and succeed. So, yeah, I think that's an important part of it as well.

AP-9B, an athlete coached by CP-9, saw CP-9 as a role model because he was a high-level soccer player, someone whom she aspired to be in soccer:

Yeah, I really do. Like, he's an amazing athlete and also, like, as a mentor, he's very supportive and he really just wants us to grow as individual players and also as a team and he really pushes us to our boundaries, like, so we can keep on going each time and he makes sure that our intensity at each practice is high. So, he's really supportive in that way and I really do look up to him.

CP-2 highlighted in his journal the importance of creating a positive motivational climate, one in which his athletes can have fun as well as feel connected and committed to the program:

I've been trying to get my players to take pride and "own" what they are doing, whether it's on the baseball field or otherwise. If I can get them to care, well, that's the most important aspect about achieving results, or being successful. There's a sport saying called a "give-a-crap-o-metre". In short, if you don't care, the likelihood of being successful, and, ultimately, satisfied with whatever it is that you're doing, decreases drastically... So, the biggest thing for me was getting the kids interested and having fun enough that they cared enough to improve and that would help them.

The coaches also took advantage of naturally occurring teachable moments, reactively teaching life lessons and life skills through those moments. CP-7, who works on developing helicopter technologies, discussed in his interview how when a helicopter flew over his team during a practice, he used this unplanned teachable moment to connect with his athletes and discuss career possibilities:

And a helicopter flew over. And the helicopter was noisy, right? So, I couldn't talk while the helicopter was flying over. I couldn't do the drill while the helicopter was

flying over. So, I motioned to call everybody in. And then as the helicopter kind of flew away, I asked them, “Do you guys know what I do for a living?” And so there was sort of this, you know, connection between us and sport and a career. I’m not sitting there telling them, “Gee, one day you’re going to play in the Major Leagues.” I want them to have dreams, but, I do talk to them about my employment and, you know, they would recognize that that’s something that they could do too.

In relation to taking advantage of opportunities to teach life skills, CP-2 acknowledged in his interview how for his part, teachable moments mainly arose incidentally and reactively:

And a lot of the times, you get conversations about their school day. So, there’s an opening right there. Like, “Oh, I had a test today”. You know that opens the door to bring that up [life skills transfer]. But again, it’s tough when you don’t really know the kids to go up to them and say, “Did you study today?” When the opportunity does present itself, I will make that correlation on the life skills that they learned on the diamond how they can bring that to the classroom.

### **Discussing Life Skills**

Discussing life skills refers to coaches intentionally creating opportunities to define and discuss with their athletes the life skills that can be learned/refined in sport (Bean et al., 2018). Within the nine cases, only two coaches were identified as intentionally creating opportunities to talk about life skills with their athletes. CP-6 explained in his interview how he intentionally created moments to verbally address life skills, focusing specifically on developing leadership skills through explanation, direction, and feedback to the athletes and communication with their

parents:

I mean, what we try to do is, “how do I develop leadership skills in players?” So, you know, I focused on opportunities to take players aside. Talk to them, talk to the parents, give them feedback of what they’re doing, give them some guidance and direction, and talk to them about what leadership is.

Many coaches explained that the extent to which they intentionally discussed life skills was influenced by some of the dilemmas they faced. For example, CP-6 shared how he felt taking time to talk explicitly about life skills took away from the authenticity of his teaching and he was strategic in terms of how he intentionally verbalized life skills to his athletes. In order to increase his athletes’ motivation to effectively engage in life skills lessons, CP-6 stated in his interview that he addressed life skills in short messages seamlessly integrated within rugby drills:

So, it’s not like I drop the hammer and say, “This is a life skill, gather around.” No. I say it’s important to be here on time because it’s important to be a part of the team and an organization. It’s being part of a team and sacrificing for your teammates. So, I’ll talk about, you know, I don’t care about who scores the goal or scores the try. I care about how we got there. Um, and I’ll point out an example from the game, where six players touched the ball to score one try. Like, how they sacrificed for each other. So, those kinds of things. ... If I can reinforce good lessons, then I do that.

AP-6A, an athlete coached by CP-6, discussed how CP-6 had reinforced the worth of communication, something she could develop in sport and could also use in life:

I think it was more the communication aspect. Actually, realizing it’s a team sport. It was more of the things, like, what you do when you play, you should have that in

your real life. So, communication was probably one of the best aspects for rugby itself because it's such a chaotic thing that you're doing on the field that you need to have constant communication. So, it just helps I guess, realizing that even when you're not playing the sport, you want to have good communication with others. It's the key thing in a relationship I find. And I would say that that is one of the most reinforced life skills that he did.

Similarly, AP-6B, another athlete coached by CP-6, discussed how CP-6 indirectly talked about hard work in relation to sport and life:

It was kind of just like, "You need to put effort into things". He said it, but not directly saying it. Just kind of indirectly by saying you need to put effort into this to do better. It's kind of like saying in real life if you want something to work out, you have to put effort into it.

For CP-5, his dilemma in directly discussing life skills revolved around considering athletes' limited attention span. Thus, to effectively reach his athletes, he described in his interview how he connected his life skills messages to drills that allowed his athletes to immediately practice the life skill at hand:

I know what an attention span is, so I know how they can listen, I know how long a child, or a young adult will listen to an adult. It's limited time. ... You've only got two [minutes] with a fifteen-year-old, before they need to be hands on. And that's something that I learned, is that you need to give the information and you need to get them doing it as soon as possible. And then, you need to find a way that the thing they're doing can become a game.

Lastly, some coaches described being careful not to lecture on life skills, akin to a traditional classroom setting involving lengthy one-way talks during which athletes are expected to listen and absorb information. On that notion, CP-5 stated in his interview:

I try to impart knowledge and things that I know, without being preachy. I want kids to learn and I want them to learn on their own with a little bit... not even a push, just the information they need to learn on their own.

### **Practicing Life Skills**

Practicing life skills refers to coaches intentionally creating opportunities for their athletes to practice applying life skills in sport and reflecting on their application experiences (Bean et al., 2018). Within the nine cases, four coaches were identified as intentionally creating opportunities for their athletes to practice life skills in sport. For example, CP-1 stated in his journal how he focused on getting his athletes to practice becoming more adaptable by getting them, at season's end, to sail boats different from those they were accustomed to over the season. CP-1 discussed in his interview how with limited instruction, the athletes adapted and managed to find ways to successfully navigate the new boats, thereby increasing their confidence:

If you're trying something new, you kind of take what you know about things that are similar – you take what you already know and try to apply it. “Well I know how to sail a laser. I'm in a double line boat now. I kind of know how to sail. I know how the wind works. How do I apply it (this new boat) to this?”

Additionally, CP-1 wrote in his journal how he intentionally got his athletes to practice goal setting throughout the sailing season by getting them to select and reflect on particular

goals:

We decided at the beginning of the season to make goal setting a priority. We did a good job at introducing it early in the season and following up with athletes throughout the season both individually and in groups. This allowed the group to learn from others' goal setting and reflect individually on their own goal setting.

AP-1A, an athlete coached by CP-1, discussed how having a coach who got him to practice goal setting throughout the course of the sailing season helped him plan his activities and assess his successes/failures:

I do definitely feel that if ever I have a specific thing I want to achieve, I've definitely got the base to at least try and accomplish it and I know that if I don't accomplish it, I can look back and figure out what went wrong... I've definitely got a better idea about how to, like, sort of self-assess because at the end of the day, it's an individual sport and I definitely got a better idea about how I can set myself up for success and get myself to where I want to go – building my own game plan regardless of whether that's in sports or in school or at work and so on.

CP-6 provided an example of how he intentionally gave one athlete the opportunity to practice her leadership skills. This coach described in his interview how he deliberately chose an athlete as his captain, believing she would particularly benefit from such a role:

Like, the one girl that I made captain, she was kind of our, I wouldn't say she was a badass, but she was kind of, like, sometimes she didn't give her full effort and she was, uh, sometimes difficult, but throughout the season, I gave her lots of praise and confidence, and then when we made her captain she was ecstatic, surprised, but she really developed and blossomed into the role.

CP-4 described in his interview how he intentionally had his more experienced athletes practice their mentorship skills by getting them to teach less experienced athletes certain sport skills:

We got some of the senior players to teach those skill sets, like, the ones that they are proficient at and then getting them to understand how to communicate that to somebody else and all that kind of stuff. So, that actually went really well. Just like that started off, it took some of them a little bit of like, “Oh, you want me to teach this and coach it and to find the words to explain it in a way that somebody else will understand?” And, so it was pretty cool. It was really awesome.

CP-7 wrote in his journal and described in his interview how he intentionally created opportunities for his athletes to practice being responsible by organizing a volunteer event where they had to teach younger athletes at a baseball clinic. He talked about how he intentionally organized this activity because he felt responsibility as a skill was generally absent in youth’s lives today compared to the past:

So, what was the goal behind that? Um, I guess the biggest one is just this idea of empowerment that the kids are more capable than they realize. If we go back 100 years, 11 to 12-year-old kids would have *way* more responsibility on their heads than they do now. We give them very little that they’re responsible for. People barely do chores anymore, let alone work the farm. Um, so, the kids don’t have a strong sense of their usefulness or their value. And, so that was the biggest reason, like, why I made them be around younger kids, it’s because then they get to realize that “I know things that these kids don’t, and these kids look little to me and I look big to them”. And so, that’s similar to an adult-child sort of relationship too, right? So, it gives them a little microcosm of what it’s like to be an adult.

AP-7B, an athlete coached by CP-7, described how having the opportunity to engage in the baseball clinic was a fun experience during which he realized the pleasure that can be derived from helping younger athletes:

Um, we helped the little [Name of Team], you know, be better baseball players and you know, we also helped them with, like, little parts of the game. Like, you know, throwing and tossing the ball around the bases and that stuff. We also helped them with a little hitting. It was a very fun day.

AP-7A, another athlete coached by CP-7, indicated how the baseball clinic put him in situations where he needed to exercise patience and emotional control in order to intervene effectively:

Well, you always have to be patient 'cause maybe younger kids they don't respond immediately, or they just didn't hear, so you have to repeat yourself. Always to stay patient and not lose your cool because, well, to make a little kid cry, you're not going to feel good about yourself.

### **Discussing Transfer**

Discussing transfer refers to coaches intentionally creating opportunities to verbally address with their athletes how the life skills learned/refined in sport can be used outside of sport (Bean et al., 2018). Within the nine cases, two coaches were identified as intentionally creating opportunities to verbally address life skills transfer. Several coaches explained how they felt taking time to verbally lecture on transfer and blatantly using the words life skills might lead athletes to tune out. Rather, the coaches indicated how they presented the information in a manner they believed their athletes would be more receptive

to. For example, CP-7 expanded in his interview on how he believed his athletes would not be open to him directly addressing transfer in an explicit manner:

It's [stuff] kids don't want to hear stupid adults say to them. So, yeah, I don't know. I guess I'm really not trying to teach them those things cognitively. Like, you know, in order to be successful you need to do this, and this, first. I'm just trying to get them to do things, that if they do them, they should be successful in the future... I'm cognizant of those important things I'm trying to drill into the kids from a life skills point of view, but I don't just tell them. I don't really communicate that to them. I just try and get them to do it. ... Yeah, and be much more meaningful than trying to explain it to somebody, which I think is probably not going to work anyway. It wouldn't have worked on me.

Similarly, CP-6 discussed in his interview how he avoided using the words life skills, so as not to have his athletes tune out, and instead reinforced life skills messaging through the practice of rugby:

*Interviewer:* And did you ever throughout the season discuss some of the skills that they learned in rugby how they might be used at home or school or anywhere else? Would that have come about or no?

*Coach:* We didn't reinforce it like that. Again, I go back to if you tell [athletes] too much about [life skills transfer], it might have a reverse effect. I'd rather just plant the seed, give them examples, and then just kind of nurture it along as opposed to "I'm teaching you a life skill now!" Like, I'd rather go, "Hey, we all drop the ball sometimes, we all make mistakes, but what you have to do is support your teammates

and pick it up and get back in it.” ... That’s the message. So, it’s really about messaging all the time.

For the coaches who did mention deliberately addressing life skills transfer, they stated how they took advantage of the positive coach-athlete relationships they had established to connect with their athletes one-on-one, instigating explicit talks about their lives outside of sport. For example, CP-5 discussed how he intentionally taught his athletes about decision-making in sport. He then proceeded to assist a particular athlete who came to him for help to solve equations at school by teaching her to use visualization to conceptualize her decision-making strategies. In this regard, AP-5B, an athlete coached by CP-5, stated:

Yeah. So, like in school, [coach] said, for example in math, if you have two options on how to do the equation, you close your eyes and picture the equation because I’m a very visual learner and he figured that out early about me. So, I’d close my eyes and I’d picture both of the equations or math problems that I had. And I’d do them all in my brain. And I’d have it scribbled on the chalkboard. And I’d choose which one was the best for me. And it would help me, it helped me through the last half of grade eight and now it’s helping me through grade nine.

### **Practicing Transfer**

Practicing transfer refers to coaches intentionally creating opportunities for athletes to apply life skills outside of sport (Bean et al., 2018). Within the nine cases, three coaches intentionally created opportunities with the primary objective of having their athletes apply beyond sport the life skills they learned in sport. For example, CP-3, CP-4, and CP-5, three coaches who operated within the same sport organization, were the only coaches who reported

intentionally creating opportunities for their athletes to apply life skills beyond sport. For example, CP-5 described in his interview the schoolwork support network the coaches intentionally created for athletes, getting them to apply to schoolwork the mentorship skills they learned in sport:

So, we essentially have a rotating group of girls and the girls that learn then teach.

They can go to anybody that they've played with and say, "I'm having a problem with physics" and somebody will step up and help them. So, what they have learned [in sport], they have a cadre of young women that will support them [for schoolwork], regardless.

However, for the most part, across the nine cases, when opportunities to practice life skills did occur, they were coincidentally connected to sport (i.e., fundraising and volunteering activities) and mainly optional. For example, CP-1 described in his interview that volunteering (e.g., refereeing, event administration) is a general expectation at his club but that it was at the discretion of the athletes, saying that only "some of the kids did volunteering". As a race committee volunteer, AP-1B, an athlete coached by CP-1, stated how volunteering in sport helped him demonstrate respect to his teachers at school as he realized and appreciated the difficulty of the work of those in positions of authority:

It's actually a really tough job volunteering even though you're just sitting in the heat all day, you have to be focused, you have to be fair to people. I was also helping a judge out at one regatta and I had to be hypervigilant and pay attention to the surroundings all the time, and I had to be fair and not favour people that I know and stuff... With teachers that are working their hardest and trying to teach the subject, I understand that their situation can

be tough and so sometimes when they mess up and stuff like that, I can't start blaming them for everything. I have to respect them and kind of understand their situation.

### **Community Connections**

Three coaches highlighted the importance of significant social agents rallying together to create community connections that ultimately positively influenced life skills development and transfer. These coaches were quite realistic about the extent to which they could influence their athletes through sport and understood the value of delivering consistent messaging not just in sport but across all the different contexts in which youth engage in order to maximize positive developmental outcomes. For example, CP-6 talked in his interview about his limited time with his athletes and how he had to work with parents to maximize life skills learning:

I only get them two hours a week or four hours a week and the dad/mom do the rest. So, I'm just trying to help them be better leaders ... And I hope they [parents] are going to talk to their kids about it [life skills] and maybe together we can maximize that potential of what's going on. If you only hear one voice on something, then you may not believe it 100%, right? But if you hear it from two or three different voices, at different times, you're more likely to believe it because it is reinforced.

Similarly, CP-2 referenced in his interview how he put his coaching role in perspective and saw himself as one of many adult leaders contributing to life skills development and transfer, with consistent messaging across contexts being key to youth internalizing and generalizing their life skills:

I think parents have a *way, way, way* bigger role in that type of thing than I would. Hopefully, I helped push it along a little bit. Sometimes a different voice is nice. You reaffirm what the parents are saying. Um, so, hopefully if I just helped out the

parents a little bit, you know reaffirming to the kids that, “Hey, that’s the teachers, that’s the coaches, that’s my parents – they’re all saying the same thing now, so maybe I should listen here. These people are trying to do right by me here”. So, I’m hopeful of that. That’s all I can do though. Just keep the message consistent and hopefully it sinks in. Again, I’m just a small, small part.

### **Coaching Reflection and Transformation**

Coaching reflection refers to coaches cognitively exploring their coaching practice to increase self-awareness and contribute to learning and development (Winfield, Williams, & Dixon, 2013). Within the nine cases, seven coaches expressed how their participation in the thesis project impacted their coaching practice, namely through reflection and transformation. For example, CP-3 commented on how engaging as a participant in the interviews provided her with the opportunity to reflect on her coaching goals and gain clarity into how she would go about achieving them. Additionally, she stated in her interview that the present thesis project helped her take a step back from the busyness of coaching to reflect on her coaching approach:

This study has made me take a step back and be like “Okay, should I approach it this way?” or “I have a group of kids that don’t understand what I’m trying to say, I have to take a step back and try to find something in my head that I can have them relate to, to understand it better.” So, this study really blew that up for me, like, perspective-wise in a good way.

Additionally, the coaches conveyed that the journaling allowed them to review their actual coaching practices and reflect upon these practices in line with their coaching goals. For

example, CP-6 stated in his interview that he felt the journaling was beneficial to review his coaching priorities and goals with respect to his athletes' progression over the season:

I also think that keeping a journal, and I wish I did it more often, was beneficial to look back and go, "Okay, what were my priorities and what was I trying to do?" ... And also, it was helpful to look into the journals and go, "Okay, watch how the players have progressed". So, you know, we talked about [leadership] development as players and build them up, and by the end of the season they were quite successful, right? So, for me the journaling helped focus what I wanted to do to teach them life skills – that leadership piece.

Finally, two coaches stated that taking part in the thesis project allowed them to reflect and plan to incorporate in the future explicit life skills strategies in their coaching. For example, CP-4 stated in his interview that he planned to use explicit approaches within his coaching practices going forward:

I can see myself later on utilizing it. You know, especially with the discussion of adversity and realizing that you're stronger than you think you are. And incorporating that into, 'Okay, how's that at school?' or, you know, '[How's that] in your regular day life type thing?' So yeah, I'll definitely put that under... that feather in my cap later on.

### **Discussion**

Using the Bean et al. (2018) life skills continuum, the purpose of the thesis was to explore coaches' implicit and explicit approaches to life skills development and transfer in youth sport. To this aim, the thesis served to identify the approaches used by coaches, illuminating their strategies and dilemmas in facilitating life skills development and transfer. Discussion of the

findings is presented in five sections. To begin, the first three sections will discuss the findings in relation to the continuum (Bean et al., 2018), including: (a) implicit coaching practices (continuum levels one and two); (b) explicit coaching practices (continuum levels three to six), and (c) intentions and reflection (ancillary continuum levels). The next sections will discuss the contributions of the continuum and the contributions of the present thesis, followed by the final section that will discuss the limitations of the thesis.

### **Implicit Coaching Practices (Continuum Levels One and Two)**

The coaches predominantly and consistently used implicit approaches as evidenced by their stated intentions, actions, and recollections (i.e., gained through the pre-season interviews, in-season journals, and post-season interviews respectively) and their athletes' recollections (i.e., gained through the post-season interviews). Specifically, the coaches all emphasized the importance of structuring the sport context (level one) and creating a positive climate (level two), which they believed to be paramount to their athletes' learning. Indeed, Short and Short (2005) stressed the importance of coaches creating the right conditions to support their athletes' learning. Becker (2009) described these conditions as coaches who are consistent in their beliefs and actions, maintain positive relationships, appropriately manage the team environment, and effectively carry out their program, as demonstrated by the coaches in the present thesis.

Further, the coaches discussed taking advantage of impromptu moments as a means to teach their athletes about life skills and their transfer. This included reacting to in-the-moment situations and drawing sport to life connections via lessons, exemplars, comparisons, and analogies. As set out by Bean et al. (2018), the teachable moments were classified to be reactively driven and implicit in nature because they emanated from unplanned events that may or may not have arisen. These results correspond with research conducted by Bean et al. (2017)

who found that when youth sport coaches did discuss life skills, it was reactively driven in response to an incident. In light of such results, Bean et al. contended that teachable moments should have positive connotations and not only arise from the need to address negative behaviours. Importantly, within the present thesis, examples were provided of coaches (e.g., CP-7 who initiated a career talk when his sport practice was disrupted by the noise of a helicopter), who went beyond behavioural issues and instead capitalized on teachable moments in a positive manner as learning opportunities. Indeed, this practice represents a negotiation between the everyday liveliness and messiness of sport practices and games and the conjectured tidiness of intentionally designed programming; one that prompts teaching excursions that can effect real and meaningful teaching and learning opportunities. This result is consistent with research conducted by Camiré et al. (2012) who found that model high school coaches used teachable moments to genuinely talk about life skills and their transfer when such opportunities arose.

As Turnnidge et al. (2014) described, in reference to both the implicit and explicit approach, “it is important to emphasize that neither approach advocates a *laissez-faire* attitude toward personal development” (p. 214). A persistent misconception with the implicit approach is that it entails the absence of any coach intervention because *sport teaches* life skills, with life skills development thus being an automatic by-product of sport participation. However, as discussed by Petitpas, Van Raalte, Cornelius, and Presbrey (2005), the notion of sport participation cannot be detached from the influence of coaches since coaches represent important actors in most sport-related experiences for young athletes. Therefore, rather than absence of behaviour, the implicit approach must be characterized as coach behaviours that (a) set the stage for life skills development (e.g., developing healthy relationships with athletes) and (b) react to

opportunities to promote life skills and their transfer (e.g., taking advantage of teachable moments).

### **Explicit Coaching Practices (Continuum Levels Three to Six)**

The coaches inconsistently used explicit approaches as evidenced by their stated intentions, actions, and recollections (i.e., gained through the pre-season interviews, in-season journals, and post-season interviews respectively) and their athletes' recollections (i.e., gained through the post-season interviews). Notably, when the coaches did use explicit strategies, they favoured creating opportunities to practice life skills (level four) and less so their transfer (level six), over creating opportunities to discuss life skills (level three) and their transfer (level five). These results may perhaps be owing to the fact that the coaches within the present thesis operated within sport organizations with mandates that included the teaching of life skills as part of their programming (i.e., as per the purposeful sampling procedure), and as such, favoured experiential activities that allowed their athletes to practice life skills in the sport context.

Additionally, the coaches indicated how they strategically discussed life skills by integrating them within the physical practice of sport in consideration of their athletes' limited attention spans and their reluctance for sport to become like school through lectures akin to a classroom. This result differs from recent research conducted by Hemphill, Gordon, and Wright (2019), who found that boxing coaches did not specifically integrate life skills within athletes' practices of physical activities. Rather, the coaches provided opportunities for the youth to talk about life skills before and after practices. However, it should be noted that differences may be a result of programmatic features geared towards the athletes. Indeed, in the Hemphill et al. study, the programmatic structure centred around the memorization of eight life skills and rewards for their proper recitation. As commented by the researchers, whether life skills development and

transfer could have been increased through deliberate integration within practices is a question that remains unanswered.

Several dilemmas were noted by the coaches in explicitly teaching life skills. Interestingly, the coaches reported being intentional about not being too explicit in discussing life skills and their transfer, so as to increase the chances of their athletes being receptive to their messages. In this regard, the coaches discussed how they wanted their messaging on life skills and their transfer to be short, natural, authentic, important, personal, and unlike school, rather than long, drawn-out, forced, contrived, prescriptive, and unenjoyable. As such, the coaches deliberately chose to integrate explicit talks on life skills development and transfer within the athletes' physical practices and during one-on-one coach-athlete moments. This important result highlights how the coaches were keenly aware of the needs of their clientele (i.e., adolescents) as well as the nature of their own verbal messaging, thus enabling them to make conscious decisions to deliberately cater their practices accordingly. Indeed, coaching effectiveness involves a mixture of understanding athletes, including their developmental stage, and self-awareness of verbal messaging, including timing and type, to increase athlete responsiveness and engagement to facilitate maximal athlete learning (Millar, Oldham, & Donovan, 2011). Furthermore, this result represents a vital shift from the traditional conception of coaching as "an activity characterized by highly directed, autocratic, and prescriptive behaviour" (Partington & Cushion, 2012, p. 99), to a democratic, athlete-centred conception of coaching that uses learner focused strategies (e.g., autonomy supportive) to best promote athletes' motivation and development (Denison, Mills, & Konoval, 2017).

The coaches' abilities to enact explicit approaches for their athletes to practice life skills outside of sport was also influenced by practical factors. The coaches importantly recognized the

value of coordinated efforts beyond the sport context to help their athletes maximize their learnings and successfully enable transfer. However, the majority of coaches did not intentionally form links with other social agents, nor organize practice opportunities in contexts outside of sport. This is important because coaches represent one of many adult leaders who can play important roles in promoting life skills development and transfer. However, coaches and other adult leaders within the broader community are often not connected in terms of facilitating life skills transfer initiatives. For example, in a recent study conducted by Allen and Rhind (2019), it was found that the most commonly perceived barrier to adolescents' life skills transfer was the minimal practice opportunities they had to extend their learning outside of the afterschool sport program. As such, the researchers noted the limited value of siloed skill learning and transfer. Indeed, in a recent multi-pronged, grounded theory study on athletes' transfer application, Kendellen and Camiré (2019a) found that life skills development and transfer were possible through sport experiences based on awareness of transfer, perceived benefits of transfer, and social support for transfer. In their discussion, the researchers encouraged sport coaches to work with the greater community to allow practice opportunities for athletes to apply their life skills outside of sport. However, although level six is optimal, further research is required exploring the day-to-day realities of coaching to determine the extent to which it is feasible in different types of youth sport contexts.

In a similar vein, consistent with previous research, the coaches reported that density of interaction (i.e., amount of time spent with athletes) was a factor in explicitly integrating the teaching of life skills development and transfer within their coaching practices (Bean et al., 2016; Camiré & Trudel, 2014). In the present thesis, four of the nine cases operated at the competitive level and thus it is possible that the coaches felt pressured, within the ever increasing

professionalization of youth sport, to use the limited time they had with their athletes to focus on sport skill mastery. Such emphasis towards professionalization has been called into question by Turgeon, Kendellen, Kramers, Rathwell, and Camiré (2019), especially in view that the vast majority of youth will not play professional sports at any point in their lives. The general prioritizing of sport skills over life skills discussed by Lesyk and Kornspan (2000) nearly two decades ago appears to continue to be a recurring issue that needs to be addressed by all stakeholders within the youth sport system if coaches are to be provided with legitimate platforms to fully integrate the explicit teaching of life skills into their day-to-day coaching.

### **Intentions and Reflection (Ancillary Continuum Levels)**

The coaches all described their intentions to support their athletes' development and transfer of life skills. As described above, whether those intentions were actually realized depended on different factors. Interestingly, all the coaches stated that by virtue of participating in the data collection activities of the thesis, they became more self-aware and reflexive of their coaching. This is an important by-product of the thesis because it showed the coaches' sensitivity to the topic of life skills and a deliberateness to refine their coaching practices. This result indicates that the coaches had a strong sense of responsibility and deemed it crucial that they reflect in order to find ways to maximize the time they had with their athletes. Some coaches specifically articulated their desire to adopt explicit coaching practices in the future, understanding that an explicit approach may yield greater positive outcomes. Indeed, if coaches wish to make changes in their coaching practices towards using more explicit approaches (i.e., levels three to six), it requires them to consciously alter their actions. As found in a study conducted by Gilbert and Trudel (2001), model coaches engaged in a six-component reflection process, with the researchers specifically advocating for sport coaches to journal as a valuable

reflective tool. Therefore, it appears that solicited journaling can be a beneficial tool for coaches to use in order to enhance their coaching practice. However, it is important to highlight the challenges that many of the coaches experienced in being able to integrate journaling into their already busy schedules. As such, future users may wish to consider guidance for structure (e.g., prompts) and alternative modes (e.g., verbal journal) to facilitate use.

### **Contributions of the Continuum (Bean et al., 2018)**

As a theoretical model, the continuum highlights the importance of the two implicit levels as forming a critical basis for working at the four explicit levels. Indeed, all coaches emphasized the importance of implicit approaches within their coaching practices, which they believed acted as a springboard for their athletes' learning and development of both sport skills and life skills. This result provides support for situating the teaching of life skills on a continuum as opposed to a dichotomy. That is, all coaches must first form a basis whereby they appropriately structure the sport environment and create a positive climate which, together, can facilitate life skills development, as shown and discussed in previous research (Camiré et al., 2009; Chinkov & Holt, 2016; Holt et al., 2008; Turnnidge et al., 2014). Recently, Camiré, Rathwell, Turgeon, and Kendellen (2019) conducted a survey with 1,238 high school coaches, with the results supporting the association between implicit approaches and the teaching of life skills. Specifically, the results indicated that the coaches who fostered positive coach-athlete relationships through satisfaction of their student-athletes' basic psychological needs (i.e., as proposed within continuum level two, creating a positive climate) facilitated the teaching of life skills. In discussing their findings, Camiré et al. stated: "When coaches care for their athletes and demonstrate empathetic attention and understanding, they become more motivated to act in manners that foster trust and dialogue between both individuals, displacing their own needs to

serve those of their athletes” (p. 13). Although there is increasing evidence that implicit coaching approaches do indeed foster the teaching of some life skills, such implicit approaches should be regarded as forming the basis of explicit approaches that coaches ought to prioritize in order to optimize life skills development outcomes. Additionally, as corroborated in the present thesis, the continuum importantly recognizes that coaches’ abilities to enact explicit approaches are influenced by different factors. This leads into the practicality of the continuum for both researchers and practitioners as a tool to situate coaches approaches in bringing to light the intentions and actions of coaches and the factors influencing both, in order to support coaches’ facilitation of positive learning experiences for youth to gain the skills they need to live happily, healthy, and contributorily in society.

### **Contributions of the Thesis**

The strengths of the present thesis lie in the multiple methods, sources, and time points used to explore coaches’ approaches to the teaching and transfer of life skills. Through these methods, nuances were gained to advance our understanding of the current status of coaching in youth sport aimed at providing the best possible sport experiences for youth and supporting coaches efforts to do so.

A main contribution of the thesis resides in demonstrating that the coaches’ approaches to life skills development and transfer were not dichotomous, but rather spanned a continuum of intentionality. Through the in-season solicited journals, the coaches were able to provide concrete examples of their different approaches to teaching life skills to their athletes. This contrasts with previous research (e.g., McCallister et al., 2000) that used one-shot interviews and found that coaches were unable to speak to such strategies. Indeed, as suggested by several researchers, well-practiced, habitual activities, such as day-to-day coaching practices, may not be

readily accessible and easy to verbalize (Cushion, Armour, & Jones, 2003; Ouellette & Wood, 1998). As such, it is through complementary methods such as journaling that these strategies were and may be spoken about. Although not numerous, the coaches' journal entries added to the depth of exploration to better understand their coaching approaches. Indeed, as contended by Kendellen and Camiré (2019b), data collection methods such as journaling can extend other approaches (e.g., interviews), "to get at" life skills transfer and provide rich insights.

Furthermore, the in-season solicited journaling, in conjunction with the pre- and post-season interviews, permitted nuances to be brought to light, drawing attention in some cases to discrepancies between coaches' intentions and actions. These findings were further corroborated by comparing the athlete and coach data, thereby demonstrating how coaches' perceived intentions and actions were in fact experienced on-the-ground by athletes.

Finally, in line with Bean and Forneris' (2017) study, all coaches expressed the importance of teaching youth life skills through sport, with some specifically articulating their desire to adopt explicit coaching practices. The coaches provided a number of explicit strategies (e.g., captaincy appointment to reinforce leadership; establishing an online homework support network to reinforce mentorship) and indicated a number of factors that influenced their ability to implement explicit practices. Therefore, the identification of such factors within the present thesis provides a better understanding of the intricacies of coaching life skills that warrant attention if coaches are to adopt explicit approaches deemed to further enhance developmental outcomes (Pierce et al., 2017; Bean et al., 2018).

### **Limitations of the Thesis**

The results of the present thesis should be considered in light of their limitations. First, given the self-reported nature of the data, self-presentation bias must be considered as a potential

limitation. Indeed, the coaches who participated in data collection activities may have been susceptible to impression management (Cushion et al., 2003; Kramers, Camiré, & Bean, in press). However, some measures were taken to decrease the effects of self-presentation bias through the triangulation of multiple methods (i.e., interviews and journaling), sources (i.e., coaches and athletes), and time points (i.e., pre-, in-, and post-season).

Second, the coach-participant sample consisted of eight males and only one female. Although the sample generally reflects the proportion of female coaches in comparison to male coaches in youth sport (Walker & Bopp, 2011), the results are not generalizable to the female coaching population, who may have different coaching approaches when it comes to teaching life skills. Future studies in this area with a higher representation of female coaches are needed to better understand their approaches to life skills development and transfer through youth sport.

Third, the participant sample was focused demographically (i.e., youth ages 12 to 17 from competitive and recreational teams within only four sports, operating in the National Capital Region), limiting the inferences that can be made to the general Canadian youth sport landscape. Thus, future research should be conducted with athletes of different ages playing different sports in other parts of Canada using the Bean et al. (2018) continuum to derive more definitive answers as to the extent to which coaches deliberately address life skills development and transfer in youth sport.

### **Conclusion**

The thesis examined coaches' approaches to teaching youth life skills through sport, using the Bean et al. (2018) continuum. The results showed that coaches held life skills development and transfer to be an important part of their coaching and while they predominantly and consistently employed implicit practices, they inconsistently employed explicit practices. As

such, this thesis supports that coaching practices related to life skills development and transfer are better represented on a continuum of intentionality rather than being viewed dichotomously. Further, the results showed that coaches were sensitive and receptive to the nature and methods of the thesis project. The benefits of solicited journaling were found to be a positive by-product of participation and may be considered as an important reflective tool for coaches in their coaching practices. Lastly, by exploring the life skills approaches that coaches used, this thesis shed light on several factors that influenced coaches' explicit practices that future research and applied efforts should consider. Arguably, it is this understanding, that importantly takes into account coaches' everyday realities, that will serve to aid coaches in effectively integrating the explicit teaching of life skills and their transfer into their coaching practices to maximize positive youth development.

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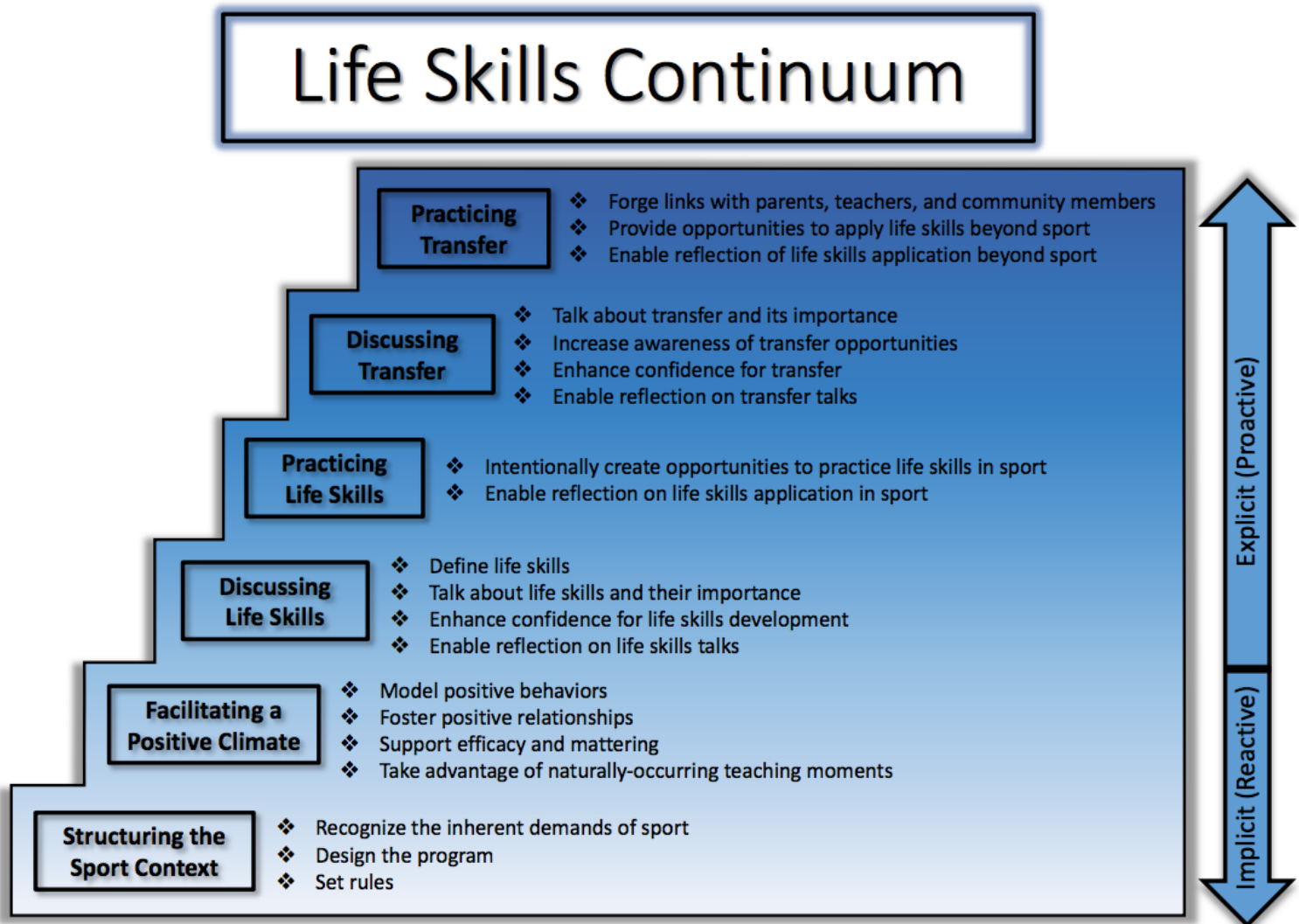
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Appendix A: The Implicit/Explicit Continuum of Life Skills Development and Transfer (Bean, Kramers, Forneris, & Camiré, 2018)



## Appendix B: University of Ottawa Certificate of Ethics Approval

**Université d'Ottawa**  
Bureau d'éthique et d'intégrité de la recherche



**University of Ottawa**  
Office of Research Ethics and Integrity

**CERTIFICAT D'APPROBATION ÉTHIQUE | CERTIFICATE OF ETHICS APPROVAL**

<b>Numéro du dossier / Ethics File Number</b>	H-04-18-445
<b>Titre du projet / Project Title</b>	A multi-method exploration of coaches' implicit and/or explicit approaches to life skills development and transfer in youth sport
<b>Type de projet / Project Type</b>	Thèse de maîtrise / Master's thesis
<b>Statut du projet / Project Status</b>	Approuvé / Approved
<b>Date d'approbation (jj/mm/aaaa) / Approval Date (dd/mm/yyyy)</b>	26/04/2018
<b>Date d'expiration (jj/mm/aaaa) / Expiry Date (dd/mm/yyyy)</b>	25/04/2019

**Équipe de recherche / Research Team**

<b>Chercheur / Researcher</b>	<b>Affiliation</b>	<b>Role</b>
Laura MARTIN	École des sciences de l'activité physique / School of Human Kinetics	Chercheur Principal / Principal Investigator
Martin CAMIRÉ	École des sciences de l'activité physique / School of Human Kinetics	Superviseur / Supervisor

**Conditions spéciales ou commentaires / Special conditions or comments**

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# Université d'Ottawa

Bureau d'éthique et d'intégrité de la recherche



# University of Ottawa

Office of Research Ethics and Integrity

Le Comité d'éthique de la recherche (CÉR) de l'Université d'Ottawa, opérant conformément à l'*Énoncé de politique des Trois conseils* (2014) et toutes autres lois et tous règlements applicables, a examiné et approuvé la demande d'éthique du projet de recherche ci-nommé.

L'approbation est valide pour la durée indiquée plus haut et est sujette aux conditions énumérées dans la section intitulée "Conditions Spéciales ou Commentaires". Le formulaire « Renouvellement ou Fermeture de Projet » doit être complété quatre semaines avant la date d'échéance indiquée ci-haut afin de demander un renouvellement de cette approbation éthique ou afin de fermer le dossier.

Toutes modifications apportées au projet doivent être approuvées par le CÉR avant leur mise en place, sauf si le participant doit être retiré en raison d'un danger immédiat ou s'il s'agit d'un changement ayant trait à des éléments administratifs ou logistiques du projet. Les chercheurs doivent aviser le CÉR dans les plus brefs délais de tout changement pouvant augmenter le niveau de risque aux participants ou pouvant affecter considérablement le déroulement du projet, rapporter tout événement imprévu ou indésirable et soumettre toute nouvelle information pouvant nuire à la conduite du projet ou à la sécurité des participants.

The University of Ottawa Research Ethics Board, which operates in accordance with the *Tri-Council Policy Statement* (2014) and other applicable laws and regulations, has examined and approved the ethics application for the above-named research project.

Ethics approval is valid for the period indicated above and is subject to the conditions listed in the section entitled "Special Conditions or Comments". The "Renewal/Project Closure" form must be completed four weeks before the above-referenced expiry date to request a renewal of this ethics approval or closure of the file.

Any changes made to the project must be approved by the REB before being implemented, except when necessary to remove participants from immediate endangerment or when the modification(s) only pertain to administrative or logistical components of the project. Investigators must also promptly alert the REB of any changes that increase the risk to participant(s), any changes that considerably affect the conduct of the project, all unanticipated and harmful events that occur, and new information that may negatively affect the conduct of the project or the safety of the participant(s).

Riana MARCOTTE

Responsable d'éthique en recherche / Protocol Officer

Pour/For **Daniel LAGAREC** Président(e) du/ Chair of the **Comité d'éthique de la recherche en sciences sociales et humanités / Social Sciences and Humanities Research Ethics Board**

## Appendix C: Pre-Season Coach Interview Guide

**Objective:** To document coaches' expectations and what they plan to teach their athletes over the course of the season.

### Preamble

The purpose of this interview is to explore your approaches to coaching through sport. The interview consists of questions related to your demographics, coaching philosophy, coaching expectations, coaching plans, and coaching approaches for the season.

As the interviewer, I may ask you to further elaborate, explain, or provide examples if needed.

This interview is not an evaluation of any kind and there are no right or wrong answers. The intention is to gain insight into your experiences and opinions.

I want to ensure your comfort in answering the questions and remind you that the interview is voluntary and that you do not have to answer any questions that you do not want to. Everything you say will remain confidential.

Before we begin, I would like to thank you for your involvement – it is truly appreciated. Do you have any questions?

### Demographics

- What is your age?
- What is your level of education?
- What is your occupation?
- Did you play sports? If yes, what sports?
- Do you currently play any sports? If yes, what sports?
- What is your current coaching position (head or assistant)?
- How many years of experience do you have with the youth sport organization?
- How many years of experience do you have coaching youth sport?
- What coach training have you received?

### Coaching Philosophy

- Why do you coach?
- How did you become involved in coaching youth?
- How would you describe your overall approach to coaching youth?

### Expectations

- From a youth developmental perspective, what are your main coaching expectations over this season?
- How did you come up with those expectations?
- How will you communicate (to youth, to their parents) these expectations over the season?
- How will you go about achieving these expectations?

## **Implicit/Explicit Continuum of Life Skills Development and Transfer**

### **Level One: Structuring the Sport Context**

- How will you engage the youth that you will be coaching over the sport season?
- How will you work to build relationships with the youth that you coach?
- How will you work to foster relationships between the youth on your team?
- How will you create a safe physical environment for the youth that you coach?
- How will you create a safe psychological environment for the youth that you coach?
- How will you establish and enforce rules and behavioural expectations for the youth that you coach?

### **Level Two: Facilitating a Positive Climate**

- Do you consider yourself to be a model for the youth that you coach?
- If yes, what modelling behaviours do you exhibit?
- When it comes to team decision-making, who should be involved?
- When a situation occurs (e.g., if a golf coach notices that an athlete failed to report a stroke on his/her scorecard), how would you respond?

### **Level Three: Discussing Life Skills**

- What does the term life skills mean to you?
- What life skills do you feel are the most important?
- Will it be important for you to discuss the life skills mentioned to the youth that you will coach? If yes, how will this happen?

### **Level Four: Practicing Life Skills**

- Apart from discussing life skills, do you intend to have the youth that you are coaching practice the life skills you had mentioned in sport practices and/or games?
- What opportunities and/or exercises might you have the youth do to practice and reinforce the life skills you had mentioned through sport?

### **Level Five: Discussing Transfer**

- Although sport skills and life skills can be alike, life skills are distinguished by the transfer of their use outside of the sport.
- Will it be important to you to discuss with the youth that you coach how life skills might be useful in areas outside of sport (e.g., home, school)?
- How might you help the youth that you coach to think about the connection between the life skills that they are developing through the sport and their use outside of sport?
- How might you help the youth that you are coaching to view themselves as capable of using the life skills in other areas of their lives?

**Level Six: Practicing Transfer**

- Will it be important for you to correspond with the parents of the youth that you coach on the life skills being developed? If so, how?
- Do you plan on organizing any activities (e.g., fundraising, volunteering) for the youth, to help them practice and reinforce the life skills?
- Do you plan on discussing with the youth the outcomes of their practice of life skills outside of sport (e.g., home, school)?

**Concluding Statement**

- Is there anything else you would like to share that would help me gain a better sense of your coaching approaches and expectations for the season?

## Appendix D: Post-Season Coach Interview Guide

**Objective:** To document the extent to which coaches believe that they taught what they initially set out to teach.

### **Preamble**

The purpose of this interview is to follow-up on your coaching approaches over the season.

As the interviewer, I may ask you to further elaborate, explain, or provide examples if needed.

This interview is not an evaluation of any kind and there are no right or wrong answers. The intention is to gain insight into your experiences and opinions.

I want to ensure your comfort in answering the questions and remind you that the interview is voluntary and that you do not have to answer any questions that you do not want to. Everything you say will remain confidential.

Before we begin, I would like to thank you again for your involvement – it is truly appreciated. Do you have any questions?

### **Recap on the Spring/Summer**

- Tell me about the season.

### **Coaching Philosophy**

- Have any elements of your overall approach to coaching youth changed/evolved from the beginning of the season? If so, what and why?

### **Expectations**

- Did you meet your coaching expectations that you had set for the season?

### **Implicit/Explicit Continuum of Life Skills Development and Transfer**

#### **Level One: Structuring the Sport Context**

- Were you able to keep the youth that you coached engaged in the sport over the season? If so, how?
- Please describe the nature of the relationships you were able to develop with the youth that you coached this season.
- Please explain any strategies that you used to try to create relationships with the youth that you coached.
- Please describe the nature of the relationships the youth that you coached were able to develop with each other this summer.
- Please explain any strategies that you used to try to create relationships between the youth that you coached.
- How did you work to maintain a physically safe environment for the youth that you coached over the season?

- How did you work to maintain a psychologically safe environment for the youth that you coached over the season?
- How did you establish and enforce rules and behavioural expectations for the youth that you coached over the season?

**Level Two: Facilitating a Positive Climate**

- Do you believe that you served as a model for the youth that you coached over the season?
- If yes, what modelling behaviours did you exhibit?
- Did you end up involving the youth in the team decision-making? If so, how?
- When difficult situations arose with the youth that you coached, how did you respond? Please provide some examples.

**Level Three: Discussing Life Skills**

- Has your understanding of the term life skills changed/evolved from the beginning of the season? If so, how?
- Have the life skills that you felt were the most important changed/evolved from the beginning of the season? If yes, how and why?
- How did you go about discussing life skills with the youth that you coached over the season?

**Level Four: Practicing Life Skills**

- How did you go about getting the youth that you coached to practice life skills in the practices and/or games over the season?
- Can you provide any examples of opportunities and/or exercises where the youth that you coached had to specifically practice and reinforce the life skills during the sport season?

**Level Five: Discussing Transfer**

- How did you go about discussing life skills transfer with the youth that you coached over the season?
- How did you go about having the youth that you coached make connections between the life skills being learned through sport and their use outside of sport?
- Explain the extent to which you believe that the youth that you coached viewed themselves as capable of using the life skills in other areas of their lives? Why?

**Level Six: Practicing Transfer**

- Can you explain the correspondences you had with the parents of the youth that you coached on life skills development and transfer over the season?
- Did you end up organizing any activities (e.g., fundraising, volunteering) for the youth, to help them practice and reinforce the life skills outside of practices and games?
- How did you go about discussing with the youth that you coached over the season the outcomes of their use of life skills outside of sport (e.g., home, school)?

**Life Skills Transfer**

- As a result of participating in the sport and interacting with you, do you believe that the youth that you coached this season have developed life skills?
- If yes, can you provide examples?
- Please elaborate on the extent to which you believe you were able to intentionally teach these life skills this season.

**Concluding Statement**

- Is there anything else you would like to share that would help me gain a better sense of your coaching approaches to life skills over this season?

## Appendix E: Post-Season Athlete Interview Guide

**Objective:** To document the life skills that athletes believed that they learned from their coach and the approaches the coaches used to facilitate such skills.

### **Preamble**

The purpose of this interview is to explore your sporting experiences. The interview consists of questions related to your demographics, sports participation, expectations, and experiences over the season.

As the interviewer, I may ask you to further elaborate, explain, or provide examples if needed.

This interview is not an evaluation of any kind and there are no right or wrong answers. The intention is to gain insight into your experiences and opinions.

I want to ensure your comfort in answering the questions and remind you that the interview is voluntary and that you do not have to answer any questions that you do not want to. Everything you say will remain confidential.

Before we begin, I would like to thank you for your involvement – it is truly appreciated. Do you have any questions?

### **Demographics**

- What is your age?
- What grade are you in at school?
- Do you play any other sports? If yes, what sports?
- How long have you played this sport?
- How long have you played for this organization?
- What position do you play on the team?

### **Sport Participation**

- What made you play this sport?
- What do you like the most about this sport?
- What do you dislike the most about this sport?
- How important is this sport in your life?
- What do you base your success on in sport?

### **Expectations**

- Did you have any expectations for yourself this season? If yes, please explain.

## **Implicit/Explicit Continuum of Life Skills Development and Transfer**

### **Level One: Structuring the Sport Context**

- Were you engaged in the sport over the season?
- How was your relationship with your coach?
- How was your relationship with your teammates?
- Did you feel comfortable in the sport environment?
- Did you feel like you could play to your fullest?
- Did you feel like you could be yourself?
- How were you made aware of the rules and behavioural expectations?

### **Level Two: Facilitating a Positive Climate**

- Did you look up to your coach as a role model?
- What modelling behaviours did your coach exhibit?
- Were you involved in team decision-making?
- How did your coach handle difficult situations (e.g., if someone is caught cheating)?

### **Level Three: Discussing Life Skills**

- Are you familiar with the term life skills? If so, what does it mean to you?
- What life skills do you feel are the most important?
- Did your coach discuss particular life skills with you and your team? If yes, can you describe the life skills and provide examples of the discussion of them?

### **Level Four: Practicing Life Skills**

- Apart from discussing life skills, were there opportunities for you to practice life skills in sport practices and/or games? If yes, can you provide some examples?
- Were there any exercises that your coach had you do to reinforce life skills?

### **Level Five: Discussing Transfer**

- Although sport skills and life skills can be alike, life skills are distinguished by the transfer of their use outside of sport.
- Did your coach discuss with you and the team how life skills might be useful in areas outside of sport (e.g., home, school)? If yes, can you provide some examples.
- Did your coach help you to make connections between the life skills learned through sport and their use outside of sport? If so, how?
- Did you feel that you could capably use the life skills you were learning in other areas of your life? If so, please explain.

### **Level Six: Practicing Transfer**

- Did your parents talk to you about the life skills that you were learning through sport? If so, please explain.
- Were you involved in any activities through the sport (e.g., fundraising, volunteering), where you could practice the life skills that you were learning? If so, can you provide some examples.

- Did your coach ever talk to you about your use of the life skills outside of sport (e.g., home, school)?

**Life Skills Transfer**

- Now that the season has ended, do you think you will use any of the life skills that you may have developed in other areas of your life? Why or why not?
- Do you currently use any of the life skills that you learned through the sport in other areas of your life? If yes, please explain.

**Concluding Statement**

- Is there anything else you would like to share that would help me gain a better sense of your perceptions of the coaching and learning experiences you had in the sport over the season?

## Appendix F: In-Season Coach Solicited Journal

**In-Season Coach Solicited Journal**

Thank you for agreeing to keep this electronic journal as part of your study participation.

You are asked to make journal entries (approximately one entry per week) to document your experiences related to the teaching of life skills to your athletes as they occur throughout the sport season.

From a life skills development and transfer perspective, I am specifically interested in learning more about what you teach your athletes and how you go about doing it. This may include deliberately planned curriculum (e.g., instruction and activities) or impromptu teachable moments.

For each entry, please try to include the following details:

\* Required

**1. 1(a). WHEN was it? (Date) \***

*Example: December 15, 2012*

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**2. 1(b). WHEN was it? (Time) \***

*Example: 8:30 AM*

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**3. 2. WHO was present when it happened? \***

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**4. 3(a). WHAT happened? \***

Please describe the event in detail.

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**5. 3(b). WHAT was the context? \***

Check all that apply.

Practice

Game

Other: \_\_\_\_\_

6. 3(c). WHAT was the outcome? \*

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7. 4. HOW did it happen? ... (a). WHAT prompted the event? \*

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8. 4(b). WHAT were your (re)actions? \*

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9. 4(c). WHAT were your athletes' (re)actions? \*

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**Thank you!**

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If you have any questions regarding the journaling process, please feel free to contact me at [REDACTED]

[REDACTED]