

Evaluating Coaches' Program Delivery in Golf Canada's Learn to Play Program

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List of Abbreviations

PQAYS: Program Quality Assessment in Youth Sport

PYD: Positive Youth Development

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Abstract

The purpose of this Master's thesis was to evaluate coaches' program delivery in Golf Canada's national youth programming, Learn to Play, regarding two components: (a) the consistency of teaching life skills and (b) the quality of program delivery. The Learn to Play program has recently been updated to include an explicit approach to teaching life skills through golf. Data collection included a pre-season interview, three in-season observations, a post-season questionnaire, and a post-season interview. Two articles were written. Using the implicit/explicit continuum of life skills development and transfer (Bean, Kramers, Forneris, & Camiré, 2018), Article One qualitatively explored coaches' ($N = 13$; $M_{\text{age}} = 38$) consistency of life skills delivery across the season. The findings revealed five profiles, with coaches categorized as being either inconsistent (i.e., progressive, overenthusiastic, unaware) or consistent (i.e., non-intentional, intentional) in their approach to teaching life skills. Using the Program Quality Assessment in Youth Sport observational measure (Bean, Kramers, Camiré, Fraser-Thomas, & Forneris, 2018), Article Two quantitatively examined program quality with two groups of coaches ($N = 14$; $M_{\text{age}} = 40$) for two purposes: (a) to examine whether implementation of the original ($n = 5$) versus the updated ($n = 9$) program led to differences in program quality and (b) to assess whether there was consistency or discrepancy between researcher observation scores and coach self-report scores of program quality. The findings revealed that coaches using the updated program delivered higher quality programming than coaches using the original program. Coaches also reported higher program quality scores than the researchers observed, identifying discrepancies between coach self-perceptions and researcher observations. Collectively, the findings from this Master's thesis are a novel contribution to the literature by providing a nuanced exploration into the teaching of life skills and quality of delivery of Golf Canada's Learn to Play programming.

Introduction

By the end of the twentieth century, there was a shift within developmental psychology as researchers began to focus on how to promote and strengthen youth's competencies and assets rather than reduce or eliminate undesirable behaviours (Damon, 2004; Larson, 2000; Lerner, Almerigi, Theokas, & Lerner, 2005). This strength-based approach was fittingly labeled positive youth development (PYD), which incorporates developmentally appropriate opportunities for youth to develop the assets, strengths, and skills in order to become successfully functioning adults in society (Catalano, Hawkins, Berglund, Pollard, & Arthur, 2002). Structured leisure activities and programs are viewed as ideal settings to provide youth with opportunities to acquire positive developmental outcomes and experiences, including organized sport programs (Larson, 2000).

Sport has an undeniable presence within contemporary society, with 60-79% of Canadian youth participating in organized sport and/or physical activity programs each year (Canadian Heritage, 2018; Tremblay et al., 2016). Researchers have focused on identifying how sport programs can be organized and delivered to enhance positive outcomes and decrease the risk of negative outcomes (e.g., Fraser-Thomas, Côté, & Deakin, 2005). Further, high-quality youth programming supports the acquirement of positive developmental outcomes (Singer, Newman, & Moroney, 2017). Researchers have identified that coaches play an active role within sport programs (e.g., Bailey et al., 2009), and may facilitate PYD and life skills development through intentional and explicit efforts (Bean & Forneris, 2016). Given the standing and popularity of youth sport, it is necessary to examine coaches' delivery of sport programming.

Research Purpose

The purpose of this Master's thesis was to evaluate coaches' program delivery in Golf Canada's national youth programming, Learn to Play, regarding two components: (a) the consistency of teaching life skills and (b) the quality of program delivery. The perspectives of 14 participants, from eight different golf facilities, were gathered and compared to determine the consistency and quality of the coaches' life skills teaching.

Paradigmatic Position

A paradigm consists of ontological, epistemological, and methodological beliefs that form a worldview and guide action (Denzin & Lincoln, 2018). Ontology raises questions about the nature of reality and what can be known about reality. Epistemology is concerned with the nature, scope, and acquisition of knowledge, asking how the researcher knows the world. Methodology refers to the means (i.e., processes and procedures) used to explore phenomena and gain knowledge. This thesis is comprised of two articles; one qualitative and quantitative, and as a different paradigmatic stance was adopted in each paper, the overall thesis is framed from a pragmatic approach. The worldview of pragmatism is not committed to any one philosophy, which accommodates both of the qualitative and quantitative assumptions used to interpret the data of this Master's thesis (Creswell, 2014; Morgan, 2014). As a pragmatist, the researcher has the freedom to choose the techniques and procedures that best fit the research project (Creswell, 2014; Sparkes, 2015). Pragmatism was justified as an appropriate epistemological stance for this thesis, as the dualisms are dissolved of agent and structure, and of realism and idealism, so that methodological pluralism is evoked (Morgan, 2014; Pratt, 2016). That is, qualitative and quantitative approaches can be both drawn on (Morgan, 2014) to better understand coaches' delivery of Learn to Play programming.

Both constructivist and post-positivist epistemologies were employed at different times throughout the research project. Constructivism was employed during the gathering and analysis of qualitative data within Article One. Within the constructivism worldview, multiple socially-constructed realities exist, which are influenced by the dynamic interactions between context and individuals across time (Denzin & Lincoln, 2018). A post-positivist approach was employed during the gathering and analysis of quantitative data within Article Two. Within the post-positivistic approach, reality cannot be known with certainty, as observations are influenced by the observer's biases and worldview and when arriving at a truth it is recognized that there may be more than one truth (Denzin & Lincoln, 2018).

Review of Literature

The review of the literature is organized into five sections. Life skills are defined in the first section. The developmental outcomes of sport participation are reviewed in the second section. Implicit and explicit youth sport programming are discussed in the third section. Golf Canada's Learn to Play program is described in the fourth section, along with the life skills curriculum that was evaluated for the purpose of Article Two. The final section addresses the gaps and limitations identified within the literature that built the rationale for the present thesis.

Life Skills

Within the sport psychology literature, life skills are defined as psychological assets, values, and skills that enable individuals to succeed in various life domains beyond the sport program (e.g., home, school, and community; Danish, Forneris, Hodge, & Heke, 2004). There are a variety of life skill classifications within the literature, including behavioural (e.g., effective communication), cognitive (e.g., time management), interpersonal (e.g., respect), and intrapersonal (e.g., focus) skills (Danish, Petitpas, & Hale, 1995). Coaches can teach life skills in

combination with physical skills within youth sport programs (Danish & Nellen, 1997).

However, the skills learned in sport can only be truly considered life skills if/when they are transferred to and applied in life domains beyond sport, which occurs through processes of internalization in sport and then successful application beyond sport (Pierce, Gould, & Camiré, 2017). Researchers have recommended that coaches are intentional and deliberate in their attempts of fostering PYD and youth's confidence to use their skills beyond the sport context (Gould & Carson, 2008). The following section examines the developmental outcomes of sport participation that can occur through appropriate structuring of quality youth sport programs.

Developmental Outcomes of Youth Sport Participation

Sport is a broad concept that encompasses a wide range of contexts (e.g., high level sport, sport for development, youth sport) where the program's goals, structure, and clientele outline the level of competition (Gould & Carson, 2008). For the purpose of this thesis, the focus is on youth sport programs, which are organized programs offered in schools, clubs, and communities (Holt & Jones, 2008). There are three primary objectives of youth sport: (a) participation (i.e., to improve children's physical health), (b) personal development (i.e., to promote positive psychosocial development), and (c) performance (i.e., to teach youth skills through deliberate practice; Côté & Fraser-Thomas, 2011; Côté, Strachan, & Fraser-Thomas, 2008). A balanced focus of all three objectives ensures optimal development through sport participation (Côté & Fraser-Thomas, 2011). To understand the possible positive and negative developmental outcomes from youth sport participation, literature reviews of empirical studies have been conducted within the high school sport context (Camiré, 2014), PYD-based youth sport context (Fraser-Thomas et al., 2005), competitive and recreational team sport context (Pyle, McQuivey, Brassington, & Steiner, 2003), and youth sport programming (Eime, Young, Harvey, Charity, &

Payne, 2013). Each of these reviews will be briefed within this section to provide an outline of what we currently know on developmental outcomes of sport participation.

Camiré (2014) reviewed empirical studies that had examined the positive and negative outcomes of participation in high school sport. The findings indicated that participation in high school sport is associated with student-athletes' psychological development (e.g., higher self-esteem and positive self-image) and academic development (e.g., higher grade point averages and further educational attainment). Further, a comparison between recreational sport athletes and high school student-athletes demonstrated less emotional stress and mental health issues and more opportunities for development of emotional regulation for high school student-athletes. Negative outcomes of high school sport participation included the formation of cliques among athletes and the display of favouritism on the part of coaches.

Fraser-Thomas et al. (2005) reviewed the literature that had examined various outcomes associated with youth sport participation from the lens of the PYD framework. From a physical perspective, although youth who were active in sport were identified as less likely to develop some diseases (e.g., heart disease, obesity, diabetes), there were increases in eating disorders and physical (sport-related) injuries associated with the practice of sport. Studies concerning emotional and psychological development showed mixed results, with some youth demonstrating higher levels of self-esteem, enjoyment, and subjective well-being in less competitive sporting environments, and others experiencing decreased confidence and athletic burnout in more competitive sporting environments. Increased levels of aggression and poor sportsmanship were also found within more competitive sporting environments.

The findings from Pyle and colleague's (2003) review indicated that students who were involved in competitive sports had fewer mental health problems, fewer total risks, and fewer

eating and dietary problems, as compared to less-active students. Although differences were found between males and females, the findings from this review provided general support for youth's participation in competitive (but supportive) sporting environments for increased mental health. From a physical standpoint, the authors found that there was an increased risk of physical injuries for competitive athletes compared to non-competitive athletes.

Lastly, Eime et al. (2013) outlined 29 psychosocial health outcomes that have been found to be associated with youth sport participation. These included increases in competence, confidence, and emotional regulation as well as reductions in social anxiety. Further, increases in the showing of respect towards adults, greater sportspersonship, and better relationships with coaches and friends were identified within the empirical studies reviewed. Eime et al. (2013) claimed that there is a strong case for promoting youth participation in sport, given the evidence found for improved psychosocial health.

Researchers have also acknowledged that the structuring of youth sport programs is crucial for optimal development through youth sport (e.g., Petitpas, Cornelius, Van Raalte, & Jones, 2005). Specifically, Eccles and Gootman's (2002) eight setting features have been identified as the benchmarks for fostering positive developmental outcomes in youth through organized activities: (a) physical and psychological safety; (b) appropriate structure; (c) supportive relationships; (d) opportunities to belong; (e) positive social norms; (f) support for efficacy and mattering; (g) opportunities for skill building; and (h) integration of family, school, and community efforts. Researchers have acknowledged the connection between these eight setting features and the tenets of the PYD framework (e.g., Fraser-Thomas et al., 2005; Lerner et al., 2005). These eight setting features have previously been explored in qualitative studies (e.g., Povilaitis & Tamminen, 2017; Strachan, Côté, & Deakin, 2011), and more recently explored

through quantitative studies (e.g., Bean & Forneris, 2016; Bean, Harlow, Mosher, Fraser-Thomas, & Forneris, 2018). Findings are supportive of the inclusion of the eight setting features for youth's positive experiences and developmental outcomes through sport, as well as for achieving high quality programming. The quality of a youth sport program should be considered in conjunction with the eight setting features to ensure youth have positive development experiences (Zarrett et al., 2008). Moreover, high quality programs support positive outcomes and the quality of a program is considered one of the best predictors of developmental outcomes (Catalano et al., 2002; Durlak, Mahoney, Bohnert, & Parente, 2010; Singer et al., 2017; Yohalem & Wilson-Ahlstrom, 2010).

In sum, despite the occurrence of potentially negative outcomes, recent reviews highlight the many potential benefits of sport participation (e.g., development of life skills). As coaches are responsible for delivering sport programs, their attitudes and behaviours are influential in shaping positive experiences for youth and in the possibility for youth to develop life skills (Becker, 2009; Côté & Fraser-Thomas, 2011; Gould & Carson, 2008). Turnnidge, Côté, and Hancock (2014) discussed two main approaches to teaching life skills through sport, which will be examined in the following section.

Implicit or Explicit Programming

Research has shown that some developmental outcomes can be achieved within sport with little to no active intention from coaches. Specifically, youth can have positive experiences based on the inherent features (e.g., competition) and social dimensions (e.g., athlete-coach relationships) of sport, which together can implicitly foster desired developmental outcomes (Camiré & Kendellen, 2016; Chinkov & Holt, 2016). Therefore, even though coaches may not implement direct strategies within their coaching to facilitate positive development, youth may

still be able to produce their own positive developmental experiences (Camiré & Kendellen, 2016). This is defined as the implicit approach to youth sport programming, where coaches focus on developing sport-specific outcomes without deliberate attention to the learning or transfer of life skills (Turnnidge et al., 2014).

Conversely, the explicit approach to youth sport programming can be defined as coaches that provide youth participants with environments in which the learning and transfer of life skills are targeted in a deliberate manner (Turnnidge et al., 2014). The explicit approach to life skills development and transfer has been shown to provide youth with deliberate opportunities for life skills practice and application of the learned skills (e.g., Bean & Forneris, 2016; Camiré, Trudel, & Forneris, 2012; Hayden et al., 2015). Researchers have recommended various strategies for youth sport programmers and coaches who seek to provide an explicit approach: (a) choosing one life skill per lesson for focused attention; (b) introducing and collaboratively defining the life skill with the athletes; (c) providing feedback during attempts of life skills development and transfer; (d) having youth create action plans for use of skills in other domains; (e) creating elements within the sport context that are similar to other domains; (f) encouraging visualization of real-life scenarios for life skills transfer through imagery sessions; (g) encouraging reflection from youth on life skills development and transfer experiences; (h) debriefing the life skill practiced within the program; and, (i) debriefing transfer techniques used for reinforced learning (Allen, Rhind, & Koshy, 2015; Gould & Carson, 2008; Jacobs & Wright, 2018; Jones & Lavallee, 2009; Kendellen, Camiré, Bean, Forneris, & Thompson, 2017). Pierce, Kendellen, Camiré, and Gould (2018) also recommended that coaches set aside time for reflecting on previous seasons to better prioritize development and transfer of life skills in the future. As youth are not always aware of their own skill set and may not be cognisant in terms of how they can

successful apply life skills beyond sport, the explicit approach has been advocated by researchers to guide youth towards effective life skills development and transfer (e.g., Bean & Forneris, 2016; Camiré, 2014). Explicit guidance and feedback from coaches is therefore critical for youth to experience successful skill internalization within sport and generalization beyond sport (Allen et al., 2015; Camiré, Trudel, & Forneris, 2009; Pierce et al., 2018; Weiss, Stuntz, Bhalla, Bolter, & Price, 2013). Furthermore, recent theoretical work (e.g., Holt et al., 2017) and empirical findings (e.g., Bean & Forneris, 2016) postulate that programs intentionally (explicitly) structured to foster positive youth development and life skills are better suited to enhance development than non-intentionally (implicitly) structured programs. As a result, several youth sport organizations have recently begun to update their existing curricula to better align with the explicit approach. For example, the Sport Development Department at Golf Canada decided to update their existing golf programming to incorporate an explicit and intentional approach for youth development, with regard to explicitly teaching life skills (Kendellen et al., 2017).

Learn to Play Program

The Learn to Play program was established in 1996 and is the leading golf development program in Canada, having reached over 1.4 million youth since its inception. Learn to Play programming is organized in four developmental stages for four age groups: White (ages 6 and under), Orange (ages 6–9), Blue (ages 8–10), and Black (ages 9–12). There are seven core modules within each of the four stages to provide youth participants with lessons on proper golf etiquette and golf skills (e.g., playing and competition, values, and skill development). To successfully move onto the next stage, coaches are provided with benchmark rubrics to score the golf competencies of the youth participants. During the 2017 summer golf season, over 500 golf facilities were registered to deliver Learn to Play across Canada. Therefore, given that Learn to

Play is the nation's leading developmental golf program, it was deemed appropriate to evaluate this program for the present Master's thesis.

Golf Canada's life skills curriculum. In 2014, Golf Canada partnered with researchers from the University of Ottawa to create a life skills curriculum to be integrated within their national junior programming. The curriculum utilizes the following definition of life skills developed by the University of Ottawa researchers specifically for Golf Canada: "the psychological assets, values, and skills that enable individuals to effectively deal with the demands and challenges of everyday life" (Kendellen et al., 2017, p. 37). To decide which life skills would be developed through the youth programming offered by Golf Canada, a comprehensive review of the PYD literature was conducted. The review led to the identification of 15 life skills shown to be developed through sport participation. The list of life skills was sent to Golf Canada staff and eventually, through consultation, reduced to eight life skills deemed most relevant within golf (i.e., Life Skills Framework; see Appendix A). Within the Life Skills Framework, there are two core life skills, (i.e., focus and sportspersonship) with six associated life skills (perseverance, goal-setting, emotional regulation, honesty, teamwork, respect). The chosen skills for the Life Skills Framework align with the mission of Golf Canada to provide youth with developmentally appropriate opportunities to learn different interpersonal and intrapersonal life skills. To align with the notion of intentionality, four guiding principles are established for golf coaches to integrate the Life Skills Framework into golf programming: (a) focus on one life skill per lesson, (b) introduce the life skill at the beginning of the session, (c) implement strategies for development throughout the session, and (d) debrief the life skill at the end of the session. There are definitions of each life skill included for a standardized reference for golf coaches, along with icons for each life skill (see Appendix B). Short exemplary videos of

life skills are provided on the Golf Canada website for further support (see Appendix C). The Life Skills Framework was integrated into the existing resources for the Learn to Play programs. This integration allows for simultaneous physical and life skills development throughout each session. Consecutive lessons incorporate the same life skill for greater chances of internalization, application, and transfer. Specific questions for debriefing life skills and examples of life skill transfer are included at the end of each lesson plan.

The Present Study

Further research is needed to understand the processes by which sport actually promotes development (Holt, Deal, & Smyth, 2016). Research examining such processes should look to how coaches contribute to youth development in sport through their behaviours and attitudes (Camiré, 2014). An area that has yet to receive much empirical attention is coaches' level of intentionality in teaching life skills and how such intentionality (or lack thereof) influences program quality. Additionally, as Golf Canada's updated program with the integration of life skills has only recently been distributed, the quality of the new program has yet to be identified. The contribution of this thesis resides in comparing, through the use of systematic observations, program quality between coaches delivering golf programming through implicit (original program) and explicit (updated program) approaches, rather than just comparing coaches' perceived levels of intentionality. As the quality of a program encompasses more than just life skills development, additional concepts of PYD were evaluated and thus a bigger picture of the influence of life skills development, which contributes to the existing literature on PYD through youth sport.

Frameworks

Two frameworks were employed in this Master's thesis to determine research questions, select appropriate methods, and organize the findings. In both articles, the Positive Youth Development (PYD) framework (Lerner, 2000) was used to guide how youth development is conceived. In Article One, the implicit/explicit continuum of life skills development and transfer (Bean, Kramers, Forneris, & Camiré, 2018; see Appendix D) was used to theoretically examine the consistency and intentionality of the coaches' life skills coaching.

General Conceptual Framework: Positive Youth Development

Emerging in the 1990s (Benson, 2006), the PYD framework is grounded in positive psychology (Snyder & Lopez, 2002), whereby development is conceptualized from an asset-building rather than a deficit-reduction approach (Lerner, 2000). That is, youth are viewed as resources to be developed and strengthened (Damon, 2004). This strength-based approach is situated in the belief that all youth have the potential for positive developmental changes, regardless of their existing circumstances (Lerner, Brown & Kier, 2005). Programming that employs the PYD framework focuses on providing youth with the necessary assets, strengths, and skills to become successful functioning members of society (Catalano et al., 2002; Damon, 2004). As sport has long been considered a context to develop moral character, learn physical skills, and leadership skills (Wiggins, 2013), the PYD framework has been used, whether explicitly stated or not (Weiss, 2016), to structure youth sport programming over the past two decades (Petitpas et al., 2005).

Article One: The Implicit/Explicit Continuum of Life Skills Development and Transfer

The implicit/explicit continuum of life skills development and transfer was specifically used to frame Article One within this Master's thesis (Bean, Kramers, Forneris, et al., 2018).

Findings from a recent empirical study (Bean & Forneris, 2016) suggested that life skills development may not be as dichotomous as originally thought (i.e., implicit *or* explicit approach; Turnnidge et al., 2014). Rather, internationality of life skills teaching “should not be considered as an all or nothing principle” (Bean & Forneris, 2016, p. 421). Thus, through extensive reviews of the existing literature on life skills and intentionality, a continuum was created (Bean, Kramers, Forneris, et al., 2018). Grounded in sport psychology literature, the continuum is distributed across six levels, with the first two levels being implicit in nature and the last four levels being explicit in nature: (a) structuring the sport context, (b) facilitating a positive climate, (c) discussing life skills, (d) practicing life skills, (e) discussing transfer, and (f) practicing transfer. The levels are foundational in that they build upon one another. That is, for coaches to get their athletes to effectively and confidently practice life skills (i.e., level four), they must first define and discuss life skills (i.e., level three) within a positive climate (i.e., level two) by providing an appropriately structured context (i.e., level one). This foundational notion acknowledges the premise that youth have a greater likelihood of developing life skills and experiencing PYD outcomes as coaches move to higher levels of explicitness (i.e., level six), while maintaining consistency across all previous levels. The continuum closely informed the analysis within Article One. Profiles of life skills coaching consistency were derived through such analyses by identifying the highest continuum level coaches (a) anticipated coaching (pre-season interview), (b) were observed coaching (in-season observations), and (c) reported coaching (post-season interview).

Methodology

Two methodologies were utilized within this Master's thesis to accommodate the two worldviews. Within Article One, a basic interpretive qualitative methodology (Merriam, 2002)

was employed, guided by research on life skills development and transfer. Consistent with the constructivist paradigm, this type of methodology is considered appropriate when the objective is to understand how participants make sense of a phenomenon, in this case how the coaches' perceived themselves to teach life skills through golf. Within Article Two, a quasi-experimental methodological design (Campbell & Stanley, 1963) was used to conduct observations and collect questionnaires between two groups of coaches: (a) those using the original Learn to Play program without any integration of life skills (i.e., implicit approach), and (b) those using the updated Learn to Play program that was integrated with life skills (i.e., explicit approach). This design was used based on recommendations to conduct quasi-experimental evaluations to compare implicit and explicit approaches to life skills development and transfer (Turnnidge et al., 2014), and to include comparison groups to better examine the relationship between program implementation and outcomes (Durlak & DuPre, 2008). This study was not a full experiment as there was no randomization of participants or of the original/updated program. Further, this methodology was appropriately utilized as a full experiment requires randomization of participants into control and experimental groups, which was not possible within the present thesis (Riggs & Greenberg, 2004).

The qualitative and quantitative data were analyzed independently (i.e., interviews and field notes together, observational scores and questionnaires together) as two independent studies make up this Master's thesis and are presented as such. The quantitative and qualitative results were integrated together within the general discussion section of this thesis in attempts to triangulate the data sets (Bryman, 2006).

Presentation of the Articles

The findings from the analysis of the 42 observations, 14 questionnaires, 26 interviews, and 178 pages of typed field notes are presented in two articles. After the data collection period was completed, we wanted to understand coaches' implicit and explicit processes of teaching life skills exhibited through their delivery of Learn to Play programming. In Article One, Bean, Kramers, Forneris, et al.'s (2018) implicit/explicit continuum of life skills development and transfer was used to closely inform the analysis of the qualitative findings, whereby profiles of life skills coaching consistency were derived by identifying the highest continuum level coaches (a) anticipated coaching (pre-season interview), (b) were observed coaching (in-season observations), and (c) reported coaching (post-season interview). We also wanted to examine whether implementation of the original versus the updated program led to differences in program quality, as well as whether there was consistency or discrepancy between researcher observation scores and coach self-report scores of program quality. Thus, in Article Two, the quantitative findings (i.e., observation scores, questionnaires) that examined the influence of implicit and explicit life skills curriculum on the quality of delivery of Learn to Play are reported. It is first important to acknowledge that there were initially 15 coaches involved in this study; however, one coach did not wish to participate in the post-season questionnaire and interview so his data were removed from the study. Further, one coach did not wish to participate in the post-season interview, so there were 13 coaches included in Article One and 14 coaches included in Article Two.

Article One

Profiling Consistency Patterns in Youth Sport Coaches' Life Skills Teaching

Abstract

Several researchers (e.g., Camiré, 2014; Culver, Gilbert, & Sparkes, 2012) have discussed the methodological limitations of previous qualitative sport psychology research, in particular, the reliance on the interview as the predominant and often sole data collection technique used to get participants to self-report their experiences. The purpose of the present study was to extend previous research by matching self-report and observational data to profile consistency patterns in youth sport coaches' life skills teaching. Thirteen Canadian youth golf coaches ($M_{age} = 38$) were: (a) interviewed pre-season, (b) observed coaching on three occasions in-season, and (c) interviewed post-season. The interview and observational data were subjected to a deductively oriented coach-specific thematic analysis (Braun, Clarke, & Weate, 2016). Specifically, the implicit/explicit continuum of life skills development and transfer (Bean, Kramers, Forneris, & Camiré, 2018) was used during analysis to profile the consistency of life skills delivery by identifying the highest continuum level each coach (a) anticipated coaching (pre-season interview), (b) was observed coaching (in-season observations), and (c) reported coaching (post-season interview). Five profiles were identified, with coaches categorized as being either inconsistent (i.e., progressive, overenthusiastic, unaware) or consistent (i.e., non-intentional, intentional) in their approach to teaching life skills. Findings are discussed in light of the increased attention that ought to be paid to make coaches more aware of the importance of linking their intentions to concrete actions in order to facilitate positive developmental climates in youth sport.

Keywords: intentionality, positive youth development, qualitative

Profiling Consistency Patterns in Youth Sport Coaches' Life Skills Teaching

The positive youth development (PYD) framework is grounded in positive psychology, whereby development is conceptualized from an asset-building rather than a deficit-reduction approach (Lerner, 2000). This framework entails that youth are viewed as resources to be developed rather than problems to be managed (Damon, 2004). Researchers employing the PYD framework focus on understanding how youth can be provided developmentally appropriate opportunities to acquire the necessary assets, strengths, and skills to successfully become functioning members of society (Catalano, Hawkins, Berglund, Pollard, & Arthur, 2002; Damon, 2004). The PYD framework has been extensively used to situate youth sport research over the past two decades (Holt, 2016), with many studies examining PYD-related notions including life skills. In the sport psychology literature, life skills are defined as psychological assets that can be learned or refined in sport and then transferred for use in life contexts extending beyond sport, such as one's school or place of work (Danish, Forneris, Hodge, & Heke, 2004). Life skills are wide ranging and can include behavioural (e.g., communication), cognitive (e.g., decision making), interpersonal (e.g., teamwork), and intrapersonal (e.g., perseverance) skills. The transfer of life skills to contexts extending beyond sport is theorized to occur when youth internalize the life skills they learned in sport and then successfully apply (i.e., generalize) these skills to different contexts (Pierce, Gould, & Camiré, 2017). Coaches have been shown to play an essential role in influencing developmental climates and the extent to which youth internalize and generalize life skills (Camiré, Trudel, & Forneris, 2012; Gould & Carson, 2008).

The Coaching of Life Skills

Turnnidge, Côté, and Hancock (2014) discussed two different approaches to the coaching of life skills, namely the implicit and explicit approach. The implicit approach refers to sport

programs that focus on developing sport-specific skills, without deliberate attention paid to the development or transfer of life skills (Turnnidge et al., 2014). Research has shown how youth can develop and transfer life skills, even when coaches use an implicit approach (e.g., Camiré & Trudel, 2010; Jones & Lavallee, 2009). Specifically, youth can have positive experiences based on the inherent features (e.g., healthy competitive environment) and social dimensions (e.g., positive coach-athlete relationships) of sport, which together can implicitly foster desired developmental outcomes as a by-product of participation (Camiré & Kendellen, 2016; Chinkov & Holt, 2016). For example, Chinkov and Holt (2016) explored the transfer of life skills among Brazilian jiu-jitsu athletes and found that coaches facilitated a positive climate and modelled positive behaviours, but no explicit attention was placed on life skills transfer as “skills like respect for others, perseverance, self-confidence, and healthy habits were an implicit feature of the sport” (p. 151). Thus, it appears that the implicit approach does not preclude life skills development (e.g., Holt, Tink, Mandigo, & Fox, 2008), but rather leaves it more to chance, given that no deliberate efforts are put forth by coaches pertaining to these skills.

Conversely, the explicit approach can be defined as coaches within sport programs, who provide youth participants with environments in which the development and transfer of life skills are deliberately targeted (Turnnidge et al., 2014). Building upon implicit processes, sport skills are coached alongside life skills to provide an integrative approach to sport participation whereby youth can develop, refine, and transfer their life skills (Bean & Forneris, 2016; Camiré et al., 2012; Hayden et al., 2015). Examples of explicit life skills strategies include team discussions focused on life skills, the provision of concrete leadership opportunities for youth to practice being leaders, and the use of imagery to have youth visualize themselves transferring

life skills beyond sport (Allen, Rhind, & Koshy, 2015; Camiré et al., 2012; Jacobs & Wright, 2018; Weiss, Bolter, & Kipp, 2016).

The explicit approach has been advocated by researchers (e.g., Camiré, 2014) as more effective than the implicit approach in facilitating life skills development and transfer because youth are not necessarily always aware of (a) their own skill set and (b) how life skills can be successfully applied in and beyond sport. This means that explicit guidance and feedback from coaches is critical for successful skill internalization and generalization (Allen et al., 2015; Pierce, Kendellen, Camiré, & Gould, 2018; Weiss, Stuntz, Bhalla, Bolter, & Price, 2013). Recent empirical findings (e.g., Bean & Forneris, 2016) and theoretical work (e.g., Holt et al. 2017) support the use of an explicit approach, suggesting that youth sport programs intentionally (explicitly) structured to foster PYD and life skills are better suited to enhance development than non-intentionally (implicitly) structured programs. Despite recent empirical and theoretical advances, qualitative studies conducted with youth sport coaches continue to indicate that (a) coaches believe that for life skills development and transfer to occur, little to no effort is required on their part (e.g., Bean & Forneris, 2017, Trottier & Robitaille, 2014) and (b) coaches' intentions and actions for life skills development and transfer often do not match (e.g., Lacroix, Camiré, & Trudel, 2008; McCallister, Blinde, & Weiss, 2000). For example, McCallister and colleagues (2000) interviewed 22 youth softball and baseball coaches to identify their perspectives on life skills development in sport. The coaches stressed the importance of teaching life skills through sport, but struggled to describe how exactly they taught life skills. The coaches predominantly mentioned implicit strategies (e.g., serving as a role model, utilizing teachable moments to encourage problem solving), with many assuming that life skills develop without the need for coach interventions. McCallister and colleagues' (2000) findings helped highlight how

inconsistencies often exist between coaches' intentions and actual behaviours, and most importantly how coaches are often unaware of the mismatch that exists between their intentions and actions. In discussing their findings, the authors attributed inconsistencies to a lack of coaching experience and coach education. Lacroix and colleagues (2008) interviewed 16 high school sport coaches, at pre- and post-season, to explore their characteristics, perspectives on the purpose of high school sport participation, and tangible actions to promote their stated purpose. Similar to McCallister and colleagues (2000), the coaches discussed how they strongly believed that they can positively impact youth development through sport, but struggled to provide concrete examples of strategies used to foster such development. Thus, the study by Lacroix and colleagues (2008) further indicated how inconsistencies often exist between coach intentions and actions. However, interpretations that can be made from these two studies are limited since the coaches' actions were entirely self-reported, not observed.

Within the coaching science literature, some studies have examined and compared coach intentions and actions through a combination of interviews and observations (e.g., Harvey, Cushion, Cope, & Muir, 2013; Partington & Cushion, 2013; Partington, Cushion, & Harvey 2014). For example, Partington and Cushion (2013) examined elite youth soccer coaches' practice activities and found inconsistencies between what the coaches reported doing (i.e., during in-season and post-season interviews) and what they were observed doing (i.e., during systematic observations). Such inconsistencies were framed as evidence of an "epistemological gap", whereby the coaches' had a lack of understanding as their statements of intent did not match their observed actions, thus demonstrating how the coaches were, to varying extents, unaware of their coaching in practice (Partington & Cushion, 2013, p. 379). This study contributes to the literature by showcasing how research designs, including both interviews and

observations, are valuable in helping increase our understanding of consistency patterns within coaching. However, as it pertains specifically to life skills research, methodological limitations remain. For instance, investigations have been primarily self-report in nature, with qualitative work relying heavily on the one-shot interview design (e.g., Bean & Forneris, 2017; Camiré, Trudel, & Lemyre, 2011; Collins, Gould, Lauer, & Chung, 2009; McCallister et al., 2000; Trottier & Robitaille, 2014). Few studies (e.g., Holt et al., 2008; Pereria, Mesquita, & Graça, 2010) have attempted to move beyond the reliance on self-report data by including observations to more precisely examine notions of consistency between coach intentions and actions. Of the few studies that have utilized a combination of interviews and observational methods, Holt and colleagues (2008) conducted a case study of a high school soccer team involving one coach and 12 athletes. Analysis of observational field notes and interview transcripts indicated how intentions discussed in the interviews were often inconsistent with observed actions, whereby, for example, the coach stated modeling positive behaviours during games but during observations, he infrequently exhibited respect towards the referees. Given that only a single coach was involved in the Holt and colleagues (2008) study, conclusions must be drawn prudently as more research integrating observations, and involving a greater number of coaches, is warranted.

The Present Study

As stated by Culver, Gilbert, and Sparkes (2012), in discussing the state of qualitative research in sport psychology, “it is hoped that greater attention will be given to the use of field observations to explore the possible differences between what people say they do and what they actually do” (p. 272). Specific to life skills research, further matching of data from interviews and observations is needed to develop more complex understandings of coaches’ lived

experiences teaching life skills within the youth sport context. Such research is needed to better understand if, and how, coaches implement in practice their stated intentions when it comes to facilitating the development of life skills in sport. Thus, the purpose of the study was to match the qualitative self-report and observational data to profile consistency patterns in youth golf coaches' life skills teaching. The guiding research question was: To what extent are youth golf coaches consistent between their stated intentions and observed actions as it relates to the teaching of life skills?

Conceptual Framework

The implicit/explicit continuum of life skills development and transfer was used to frame the study (Bean, Kramers, Forneris, & Camiré, 2018). The continuum is distributed across six levels, with the first two levels being implicit in nature, including (a) structuring the sport context and (b) facilitating a positive climate, and the last four levels being explicit in nature with (c) discussing life skills, (d) practicing life skills, (e) discussing transfer, and (f) practicing transfer. The continuum levels, and their associated strategies, are grounded in the sport psychology literature and built in a foundational manner. That is, the levels build upon one another, following the premise that youth have a greater likelihood of developing life skills and experiencing PYD outcomes as coaches move to higher levels of explicitness. Consistency is to be maintained across all levels of the continuum, so that if a coach is discussing life skills (level three) a positive climate is facilitated (level two) and the sport context is still appropriately structured (level one). Within the present study, the continuum closely informed the analysis, whereby profiles of life skills coaching consistency were derived by identifying the highest continuum level coaches (a) anticipated coaching (pre-season interview), (b) were observed coaching (in-season observations), and (c) reported coaching (post-season interview).

Method

Paradigmatic Position

The study was framed, from a paradigmatic position, upon the principles of constructivism. Researchers working within the lens of constructivism acknowledge a relative ontology, a subjective epistemology, and a naturalistic set of methodological procedures, often integrating multiple voices (Denzin & Lincoln, 2018). In the present study, the accounts gathered through interviewing (i.e., coaches' realities) and observations (i.e., researchers' realities) were both deemed to encompass captured moments of human lived experience set in a social world, representing two acknowledged perspectives (Creswell, 2014; Sparkes & Smith, 2014). The comparison of both perspectives enabled the researcher to make interpretations vis-à-vis the level of consistency, in terms of life skills teaching, between the coaches' pre-season expectations, in-season behaviours, and post-season reflections. Thus, in line with constructivism, the meanings coaches (i.e., when interviewed) and researchers (i.e., when conducting observations) attributed to their experiences were matched and compared, delivering nuanced interpretations which helped (a) create new knowledge and (b) answer the study's research question.

Study Context

The study was part of a larger research project examining program quality within Golf Canada's national junior development program, Learn to Play. Since its inception in 1996, Learn to Play has reached over 1.4 million youth aged six to 12 and focuses on physical development and the teaching of life skills through golf. Four developmental stages are organized for four age groups: White (ages 6 and under), Orange (ages 6–9), Blue (ages 8–10), and Black (ages 9–12). Learn to Play is commonly delivered at community golf courses through multi-day camps (i.e., 4 to 7 hours) or single-day weekly sessions (i.e., 1 to 3 hours). All four stages of Learn to Play

were represented in this study, as the coaches delivered various programming through multi-day camp and single-day sessions. In 2016, Golf Canada, in collaboration with researchers at the University of Ottawa, updated the existing Learn to Play program to include an explicit life skills curriculum (Kendellen, Camiré, Bean, Forneris, & Thompson, 2017), which is assessed in another study.

Participants

There were 13 coaches (12 males, 1 female) involved in this study who ranged between 22 and 64 years of age ($M = 38$, $SD = 14.63$). Please see Table 1 for further demographic information.

Table 1

Participant Demographic Information

Coach	Age	Gender	Highest level of education	Golf coaching experience (years)	Golf playing experience (years)	Delivering Learn to Play (years)
1	64	Male	Bachelor's	8	51	3
2	48	Male	College	7	25	5
3	22	Male	Bachelor's	2	7	2
4	36	Male	Bachelor's	13	27	1
5	34	Male	Bachelor's	10	22	8
6	22	Male	Bachelor's	1	19	1
7	57	Female	High school	33	49	4
8	59	Male	High school	27	35	17
9	22	Male	Bachelor's	3	8	3
10	37	Male	College	19	30	9
11	37	Male	College	12	15	3
12	29	Male	Bachelor's	6	24	4
13	27	Male	Master's	3	22	3

Procedure

Upon receiving ethical approval to conduct the study (see Appendix E), purposeful sampling was employed (Patton, 2002) to recruit coaches who were delivering Learn to Play programming during the summer 2017 golf season. Coaches were recruited within the National Capital Region as well as the Regional Municipality of York in the province of Ontario, Canada as both areas were accessible to the lead researcher for her to conduct observations. Recruitment occurred in collaboration with a staff member from Golf Canada's Sport Development Department, who had access to the contact information of all coaches in Ontario who were registered to deliver Learn to Play programming. The coaches were emailed the study information letter (see Appendix F). Those coaches interested in participating in the study contacted the lead researcher directly via email/phone at their convenience.

Prior to involvement in the data collection process, participants were informed of the study purpose in addition to their rights to confidentiality, anonymity, and freedom to withdraw from the study at any time. All participants signed a consent form (see Appendix G). Data collection involved one pre-season interview, three in-season observational sessions, and one post-season interview. Parents received an information letter prior to the commencement of the observations, ensuring them that their child was not in any way the direct target of the observations and that he/she would not be identified within the research study (see Appendix H). The researchers arrived at the golf facility 15 minutes prior to conducting the observations to let the coaches know of their arrival. Efforts were made to observe from an unobtrusive location on the golf course to avoid affecting program delivery (e.g., standing to the side of programming).

Instruments

Interviews. Two semi-structured interview guides were created for the present study. The pre-season interview guide was designed to explore the participants' coaching philosophy, expectations, and intended strategies as it pertains to fostering their athletes' development for the upcoming golf season (see Appendix I). The post-season interview guide included questions that asked the coaches to discuss whether and how they believed they (a) met their stated pre-season expectations in terms of their athletes' development and (b) implemented strategies to facilitate such development (see Appendix J). Further, analysis of the observational data helped generate interview questions that were specific to each coach. The lead researcher conducted all 26 interviews, which lasted between 27 and 62 minutes ($M = 42.6$). All of the interviews were transcribed verbatim resulting in 283 pages of transcripts. For feasibility reasons, the interviews were conducted either in person ($n = 13$), over the telephone ($n = 9$), or via Skype ($n = 4$).

Observations. Two researchers were present during each observed Learn to Play lesson to take detailed field notes, following the Program Quality Assessment in Youth Sport (PQAYS) observational measure (Bean, Kramers, Camiré, Fraser-Thomas, & Forneris, 2018; see Appendix K). The PQAYS is based on Eccles and Gootman's (2002) eight setting features for youth programs, the established benchmarks for fostering positive developmental outcomes in youth through organized activities. A standardized note-taking system was used to optimize the consistency of the observers' scoring, which occurred immediately after the lesson finished. The lead researcher was present for every observation session, supported by one research assistant located in the National Capital Region and another research assistant located in the Regional Municipality of York. The lead researcher trained the research assistants to record field notes prior to data collection, through discussions and one mock observation session. Field notes were recorded either manually on paper or electronically on a tablet and aimed to capture the

observable details of the lesson related to program quality (i.e., the 10 PQAYS subscales). Each coach was observed on three occasions during the spring and summer 2017 golf season, for a total of 39 observations. Observations were dispersed throughout the spring and summer season (i.e., May to August) with the average length of time between each observation being 17.4 days ($SD = 14.1$). The observations lasted between 60 and 180 minutes ($M = 168$ minutes), resulting in 178 typed pages of field notes. The field notes gathered during observations represent the qualitative data used in the present study while the quantitative data (i.e., numeric evaluation scores) for each coach are discussed in another study.

Data Analysis

A thematic analysis, inspired by the approach proposed by Braun, Clarke, and Weate (2016), was conducted and the software NVivo 11 (Qualitative Solution and Research, 2018) was used to help manage the data. The lead researcher started by familiarizing herself with the entire dataset by transcribing the interviews and field notes and then reading and re-reading the transcripts. The next step consisted of treating each coach as a distinct entity. The three data points gathered from each coach (i.e., pre-season interview, observational field notes, post-season interview) were first analyzed separately to identify the coaches' intentions and actions in relation to life skills development and transfer. Using the implicit/explicit continuum of life skills development and transfer (Bean, Kramers, Forneris, et al., 2018), these intentions and actions were then categorized according to the continuum's six levels of intentionality. The extent to which the coaches were considered consistent, from a life skills teaching point of view, was identified by matching the highest continuum level each coach (a) anticipated coaching (pre-season interview), (b) was observed coaching (in-season observations), and (c) reported coaching (post-season interview). Although the continuum has six levels of intentionality, it was not

possible to acquire evidence of level six (i.e., practicing transfer) because observations occurred solely within the sport program. Therefore, the researchers' observations were limited to levels one to five of the continuum. Once consistency patterns were identified for each of the 13 coaches, the dataset was examined as a whole, looking for commonalities and distinctions between the coaches' consistency patterns. At this point in the analytical process, the lead researcher engaged in multiple reflective discussions with two critical friends (Smith & McGannon, 2018), who both played key roles in making sense of (a) what the identified consistency patterns signified and (b) how they should be organized into a coherent analytic narrative. A draft of the findings was written, reflected upon, and revised on several occasions as the lead researcher and critical friends collaborated to refine and deepen their interpretations, with the central objective of answering the research question. From this, five profiles, representative of the coaches' matched intentions and actions for the teaching of life skills, were identified and each participant was categorized as aligning with one profile. This was incorporated into the final writing process.

Measures of Quality

Prior to data collection, the lead researcher participated in a bracketing interview. The aim of this exercise was to enhance her reflexivity on and awareness of assumptions that may be deemed to unwittingly influence the research process (Rolls & Relf, 2006). The bracketing interview was recorded, transcribed, and analyzed by the lead researcher. One main assumption that was uncovered through this process were that the coaches would understand what life skills are within the sport context. The bracketing was ongoing throughout the research process, as the lead researcher wrote reflexive notes throughout the process regarding her position within the study to remain conscious of her assumptions that were previously identified in the bracketing

interview. The lead researcher was immersed in the Learn to Play golf environment for the entire 2017 summer golf season, allowing her to engage and build strong rapport with the coaches. Further, her prolonged engagement helped her develop a robust understanding of the social settings in which Learn to Play was delivered (Burke, 2016). Finally, the intricate and integrated analysis of the data, gathered using multiple qualitative techniques, revealed contrasting and complementary dimensions of the phenomenon studied (i.e., consistency), thus increasing the depth of understanding regarding the complex dimensions inherent in the teaching of life skills through sport. By creatively integrating the data from interviews and field notes, the analysis, informed by the implicit/explicit continuum of life skills development and transfer (Bean, Kramers, Forneris, et al., 2018), allowed the researchers to represent multifaceted levels of understanding on the coaches' consistency patterns for life skills teaching. Such depth of understanding would not have arisen had the research team relied solely on interviews, the standard method of data collection for qualitative research in sport psychology (Culver et al., 2012).

Findings

Coach Profiles

Five profiles are presented within the two higher-order themes of (a) the inconsistent coach (i.e., progressive, overenthusiastic, unaware) and (b) the consistent coach (i.e., non-intentional, intentional). Quotes from the pre- and post-season interviews and excerpts from the in-season observation field notes are matched to demonstrate the consistency patterns identified within each profile. One coach is used as a case example for each profile. See Table 2 for further information on each coach's profiling.

Table 2

Participant profile and highest continuum level

Coach	Profile	Highest Self-Reported and Observed Level on the Continuum		
		Pre-Season Interview	In-Season Observations	Post-Season Interview
Inconsistent				
3	Progressive	3	4	5
13		2	2	3
10		2	4	5
11	Overenthusiastic	4	2	2
2	Unaware	2	5	2
5		3	4	3
12		3	5	4
Consistent				
6	Non-intentional	2	2	2
7		2	2	2
8		2	2	2
9	Intentional	4	4	4
1		5	5	5
4		5	5	5

The inconsistent coach. This theme represents the coaches who demonstrated inconsistency between their self-reported and observed coaching behaviours as it relates to their highest level of intentionality in addressing the teaching of life skills. Seven coaches were comprised within this theme (i.e., 2, 3, 5, 10, 11, 12, 13) given that their interview data did not match their observation data in terms of the highest level to which they fostered life skills development and transfer over the course of the golf season. Three inconsistent profiles were

identified: (a) coaches who were progressive, (b) coaches who were overenthusiastic, and (c) coaches who were unaware, in terms to the extent to which they coached life skills through golf.

The progressive coach. Three coaches (i.e., 3, 10, 13) demonstrated progressive tendencies, whereby they were observed having, or believed they had, progressed to more explicit coaching behaviours during the golf season than what they had initially intended prior to the beginning of the golf season. Specifically, progressive coaches were those who were observed in-season and/or reported post-season levels for teaching life skills that were higher than their stated pre-season intentions. Coach 10 is used as a case example. During his pre-season interview, Coach 10 discussed several behaviours he intended to implement in his coaching. In analysis, there were no data to support how he planned to intentionally discuss/practice life skills in golf (levels three and four) and intentionally discuss/practice life skills transfer beyond golf (levels five and six). Thus, the highest level of intentionality attributed to Coach 10 was continuum level two, as he indicated intending to support efficacy and mattering by including his athletes in decision-making:

I always try and get their feedback on things that they enjoy. I always ask them at the end of the day what their feedback is... So, I try and involve them in some of the decisions that we are going to make, so that they kind of own the [program] and we just facilitate it for them.

On several occasions over Coach 10's three observations, he was observed by the researchers as taking deliberate steps to provide his athletes with opportunities to practice different life skills. For example, the researchers observed during a match play exercise how the coach talked to his athletes about honesty and then encouraged them to always write down the correct score:

The coach welcomes his group to the station and leads a discussion: “be honest with your score... it doesn’t matter if you get 50 or 250, just be honest. We will be watching”.

Later, one athlete makes a bad shot; he looks up to see if the coach saw it. The coach yells, “I saw that, that’s your shot” maintaining the expectation of being honest.

Based on analysis of the three observed training sessions, Coach 10 was thus seen to intentionally provide opportunities for his athletes to discuss as well as practice life skills in golf (levels three and four), which surpassed, from a life skills teaching perspective, his stated intentions gathered during his pre-season interview (level two). No behaviours were observed of Coach 10 intentionally discussing/practicing life skills transfer beyond golf (levels five and six). Thus, Coach 10 was considered to have level four as his highest observed level of life skills teaching during the golf season.

During his post-season interview, in retrospectively assessing what he deemed to have accomplished during the golf season, Coach 10 discussed how he believed he intentionally talked to his athletes about life skills transfer (level five). For example, he stated encouraging his athletes to use their teamwork skills and work together to volunteer beyond the golf context: “I challenged the summer kids to run a fundraiser at the end of the season. And some did, through their hockey team. So, I figure that’s a life skill transitioning from one sport to another”. During the analysis of Coach 10’s post-season interview, no mentions were identified of him stating how his athletes practiced life skills beyond golf (level six). Thus, Coach 10 was considered to have level five as his highest perceived level of life skills teaching during the golf season. Based on the identified pattern showing how Coach 10’s highest pre-season intentions (level two) for the teaching of life skills were lower than (a) his highest in-season observed behaviours (level four)

and (b) his highest post-season self-assessment (level five), he was profiled as a progressive coach.

The overenthusiastic coach. One coach (i.e., 11) was profiled as overenthusiastic, given that in pre-season, he outlined that he intended to teach life skills at a continuum level higher than (a) what the researchers observed in-season and (b) what he reported accomplishing post-season. During his pre-season interview, Coach 11 expressed how he wanted to provide his athletes with opportunities to practice life skills during golf training sessions, rated as a level four behaviour on the continuum. For example, he stated wanting to offer his athletes opportunities to practice goal-setting skills by using laminated cards to record their weekly goals:

They'll have cards that they can write on... [At] the end of those classes, they'll write down the one thing that they've learned or that they have to work on. That's the main goal, it's just little things to work on.

During the analysis of Coach 11's pre-season interview, no mentions were identified of how he planned to intentionally discuss/practice life skills transfer beyond golf (levels five and six). Thus, Coach 11 was considered to have level four as his highest intended level of life skills teaching for the upcoming golf season.

Despite expressing a desire to intentionally practice goal-setting (level four), Coach 11 was not observed encouraging his athletes to practice this or other life skills during training sessions. In fact, the highest continuum level Coach 11 was observed reaching was level two, as he regularly facilitated a constructive climate by fostering positive coach-athlete relationships. For example, Coach 11 was observed creating a friendly climate in which his athletes derived pleasure: "coach provides positive reinforcement, says 'oh he drains it!' as his athletes putt the ball. He gives high fives to all of his athletes, creates a friendly environment. He jokes around

with the kids, everyone is laughing together”. Despite their importance, such observed relational behaviours did not match, from a life skills teaching perspective, what Coach 11 discussed intending to accomplish in his pre-season interview. In analyzing the three observed training sessions, no behaviours were identified of Coach 11 intentionally discussing/practicing life skills in golf (levels three and four) and intentionally discussing/practicing life skills transfer beyond golf (levels five and six). Thus, Coach 11 was considered to have level two as his highest observed level of life skills teaching during the golf season.

During his post-season interview, Coach 11 reflected on his accomplishments of the season and discussed how he believed his athletes were exposed to some life skills. However, he did not take credit for intentionally creating this exposure. Rather, he believed athletes’ exposure to life skills either occurred implicitly or transpired when he took advantage of naturally-occurring teaching moments. This expressed level two behaviour matched the highest continuum level the researchers observed in-season. Coach 11 stated:

Sometimes, it was inherent in the sport. Other times, especially if there was bad behaviour, I tried to tell them what the bad behaviour was in ways that they could get along better in a group setting. Really depended on the situation. But definitely, I always tried to show them the correct way of doing things, or a better way. If they were doing something bad, I tried to get everyone to be quiet and down on a knee. I tried to go over why it was bad and what they should have done instead.

During the analysis of Coach 11’s post-season interview, no mentions were identified of him stating how he intentionally discussed/practiced life skills in golf (levels three and four) and intentionally discussed/practiced life skills transfer beyond golf (levels five and six). Thus, Coach 11 was considered to have level two as his highest perceived level of life skills teaching

during the golf season. Based on the identified pattern showing how Coach 11's highest pre-season intentions (level four) for the teaching of life skills did not match his highest in-season observed behaviours (level two) and highest post-season self-assessment (level two), he was profiled as an overenthusiastic coach.

The unaware coach. Three coaches (i.e., 2, 5, 12) were profiled as unaware, whereby during both their pre- and post-season interviews, they described behaviours which were classified at continuum levels lower than what the researchers observed. Coach 2 is used as a case example.

During his pre-season interview, Coach 2 discussed how he intended, for the upcoming season, to model positive behaviours and foster positive relationships (level two). For example, he stated how he would try to promote golf as a pleasurable activity, one in which athletes can support each other as they strive to improve their individual golf skills:

I've kinda given up [for myself] on being a really good golfer. I just enjoy the game, the fun within it with my friends and I'm hoping that that's the main thing that they'll see. So yeah, I hope that I am a model... I always say this every time, that they're not in competition with the other players, they're in competition with themselves. It's all about improving themselves. It's an individual sport and so supporting your other player, no matter what, is important.

In his pre-season interview, when asked if he intended to adopt an intentional approach to teaching life skills during the golf season, Coach 2 stated: "Yeah, that's a big one, I certainly hope we do. But again, specifically, do I target such things and try to put them in place? Probably not". During the analysis of Coach 2's pre-season interview, no mentions were identified of him stating how he planned to intentionally discuss/practice life skills in golf (levels

three and four) and intentionally discuss/practice life skills transfer beyond golf (levels five and six). Thus, Coach 2 was considered to have level two as his highest intended level of life skills teaching during the golf season.

During multiple occasions during program observations, Coach 2 was seen entertaining discussions with his athletes that revolved around life skills transfer:

Youth are seated in the shade. Coach is standing beside them engaging in a discussion on emotional regulation, saying, “Remember the calming stuff we talked about yesterday? When would we use that in golf? When would we use that outside of golf? At school?” Coach gives time for his athletes to answer each question. He then debriefs this skill in and beyond the golf context. Coach enhances awareness of transfer, saying, “Are there other situations outside of golf that might make you upset?” Athletes respond, “Losing a video game, losing at sport, taking a test”. Coach shows a belly breathing activity and then has everyone try it. He explains how this could be a strategy for calming oneself.

Based on analysis of the three observed training sessions, Coach 2 was observed to intentionally discuss life skills transfer beyond golf (level five) with his athletes, which surpassed, from a life skills teaching perspective, his stated intentions gathered during his pre-season interview (level two). As the observations occurred within sport programming, no behaviours were observed of Coach 2 practicing life skills transfer beyond golf (level six). Thus, Coach 2 was considered to have level five as his highest observed level of life skills teaching during the golf season.

During his post-season interview, in retrospectively assessing what he deemed to have accomplished during the golf season, Coach 2 discussed how he believed he did in fact model positive behaviours (level two), matching his intentions discussed in the pre-season interview: “I think I did, for sure. I think the kids looked up to me. They definitely respected what I was

saying. There was never anybody that was disrespectful, that's for sure". Upon analysis of the field notes, the lead researcher knew Coach 2 had been classified as operating at continuum level five. She thus asked Coach 2, during his post-season interview, if he believed he had discussed during the golf season how life skills learned in golf can be applied outside of the golf context. In his response, Coach 2 stated how he was not aware of having facilitated such discussions:

No, no I didn't. I talked about etiquette, manners, and the simple thing of shaking hands at the end of your round, and donning your cap, and congratulating the other players. No I didn't direct that toward any situation outside of golf. But I still believe that that's exactly what will happen.

During the analysis of Coach 2's post-season interview, no mentions were identified of him stating how he intentionally discussed/practiced life skills in golf (levels three and four) and intentionally discussed/practiced life skills transfer beyond golf (levels five and six). Thus, Coach 2 was considered to have level two as his highest perceived level of life skills teaching during the golf season. Based on the identified pattern showing how Coach 2's highest pre-season intentions (level two) matched his highest post-season self-assessment (level two) for teaching life skills, but did not match his highest in-season observed behaviours (level five), he was profiled as an unaware coach.

The consistent coach. This theme represents the coaches who demonstrated consistency between their self-reported and observed coaching behaviours as it relates to their highest level of intentionality in addressing the teaching of life skills. Six coaches were comprised within this theme (i.e., 1, 4, 6, 7, 8, 9) and two profiles were identified: coaches who were consistently non-intentional and coaches who were consistently intentional.

The consistently non-intentional coach. Three coaches (i.e., 6, 7, 8) were identified as consistently non-intentional in their coaching approach, given that they only reached continuum level two as their highest level. Specifically, these coaches spoke to and were observed modelling positive behaviours, fostering positive relationships, supporting efficacy and mattering, and taking advantage of naturally-occurring teaching moments. Coach 8 is used as a case example.

Coach 8 discussed in his pre-season interview how he wanted to facilitate a positive climate by taking advantage of naturally-occurring teaching moments (level two). Specifically, he stated how he looked to use his athletes' accomplishments to inspire others: "Anytime I see somebody doing something extraordinary, kind of above and beyond what you would expect, I try to point that out, so that the other kids understand this is good behaviour, this is what we like". During the analysis of Coach 8's pre-season interview, no mentions were identified of how he planned to intentionally discuss/practice life skills in golf (levels three and four) and intentionally discuss transfer beyond golf (levels five). Thus, Coach 8 was ascribed to have level two as his highest intended level of life skills teaching for the upcoming golf season.

Coach 8 was observed taking advantage of naturally-occurring teaching moments throughout researcher observations. For example, at the end of a training session, Coach 8 was observed teaching one of his athletes how everyone is responsible for cleaning the fairway:

Coach tells the group to go pick up the golf balls on the fairway: 'before we go, one last Easter egg hunt!' Three athletes sit down and don't go over to help, coach tells them to go help. One athlete starts whining. Coach tells him he has to help because he hit the balls out there like everyone else. The athlete starts to walk away from the practice facility visibly upset. Coach goes over to him, puts his hand on his shoulder, and asks

him to calm down. He explains why he should be helping: “it’s your responsibility to get the balls you hit out”. The athlete then goes back and helps the others.

This observed teaching moment matched what Coach 8 discussed intending to accomplish during his pre-season interview. In analyzing the three observed training sessions, no behaviours were identified of Coach 8 intentionally discussing/practicing life skills in golf (levels three and four) and intentionally discussing/practicing life skills transfer beyond golf (levels five and six). Thus, Coach 8 was ascribed to have level two as his highest observed level of life skills teaching during the golf season.

Coach 8 reflected on what he believed to have accomplished over the course of the season in his post-season interview, acknowledging that he did in fact discuss taking advantage of naturally-occurring teaching moments with his athletes. In addition, within this same passage, he himself acknowledged how he did not intentionally work to foster life skills during the golf season:

I tried to approach everybody so that they learned life etiquette and respect for each other. So, there are definitely some life skill elements that they have picked up. But it was not a specific focus for three hours where “we’re going to work on life skills right now”. It was incorporated into the program and it’s not that it was planned. But it’s every opportunity that you catch where somebody is doing something not appropriate and then you stop and say, “okay, this is the right thing to do”, make sure everybody understands.

During the analysis of Coach 8’s post-season interview, no mentions were identified of him stating how he intentionally discussed/practiced life skills in golf (levels three and four) and intentionally discussed/practiced life skills transfer beyond golf (levels five and six). Thus, Coach 8 was ascribed to have level two as his highest perceived level of life skills teaching

during the golf season. Based on the identified pattern showing how Coach 8's self-reported and observed coaching behaviours consistently only reached continuum level two pre, during, and post-season, he was profiled as a consistently non-intentional coach.

The consistently intentional coach. Three coaches were identified as consistently intentional in their coaching approach (i.e., 1, 4, 9) as they consistently reached continuum levels four and five as their highest levels of intentionality in addressing the teaching of life skills. Coach 4 will be used as a case example.

In his pre-season interview, Coach 4 stated how he intended to discuss life skills in golf (level three) and the subsequent transfer of these life skills beyond golf (level five) with his athletes during the golf season. Specifically, he explained that he wanted to choose one "life skill of the day" to be discussed during each training session. His plan was to, at the beginning of the training session, address how this life skill applies in golf (i.e., when athletes initially walk to the course) and then consider, at the end of the training session, how this same life skill applies beyond golf (i.e., when athletes walk back to the facility):

We'll do the life skills stuff at the beginning. We'll pick out a word and we talk about whatever that word may be, whether it's respect or sportsmanship ... When we come inside [back to the facility], we'll talk about it in more of a family environment, or maybe more of a school environment or with their friends. So, they get the idea, like "okay, this isn't just golf related, its everyday related".

During the analysis of Coach 4's pre-season interview, no mentions were identified of him stating how he intended to have his athletes practice life skills transfer (level six). Thus, Coach 4 was considered to have level five as his highest intended level of life skills teaching for the upcoming golf season.

Coach 4 during was observed over the course of the season to facilitate reflective discussions with his athletes on how life skills can be applied beyond golf (level five). Specifically, Coach 4 was observed leading discussions throughout a training session on how to be responsible:

Coach outlines the life skill of the day (responsibility) and begins the discussion, “the word for the day is responsibility. Let's hear some examples how you can be responsible”. Athletes answer: “at school, we have to do our homework” and “when you're out for a bike ride and your mom gives you a time to get back home”. Coach says “Exactly! Why?” The group discusses further... As the session is wrapping up, walking back to the clubhouse, they have a discussion on how respect and responsibility can be applied at home and at school. Athletes are engaged, and coach provides feedback.

Such observed discussions on life skills transfer matched what Coach 4 discussed intending to accomplish during his pre-season interview. In analyzing the three observed training sessions within the sport program, no behaviours were identified of Coach 4 getting his athletes to practice life skills transfer beyond golf (level six). Thus, Coach 4 was considered to have level five as his highest observed level of life skills teaching during the golf season.

In his post-season interview, in reflecting on what was accomplished during the golf season, Coach 4 believed he did provide opportunities for his athletes to discuss life skills and how these apply in and beyond golf. He stated that life skills discussions were inherently part of his routine at the beginning and end of each training session:

Typically, my routine walking to the practice facility, the discussion was usually around the life lessons in regards to golf. Then, on the way back, a lot of the time, the discussion was more based on regular life situations, like school, home, or whatever. But based on

that same life skill or lesson. I always went back, no matter what, to our life lesson for the day. They were actually giving me feedback and going over it in their heads “okay we did this, okay yeah, we did that, we talked about this”.

During the analysis of Coach 4’s post-season interview, no mentions were identified of him stating how he got his athletes to practice life skills transfer beyond golf (level six). Thus, Coach 4 was considered to have level five as his highest perceived level of life skills teaching during the golf season. Based on the identified pattern showing how Coach 4’s self-reported and observed coaching behaviours consistently reached continuum level five pre, during, and post-season, he was profiled as a consistently intentional coach.

Discussion

The youth sport coach can exert much influence on the extent to which youth internalize life skills within sport and generalize such skills beyond the sport context (Camiré et al., 2012; Gould & Carson, 2008). However, previous research has shown how (a) some coaches continue to believe that life skills development and transfer require little to no effort on their part (e.g., Bean & Forneris, 2017; Trottier & Robitaille, 2014) and (b) coaches’ intentions and actions for life skills development and transfer often do not match (e.g., Lacroix et al., 2008; McCallister et al., 2000). In moving beyond the identified methodological limitations of past sport psychology research (i.e., reliance on the one-shot interview design; Culver et al., 2012), the present study matched self-report and observational data to profile consistency patterns in youth sport coaches’ life skills teaching, with pattern identification informed by the implicit/explicit continuum of life skills development and transfer (Bean, Kramers, Forneris, et al., 2018). The five profiles identified have exposed some of the intricacies that exist in understanding the different ways in which coaches’ intentions and actions for the teaching of life skills in sport are synergic or not.

The discussion is organized in two sections based on the main themes identified from this research, followed by practical implications and limitations/future directions.

Inconsistent Coaches

Seven of the study's 13 coaches were classified as demonstrating inconsistencies between their self-reported and observed coaching behaviours, with three profiles identified. Researchers have discussed how certain demographic markers (e.g., age, education, coaching experience) can influence the extent to which coaches are able to articulate how they teach life skills through sport (e.g., Camiré et al., 2011; Gould, Collins, Lauer, & Chung, 2007). However, the seven coaches identified as inconsistent within the present study varied greatly in terms of their age (i.e., Range = 22 to 48 years), education (i.e., college degree to Master's degree), and coaching experience (i.e., Range = 2 to 19 years). Thus, it does not appear that these markers are fitting in helping explain inconsistencies. Rather, inconsistencies may be more accurately explained based on coaches' level of exposure to coach education, particularly coach education touching on PYD and life skills related notions (Newman, Ortega, Lower, & Paluta, 2016; Santos et al., 2017; Vella, Oades, & Crowe, 2013), given that untrained coaches previously identified having difficulties articulating how they teach life skills through sport (Camiré et al., 2011; McCallister et al., 2000).

Coach education has also previously been shown to play a role in increasing coaches' awareness of how life skills can be deliberately taught through sport (Camiré, Trudel, & Forneris, 2014; Koh, Camiré, Regina, & Soon, 2017). The findings of previous research are particularly relevant to the three coaches profiled as "unaware", given that these individuals were observed exhibiting behaviours they (a) did not discuss intending to exhibit when interviewed in the pre-season and (b) did not report exhibiting when interviewed in the post-season, even when

prompted by the lead researcher. This may have happened because of a problem of semantics during the interviews, or because the coaches were automatic in their behaviours and lacked the self-awareness of understanding this. As demonstrated through Coach 2's narrative, even if coaches are unaware from a behavioural perspective on the ground there are still things that coaches can do that facilitate life skills development and transfer; however, if coaches become more aware of their actions they can not only continue exhibiting explicit behaviours but also progress towards higher levels of intentionality and explicitness. Self-awareness is crucial for coaches' development to understand their role in ever evolving social landscapes (Cushion, 2010). Coaches can become more aware of their coaching practice through deliberate efforts of critical reflection, which is personally driven by the need to understand why events occur, assumptions to why they occur, and how these assumptions influence behaviours and attitudes towards others (Cushion, Armour, & Jones, 2003; Gilbert & Trudel, 2013). Critical reflection is a skill that should be deliberately taught and practiced rather than assumed (Cushion, 2018; Gilbert & Trudel, 2006; 2013). Coaches can deliberately work towards their abilities to reflect-in-action (e.g., during a game), reflect-on-action (e.g., in-between games), and retrospectively reflect-on-action (e.g., at end of season; Gilbert & Trudel, 2006). Further, Gilbert and Trudel (2013) suggest that support devices such as reflection cards and critical reflection exercises might help coaches to reflect more critically on their learning, and thus become more aware of their role as a coach and what they aspire their coaching philosophy to elucidate.

Specific to the teaching of life skills, coaches who develop a well-articulated philosophy and consciously work to enact this philosophy with their athletes are better positioned to pay explicit attention to life skills development and transfer (e.g., Camiré et al., 2014; Collins et al., 2009; Gould et al., 2007). Within the continuum of life skills development and transfer (Bean,

Kramers, Forneris, et al., 2018), a coach's philosophy is positioned as fundamental, forming the basis of one's behavioural approach. As the authors stated: "By creating a philosophy where sport and life skills are seen as equal and inclusive pursuits of coaching, coaches can focus their efforts on enacting strategies that optimize life skills development and transfer" (Bean, Kramers, Forneris, et al., 2018, p. 4-5). For example, Coach 2 perceived himself to be at level two on the continuum (facilitating a positive climate) though he was observed to be operating at level five (discussing transfer), thus he lacked awareness of his explicit actions and may have benefited from an articulated philosophy that drew attention to explicit and intentional behaviours.

Consistent Coaches

The notion of consistency has been portrayed in the literature as a highly desirable attribute for coaches, with athletes considering great coaches to be consistent in who they are, how they maintain relationships, and how they manage teams, leaving no room for surprises or uncertainty (Becker, 2009). When it comes to teaching life skills, consistency does indeed represent an important feature but fundamentally, the notion of intentionality, based on recent empirical and theoretical work (Bean & Forneris, 2016; Holt et al., 2017), appears to be an influential predictor of desired developmental outcomes. Intentionality refers to the deliberate learning opportunities that are provided within a program and decisions made intended to maximize the teaching of life skills and the transfer of life skills (Kerrick, 2015; Walker, Marczak, Blyth, & Borden, 2005). In the present study, six coaches were classified as consistent, with three profiled as intentional and three profiled as non-intentional in their approach to teaching life skills. This means that three coaches were consistently not placing any deliberate emphasis on teaching their athletes life skills through sport. Although intentionality has been conceptualized by researchers as a critical factor in optimally facilitating life skills development

and transfer (Bean, Kramers, Forneris, et al., 2018; Holt et al., 2017), for coaches, this notion only holds value *if* teaching life skills is an integral part of what they plan to achieve through their coaching. Thus, as discussed above, philosophical orientations are fundamental for setting the stage for coaching behaviours, representing the guiding principles driving how coaches act with their athletes (e.g., Cassidy, Jones, & Potrac, 2009; Gould & Carson, 2008), and whether making intentional efforts to teach life skills stands as a coaching priority or not (Camiré et al., 2012). Nevertheless, moving forward, sport psychology researchers and practitioners must continue to encourage coaches to link their intentions to their actions in manners that are both consistent *and* intentional. The contribution of the present study lies in demonstrating different patterns of coaching consistency and highlighting how consistency, in and of itself, may be a necessary but insufficient attribute in order to optimally facilitate the development and transfer of life skills. It should be acknowledged that consistency is not inherently good, and as demonstrated by the consistently non-intentional profile, coaches may consistently exhibit implicit behaviours. Rather, consistency and progression work collectively (i.e., progressing up the continuum while maintaining consistency of all previous levels) and is something that should be examined more closely in future research.

Research and Practice Implications

This study contributes methodologically to the field through our multi-method longitudinal research design to explore the coaches' perceptions and actions. This research design moves beyond identified limitations such as the one-shot interview, reliance on self-report studies, and need for observational research (e.g., Camiré, 2014; Flett, Gould, & Lauer, 2012; Jones, 2014). Future research could include a similar research design to understand coaches' actions on the ground in terms of life skills development.

Although the implicit/explicit continuum of life skills development and transfer (Bean, Kramers, Forneris, et al., 2018) was used in the present study as a conceptual framework to situate the extent to which the coaches were consistent in teaching life skills, it can and should also be used as a practical tool to help coaches frame their philosophy and on-the-ground behaviours in manners that consistently and intentionally address life skills development and transfer. Sport organizations and programs commonly have explicit goals and mission statements of holistic development of their youth athletes (Camiré, Werthner, & Trudel, 2009), which further stresses the importance for coaches to integrate such behaviours into their practice. Given that in the current study, a lack of awareness of one's approach to the teaching of life skills represented a major factor explaining the inconsistencies identified between some of the coaches' intentions and actions, coaches should consider making use of the continuum to reflect on their philosophy and behaviours and thus become more aware of what they are and are not doing to facilitate life skills development and transfer. Likewise, the continuum can be used by coaches to situate the types of behaviours they may want to target in order to consistently put in practice their coaching philosophy, based on the extent to which they aspire to prioritise the teaching of life skills through sport. Thus, the six continuum levels, and the practical strategies found within them, offer a template as well as key resources coaches can use to make informed decisions on how to frame their coaching. At this point, the practical implication of solely developing the material is not enough, as training and opportunities for practice are needed to increase coaches' awareness and foster strategies on how to use the material.

Limitations and Future Directions

Study limitations must be acknowledged. First, the sample was mainly comprised of male coaches, as only one female coach volunteered. This issue is unfortunately common to sports

coaching (e.g., Walker & Bopp, 2011) and representative of the golf context (e.g., LaVoi, 2015). Specifically within the Learn to Play context, 15% of the coaches registered to deliver Learn to Play in 2017 were females. Thus, including more female coaches in future research can provide insight into different experiences and approaches to teaching life skills through golf by including a more balanced representation of male and female coaches. Second, for feasibility purposes, the researchers observed each coach on three occasions and thus did not observe every Learn to Play program session delivered over the course of the summer golf season. This means that the coaches may have in fact, during sessions not observed, exhibited behaviours positioned at higher levels on the continuum than what was observed. This notion is especially pertinent for the progressive and unaware coach profiles, where the coaches discussed behaviours in their post-season interview that were classified on a higher continuum level than the behaviours the researchers observed in-season.

Third, given the nature of continuum level six (i.e., practicing life skills transfer), it was not possible for the researchers to observe the presence or not of such behaviours because (a) the observations conducted during the present study occurred exclusively in the sport context and (b) manifestation of level six behaviours inherently has to occur beyond the sport context. Thus, the interpretations made based on the analysis of the field notes are limited to levels one to five. In order to gather evidence and observe manifestations of level six researchers could create open lines of communication with the coaches to know when they were planning to provide their youth with opportunities to practice the transfer of their life skills beyond the sport context (e.g., volunteering at local community centre). Therefore, if the coach discusses intent to reach level six on the continuum over the course of the season, the researchers and coach can work in tandem to plan observational sessions for the transfer opportunities.

Finally, the study focused exclusively on coaches, meaning that the voices of administrators, children, and parents were not sought nor included. Future research examining the consistency of life skills teaching in youth sport should include multiple stakeholders (Camiré et al., 2011; Gould, Carson, Fifer, Lauer, & Benham, 2009), allowing for comparisons to be made that would help ascertain whether children's and parents' lived experiences related to their coaches' teaching of life skills converge with or diverge from what coaches report having taught. The five profiles identified can be tested in future research with coaches operating in different sports and diverse social contexts.

Conclusion

The current study qualitatively matched coaches' perceived and observational data to profile consistency patterns in youth sport coaches' life skills teaching. The findings advance our understanding of notions of consistency as it pertains to coaches' teaching of life skills through sport. Further, five profiles were operationalized, uncovering previously unexposed intricacies in terms of the links existing between coaching intentions and actions for the teaching of life skills. Sport psychology researchers can work with coaches to encourage a strengthened link between one's intentions and actions so to provide consistent *and* intentional programming.

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Article Two

Examining Program Quality in Golf Canada's National Junior Development Program

Abstract

Golf Canada recently updated its national junior development program, Learn to Play, going from a curriculum strictly focused on golf to one that now includes explicit content and strategies addressing life skills development. The purpose of the present study was twofold: (a) to examine whether implementation of the original versus the updated program led to differences in program quality and (b) to assess whether there was consistency or discrepancy between researcher observation scores and coach self-report scores of program quality. Fourteen Learn to Play coaches ($M_{age} = 40$) were recruited, with five coaches teaching the original program and nine coaches teaching the updated program. During the 2017 summer golf season, coaches were each systematically observed on three occasions using the Program Quality Assessment in Youth Sport (PQAYS) measure (Bean, Kramers, Camiré, Fraser-Thomas, & Forneris, 2018). At the end of the season, each coach completed the self-report version of the PQAYS. The data were subjected to descriptive statistical analyses. Findings demonstrated that (a) coaches using the updated program were observed fostering higher levels of program quality than coaches using the original program and (b) researcher observation scores for program quality were significantly lower than coach self-report scores of program quality. Findings are discussed in light of the need for more evaluations of explicitly designed programs to better understand why and how the extent to which one is explicit promotes program quality in youth sport.

Keywords: life skills, youth sport, explicit programming

Examining Program Quality in Golf Canada's National Junior Development Program

Sport has been recognized as a favourable environment in which to promote positive developmental outcomes for youth participants (e.g., Côté & Fraser-Thomas, 2011; Holt, 2016). Using the positive youth development (PYD) framework, researchers have identified that appropriately structured extracurricular activities, including sport programs, can provide youth with an enjoyable and fruitful developmental context (Larson, 2000). The basic principle of the PYD framework involves a shift from a deficient-reduction paradigm, where youth are viewed as problems to be managed, to an asset-building paradigm, where youth are viewed as resources to be developed (Damon, 2004). A PYD approach requires program leaders to focus on the development of youth's personal assets, strengths, and skills, and to offer positive experiences that prepare youth for successful functioning in society (Catalano, Hawkins, Berglund, Pollard, & Arthur, 2002). Sport programs with a PYD focus encourage the development of psychological skills (e.g., respect, leadership) that can be applied in areas beyond sport, such as at school, at home, and in the community (Danish, Forneris, Hodge, & Heke, 2004). These skills learned in sport can be referred to as life skills (Danish & Donohue, 1995) when they are internalized and subsequently transferred (i.e., generalized) to different contexts (Pierce, Gould, & Camiré, 2017).

Empirical research has identified that life skills can be developed implicitly through sport participation (e.g., Chinkov & Holt, 2016) by youth being exposed to the inherent demands (e.g., healthy competitive environments) and social dimensions (e.g., positive relationships with adult leaders) of sport (Camiré & Kendellen, 2016). However, because the implicit approach involves a sole focus on the teaching of sport-specific skills (Turnnidge, Côté, & Hancock, 2014), it leaves life skills development up to chance (Holt, Tink, Mandigo, & Fox, 2008). Life skills can also be taught explicitly, when coaches intentionally focus on the development of sport-specific

skills *and* life skills concurrently (Turnnidge et al., 2014). In considering the popularity of youth sport in North America (Guèvremont, Findlay, & Kohen, 2008; Tremblay et al., 2016), sport psychology researchers have explored the effectiveness of sport programs in which life skills are deliberately taught (e.g., Brunelle, Danish, & Forneris, 2007; Camiré, Trudel, & Bernard, 2013; Papacharisis, Goudas, Danish, & Theodorakis, 2005). The structuring (i.e., quality) of youth sport programs, whether delivered using an implicit or explicit approach, has been shown to play a key role in determining how and to what extent positive development outcomes will manifest themselves (Côté & Fraser-Thomas, 2011; Petitpas, Cornelius, Van Raalte, & Jones, 2005; Roth & Brooks-Gunn, 2016). Given that inquiries in the context of youth sport that directly compare implicit and explicit approaches are few and relatively new (e.g., Bean & Forneris, 2016), more research is needed to better understand how approaches to program delivery influence program quality.

Assessing Program Quality in Youth Sport

Program quality is considered a dynamic and multi-faceted concept, representative of sound developmental structures and processes within a program that lead to positive youth experiences and outcomes (e.g., Arnold, Cater, & Braverman, 2016; Hirsch, Mekinda, Stawicki, 2010; Yohalem & Wilson-Ahlstrom, 2010). Program structures refer to an organization's capacity to deliver the program (e.g., physical site, staffing structure) and program processes refer to how a program is delivered (e.g., interactions between coaches and youth; Arnold et al., 2016). To support programs of high quality, emphasis much be placed on optimizing the interactions between the program content, staff practices, and youth experiences (Arnold & Cater, 2011; Hirsch et al., 2010), which, when seamlessly integrated, encourage strong youth engagement and an environment conducive to learning (Grossman, Goldsmith, Sheldon, &

Arbreton, 2009). Program quality has been outlined as one of the best predictors of developmental outcomes in youth programming (Catalano et al., 2002; Durlak, Mahoney, Bohnert, & Parente, 2010; Yohalem & Wilson-Ahlstrom, 2010), with Singer, Newman, and Moroney (2017) having solidly positioned the significance of program quality by stating: “high-quality OST [i.e., out-of-school] programs do in fact support positive outcomes” (p. 196). Researchers have discussed features of programs that appear crucial to consider in determining quality, such as Durlak, Weissberg, and Pachan’s (2010) SAFE (i.e., sequential, active, focused, and explicit) principles and Petitpas et al.’s (2005) framework of context, external assets, internal assets, and research and evaluation. Nonetheless, Eccles and Gootman’s (2002) eight setting features remain the established benchmarks to consider for fostering positive developmental outcomes in youth organized activities: (a) physical and psychological safety; (b) appropriate structure; (c) supportive relationships; (d) opportunities to belong; (e) positive social norms; (f) support for efficacy and mattering; (g) opportunities for skill building; and (h) integration of family, school, and community efforts.

Despite being identified 16 years ago, these eight setting features have only recently been empirically examined in the context of youth sport. For example, Strachan, Côté, and Deakin (2011) and Povilaitis and Tamminen (2017) qualitatively examined, using interviews and observations, the presence of the eight setting features within a youth sport program and a summer sport camp, respectively. The studies supported Eccles and Gootman’s (2002) recommendations that all eight setting features must be present for optimal positive development to occur, and identified that the features are crucial in the promotion of PYD within youth sport. However, both studies had methodological limitations, as the qualitative observations were conducted by a single researcher, meaning that program quality was not rigorously assessed.

Within the youth sport literature, when notions of program quality have been examined, self-report measures have been most often used (Flett, Gould, & Lauer, 2012). For example, Camiré, Forneris, and Trudel (2012) surveyed high school coaches, administrators, and athletes on their perspective of coaches' ability to facilitate PYD through sport. The coaches were found to self-report a greater ability to facilitate PYD than what athletes and administrators reported the coaches as doing, thereby identifying discrepancies in perspectives between the different stakeholders. Little research has ventured beyond the sole use of self-report measures by, for example, comparing observation and self-report data of program quality. One such study was conducted by Bean, Forneris, and Brunet (2016) who compared researchers' observed and coaches' self-reported program quality scores within the youth volleyball context. In line with the findings of Camiré et al. (2012), the coaches rated themselves higher in terms of program quality than what researchers observed them as doing. In relation to the teaching of life skills, as an important marker of program quality, studies comparing observation and self-report data are warranted to examine if trends identified for basic needs support are also found.

Observations of coaches' behaviours can be useful in helping researchers interpret such behaviours beyond the sole reliance on accounts of coaches recalling their own experiences (e.g., Brewer & Jones, 2002; Flett et al., 2012; Holt & Jones, 2008; Jones, 2014; MacDonald & McIssac, 2016). However, until recently, no sport-specific systematic observation measure existed to evaluate the quality of sport programs. For example, Flett et al. (2012), in a study with youth softball and baseball teams, used the Youth Program Quality Assessment [YPQA] measure (HighScope Educational Research Foundation, 2005), which is not specific to sport. Although advocated as valid and reliable in general youth organized activities, the YPQA presented issues when used in the sport context, including the low internal consistency of

subscales and the low variability with the 3-point Likert scale (e.g., Bean & Forneris, 2016; Flett et al., 2012). Bean and Forneris (2016) attempted to address some of the issues identified with the YPQA by modifying it to a 5-point Likert scale. Across 33 youth programs (i.e., sport-based and leadership-based), 184 observations were conducted and similar to Flett et al. (2012), issues related to low reliability were also reported.

To address the YPQA's limitations, when used in the sport context, Bean, Kramers, Camiré, Fraser-Thomas, and Forneris (2018) created a systematic observation measure for program quality specific to the youth sport context. The Program Quality Assessment in Youth Sport (PQAYS) is a valid and reliable measure, tested through 307 observations across 52 sport programs over the course of 24 months (e.g., Bean & Forneris, 2016; Bean, Harlow, Mosher, Fraser-Thomas, & Forneris, 2018). With the creation of a sport-specific systematic observational measure to assess program quality within the youth sport context, researchers can now focus on better understanding the different variables that make up a quality program.

The Present Study

Golf Canada partnered with researchers from the University of Ottawa in 2014 to update the curriculum for their national junior development program, Learn to Play (Kendellen, Camiré, Bean, Forneris, & Thompson, 2017). The updated program was launched in the spring of 2016 but, for the 2017 summer golf season, it had yet to be adopted by every golf course in Canada. Thus, given that both the original and updated programs were still in use during the 2017 summer golf season, an opportunity presented itself to assess program quality by evaluating and comparing (a) coaches still using the original Learn to Play curriculum, with no integrated life skills (implicit approach) with (b) coaches using the updated Learn to Play curriculum, with integrated life skills (explicit approach). The purpose of the present study was twofold: (a) to

examine whether implementation of the original versus the updated program led to differences in program quality and (b) to assess whether there was consistency or discrepancy between researcher observation scores and coach self-report scores of program quality. The present study addresses previously identified methodological limitations in assessing program quality in youth sport, by: (a) making use of systematic observations (Flett et al., 2012; MacDonald & McIssac, 2016), (b) employing a valid and reliable sport-specific systematic observational measure (Gould & Carson, 2008), and (c) using a longitudinal and comparative evaluation design (Weiss, 2016). The first guiding research question was: ‘Is there consistency or discrepancy in observed program quality between coaches using the original curriculum and coaches using the updated curriculum?’ It was hypothesized that the coaches using the updated curriculum would have higher program quality scores than those using the original curriculum. The second guiding research question was: ‘Is there consistency or discrepancy between researcher observation scores and coach self-report scores of program quality?’ We hypothesized that the coaches would score themselves higher than what researchers would score them in terms of program quality.

Method

Paradigmatic Position and Study Design

The worldview of post-positivism framed the present study, through a critical relative ontology and an objectivist epistemology (Denzin & Lincoln, 2018). The data gathered were subjected to analysis, with the intent to arrive at a “truth”, while, at the same time, recognizing that there may be more than one version of truth (Denzin & Lincoln, 2018). Using a quasi-experimental design, systematic observations were conducted, and a questionnaire was completed to evaluate the quality of coaches’ delivery of Learn to Play programming. Two

groups of coaches (i.e., either using the original or updated curriculum) were compared, with the experimental condition being the explicit content and strategies addressing life skills development found in the updated program. The design was considered quasi-experimental given that the randomization of the participants was not possible (Campbell & Stanley, 1963).

Context and Participants

Fourteen Learn to Play coaches (12 males, two females) between 22 and 65 years of age ($M = 40$, $SD = 15.1$) were involved in the present study. Learn to Play is Golf Canada's official national junior golf development program. Since being created in 1996, it has reached over 1.4 million youth ages six to 12. In 2017, over 500 golf coaches were registered to deliver Learn to Play across Canada. Please see Table 1 for further participant demographic information. At the time of the study (summer 2017), five coaches delivered the original program that did not include material on life skills while nine coaches delivered the updated program that included material on life skills.

Table 1

Participant Demographic Information

Coach	Age	Gender	Highest Level of Education	Learn to Play Curriculum	Golf Coaching Experience (Years)	Golf Playing Experience (Years)	Coaching Learn to Play (Years)
1	64	Male	Bachelor's	Updated	8	51	3
2	48	Male	Bachelor's	Original	7	25	5
3	22	Male	Bachelor's	Updated	2	7	2
4	36	Male	Bachelor's	Updated	13	27	1
5	34	Male	Bachelor's	Updated	10	22	8
6	22	Male	Bachelor's	Original	1	19	1
7	57	Female	High School	Original	33	49	4
8	59	Male	High School	Original	27	35	17
9	22	Male	Bachelor's	Updated	3	8	3
10	38	Male	Bachelor's	Updated	19	30	9
11	37	Male	College	Updated	12	15	3
12	29	Male	Bachelor's	Updated	6	24	4
13	27	Male	Master's	Updated	3	22	3
14	65	Female	Bachelor's	Original	25	50	4

Procedure

Prior to data collection, university ethical approval to conduct the study was received (see Appendix E). Purposeful and convenient sampling procedures were employed during recruitment (Patton, 2002). To be eligible to take part in the study, coaches had to be delivering Learn to Play programming during the 2017 summer golf season, either in the National Capital Region or the Regional Municipality of York in the province of Ontario, Canada. High registration numbers, along with the lead researcher's geographical proximity, guided the decision to collect data in these two regions, making it feasible for her to travel to the golf courses and conduct the observations. Recruitment was conducted in collaboration with a staff member at the Sport Development Department at Golf Canada. The staff member had access to the contact information of all coaches in Ontario who had registered online to deliver Learn to Play for the 2017 summer golf season. Coaches identified as operating in the National Capital Region and the Regional Municipality of York were emailed the study information letter (see Appendix F). Coaches who demonstrated an interest in participating in the study contacted the lead researcher directly at their convenience.

Prior to collecting data, participants were informed of the study purpose in addition to their rights to confidentiality, anonymity, and freedom to withdraw from the study at any time. All participants signed a consent form (see Appendix G). The coaches were made aware that the purpose of the study was to evaluate overall program quality, not just coach performance, in an attempt to minimize the Hawthorne effect (Franke & Kaul, 1978). Data collection involved coaches taking part in three in-season observation sessions and completing one post-season self-report measure of program quality. The parents of children under the coaches' tutelage received an information letter prior to the commencement of the study to outline the purpose and assure

them that their children were not the direct targets of the observations (see Appendix H). The researchers arrived at the golf facilities 15 minutes prior to conducting the observations, letting the coaches know of their arrival and situating themselves in an unobtrusive location on the golf course to avoid affecting program delivery.

Instruments

Systematic observations. Observations were conducted using the PQAYS measure (Bean, Kramers, Camiré, et al., 2018; see Appendix K), which is made up of 51 items scored on a 5-point scale from 1 (*never*) to 5 (*very often*), with specific items including a ‘not applicable’ option. Informed by Eccles and Gootman’s (2002) eight setting features for youth programming, 10 subscales make up the PQAYS: (a) physical safety; (b) psychological safety; (c) appropriate structure; (d) supportive relationships; (e) opportunities to belong; (f) positive social norms; (g) support for efficacy and mattering; (h) opportunities for skill-building–sport and physical skills; (i) opportunities for skill-building–life skills; and (j) integration of family, school, and community efforts.

To comply with PQAYS protocol, two researchers were present during all 42 observation sessions, with the lead researcher being present during every session. Detailed field notes were recorded using a standardized note-taking system to optimize the consistency of scoring, which occurred immediately after an observation session finished. The lead researcher trained the two research assistants (one based in the National Capital Region and the other in the Regional Municipality of York) to use the PQAYS prior to data collection, through discussions and one mock observation session. Although blinding was not possible for the lead researcher, the two research assistants, during all observations sessions, were blind to what group they were observing (i.e., original program or updated program; Mann, 2003). Field notes were recorded

either manually on paper or electronically on a tablet and aimed to carefully capture observable details related to program quality (i.e., the 10 PQAYS subscales). Each coach was observed on three occasions during the 2017 summer golf season, for a total of 42 observation sessions. The length of each observation session varied from 1 to 3 hours, based on the duration of the Learn to Play lesson. Observations were dispersed throughout the summer season, with the average length of time between each observation session being 15.6 days ($SD = 13.11$).

Questionnaire. At the end of the 2017 summer golf season, once the 14 coaches had finished delivering Learn to Play, they were asked to assess the quality of their programming by completing the self-report version of the PQAYS (see Appendix L). This self-report version is identical to the observational measure, with items being slightly reworded to first person to address the coaches directly, and in past-tense as the questionnaire was completed at the end of the season (e.g., *If an injury occurred, I responded appropriately by attending to youth with first-aid, if necessary*). Thus, as is the case with the observation measure, the self-report version contains 51 items scored on a 5-point scale.

Data Analysis

The data were analyzed using SPSS 24.0 (International Business Machines Corp. [IBM], 2018). Data were assessed for normal distribution, with the acceptable range for skewness and kurtosis z score values at ± 1.96 due to the small sample size (Field, 2009; Kim, 2013).

Reliability was assessed using internal consistency and inter-rater reliability. Internal consistency was assessed using Cronbach's alpha for the complete observational measure rather than for each of the 10 subscales because (a) the importance of holistic program quality has been identified in the literature (e.g., Eccles & Gootman, 2002), and (b) multiple items having a 'not applicable' option, which would create zero cases in the analysis. For example, item 6 in the

Physical Safety subscale (i.e., *If an injury occurs, program staff respond appropriately by attending to youth with first aid, if necessary*) was scored as ‘not applicable’ if no injury occurred during the lesson. Interrater reliability was assessed across all observations to ensure an acceptable level of consistency between the researchers’ observation scores using a two-way mixed, consistency, average-measures intraclass correlation coefficient (i.e., $\geq .75$; Koo & Li, 2016) and Cohen’s kappa statistic (i.e., $\geq .80$; Landis & Koch, 1997). Interrater reliability is considered the most important statistic for observation measures (McHugh, 2012).

To answer the first research question, descriptive statistics (i.e., means and standard deviations) were calculated for each group (i.e., original program, updated program) based on the PQAYS subscales and the total scale for all observations. The two researchers’ mean scores were averaged for each item to provide a mean score for each subscale and for each observation session, resulting in 42 observation scores. Further, due to the study’s small sample size, effect sizes were calculated using Cohen’s *d* (1988). To be able to compare the discrepancies between the program quality scores, measures of effect size were reported for the observation and questionnaire data of both groups.

To answer the second research question, descriptive statistics (i.e., means and standard deviations) were calculated based on the PQAYS subscales and the total scale for all observation and questionnaire data. The three observation session scores for each coach were collapsed into a single “observation” score, ensuring that 14 observation scores were compared to 14 questionnaire scores. Measures of effect size were reported for total program quality in order to compare the averaged means of observation data to the questionnaire data (Durlak, 2009). Specifically, 95% confidence intervals (CI) were calculated on each effect size to assess the relationships between the observation and questionnaire data, providing a range of values.

Preliminary Results

Common to social sciences research (Barnes, Cote, Cudeck, & Malthouse, 2001), it was identified during analysis that not all of the variables had normal distribution (skewness range: -2.66 to 1.99; kurtosis range: -1.84 to 2.99). Six single-construct outliers were identified post-hoc (i.e., through *z* scores; Field, 2009). The outliers were modified to achieve normal distribution based on the acceptable ranges for skewness and kurtosis (i.e., manually changed to a less extreme value; Aguinis, Gottfredson, & Joo, 2013). The reported effect sizes did not change with the modification of the outliers. Therefore, the original raw data were used for all analyses.

The internal consistency for the self-report measure of program quality was .83, indicating acceptable reliability (i.e., $\geq .80$; Nunnally, 1978). The intraclass correlation coefficient for interrater reliability for the scorings was .89 [95% CI = .84-.93], indicating good reliability (Koo & Li, 2016). The internal consistency for the total measure of program quality was .92, indicating acceptable reliability (i.e., $\geq .80$; Nunnally, 1978). The Cohen's kappa (i.e., κ) for interrater reliability for the total observed measure of program quality was .82 (Range = .72 to .95), indicating good-to-excellent agreement (Landis & Koch, 1977). Further, the interrater reliability for the 10 subscales of the PQAYS was .84 (Range = .66 to 1.00), which also indicated good-to-excellent agreement (Landis & Koch, 1997). The kappa scores for each of the 10 subscales are outlined in Table 2.

Results

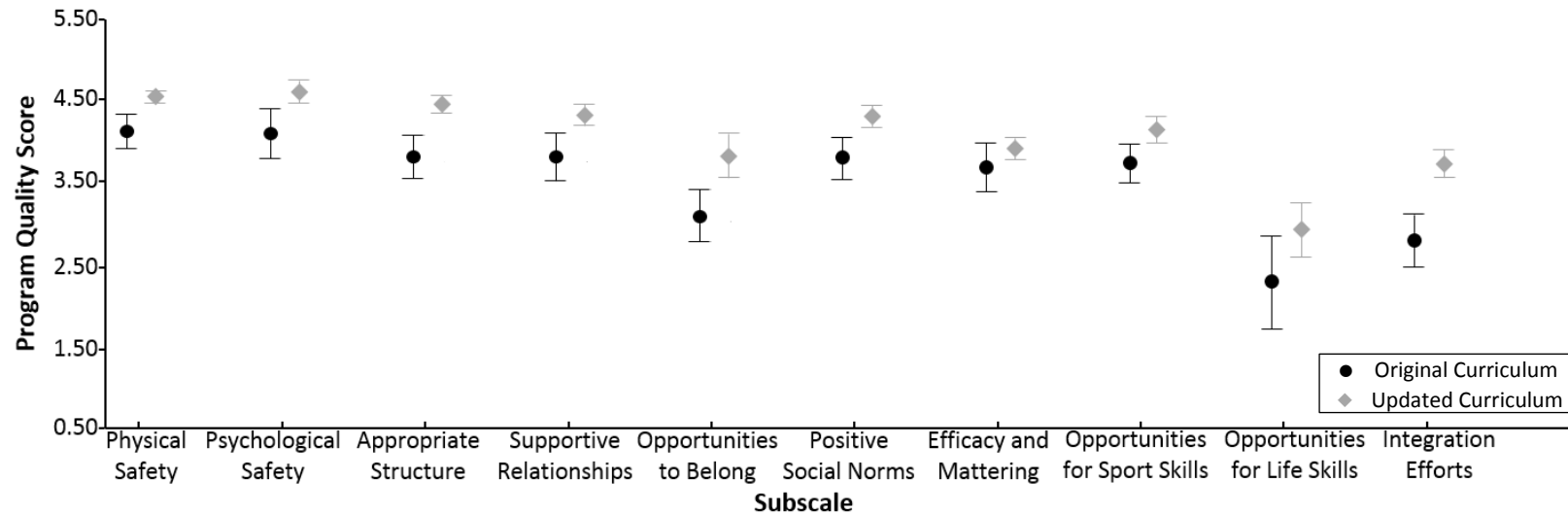
To answer the first research question, descriptive statistics and effect sizes for the 10 subscales of the PQAYS (i.e., observed and self-reported) are outlined in Table 2.

Table 2

Descriptive Statistics of Program Quality Scores (PQAYS) of the Two Groups and Observational and Self-Report Questionnaire Data

Subscale	Observation Data					Questionnaire Data					
	Original Program (<i>n</i> = 5)		Updated Program (<i>n</i> = 9)		<i>d</i>	Original Program (<i>n</i> = 5)		Updated Program (<i>n</i> = 9)		<i>d</i>	κ
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Physical Safety	4.14	.36	4.57	.17	1.53	4.69	.13	4.69	.30	.00	.93
Psychological Safety	4.13	.52	4.63	.38	1.10	4.73	.28	4.74	.33	.03	.86
Appropriate Structure	3.83	.44	4.48	.29	1.74	4.56	.44	4.65	.27	.25	.75
Supportive Relationships	3.83	.50	4.35	.37	1.18	4.64	.26	4.78	.25	.55	.77
Opportunities to Belong	3.11	.54	3.86	.73	1.17	3.87	.80	4.41	.60	.76	.88
Positive Social Norms	3.84	.44	4.34	.35	1.26	4.47	.38	4.78	.33	.87	.66
Support for Efficacy and Matterering	3.71	.51	3.93	.35	.50	4.33	.36	4.45	.29	.37	.74
Opportunities for Skill Building–Sport and Physical Skills	3.78	.40	4.17	.44	.93	4.68	.30	4.67	.33	.03	.70
Opportunities for Skill Building–Life Skills	2.31	.96	2.95	.90	.69	3.55	1.51	4.22	.44	.60	.91
Integration of Family, School, and Community Efforts	2.82	.54	3.76	.47	1.86	2.88	.33	3.78	.65	1.75	1.00
Total Program Quality	3.55	.52	4.10	.44	1.20	4.24	.48	4.52	.38	.52	.84

The original program group had a mean score of 3.55 ($SD = .52$) for the observation data and a mean score of 4.24 ($SD = .48$) for the questionnaire data. The updated program group had a mean score of 4.10 ($SD = .44$) for the observation data and a mean score of 4.52 ($SD = .38$) for the questionnaire data. Overall, higher scores were observed for programming delivered by the coaches in the updated program group, which were exposed to a curriculum that approached life skills development in an explicit manner, when compared to programming delivered by the coaches in the original program group, which included a curriculum that did not focus on life skills development. Discrepancies in scoring across the 10 subscales of the PQAYS are illustrated through mean scores of each group's observation and questionnaire data in Figure 1a-b, respectively. For illustrative purposes, some subscale titles were shortened for Figure 1a-b (i.e., *Support for Efficacy and Mattering* changed to *Efficacy and Mattering*; *Opportunities for Skill-Building–Sport and Physical Skills* changed to *Opportunities for Sport Skills*; *Opportunities for Skill-Building–Life Skills* changed to *Opportunities for Life Skills*; and *Integration of Family, School, and Community Efforts* changed to *Integration Efforts*).



Notes. Error bars are 95% CI. Scale range 1-5.

Figure 1a. Total mean scores of observational data.

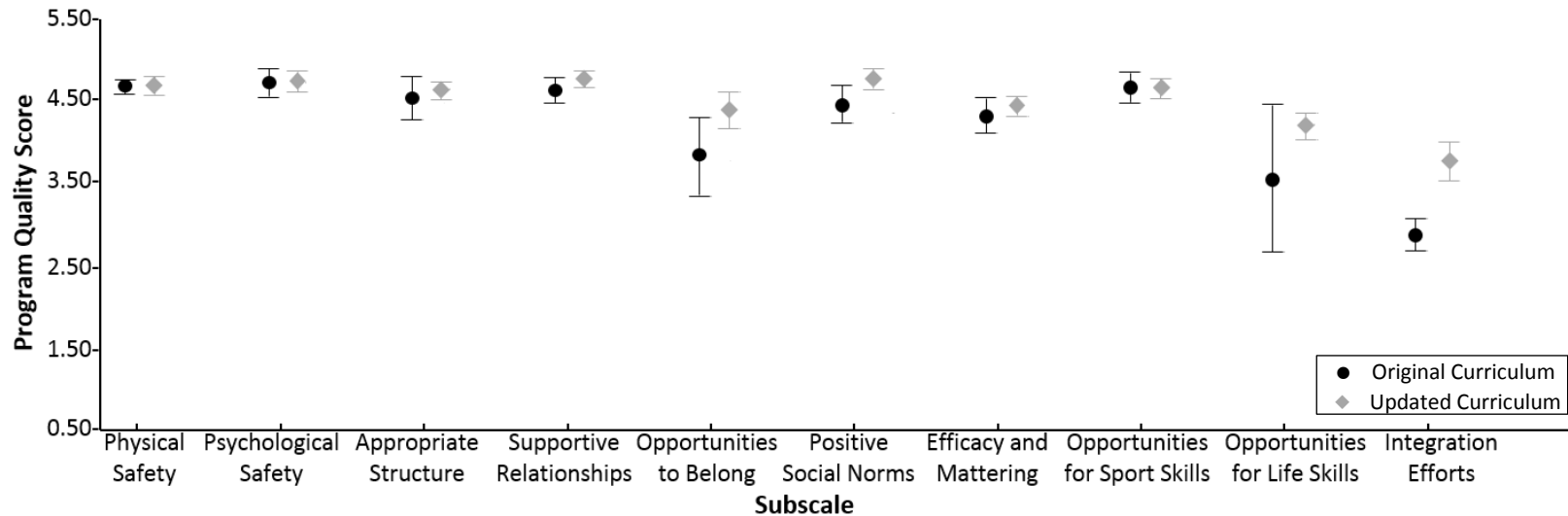
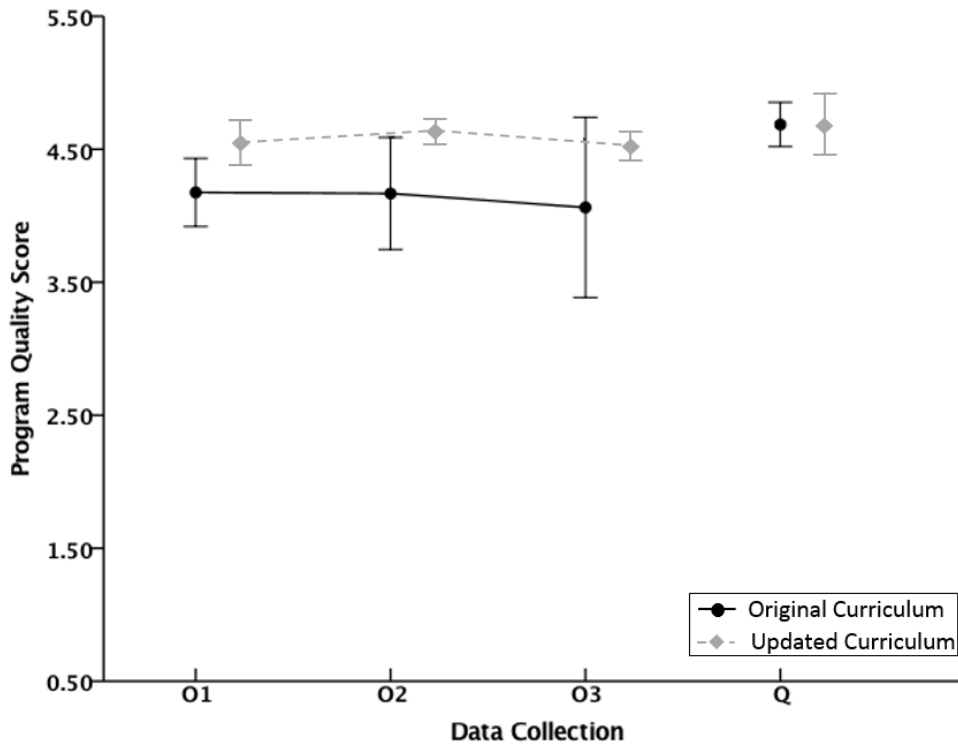


Figure 1b. Total mean scores of questionnaire data.

The variability between the two group's average program quality scores within the observation and questionnaire data are identified through the inclusion of the 95% CI error bars in Figure 1. To examine this variability, each subscale was analyzed individually through a comparison of each group's mean score and associated 95% CI. See Figure 2a-j.

To answer the second research question, descriptive statistics and effect sizes for the 10 subscales were calculated and are outlined in Table 3.



Notes. Error bars are 95% CI. Scale range 1-5.

Figure 2a. Physical safety subscale mean scores.

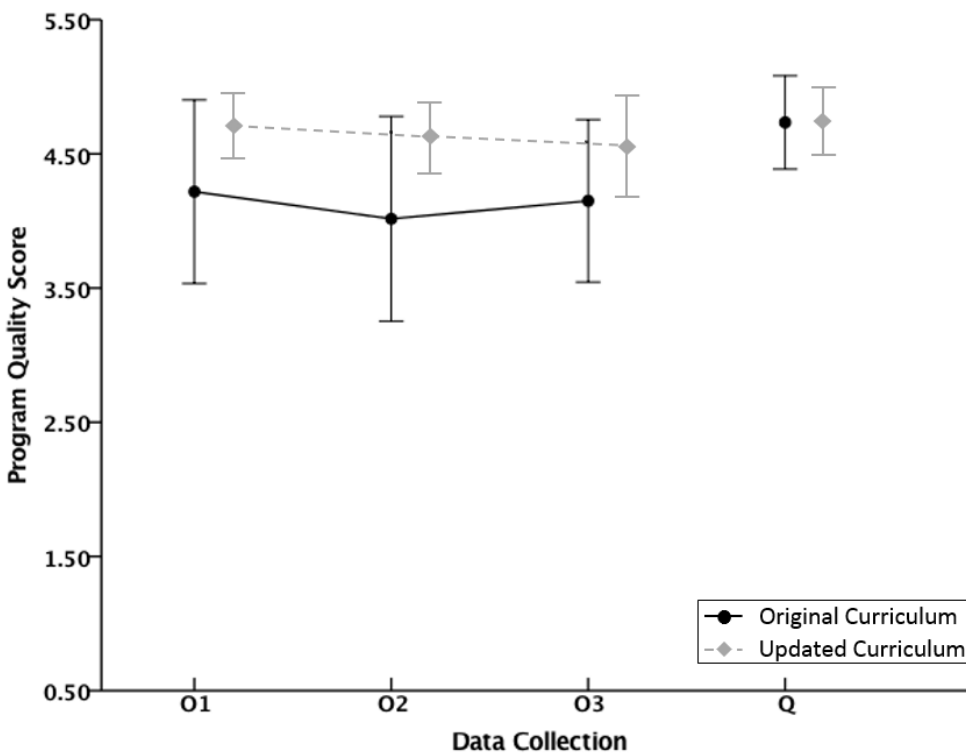


Figure 2b. Psychological safety subscale mean scores.

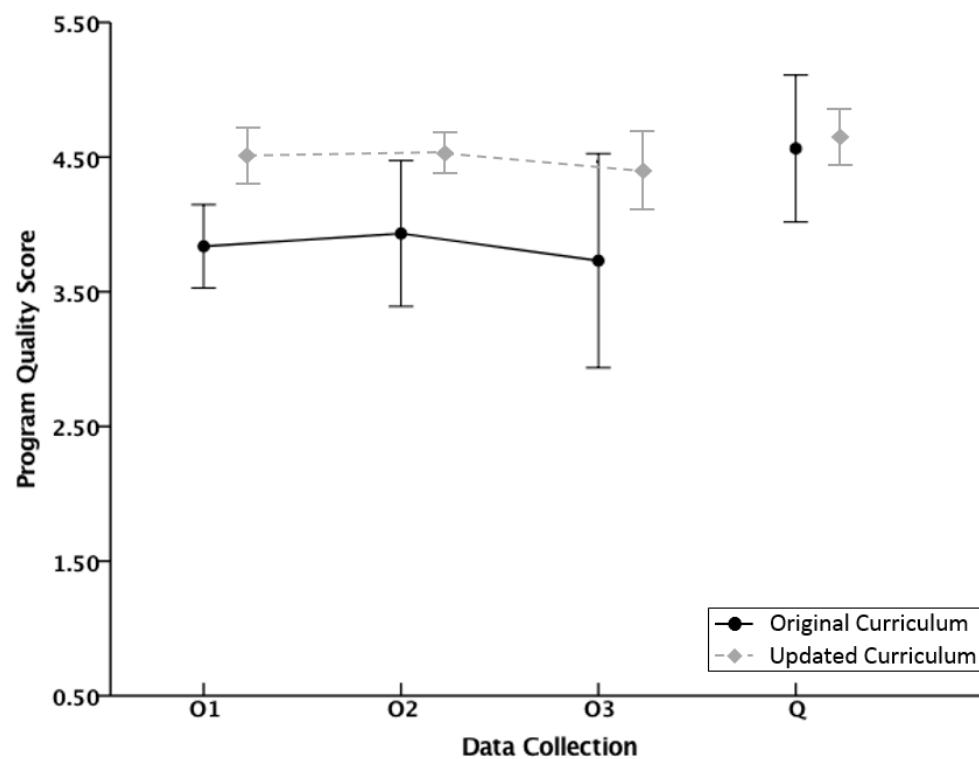


Figure 2c. Appropriate structure subscale mean scores.

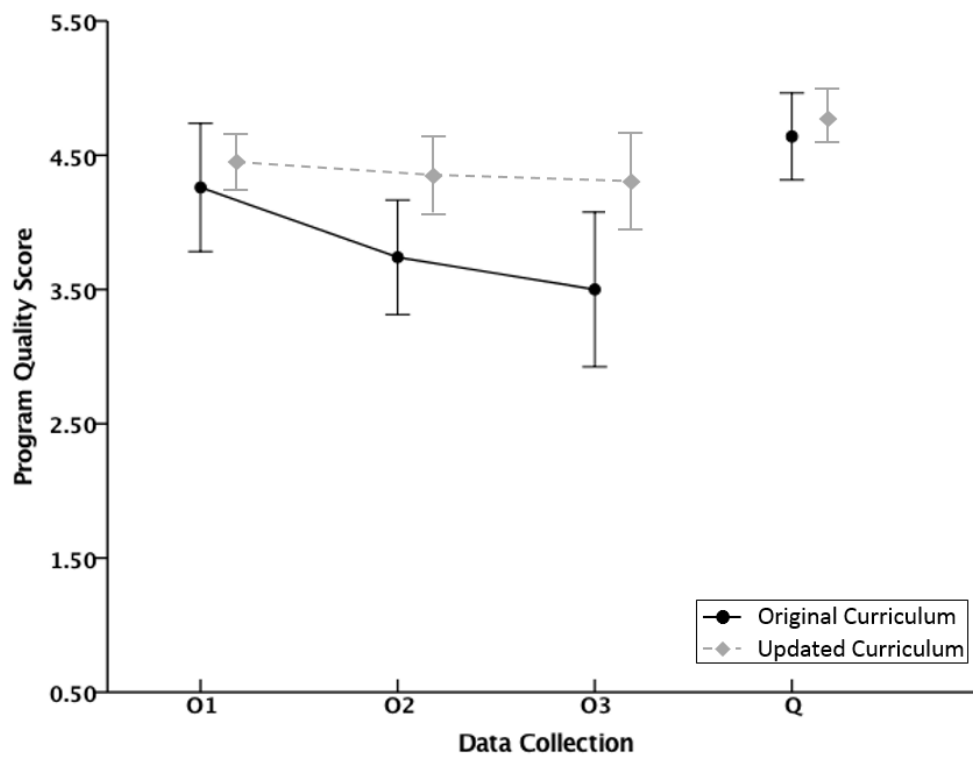


Figure 2d. Supportive relationships subscale mean scores.

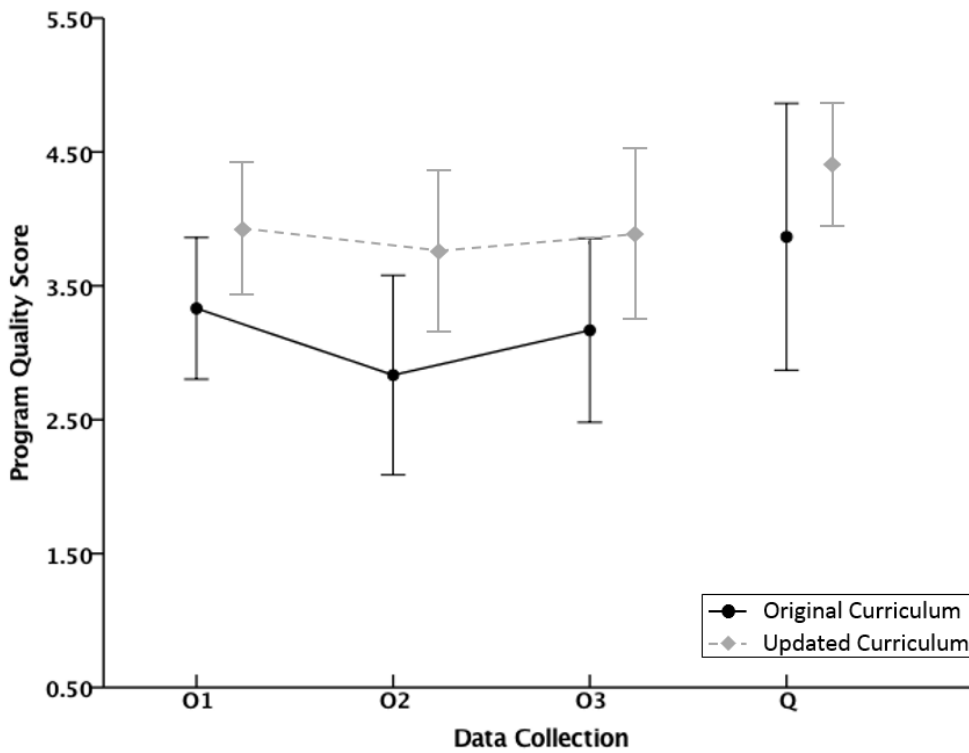


Figure 2e. Opportunities to belong subscale mean scores.

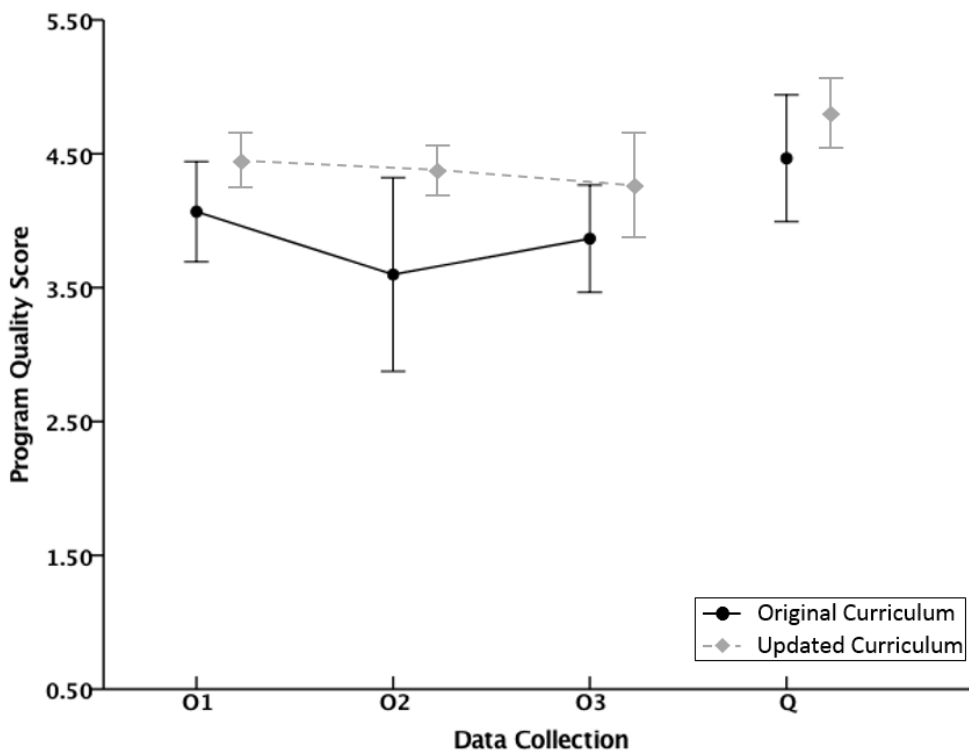


Figure 2f. Positive social norms subscale mean scores.

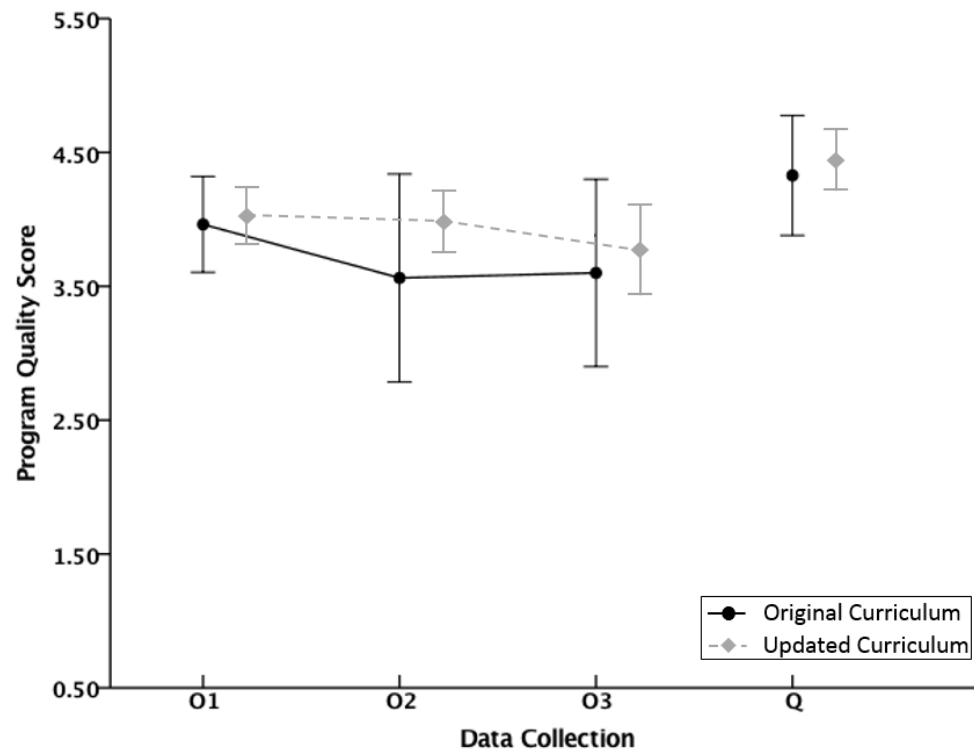


Figure 2g. Support for efficacy and mattering subscale mean scores.

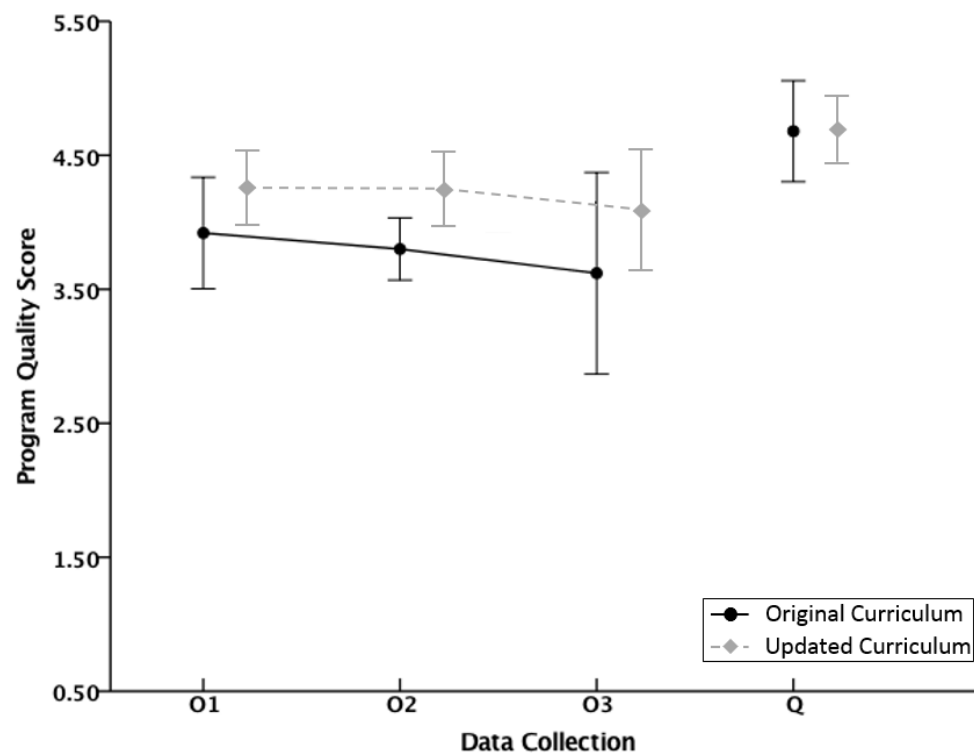


Figure 2h. Opportunities for skill-building-sport and physical subscale mean scores.

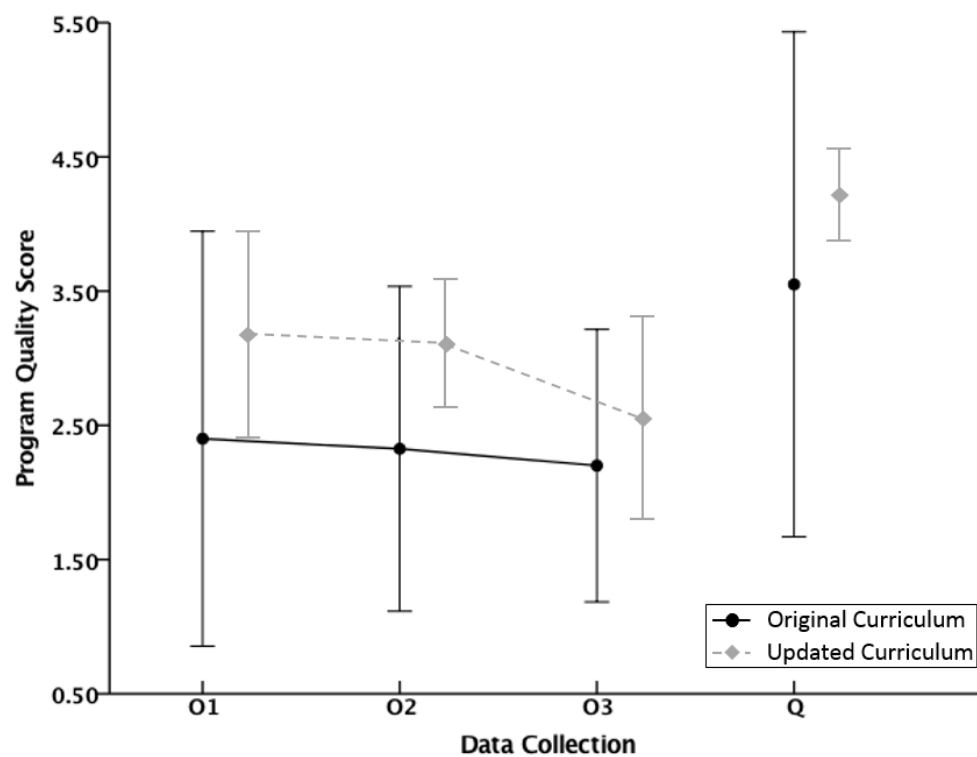


Figure 2i. Opportunities for skill-building–life skills subscale mean scores.

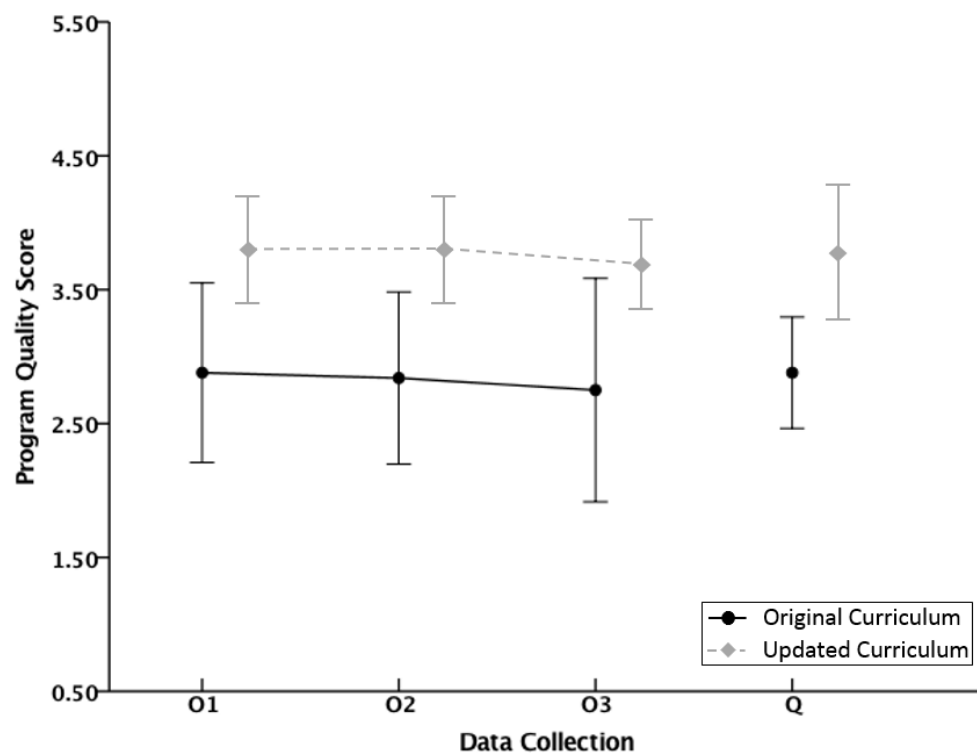


Figure 2j. Integration of family, school, and community efforts subscale mean scores.

Table 3

Researcher Observation Scores and Coach Self-Report Scores of Program Quality

Subscale	Researcher Scores		Coach Scores		<i>d</i>	95% CI
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Physical Safety	4.41	.33	4.69	.25	.96	.12 - 1.80
Psychological Safety	4.45	.49	4.74	.30	.71	.11 - 1.53
Appropriate Structure	4.25	.47	4.62	.33	.91	.07 - 1.75
Supportive Relationships	4.17	.48	4.73	.26	1.45	.54 - 2.36
Opportunities to Belong	3.59	.75	4.21	.70	.85	.01 - 1.69
Positive Social Norms	4.16	.45	4.67	.37	1.24	.35 - 2.13
Support for Efficacy and Matterings	3.85	.42	4.40	.31	1.49	.58 - 2.40
Opportunities for Skill Building– Sport and Physical Skills	4.03	.46	4.67	.31	1.63	.70 - 2.56
Opportunities for Skill Building– Life Skills	2.72	.96	3.98	.97	1.31	.42 - 2.20
Integration of Family, School, and Community Efforts	3.43	.67	3.46	.70	.04	.76 - 0.84
Total Program Quality	3.91	.55	4.42	.45	1.06	.34 - 1.93

Note. The 95% CIs were calculated on the reported effect size for each subscale.

The mean program quality scores were higher for the coaches in the original program group compared to the coaches in the updated program group, as indicated in the 95% CI error bars in Figure 2a-j. To further explore this variability, effect sizes were reported on the total program quality scores between the observation and questionnaire data. Eight of the 10 subscales had large effect sizes, with five of the effect sizes being over 1.00: *Positive Social Norms* ($d = 1.24$ [95% CI = .35-2.13]), *Opportunities for Skill-Building–Life Skills* ($d = 1.31$ [95% CI = .42-2.20]), *Supportive Relationships* ($d = 1.45$ [95% CI = .54-2.36]), *Support for Efficacy and*

Mattering ($d = 1.49$ [95% CI = .58-2.40]), and *Opportunities for Skill-Building–Sport and Physical Skills* ($d = 1.63$ [95% CI = .70-2.56]). The resultant mean effect size, as measured by Cohen's d , was 1.06, indicating a large effect size [95% CI = .34-1.93]. Please see Table 3 for more details.

The self-report scores of coaches in the updated group had less variability from the researchers' scores than the original program group (i.e., total difference between means: original group = .69; updated group = .42). Please see Table 4 for more details. The researchers' total program quality mean score was 3.91 ($SD = .55$; Range = 2.72 to 4.45), while the coaches' total program quality mean score was 4.42 ($SD = .45$; Range = 3.46 to 4.74). There was a total difference of .51 between the observed and self-reported mean scores of program quality (Range = .03 to 1.26). In terms of mean differences, the largest discrepancy in scoring between the two sources of data was within the eighth subscale, as the coaches' score for *Opportunities for Skill-Building–Life Skills* was 3.98, compared to researchers' score of 2.72 (difference of 1.26). Furthermore, there was consistent drop-off, albeit minimal, that occurred for both group's program quality scores over the course of the observation sessions. Please see Figures 1a-b and 2a-j to view the drop-off.

Table 4

Differences between Researcher Observation Mean Scores and Coach Self-Report Mean Scores

Subscale	Original Program (<i>n</i> = 5)	Updated Program (<i>n</i> = 9)	All Coaches (<i>n</i> = 14)
Physical Safety	.55	.12	.28
Psychological Safety	.60	.11	.29
Appropriate Structure	.73	.17	.37
Supportive Relationships	.81	.43	.56
Opportunities to Belong	.76	.55	.62
Positive Social Norms	.63	.44	.51
Support for Efficacy and Mattering	.62	.52	.55
Opportunities for Skill Building–Sport and Physical Skills	.90	.50	.64
Opportunities for Skill Building–Life Skills	1.24	1.27	1.26
Integration of Family, School, and Community Efforts	.06	.02	.03
Total Program Quality	.69	.42	.51

Discussion

The purpose of the study was twofold: (a) to examine whether implementation of the original versus updated Learn to Play program led to differences in program quality and (b) to assess whether there was consistency or discrepancy between researcher observation scores and coach self-report scores of program quality. The study moved beyond the limitations of previous research by integrating observational and self-report data, with the observations informed by a sport-specific valid and reliable measure (i.e., PQAYS; Bean, Kramers, Camiré, et al., 2018).

The results aligning with each research question are discussed below in relation to the literature, followed by limitations and future directions.

Influence on Program Quality of the Original versus the Updated Program

Across all 10 subscales of the PQAYS, the coaches in the updated program group achieved higher scores of program quality than the coaches in the original program group. This result aligned with our first hypothesis as the updated program group had a total mean score of 4.10 ($SD = .44$) while the original program group had a total mean score of 3.55 ($SD = .52$), a difference of .55. Looking more specifically at the *Opportunities for Skill-Building–Life Skills* subscale, coaches in the updated program group were observed explicitly teaching life skills to a greater extent than the coaches in the original program group, with mean scores being 2.95 ($SD = .90$) and 2.31 ($SD = .96$) respectively (a difference of .64). Such results suggest that (a) the updated program, and its life skills material, is being used by the coaches, and (b) use of the life skills material may be influencing program quality. Although the coaches in the original program group were observed to teach life skills, the results add to the growing body of evidence linking explicit life skills teaching approaches to greater developmental outcomes and higher program quality (Bean & Forneris, 2016). Further, the results are consistent with Holt et al.'s (2017) hypothesis regarding implicit and explicit developmental processes, which states that: “The combined effects of a PYD climate and a life skills focus will produce more PYD outcomes than a PYD climate alone” (p. 38). Future research assessing program quality should continue to test Holt et al.'s (2017) hypotheses regarding PYD and explicit life skills development.

The coaches within the updated program group had higher mean scores on all 10 of the PQAYS subscales, specifically within the *Opportunities for Skill-Building–Sport and Physical Skills* subscale, as the coaches in the updated program group had a mean program quality score

of 4.17 ($SD = .44$) compared to the coaches in the original program group with a score of 3.78 ($SD = .40$). Researchers advocate for the simultaneous integration of physical skills *and* life skills development within the youth sport programs (e.g., Côté & Fraser-Thomas, 2011; Côté, Strachan, & Fraser-Thomas, 2008). The findings from this study contribute to the literature by first acknowledging that (a) all coaches provided high quality opportunities for youth to develop their sport and physical skills and (b) the coaches with the updated program had a higher mean score of program quality in terms of providing such opportunities. The coaches' acknowledged this finding within their self-reported program quality scores of the same subscale, as coaches reported a score of 4.03 ($SD = .46$) compared to researchers' observed score of 4.67 ($SD = .31$), with the largest effect size reported as 1.63 [95% CI = .70-2.56] within this subscale. This finding adds credence to the potential of viewing life skills and physical skills as inclusive pursuits for youth development through sport programs.

A closer look at the results also shows how the variability of scores for each subscale were smaller for the updated program group than for the original group, and this was especially the case for the life skills subscale. This means that there was less variability observed in what the coaches in the updated program group were doing, from a quality standpoint. Thus, it could be argued that the updated program, and its extensive life skills-related material, gave the coaches greater direction and more options for delivering quality interventions that led to more focused coaching behaviours than what was observed in the original program group. Specifically, based on the differences between mean scores, the self-report scores of the coaches in the updated group were closer to researchers' scores than what was found for the original program group (i.e., total difference between means: original group = .69; updated group = .42). In physical education research, similar findings were found in evaluations of the Sports, Play,

and Active Recreation for Kids (SPARK; Sallis et al., 1997; McKenzie, Sallis, & Rosengard, 2009), whereby trained physical education teachers had more targeted approaches to teaching physical education and provided students with physical activity when compared to the control group of teachers who received no training and taught physical education without the SPARK resources. However, the variability may also be explained due to the smaller sample size of the original program group ($n = 5$) than the updated program group ($n = 9$), and future research could explore differences in variability with larger sample sizes and equal groups.

Based on the results of the present study, Golf Canada should consider making concerted efforts to ensure all coaches delivering Learn to Play across Canada use the updated program. In attempts to facilitate coaches' ability to deliver the updated Learn to Play program, Golf Canada has, in collaboration with the research team from the University of Ottawa, developed an online coach training program that helps coaches (a) have a clear understanding of what life skills are and (b) provides concrete examples of how to implement the life skills strategies discussed in the updated program's workbook (Kendellen et al., 2017; see <http://www.golfcanada.ca/lifeskillstraining> for more information). The online coach training program is interactive in nature, with two videos developed for each of Golf Canada's eight core life skills; a first that introduces the life skill to athletes (e.g., <https://youtu.be/MsgUHYwrM2o>) and a second that demonstrates an activity targeting the life skill (e.g., https://youtu.be/_9ObA-bbv-q). To further examine if Golf Canada's initiatives to promote explicit life skills teaching approaches in Learn to Play are leading to higher program quality, future research could be conducted to assess whether coaches (a) who use the updated program and have completed online coach training program are observed to deliver higher quality programming than coaches (b) using the updated program but who have not completed the online coach training program

and (c) coaches using the original program or (d) coaches using the original program who have completed the online training program. Such research could potentially provide further support to Holt et al.'s (2017) hypothesis, which postulates that the inclusion of a PYD climate and a life skills focus will together produce more PYD outcomes. Ultimately, if program quality is a desired goal for youth sport programs, our results could perhaps encourage more National Sport Organizations to follow in Golf Canada's steps and incorporate explicit material in their youth programming that addresses the development of life skills and other markers of program quality.

Researcher Observation Scores versus Coach Self-Report Scores of Program Quality

Across all 10 subscales of the PQAYS, the coaches reported higher levels of program quality than the researchers observed them as doing, with the coaches' program quality mean score being 4.42 ($SD = .45$) and the researchers' program quality mean score being 3.91 ($SD = .55$), a difference of .51. The mean effect size, as measured by Cohen's d , was 1.06, indicating a large effect size [$95\% CI = .34-1.93$] and noteworthy variability between what researchers observed on the ground and what the coaches perceived themselves to do. The resultant inflation score of 1.06 may be used as a point of reference for comparing observations and self-reported data, and tested in future research that examines program quality. Moreover, eight of the 10 PQAYS subscales had large effect sizes, which further demonstrates the discrepancies between observed and self-reported data within this study. These results confirm our second hypothesis and is consistent with the work of Bean et al. (2016) who also found discrepancies between coach-reported and researcher-reported program quality scores.

Researchers have discussed how there is often a tendency for participants to inflate self-report data when there are extended periods of time between the reported behaviours and the completion of the measure, as "there is a fine line between retrieving a memory and inferring

what might have happened” (Tourangeau, 2000, p. 44). Self-presentational actions linked to social desirability are quite common and of natural instinct whilst research participants complete self-report measures (e.g., Paulhus & Vazire, 2009; Van de Mortel, 2008), whereby they will under-report characteristics perceived as less desirable and over-report characteristics perceived as more desirable. The nature of the questions asked in the PQAYS (i.e., item desirability; Randall & Fernandes, 1991) may have played a role in influencing the coaches’ self-reporting, as some questions inherently make it difficult, from a self-preservation standpoint, to answer anything other than “often” (score of 4) or “very often” (score of 5) on the PQAYS’ 5-point scale. For example, in the physical safety subscale, items 4 (*Appropriate supervision is provided to the youth (e.g., youth are not left unattended)*) and 8 (*Coach(es) foster positive health practices (e.g., allow time for water breaks, stop activities when injury or physical danger occurs)*) are worded in such a manner that most coaches will most likely feel compelled to answer “often” (score of 4) or “very often” (score of 5). Notions of self-presentation and social desirability can also be amplified by self-selection (Olsen, 2011), which may have been the case in the present study as the coaches who volunteered to participate may have done so because they believed they were good coaches, already inclined to score themselves high on markers of program quality. Closer inspection is needed to attempt to understand the identified discrepancies.

Limitations and Future Directions

The study’s limitations must be acknowledged. First, only two female coaches were involved in the sample, as only two female coaches volunteered. A lack of female coaches in golf is representative of the golf context (LaVoi, 2015) and common within general sports coaching as well (Walker & Bopp, 2011). Specifically, 85% of the coaches registered to deliver Learn to Play in 2017 were males. Nevertheless, future research should aim to include more

female coaches to provide insight from different perspectives through a more balanced representation of genders. Second, for feasibility purposes, the researchers respected PQAYS protocol by observing each coach three times over the course of the golf season. Thus, the researchers did not observe *every* Learn to Play program session delivered by each coach over the course of the golf season; therefore, the coaches may have exhibited quality behaviours that were not accounted for. Future research could incorporate more observation sessions of the whole program (e.g., practices, competitions, tournaments, team-bonding activities) for a more comprehensive evaluation of program quality. Third, the small sample size limited the use of certain statistical analyses that could have led to a more rigorous examination of the data (Hopkins, Marshall, Batterham, & Hanin, 2009). In future research, a larger sample of coaches, equal within comparison groups, would allow for inferential statistical analyses to be used (Hopkins et al., 2009). Fourth, the coaches self-assessed the quality of their delivery of Learn to Play at a single time point (i.e., post-season), while researchers completed their observations of program quality on three occasions in-season. Thus, differences in amount and timing of assessment must be considered to limit the interpretations that can be made from the comparisons. Finally, the study focused on coaches, with the perspectives of youth and parents not considered. Future research should include the voices of multiple stakeholders (Camiré, Trudel, & Forneris, 2009; Gould, Carson, Fifer, Lauer, & Benham, 2009), as data gathered from youth and parent questionnaires would enrich the coaches' and researchers' reported findings (Weiss, 2016). For example, to understand if youth are benefitting from participation in higher quality programs, measures of PYD outcomes could be included.

Conclusion

The current study empirically examined how implicit and explicit life skills development processes are associated with program quality, using a valid and reliable sport-specific systematic observation tool. The results showed how (a) higher program quality was observed in the updated (explicit) program group than the original (implicit) program group and (b) coaches self-reported higher levels of program quality than what the researchers observed. The results contribute to advancing our understanding of how explicit approaches to the teaching of life skills influence program quality of youth programming. Moving forward, more research is needed to further delimit the roles played by implicit and explicit processes.

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General Discussion

The purpose of this Master's thesis was to evaluate coaches' program delivery in Golf Canada's national youth programming, Learn to Play. Specifically, two components of coaches' delivery were evaluated: (a) the consistency of teaching life skills, and (b) the quality of program delivery. In Article One, a deductive thematic analysis specific to each coach was guided by the implicit/explicit continuum of life skills development and transfer (Bean, Kramers, Forneris, et al., 2018). Five profiles were identified through the analysis. The coaches were categorized as being either inconsistent (i.e., progressive, overenthusiastic, unaware) or consistent (i.e., non-intentional, intentional) in their approach to coaching life skills. The inconsistent profiles represent incongruences between the coaches' perceptions and actions in the teaching of life skills. Further, the coaches within the non-intentional profile were consistent across the season but did not intentionally teach life skills through golf. Overall, it was acknowledged that more deliberate efforts are needed from sport psychology researchers and practitioners to help coaches link their intentions to their actions in consistent and purposeful manners. Consistency and intentionality are identified as crucial variables for facilitating life skills development and transfer through sport.

In Article Two, descriptive statistics and effect sizes were calculated to (a) examine whether implementation of the original (implicit) versus the updated (explicit) program led to differences in program quality and (b) to assess whether there was consistency or discrepancy between researcher observation scores and coach self-report scores of program quality. Findings showed that the coaches using the updated curriculum scored higher on all subscales of program quality (PQAYS; Bean, Kramers, Camiré, et al., 2018), and that the coaches perceived themselves to deliver higher quality programming than researchers observed. These two findings

confirmed our hypotheses and contribute to preliminary evidence that support explicit life skills coaching for enhanced PYD (Holt et al., 2017) and program quality in youth sport (Bean & Forneris, 2016). However, simply developing explicit life skills curricula may not be sustainable for quality programs, as coach training and education is required to increase awareness and foster strategies for effective implementation (Camiré, Trudel, & Forneris, 2014; Koh, Camiré, Regina, & Soon, 2017). Together, these findings contributes to the development of knowledge in Petitpas et al.'s (2005) framework, specifically within the research and evaluation component.

Specifically, the inclusion of quantitative and qualitative methods was beneficial to understand discrepancies between coaches' perceptions of their intentions and actions and researchers' systematic observations, thus identifying an inflation score of 1.06 between self-report and observed data.

Collectively, the findings of this Master's thesis enhance our understanding of implicit and explicit processes for the teaching of life skills through sport, as well as how such processes influence the quality of youth golf programming. In reflecting on the findings of both articles collectively, two main considerations can be offered: (a) how are we, as sport psychology researchers, able to help coaches to move from unawareness to action in terms of teaching life skills through sport; and (b) how do we ensure that the intentional and consistent coaching of life skills through quality sport programming is a sustainable process.

Moving from Unawareness to Action

Patterns of unawareness and inconsistencies were identified across the qualitative and quantitative findings of this thesis. Within Article One, some of the coaches were profiled as inconsistent and "unaware" because these individuals were observed exhibiting behaviours in regard to teaching life skills that they (a) did not discuss when interviewed in the pre-season and

(b) did not report exhibiting when interviewed in the post-season. Within Article Two, all of the coaches perceived themselves to achieve higher program quality than the researchers observed across all PQAYS subscales, with the mean effect size reported as 1.06 [95% CI = .34 - 1.93] between observed and self-reported scores. Specifically, a large effect size of 1.31 [95% CI = .42-2.20] was reported for the eighth subscale, *Opportunities for Skill-Building–Life Skills*, as the coaches perceived themselves to support the development of youth's life skills more than they were observed doing. The updated Learn to Play program includes different elements to increase coaches' exposure to the language and practices regarding explicit teaching of life skills through golf. For example, the first two pages of the updated curriculum define life skills and provide a developmentally appropriate definitions for the coach and the youth athletes. An overview of the Life Skills Framework is provided, as well as detailed instructions for golf lessons that have integrated the eight life skills into the activities for physical skill development. If a coach reads the workbook, based on these elements, he/she is (at least from an awareness perspective) much better situated to (a) understand what life skills are and (b) teach life skills, *if* we assume the premise that at baseline, the coaches in both groups had similar background knowledge and experience on life skills.

Previous research has identified that some coaches perceive life skills development and transfer to be an automatic process and occur as a by-product of sport participation, so that little attention is required from the coach (e.g., Bean & Forneris, 2017; Trottier & Robitaille, 2014). As researchers have identified that although life skills can be developed implicitly (e.g., Chinkov & Holt, 2016), the processes involved are not considered automatic (Holt, 2016) and thus illustrates a lack of awareness from coaches. Conversely, coaches who have identified the importance of explicitly teaching life skills and perceived themselves to do so, demonstrated

incongruences between their stated intentions and actions while experiencing difficulty speaking to concrete examples of their explicit coaching (e.g., Lacroix, Camiré, & Trudel, 2008; McCallister, Blinde, & Weise, 2000; Santos et al., 2017). Therefore, this lack of awareness has not only been documented over the course of the last two decades but seems to transpire across coaches with varying levels of understanding explicitness, and has been reaffirmed through the findings from this Master's thesis. It is important to consider how this inadequacy of unawareness can be addressed. One suggestion would be to offer coach training and education that focuses on *how* coaches can be more aware of their consistency and intentionality of explicitly teaching life skills through sport.

Youth sport coaches have minimal formal coaching education that is specific to PYD or life skills development (Gould & Carson, 2008; McCallister et al., 2000; Vargas-Tonsing, 2007; Vella, Oades, & Crowe, 2011). The concept of providing evidence-informed educational programs that are specific to teaching life skills has recently been researched within the school-sport context, with findings identifying that participants felt that they were better equipped to teach values after participating in the training (Koh, Camiré, Bloom, & Wang, 2017; Koh, Ong, & Camiré, 2016). However, these findings were specific to a small sample in one school and pedagogical differences exist between the school-sport context and the youth sport context that may limit its effectiveness beyond the school context (e.g., teachers are systematically trained in pedagogy; Koh et al., 2016). If coach education and training could be tailored to enhance coaches' *awareness* of teaching life skills it may not only decrease the degree to which coaches are unaware and inconsistent between their intentions and actions, but it may also enhance youth's experiences and life skills development. For example, the coach education and training could be immersed within PYD literature and focus around topics such as what life skills are,

what implicit/explicit approaches to teaching life skills are, what the role of a coach is, and why life skills are important to teach in sport (e.g., Santos, Camiré, & Campos, 2018).

Golf Canada recently distributed a free online coach training program specific to the Life Skills Framework to teach coaches how to effectively coach the eight life skills within their Learn to Play programming (discussed in Article Two). The online training distributed by Golf Canada is not mandatory or controlled, which leaves coaches to decide their levels of engagement and commitment with the updated life skills curriculum. This then leads us to reflect on what the programs would look like if training was mandated for the golf coaches prior to delivery of Learn to Play in the summer. On one hand, disinterested coaches who are required to participate in education have been shown to complete the minimal requirements, reducing the likelihood of their coaching being influenced by the mandated education (e.g., Erickson, Bruner, MacDonald, & Côté, 2008; Piggott, 2012). However, as outlined in Strachan, MacDonald, and Côté's (2016) study on the design and delivery of a technology-based PYD program (i.e., Project SCORE!), providing coaches with online and user-friendly resources can support adoption of the training program and enable learning to be applied immediately and in meaningful ways. Moreover, golf coaches involved in a pilot study to examine the effectiveness of the Life Skills Framework actually requested additional educational support to learn how to integrate the eight life skills into the Learn to Play activities (Kendellen et al., 2017). As the training program has been provided online and free of cost to adhere to requests of Learn to Play coaches, coaches can still choose whether to participate.

Within the youth golf context, positive developmental outcomes have been attributed to programming delivered by coaches with mandated training. The First Tee program has established a coach education system specific to their explicit curriculum that is mandated across

the program (Weiss et al., 2013). Coaches are taught the nine life skills embedded within the program and how the context (golf programming), external assets (coaches), internal assets (experience) all build towards PYD outcomes and learning of the nine life skills (e.g., Weiss, Bolter, Bhalla, & Price, 2007; Weiss, Bolter, & Kip, 2016; Weiss et al., 2013). Coaches are required to partake in at least the first level of coaching offered by The First Tee (i.e., Assistant Coach Training) and are reassessed each year, with the requirement of a passing score of 80% or higher and only three attempts to attain such a score (Weiss et al., 2013; The First Tee, 2018). Longitudinal evaluations of The First Tee have been conducted, though aside from interviews, coaches were not the focus. Rather youth's developmental outcomes and experiences have been extensively examined, finding that youth participants are learning life skills, applying such skills in golf, and transferring the skills beyond golf (Weiss et al., 2013; Weiss et al., 2016). The findings acknowledge that further research is needed to better understand how coach education specific to life skills, and specific to the program's curriculum, may influence the quality and possibility of PYD outcomes and life skills development.

Empirical research on model sport coaches collectively demonstrates that increased experience and education leads to intentional efforts for PYD and life skills development within sport (e.g., Camiré et al., 2012; Collins, Gould, Lauer, & Chung, 2009; Gould, Collins, Lauer, & Chung, 2007). That is, experienced and educated coaches have implemented deliberately planned developmental strategies that enhance athletes' abilities for transferring their life skills beyond the sport context (Camiré et al., 2012; Gould et al., 2007; Hayden et al., 2015; Weiss et al., 2016). The difference lies in the coaches' abilities to teach life skills simultaneously with physical sport-specific skills, rather than perceive it as an isolated activity (Pierce et al., 2018). Inexperienced coaches have expressed difficulty and struggled with their articulation of how they

taught life skills through sport, being not able to provide concrete examples (e.g., Lacroix et al., 2008; McCallister et al., 2000). Thus, with time and education, coaches may increase their awareness of life skills teaching to the intended outcomes of the sport program and be able to deliberately act on such intentions during the program in a consistent manner. Moreover, specific to the facilitation of PYD and life skills development through sport, a coaches' philosophy is developed, refined, and evolving over time through reflecting on one's experiences as a coach (Camiré et al., 2014). It is then suggested that with prolonged coaching experience and education, coaches are able to not only define their coaching philosophy but also identify their role in explicitly coaching life skills, ultimately shifting from unawareness to action.

Sustainability of Intentional and Consistent Coaching

As the collective findings from this Master's thesis have highlighted the need to enable coaches to move from a state of unawareness to action in terms of their explicit teaching of life skills through sport, the notion of sustainability must also be acknowledged. Within this present thesis, sustainability refers to coaches' prioritization and explicit teaching of life skills in youth sport programs over time. Turnnidge and colleagues (2014) recommended that more research is needed to assess the sustainability of explicit approaches to life skills within sport. Bean, Kramers, Forneris, et al. (2018) described how a coaching philosophy is foundational for coaches to move through the implicit/explicit continuum of life skills development and transfer in order to deliver more explicit and intentional programming. Coaches are enabled to deliver programs with consistency and clarity through the adoption of an articulated and coherent philosophy (Nash, Sproule, & Horton, 2008). If we want coaches to be consistent and intentional (in relation to life skills), we must first get them to develop philosophies that prioritize life skills (Pierce et al., 2018). The recognition of the importance of adopting such a philosophy represents coaches'

transition from unawareness to awareness, as some coaches may not understand why it is important to integrate this notion into their philosophy. The philosophy itself becomes an awareness piece (e.g., coaches are aware of what they want to accomplish in their coaching). From a sustainability standpoint, a challenge is understanding how to get coaches to consistently put their philosophy into action. Thus, awareness is the precursor to intentionality and consistency, with sustainability (i.e., in getting all youth sport coaches to prioritize life skills on a regular basis) being the main challenge. Indeed, coach education can play a role in achieving sustainability, although it should not be assumed that participating in coach education leads directly to fostering PYD and teaching life skills through sport as it is ultimately up to the coach what is taken from the education. In order for coach education to be effective, coaches must personally value the content and apply the information in their practice (Langan, Blake, & Lonsdale, 2013). In relation to this Master's thesis, the coaches who are delivering Learn to Play with the updated program must also personally value the content within the life skills curriculum and reflect how this situates within their philosophy for sustainable coaching.

In addition to education specific to explicit life skills development through sport, coaches can engage in efforts of self-evaluation, as evaluations should not be left to researchers (Gould & Westfall, 2014). In order to ensure that they are intentional and consistent, coaches must engage in ongoing critical reflection and periodical (honest) self-evaluations of their performance (Gilbert & Trudel, 2006; 2013; Vella, Gardner, & Liddle, 2016). This is a key process in ensuring one's coaching is adapted (when needed) to remain intentional and consistent in teaching life skills, *if* teaching life skills is an integral part of one's philosophy. Coaches are encouraged to utilize the implicit/explicit continuum of life skills development and transfer as a guide to understand their intended and actual levels of intentionality in teaching life skills (Bean,

Kramers, Forneris, et al., 2018). As discussed within Article One, critical reflection (i.e., self-analysis to reorganize one's philosophy and coaching efforts) and reflective practice (i.e., explicit attempts to resolve coaching issues) are advocated for coaches' learning to explicitly foster PYD (Cushion, 2018; Cushion, Armour, & Jones, 2003; Gilbert & Trudel, 2006; 2013). Additionally, coaches are encouraged to use the PQAYS as a self-report measure to self-evaluate and better understand where they fit among essential elements of quality programming (Bean, Kramers, Camiré, et al., 2018).

Within the youth programming literature, it has been recognized that although research-informed curricula and programs are widely implemented, the awareness of a program's beliefs or purpose may be lost in the transition (Arnold, Cater, & Braverman, 2016). Despite achieving higher program quality scores across the program's season, the coaches using the updated program were still observed to slightly decrease the quality of their delivery over time. Indeed, although minimal, all of the coaches were observed to have consistent drop-off across the program's season (outlined in Article Two). This may have occurred from seasonal fatigue or emotional exhaustion from coaching over the course of the summer (e.g., Goodger, Gorely, Lavalley, & Harwood, 2007). In order for an effective shift from unawareness to action and reach sustained program delivery, such discrepancies are to be identified and acknowledged by the coaches. This could occur through the coaches engaging in evaluative thinking around his/her implementation of Learn to Play programming to better understand the relevance of the explicit activities for life skills development and the anticipated outcomes of life skills development and transfer, leading to higher commitment to program delivery (Arnold et al., 2016). Self-evaluative processes around program implementation builds a collective understanding around the purposes and relevance of the designed program, which can lead to enhanced sustainability of desired

behaviours (Arnold et al., 2016). Future intervention research could occur by engaging with coaches, using the PQAYS and the implicit/explicit continuum of life skills development and transfer, for enhanced consistency and intentionality of their program delivery. Further, as Article Two only consisted of a process evaluation, outcome evaluations are warranted for future research within this Learn to Play context. Conducting both process and outcome evaluations would provide a holistic assessment of the program's goals and objectives, and if the program was implemented as planned and delivered with high quality (MacDonald & McIssac, 2016; Petitpas et al., 2005).

Finally, we may need to move towards more systematic vetting or screening of coaches who are responsible for delivering youth sport programs (Coatsworth & Conroy, 2007). This would ensure that coaches who are to be delivering the program, not only have basic skills, competencies, and experience within the sport, but also understand and appreciate the program's mission and values (Coatsworth & Conroy, 2007). If possible, vetting coaches on their philosophies, intentions, and approaches to coaching in order to select coaches that fit the program's mission and vision may help create coherence among programming. For example, within this thesis, coaches who have an orientation towards explicitly teaching life skills would be ideal for delivering the updated Learn to Play program so to optimize an effective implementation of the program's contents. It is hoped that by having access to an explicit program for coaching life skills in sport, coaches may recognize the benefits and adapt their coaching approaches to lessen discrepancies of unawareness and inconsistencies of intentionality across their program delivery. Additionally, this may lead to overall improvement and higher quality programming with the ultimate goal of fostering psychosocial development of youth participants.

Methodological and Theoretical Implications

Holt and colleagues (2016) stated future directions and urged researchers to focus on varying methodological and conceptual limitations within our field of research. This Master's thesis addressed many of the outlined limitations through the use of qualitative and quantitative methods. First, the findings contribute to the lack of evaluative research, addressing the "shortage of high-quality evaluation research in PYD through sport" (Holt et al., 2016, p. 230). Second, as the thesis occurred across a full program season and a span of over six months, longitudinal research was conducted which addresses the lack of longitudinal studies on PYD research. Third, program quality was assessed within this thesis, which contributes to the lack of empirical research that has examined "what features of sport programs work, under what circumstances, for whom, and the mechanisms that produce or limit the attainment of positive developmental outcomes" (Holt et al., 2016, p. 229). Fourth, a valid and reliable sport-specific observational measure (i.e., PQAYS; Bean, Kramers, Camiré, et al., 2018) was used to assess program quality, addressing the need for use of sport-specific quantitative measurement.

The findings from this Master's thesis also contribute to the literature by providing preliminary evidence towards confirming Holt et al.'s (2017) hypotheses regarding implicit and explicit processes to foster PYD and life skills development in sport. First, as the coaches who delivered the updated program with the integration of life skills were observed to teach life skills and transfer during their Learn to Play programming, Holt et al.'s (2017) third hypothesis was confirmed: "PYD outcomes can be attained if a life skills program focus (involving life skills building activities and transfer activities) is in place (i.e., through explicit processes) and in the presence of a PYD climate alone" (p. 38). Second, as the coaches who were using the updated curriculum had higher program quality (including, but not limited to, the subscale specific to life

skills) than the coaches using the original curriculum, Holt et al.'s (2017) fourth hypothesis was confirmed: "the combined effects of a PYD climate *and* a life skills focus will produce more PYD outcomes than a PYD climate alone" (p. 38, emphasis in original). Future research could adopt a similar methodology to this thesis and continue exploring the limitations described in this section.

Conclusion

Overall, the findings from this Master's thesis contribute to the literature by providing empirical support to the explicit approach to teaching life skills through sport, contributing to preliminary empirical (Bean & Forneris, 2016) and theoretical (Holt et al., 2017) research. The findings provide a theoretically driven exploration of the consistency and intentionality in youth golf coaches' teaching of life skills through sport through the analysis of coaches' and researchers' perceptions. Building on the limitations exposed through previous research, this thesis provides a novel contribution to the literature. Based on the findings, future research is needed to examine how coaches can progress towards more consistent and intentional coaching.

Statement of Contribution

I, Sara Kramers, was responsible for collecting and analysing the data used in this Master's research. I was responsible for writing the two articles part of this Master's thesis. Dr. Martin Camiré supported all aspects of the conceptualization, analysis, and provided assistance in the writing by reviewing both articles on numerous occasions. In Article One, Dr. Corliss Bean discussed the results and revised the final manuscript by providing suggestions for clarity. In Article Two, Dr. Corliss Bean assisted with the data analyses, discussed the results, and revised the final manuscript to improve the quality of the manuscript. Ashley Thompson and Dr. Corliss Bean assisted with the collection of the observational data. Both articles will be submitted for publication with Kramers as the first author, Camiré as the second, and Bean as the third.

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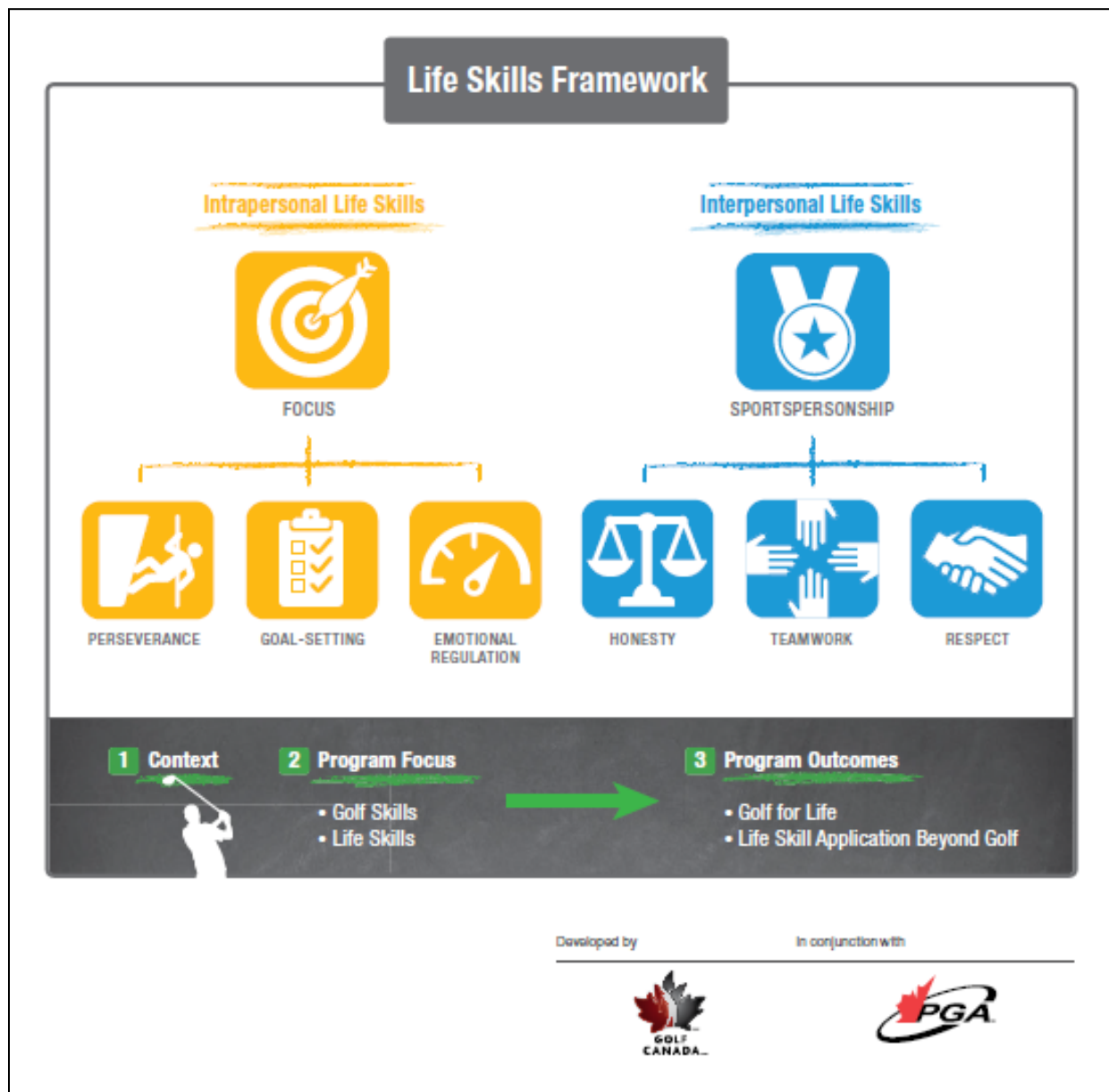
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Appendices

Appendix A

Golf Canada's Life Skills Framework



(Golf Canada Learn to Play resources, 2017; Kendellen et al., 2017)

Appendix B

Definitions of Life Skills

LIFE SKILLS INTRODUCTION

Table 1. Key Aspects to Life Skill Integration in Lesson Plans

Life Skill	Definitions	Review Examples of Transfer
Emotional Regulation 	Long Definition: Exercising control over your emotions Simplified Definition: Staying calm	• School – Before or during a test, when you feel anxious, you can take deep breaths to relax and ensure your emotions do not cloud your memory. • Peer group – When in an argument with a friend or in a situation that can lead to conflict, it is important to manage your emotions by taking deep breaths and ensuring that the situation remains under control. • Family – If you're having an argument with your brother or sister, you must find ways to regroup to deal with the situation calmly.
Focus 	Long Definition: Directing your attention and effort towards a specific task Simplified Definition: Paying attention	• School – You are trying to listen to your teacher but you are distracted by the person in front of you. Take a deep breath and pay attention (re-focus) to what the teacher is saying rather than look at the person in front of you. • Peer group – When working in groups on a school project, stay focused on talking about the project instead of your plans for the weekend. • Family – Try turning off the TV and cell phones when you are at the dinner table with your family. This will help you and your family stay focused and better enjoy your time together.
Goal Setting 	Long Definition: The process of deciding what you want, planning how to get it, and working towards it. Your goals should be positive, specific, important to you, and under your control. Simplified Definition: Deciding and working hard to achieve something	• School – Set goals that will allow you to complete your homework and your assignments effectively and on time. • Peer group – Set a goal with your friends to learn a new sport each year. • Family – Set a goal with your family members to have everyone exercise at least 60 minutes a day in order to meet the Canadian Physical Activity Guidelines.
Honesty 	Long Definition: Acting with integrity by being truthful with yourself and others Simplified Definition: Telling the truth	• School – If you notice your teacher marked an answer on your test right when it was actually wrong, you can be honest and tell your teacher. • Peer group – If you hear that a false rumor about one of your friends is being spread at school, it would be honest to not spread the rumor and tell your friend and a teacher that this is happening. • Family – You broke a plate and instead of hiding it, you tell the truth to your parents.

LIFE SKILLS INTRODUCTION

Table 1. Key Aspects to Life Skill Integration in Lesson Plans (continued)

Life Skill	Definitions	Review Examples of Transfer
Perseverance 	Long Definition: Maintaining effort when faced with obstacles and challenges in the pursuit of an objective Simplified Definition: Always trying your best	• School – You studied hard for a test, but you are disappointed with the grade you received. It is important that you persevere and try your best for the next test. • Peer group – Now that you have learned how you can persevere, be a mentor and teach your friends who are not in this class to STIR it up when they are facing a challenging situation. • Family – At home, having lots of responsibilities (e.g., chores, homework, etc.) can be challenging and tiring. Don't give up. When things start to get tough, STIR it up and persevere.
Respect 	Long Definition: Showing consideration, courtesy, and care for someone or something (e.g., classmates, teachers, rules, equipment) Simplified Definition: Being kind to people and things	• School – In your classroom you can demonstrate respect for your teacher by following the rules. • Peer group – Now that you have learned how to respect others on the golf course you can respect your friends by listening to them. • Family – You can show your parents respect by doing your chores.
Sportspersonship 	Long Definition: A commitment to the ethics of fair play by showing integrity for the rules of the game and be considerate of others. Simplified Definition: Playing fair	• School – Your project won second place at the science fair. You can demonstrate good sportspersonship by congratulating the winner in a sincere manner. • Peer group – Congratulating your friend on making the school basketball team. • Family – You can demonstrate good sportspersonship by supporting the goals of your siblings and/or parents and congratulating them when they achieve their goals.
Teamwork 	Long Definition: Working cooperatively as a group to achieve a common goal Simplified Definition: Working together	• School – Work cooperatively with your classmates to complete group projects on time. • Peer group – Cooperate with your friends to plan a community event for the weekend for charity (e.g., garage sale, car wash, bake sale, raffle). • Family – Work together with your parent(s) and or siblings to clean up the yard for the summer.

Learn to Play 15

(Golf Canada Learn to Play resources, 2017)

Appendix C

Video of Life Skill Demonstration

JUN 28 AMATEUR / OTHER

VIDEO: Brooke Henderson demonstrates one of many Life Skills lessons

Tyler Costigan/ Golf Canada



In 2015, Golf Canada and the PGA of Canada partnered with the University of Ottawa to develop a *Life Skills* model for junior programming, designed to place added focus on core values learned through golf, and their relevance to social and peer-to-peer environments.

An important feature of the *Life Skills* model is the philosophy that youth should be provided with opportunities to develop both intrapersonal and interpersonal life skills through golf. Intrapersonal skills refer to skills that are more internal in nature whereas interpersonal skills refer to skills that are more useful during social interactions. In the model, four intrapersonal skills and four interpersonal skills are included to ensure a balance between these two areas of focus.

The eight *Life Skills* in the model are focus, sportspersonship, perseverance, goal setting, emotional regulation, honesty, teamwork and respect.

The *Life Skills* were first integrated into the *Golf in Schools* teacher-friendly learning resource, and have since been added to Canada's junior golf program, *CN Future Links*, through its feature *Learn to Play* offering.

Lesson plans include relevant life examples, learning outcomes, and specific skill-related drills.

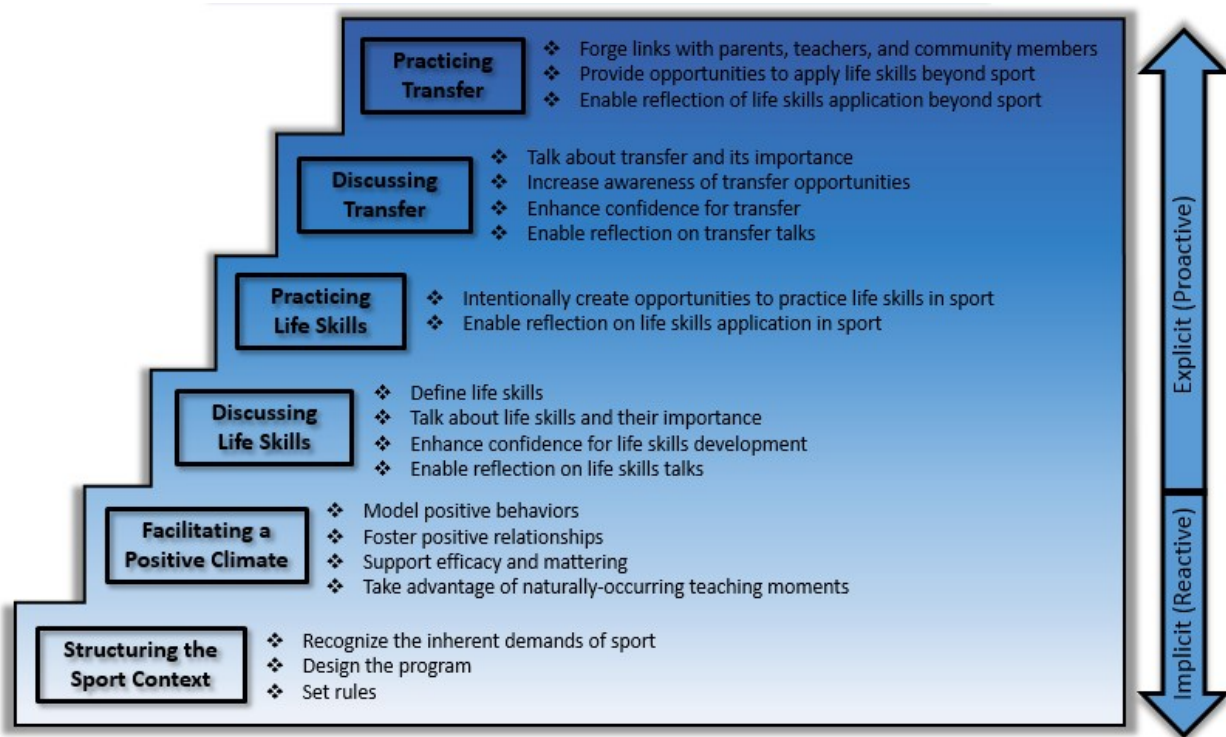
To find a junior opportunity in your area at golfcanada.ca/juniors



<http://golfcanada.ca/news/article/amateur/video-brooke-henderson-demonstrates-one-of-many-life-skills-lessons/>

Appendix D

The Implicit/Explicit Continuum of Life Skills Development and Transfer



(Bean, Kramers, Forneris, et al., 2018)

Appendix E

Ethics Approval Notice

File Number: H03-17-06

Date (mm/dd/yyyy): 03/30/2017



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

University of Ottawa
Office of Research Ethics and Integrity

Ethics Approval Notice**Health Sciences and Science REB****Principal Investigator / Supervisor / Co-investigator(s) / Student(s)**

<u>First Name</u>	<u>Last Name</u>	<u>Affiliation</u>	<u>Role</u>
Martin	Camire	Health Sciences / Human Kinetics	Supervisor
Sara	Kramers	Health Sciences / Human Kinetics	Student Researcher

File Number: H03-17-06**Type of Project:** Master's Thesis**Title:** Evaluating the influence of a life skills curriculum and an online coach training program on the quality of youth golf programming

Approval Date (mm/dd/yyyy)	Expiry Date (mm/dd/yyyy)	Approval Type
03/30/2017	03/29/2018	Approval

Special Conditions / Comments:
N/A

File Number: H03-17-06

Date (mm/dd/yyyy): 03/30/2017

**Université d'Ottawa**

Bureau d'éthique et d'intégrité de la recherche

University of Ottawa

Office of Research Ethics and Integrity

This is to confirm that the University of Ottawa Research Ethics Board identified above, which operates in accordance with the Tri-Council Policy Statement (2010) and other applicable laws and regulations in Ontario, has examined and approved the ethics application for the above named research project. Ethics approval is valid for the period indicated above and subject to the conditions listed in the section entitled "Special Conditions / Comments".

During the course of the project, the protocol may not be modified without prior written approval from the REB except when necessary to remove participants from immediate endangerment or when the modification(s) pertain to only administrative or logistical components of the project (e.g., change of telephone number). Investigators must also promptly alert the REB of any changes which increase the risk to participant(s), any changes which 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 and safety of the participant(s). Modifications to the project, including consent and recruitment documentation, should be submitted to the Ethics Office for approval using the "Modification to research project" form available at: <https://research.uottawa.ca/ethics/forms>.

Please submit an annual report to the Ethics Office four weeks before the above-referenced expiry date to request a renewal of this ethics approval. To close the file, a final report must be submitted. These documents can be found at: <https://research.uottawa.ca/ethics/forms>.

If you have any questions, please do not hesitate to contact the Ethics Office at extension 5387 or by e-mail at: ethics@uOttawa.ca.

Signature:

Protocol Officer for Ethics in Research
For Daniel Lagarec, Chair of the Health Sciences and Sciences REB

Appendix F

Study Information Letter

Examining Program Quality with Learn to Play Coaches

Sara Kramers (principal investigator) and Dr. Martin Camiré (supervisor) from the University of Ottawa are currently conducting a study with the objective of examining program quality within Learn to Play youth golf programming. Golf Canada approves and fully supports this study. Based on your active involvement as a Learn to Play coach in the summer of 2017, you have been identified by Golf Canada as a potential participant in the study.

The purpose of this letter is to inform you of the study and what your participation would entail. The principal investigator is currently recruiting Learn to Play coaches who will be selected on a first come, first served basis. Participation would consist of you taking part in the following activities:

Individual Interviews:

- Participation involves you taking part in two (2) individual interviews lasting approximately 30-45 minutes: one at the beginning of the study and one at the end of the study. The interviews are designed for you to share your philosophy, objectives, and perceived role as a Learn to Play coach.

Online Survey:

- Lastly, you will be asked to complete one (1) survey at the end of the study examining your perceptions of Learn to Play program quality. The survey will take approximately 20 minutes to complete.

Observational Sessions:

- Participation also includes you taking part in three (3) observational sessions of your delivery of the Learn to Play program. The observations will occur monthly during the summer golf season (May to August 2017) and will be conducted by the principal investigator and a research assistant. The observations are designed to evaluate the quality of the delivery of the Learn to Play program.

The interviews, survey findings, and observations will only be used by Sara Kramers and Martin Camiré for this specific study. Anonymity will be assured through the use of codes (e.g., C1) on all documentation, meaning that your names will never be mentioned. Your participation is completely voluntary and your decision to take part (or not) in the study will not, in any way, influence your status as a Learn to Play coach. If you do decide to participate, you can remove yourself from the study at any time or refuse to answer certain questions or be observed.

Benefits of participation:

The findings generated from the study will be shared in an evaluation report to be delivered by the researchers to Golf Canada's Chief Executive Officer. The findings will be organized into practical recommendations designed to help Golf Canada improve the quality of the Learn to Play experience for youth golfers across Canada.

If you are interested in taking part in this study, you can contact the principal investigator directly:

Sara Kramers

Appendix G

Consent Form

Principal Investigator: Sara Kramers, School of Human Kinetics, University of Ottawa

Supervisor: Dr. Martin Camiré, School of Human Kinetics, University of Ottawa

Purpose of the Study: To evaluate the quality of the delivery of Golf Canada's national youth development program, Learn to Play, in the context of a Master's thesis.

Participation: By providing consent to participate in this study, I agree to be interviewed on two (2) occasions, once at the beginning of the study (May 2017) and once at the end of the study (September 2017). Interviews will be audio-recorded and will each last approximately 25-35 minutes. The interviews are designed for me to share my philosophy, objectives, and perceived role within the Learn to Play program. I also agree to have three (3) sessions, during which I deliver the Learn to Play program, be observed by the principal investigator and her research assistant. The observation sessions will occur monthly during the summer golf season (May to August 2017) and will be used to evaluate the quality of the delivery of the Learn to Play program. Lastly, I agree to complete one (1) survey examining my perceptions of program quality within Learn to Play, which will take 15-20 minutes to complete.

Benefits: My participation in this study will help advance the scientific knowledge as it relates to how youth sport programs can be optimally structured to promote positive youth development outcomes. Further, based on the study findings, an evaluation report will be developed by the researchers and delivered to Golf Canada's Chief Executive Officer. The findings will be organized into practical recommendations designed to help Golf Canada improve the quality of the Learn to Play experience for youth golfers across Canada. The findings emanating from this research will also be published in peer-reviewed journals and presented at scientific conferences.

Confidentiality and Anonymity: I understand that the content related to my participation will only be used by Sara Kramers and Dr. Martin Camiré. I have received assurance from the principal investigator that the information I will share will remain strictly confidential. This consent form will be placed in a locked filing cabinet within a locked office and filed separately from the survey, interview, and observation data. Anonymity will be assured through the use of codes (e.g., C1) on all documentation, including original transcripts, meaning that the participants' names will never be mentioned. Recordings of interviews, observations, and other data collected will be stored at the University of Ottawa, in a locked cabinet in Dr. Camiré's locked office and will be kept for five (5) years after which they will be destroyed.

Transcript Verification: After each interview, I will be emailed a password-protected document containing the transcript of my interview. I will be asked to read my transcript and confirm its accuracy within a two-week period.

Voluntary Participation and Withdrawal: My participation is completely voluntary and my decision to take part in the study will not, in any way, influence my status as a Learn to Play coach. I am free to withdraw from the study at any time, without penalty, or to refuse to answer questions or be observed. If I choose to withdraw from the study, the data collected from my participation until the time of withdrawal will be destroyed and will not be used. I recognize that I am not to receive any monetary compensation for participating in this study.

If I have any questions regarding this research project, I can contact the principal investigator by phone at

For any questions regarding the ethical conduct of this project, I can contact the Office of Research Ethics and Integrity at the University of Ottawa in person at

Consent:

I have read this consent form and I understand the procedures of the study. Also, I understand that my participation is completely voluntary and I may withdraw from the study at any time without penalty. My signature indicates my consent to participate. There are two copies of this form: one for me to keep for my reference and one to be retained by the researchers.

☐ I agree to participate in the present study

Print Name

Signature

Date

Signature of Researcher

Appendix H

Parent Information Letter

Principal Investigator: Sara Kramers, School of Human Kinetics, University of Ottawa

Supervisor: Dr. Martin Camiré, School of Human Kinetics, University of Ottawa

Golf Canada has partnered with researchers from the University of Ottawa to conduct a study from May to September, 2017. The purpose of the study is to evaluate the quality of the delivery of Golf Canada's national youth development program, Learn to Play. This study will provide a better understanding of how the program should be structured to optimally foster psychosocial development.

As study participants, the golf coaches delivering Learn to Play will take part in two interviews, four observation sessions, and one survey. The interviews will be conducted to better understand the coaches' philosophies, objectives, and perceived role within the Learn to Play program. The observations will be conducted to evaluate the quality of the delivery of the Learn to Play program. The survey will be conducted to gain coaches' perspectives on Learn to Play program quality.

It is essential to note that particularly as it relates to the observation sessions, the focus will be solely placed on the coaches' actions and behaviours as they deliver Learn to Play. There will be no emphasis placed or evaluations conducted on your child whatsoever. There will be no identification of your child in the study.

If you have any questions regarding this research project, you can contact me by phone at

For any questions regarding the ethical conduct of this project, you can contact the Office of Research Ethics and Integrity at the University of Ottawa in person at

Sincerely,

Sara Kramers

Appendix I

Pre-Season Interview Questions

A. Pre-Interview

- Review with the participant the purpose of the study:
 - The purpose of the study is to evaluate the delivery of Golf Canada's national youth development program, Learn to Play.
- There are no right or wrong answers within this interview; I am looking to document your perspective. Please try to answer the questions to the best of your knowledge. Everything you say will remain confidential. Your involvement is greatly appreciated and will provide valuable insights into the functioning of the Learn to Play program.
- Do you have any questions before we begin the interview?

B. Demographics

- Age?
- Level of education?
- Current occupation?
- Years of experience playing golf?
- Years of experience coaching golf?
- Describe the coach training you have received from Golf Canada.
- Have you received any other type of coach training (e.g., for other sports)?

C. Philosophy

1. Why do you coach golf?
2. How did you become involved in Golf Canada's Learn to Play program?
3. How would you describe your overall approach to coaching youth golf?

D. Expectations

4. What are your main coaching objectives this summer?
5. What are your expectations for the summer?
 - Of yourself?
 - Of the kids you will be coaching?
6. How did you come up with those expectations?
 - Of yourself?
 - Of the kids you will be coaching?
7. Explain if/how you will communicate your expectations to the kids at the beginning of the golf season.

E. Strategies

8. How do you, in concrete terms, plan to:
 - Achieve your objectives?
 - Meet your expectations of yourself?
 - Meet your expectations of the kids you will be coaching?

9. What do you intend to do to foster a safe psychological/physical environment during your Learn to Play program sessions?
10. How do you intend to provide the kids you will be coaching with concrete opportunities for life skill development?
11. What are perhaps some of the challenges you anticipate facing in delivering the Learn to Play program this summer?
12. Can you explain how you plan on interacting/working with the parents of the kids you will be coaching?
13. Do you intend on providing parents opportunities to play an active role in the program?
 - If yes, explain how.
14. Do you consider yourself to be a model for the kids you will be coaching?
 - If yes, do you have examples of behaviours you intend on exhibiting that are worthy of being modeled?
15. Explain if/how you intend to work to develop positive relationships with the kids you will be coaching?
16. Explain if/how you intend to facilitate the development of positive relationships between the kids you will be coaching?
17. Explain if/how you intend to provide the kids you will be coaching with opportunities to voice their opinions?
18. How do you, through Learn to Play programming, intend to help the kids you will be coaching to develop a strong belief in themselves?
19. How do you, through Learn to Play programming, intend to help the kids you will be coaching to develop a strong belief in their golf game?
20. How do you intend to promote a sense of belonging with your program?
21. How do you intend to provide feedback to the kids you will be coaching this summer?
22. How do you intend to keep the kids you will be coaching engaged in the Learn to Play program for the entire summer?
23. Beyond regular Learn to Play practices and competitions, do you plan on organising team bonding, fundraising, or volunteering activities?
 - If so, can you provide concrete examples?
 - How often do you intend to organize these activities?
 - Why do you intend to plan these extra activities?

F. Concluding Statement

24. Is there anything else you would like to share that would help me gain a better sense of your program and the work you plan on accomplishing this summer season with kids you will be coaching?

Appendix J

Post-Season Interview Questions

A. Pre-Interview

- Review with the participant the purpose of the study:
 - The purpose of the study is to evaluate the delivery of Golf Canada's national youth development program, Learn to Play.
- There are no right or wrong answers within this interview; I am looking to document your perspective. Please try to answer the questions to the best of your knowledge. Everything you say will remain confidential. Your involvement is greatly appreciated and will provide valuable insights into the functioning of the Learn to Play program.
- Do you have any questions before we begin the interview?

B. Recap on the Summer

1. Tell me about your experience delivering the Learn to Play program this summer?
2. What (if anything) do you believe you have learned by coaching Learn to Play this summer?
3. Questions only to be asked to Group 2 participants:
 - Explain if/how you believe the new life skills curriculum embedded in Learn to Play programming has influenced your coaching this summer?
 - What are some of the activities/strategies you have used this summer to explicitly develop life skills in the kids you have coached.
 - Explain the extent to which you believe these activities/strategies have fostered life skills development.
 - Why did you decide to use these particular activities/strategies?

C. Philosophy

4. Have any elements of your approach to coaching youth changed/evolved since the beginning of the summer?
 - If so, what and why?

D. Expectations

5. Did you meet the coaching objectives you had set for yourself in early summer?
6. Did you meet your expectations for yourself this summer?
7. Did the kids you coached this summer meet your expectations?

E. Strategies

8. As a result of participating in Learn to Play and interacting with you, do you believe the kids you coached this summer have developed life skills?
 - If yes, can you provide examples?
9. Elaborate on the extent to which you believe you were able to **intentionally** teach these life skills through Learn to Play this summer.
10. How did you work to maintain a psychologically and physically safe environment during your Learn to Play program sessions over the course of the summer?
11. Did you face any challenges this summer in:

- Delivering the Learn to Play program?
 - If yes, how did you manage/overcome these challenges?
 - Teaching life skills?
 - If yes, how did you manage/overcome these challenges?
12. How did parents end up being involved in your program this summer?
 13. Do you believe you served as a model for the kids you coached this summer?
 14. Describe the nature of the relationships you were able to develop with the kids you coached this summer?
 - Explain the strategies you intentionally used to try to create positive relationships with the kids you coached?
 15. Describe the nature of the relationships the kids you coached were able to develop with each other this summer?
 - Explain the strategies you intentionally used to try to create positive relationships between the kids you coached?
 16. Do you believe you provided participants opportunities to voice their opinions over the course of the summer?
 - If yes, how did you do so?
 17. Explain the extent to which you believe, by taking part in Learn to Play this summer, the kids you coached enhanced their belief in themselves.
 - How did you work to enhance this belief?
 18. Explain the extent to which you believe, by taking part in Learn to Play this summer, the kids you coached enhanced their belief in their golf game.
 - How did you work to enhance this belief?
 19. Explain the extent to which you believe, by taking part in Learn to Play this summer, the kids you coached developed a sense of belonging.
 - How did you work to enhance this sense of belonging?
 20. How did you go about providing feedback to the kids you coached this summer?
 - Are there strategies you found most effective?
 21. Describe the extent to which you believe the kids you coached stayed engaged in the Learn to Play program over the course of the summer?
 - What strategies did you use to keep them engaged?
 22. Did you end up organising team bonding, fundraising, or volunteering activities?
 - If so, what were the activities?
 - How were the activities received by the kids you coached?

Concluding Statement

23. Is there anything else you would like to share that would help me gain a better sense of your program and the work you accomplished this summer season with the kids you coached?

Appendix K

Program Quality Assessment in Youth Sport (PQAYS) Measure

Purpose

- The PQAYS is an evidence-based observational instrument that has been designed to assess the quality of youth sport programs. The PQAYS is based off the eight program setting features that have been proposed to foster positive developmental outcomes in youth (Eccles & Gootman, 2002) and can be used as an external assessment for researchers and program evaluators. Use of this measure can aid in outlining areas of strength and areas of improvement within a sport program.

Instructions

Prior to Conducting Observations with the PQAYS

- Become familiar with the measure by reading through each of the items and footnotes. This will make it easier to take notes during your observations that will provide a more comprehensive assessment.
- If not already, become familiar with the sport context in which you will observe (e.g., rules, basic culture). To do this, complete the Program Demographic Form with the coach or have the coach complete the form. This form can be found at the end of the instructions. Information within this form will provide context to the program including the program's regular practice and competition schedule, additional sessions they have besides practices and competitions that may be of value to observe, and when youth typically arrive prior to program sessions.
- In order to gain a better understanding of the team prior to starting the observations we recommend two steps be taken. First, review the vision, mission, values, and objectives of the team and/or organization, which can often be found online. Second, conduct an interview with the coach. This interview will allow you to have the most comprehensive understanding of the environment you will observe. A sample interview guide can be found at the end of this measure.
- Finally, coordinate with the coach regarding the best time to attend the program sessions.

Attending and Observing the Program

- It is strongly recommended to have two observers complete the PQAYS each time a program session is observed for inter-rater reliability.
- Make sure to have a hard copy of the PQAYS to use as a reference when conducting an observation. However, the full scoring and completion of the PQAYS should be done once the program session is over.
- Based on the arrival time outlined in the Program Demographic Form, plan to arrive at the same time as youth to begin your observation (typically between 15 and 45 min prior to

regular practice/competition time). This will give you time to not only prepare yourself, but also to communicate with the coach(es), if necessary. The coach(es) often interact with youth prior to the commencement of a program session and such interactions can be valuable for observation.

- When observing a session situate yourself as unobtrusively as possible.
- Observations should be conducted up to 15 min after the scheduled program as well. This is to fully capture the program experience and coach-youth interactions.
- Observe a minimum of three practice sessions at different time points in the program's duration (the more the better). Observing sessions throughout the season/program allows for the measurement of inter-rater reliability and allows for a good understanding of what regularly occurs within the program.
- If the purpose of using this measure is to make comparisons across various sport programs, then three observations is sufficient. However, if this measure is part of an intervention or case study, we recommend more than three observations.
- The majority of observations should be done at practices, as this is when most youth-coach interaction takes place; however, it is strongly encouraged to observe other sessions that have been outlined in the Program Demographic Form as regular program components, if possible.
- During the observations make sure to refer to all of the corresponding footnotes in the PQAYS for supplementary information.
- Take detailed field notes during the program session.
 - These field notes can be taken by hand or using an electronic device and should be objective and factual, specific, and chronological (use of time markers may be helpful). For example, field notes should include, but not limited to, sequences of events, descriptions of interactions, quotations of coach/youth interactions, and list of materials that provide evidence for individual items with the PQAYS.
- If feasible, and approved by coach(es), use video recording to aid with corresponding field notes.
- At the end of a given session, ask coach(es) any follow-up questions you may have.

After Attending the Program

- Complete the PQAYS and supporting 'Comments' sections immediately after the program session is over, thereby basing program quality scores on observational evidence and preventing problems related to recall. The 'Comments' sections are there to provide justification and evidence for the scores provided within the subscale, and provide space for text from the detailed field notes taken during the program observation.

Scoring

- Score each item from a 1 (*never*) to 5 (*very often*). A score of 5 means that the behavior or program characteristic being observed for a given item it is highly evident and consistent. A

score of 4 means that the behavior or program characteristic is evident but perhaps not as explicit or consistent. A score of 3 means that the behavior or program characteristic is evident but is fairly inconsistent. A score of 2 means that the behavior or program characteristic is not very evident or explicit (e.g., one occasion or example when you would expect more consistency) and finally a score of 1 indicates no evidence of a behavior or program characteristic. For a few specifically outlined items, there is the option of "N/A" (not applicable). This will ensure that a particular item does not lower the score for that subscale if it was not present (e.g., if there was no conflict between youth there was no need for the coach(es) to manage the conflict). However, the majority of the items within the measure should be evident; therefore, if it is not observed during the session, when it typically should be, observers should score a 1 and not N/A (e.g., if the coach(es) did not discuss the importance of developing life skills with youth, this should be scored as a 1 and not N/A).

- Also, keep in mind that there may be multiple coaches working with the same team. The score needs to reflect all of the coaches and not just one. For example, if more than one coach is actively interacting with youth while two others are not then the program should not be scored a 5 but perhaps a 3 or 4 depending on the level of interaction of all three coaches combined.
- Scoring of the PQAYS can be calculated by computing averages for each subscale. A total score of program quality can be calculated from computing an average of all items within the measure.

After all Program Observations are Completed

- A second interview should be conducted to follow-up with the coach(es) based on the observations. The purpose of this interview is to further understand elements of program quality observed which may clarify some aspects of the program. A sample interview guide that includes questions to use in the post-observation interview can be found at the end of the measure.

Note: The above instructions detail the process that we strongly recommend when using the PQAYS. However, we understand that not all components may be feasible (e.g., some coaches may not agree to be interviewed). In these cases, it is encouraged that individuals using this measure to gain as comprehensive of an assessment of the program as possible.

Program Demographic Form

As mentioned above, this form should be completed prior to starting any observations. Key questions to be asked while discussing this form with the coach concern the structure of the program including how long the season is, how many practices occur per week, how long the practices are, when do the youth and coach(es) typically arrive for practices, how often competitions or games occur, are there regular activities outside of the practice time that are important to observe (e.g., mental training sessions, dry-land training, or social events). This would ensure the whole program is being observed effectively and no component is being missed. Moreover, answers to some of these questions may help score items within the last subscale, which is *Integration of Family, School, and Community Efforts*, and give light to any planned community events.

Organization name: _____

Program name: _____

Age Range of Youth Athletes: _____ Gender of Youth Athletes: _____

Date and time of scheduled games: _____

Date and time of scheduled practices: _____

Additional program components (e.g., dryland training, mental skills sessions, team building):

Typical time of youth arrival before schedule programming: _____

Typical time of departure after scheduled programming: _____

Any relevant certifications held by coaches (e.g., NCCP, HIVEFIVE®, First Aid): _____

Are parents welcome at practices? What is level of parental involvement? _____

Additional details shared by the coach(es) that will help in conducting the observations:

Table of Contents

- 1.1 Physical Safety
- 1.2 Psychological Safety
- 2.0 Appropriate Structure
- 3.0 Supportive Relationships
- 4.0 Opportunities to Belong
- 5.0 Positive Social Norms
- 6.0 Support for Efficacy and Mattering
- 7.1 Opportunities for Skill-building—Sport & Physical Skills
- 7.2 Opportunities for Skill-building—Life Skills
- 8.0 Integration of Family, School, and Community Efforts

Session Information

Team name: _____

Name of coach(es) observed: _____ Observer(s): _____

Date & Time of Program Session: _____ Coach to youth ratio: _____

1. PHYSICAL SAFETY						
	Never	Rarely	Sometimes	Often	Very Often	N/A
1. Program space is free of obvious hazards (e.g., wet floor, poor lighting, open gates) and allows for reasonable safety.	1	2	3	4	5	
2. Program is relatively free of distractions and if an unexpected distraction does occur the coach responds appropriately (e.g., curtail loud noises, respectfully removes disruptive parents) ¹	1	2	3	4	5	☐
3. Program space is appropriate for the activities that the program is designed to include (e.g., not crowded, equipment can be moved if necessary, utilize available area)	1	2	3	4	5	
4. Appropriate supervision is provided to youth (e.g., youth are not left unattended)	1	2	3	4	5	
5. First-aid supplies are present or available on site	1	2	3	4	5	
6. If an injury occurs, program staff respond appropriately by attending to youth with first-aid, if necessary (e.g., use first-aid supplies, notify trainer) ²	1	2	3	4	5	☐
7. Appropriate sporting equipment worn/used (e.g., helmets worn, proper shoes with laces tied, equipment not broken)	1	2	3	4	5	
8. Coach(es) foster positive health practices (e.g., allow time for water breaks, stop activities when injury or physical danger occurs)	1	2	3	4	5	
Comments:						

¹ If no distractions occur, mark as Not Applicable

² If no injury occurs, mark as Not Applicable

1.2 PSYCHOLOGICAL SAFETY						
	Never	Rarely	Sometimes	Often	Very Often	N/A
1. Coach(es) foster predominately positive emotional climate, with the absence of negative emotional climate (e.g., refrain from sarcasm, encourage use of manners, promote inclusion of youth, no foul language)	1	2	3	4	5	
2. Coach(es) ensure youth are respectful with one another and intervene appropriately if necessary (e.g., respectful language, no conflicts, absence of bullying)	1	2	3	4	5	
3. Coach(es) mediate exclusive/conflict behaviour from youth appropriately (e.g., use as a learning experience for youth, acknowledge youth's feelings and explanations, involve youth in deciding appropriate consequences) ³	1	2	3	4	5	☐
Comments:						

³ If no conflict arises during program session, score item as 'not applicable'.

2. APPROPRIATE STRUCTURE						
	Never	Rarely	Sometimes	Often	Very Often	N/A
1. Coach(es) start and end the program on time	1	2	3	4	5	
2. Coaches support one another (e.g., are on the same page, provide congruent messages to youth) ⁴	1	2	3	4	5	☐
3. Coach(es) are actively involved and engaged in the program session	1	2	3	4	5	
4. Clear <i>expectations</i> are established and/or reinforced related to behaviour (e.g., rules, activities) ⁵	1	2	3	4	5	
5. Purpose of activities is understood (e.g., coach gives clear <i>explanations</i> , little confusion among youth)	1	2	3	4	5	
6. Coach(es) ensure that activities are engaging (e.g., youth do not appear bored, appropriate for all youth despite differences in skill-level or age)	1	2	3	4	5	
7. The program session is organized appropriately (e.g., effective use of space, effective use of time, effective use of assistant coach and/or captains)	1	2	3	4	5	
Comments:						

⁴ If there is only one coach, mark as Not Applicable

⁵ If observation not done early on in the program, observer may miss the establishment of expectations; therefore, focus on the reinforcement of the expectations. This could be something that is followed up within coach interview.

3. SUPPORTIVE RELATIONSHIPS						
	Never	Rarely	Sometimes	Often	Very Often	N/A
1. Coach(es) provide a warm environment (e.g., greet youth, smiling, approachable, maintaining eye contact, positive attitude)	1	2	3	4	5	
2. Coach(es) interact with youth (e.g., check in, show interest in youth beyond the sport)	1	2	3	4	5	
3. Youth appear to trust coach(es) (e.g., feel comfortable approaching or asking for help)	1	2	3	4	5	
4. Youth appear to have positive relationships with one another (e.g., friendly, get along with one another)	1	2	3	4	5	☐
5. Activities encourage the development of supportive relationships among youth (e.g., structured/non-structured opportunities to work with teammates, sense of openness within team) ⁶	1	2	3	4	5	☐
Comments:						

⁶ If the sport being assessed is an individual sport or there is only one youth, score item as Not applicable

4. OPPORTUNITIES TO BELONG						
	Never	Rarely	Sometimes	Often	Very Often	N/A
1. Youth appear to positively associate with the program and their teammates (e.g., friendships, social ties)	1	2	3	4	5	
2. Youth are inclusive and cooperate with one another (e.g., communicate during drills and plays, work together when necessary) ⁷	1	2	3	4	5	☐
3. Additional activities are provided beyond regular programming that provide opportunities for youth to develop relationships with teammates and coach(es) (e.g., team building activities, dinners, fundraisers) ⁸	1	2	3	4	5	
Comments:						

⁷ If the sport being observed, is individual, score as Not Applicable

⁸ These activities do not have to take place outside of regularly scheduled program time, yet is an activity designed to provide opportunities to develop relationships (e.g., holiday party)

5. POSITIVE SOCIAL NORMS

	Never	Rarely	Sometimes	Often	Very Often	N/A
1. Coach(es) model positive social norms (e.g., use respectful language, shows respect for other team and officials)	1	2	3	4	5	
2. Fair play is practiced (e.g., youth follow the rules of the sport in practice/competition)	1	2	3	4	5	
3. There is evidence of sportspersonship (e.g., youth cheer and congratulate teammates for good effort/success, shake hands with opponents at end of competition)	1	2	3	4	5	

Comments:

6. SUPPORT FOR EFFICACY AND MATTERING						
	Never	Rarely	Sometimes	Often	Very Often	N/A
1. Coach(es) focus on youth progressing in a developmentally appropriate manner (e.g., progressive activities, modifications based on skill level)	1	2	3	4	5	
2. Coach(es) provide youth with choices and options throughout the program (e.g., jersey colour, drill or skill to practice, activity order) ⁹	1	2	3	4	5	
3. Coach(es) acknowledge achievements based on youth's effort (e.g., foster a task-mastery climate) ¹⁰	1	2	3	4	5	
4. Youth have opportunities to mentor other teammates (e.g., help others with equipment or with a skill/activity) ¹¹	1	2	3	4	5	☐
5. Coach(es) give <i>positive</i> feedback to help enhance efficacy (e.g., praise and encouragement)	1	2	3	4	5	
6. Coach(es) give <i>constructive</i> feedback to enhance efficacy (e.g., technical instruction when youth struggle, guidance to why error occurred)	1	2	3	4	5	
7. Coach(es) recognize individual contributions (e.g., use youth names, providing individualized feedback)	1	2	3	4	5	
8. Coach(es) listen to youth and respond appropriately (e.g., does not ignore questions or concerns)	1	2	3	4	5	
Comments:						

⁹ Higher levels of choice results in a higher score; use comments section and field notes to document the types and quality of choices (e.g., youth choosing a drill for warm-up would be scored higher than choosing position or jersey colour)

¹⁰ A task-mastery climate is one where coach(es) offers positive reinforcement when youth demonstrate hard work, improvement, and by eliciting an equal contribution from each youth

¹¹ If the sport being observed, is individual, score as Not Applicable

7.1 OPPORTUNITIES FOR SKILL-BUILDING–SPORT AND PHYSICAL SKILLS						
	Never	Rarely	Sometimes	Often	Very Often	N/A
1. Coach(es) appear to understand the fundamental rules and skills of the sport	1	2	3	4	5	
2. Coach(es) discuss the importance of learning/developing physical skills (e.g., why and how a skill is useful)	1	2	3	4	5	
3. Coach(es) model the physical skills (e.g., demonstrates skills, use proper technique, break down challenging skills)	1	2	3	4	5	
4. Coach(es) provide opportunities for youth to practice physical skills (e.g., repetition when learning new skills, relates to session focus, self-guided)	1	2	3	4	5	
5. Coach(es) provide opportunities for youth to reflect on their progress of physical/sport skills throughout the session (e.g., verbal or video feedback, ask for youth input on progress/future development)	1	2	3	4	5	
Comments: 						

7. 2 OPPORTUNITIES FOR SKILL-BUILDING–LIFE SKILLS¹²

	Never	Rarely	Sometimes	Often	Very Often	N/A
1. Coach(es) discuss importance of developing life skills with youth (e.g., how communication will enhance flow on the court, how teamwork is important for working towards goals, encourages responsibility of personal and team equipment)	1	2	3	4	5	
2. Coach(es) model the life skills explicitly discussed (e.g., if life skill is communication, displays effective communication; if life skill is emotional regulation, demonstrates breathing activity)	1	2	3	4	5	
3. Coach(es) provide opportunities for youth to improve life skills through practice (e.g., life skill-specific activity integrated, feedback provided)	1	2	3	4	5	
4. Coach(es) debrief how life skills can be applied and transferred outside of specific sport context (e.g., effectively communicating at home, problem-solving at school, coping strategies in other sports)	1	2	3	4	5	

Comments:

¹² Examples of life skills include: emotional skills (e.g., focus, emotional regulation, conflict resolution, moral character); intellectual skills (e.g., decision-making, critical reasoning, goal-setting); and social skills (e.g., teamwork, communication, cooperation, connectedness to adults and teammates)

8. INTEGRATION OF FAMILY, SCHOOL, AND COMMUNITY EFFORTS ¹³						
	Never	Rarely	Sometimes	Often	Very Often	N/A
1. Families are welcome to the program (e.g., doors are open for families to watch, coach(es) greet parents upon arrival, families are aware of program's expectations and rules) ¹⁴	1	2	3	4	5	
2. Communication between coach(es) and parents and/or families is positive (e.g., respect between parent(s) and coach(es) is mutual)	1	2	3	4	5	☐
3. Families have opportunities to be involved in the program (e.g., volunteering, attending events, helping with practice, providing snacks)	1	2	3	4	5	
4. Coach(es) communicate with schools or other community organizations to support youth and provide other opportunities to develop life skills (e.g., decision-making, problem-solving)	1	2	3	4	5	
5. Program provides youth opportunities to work with their community and practice learned skills (e.g., fundraising within community, volunteering, mentoring opportunities)	1	2	3	4	5	
Comments:						

(Bean, Kramers, Camiré, et al., 2018)

¹³ Completion of the Program Demographics will aid in answering certain items within this subscale. It is also important to follow-up with the coach on throughout the season as program activities and opportunities may have changed.

¹⁴ Item should be scored based on if parents are welcome to the program, not if they attend.

Appendix L

Self-Report Version of Program Quality Assessment in Youth Sport (PQAYS)

Purpose

- The PQAYS is an evidence-based observational instrument that has been designed to assess the quality of youth sport programs. The PQAYS is based off the eight program setting features that have been proposed to foster positive developmental outcomes in youth (Eccles & Gootman, 2002). It can be used as an **external assessment** measure for researchers and program evaluators or as a **self-assessment** measure for coaches. Use of this measure can aid in outlining areas of strength and areas of improvement within a sport program.

Instructions

- Please answer the following questions based on your perceptions of the junior golf programming as a whole (e.g., encompassing all weekly camps, or all Saturday mornings, or all Jr League evenings).
- If you worked directly with other coaches for the summer programming view each item as 'we' rather than 'I'.
- For a few specifically outlined items, there is the option of 'N/A' (not applicable). This will ensure that a particular item does not lower the score for that subscale if it was not present (e.g., if there was no conflict between youth, there was no need for the coach(es) to manage the conflict). However, the majority of the items within the measure should be evident; therefore, if it does not occur during the session, when it typically should be, you should score a 1 and not N/A (e.g., if the coach(es) did not discuss the importance of developing life skills with youth, this should be scored as a 1 and not N/A).
- Comments are not mandatory for each subscale, although it is highly encouraged to comment when possible to help support the justification for your scoring.

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- 1.1 Physical Safety
- 1.2 Psychological Safety
- 2.0 Appropriate Structure
- 3.0 Supportive Relationships
- 4.0 Opportunities to Belong
- 5.0 Positive Social Norms
- 6.0 Support for Efficacy and Matterings
- 7.1 Opportunities for Skill-building—Sport & Physical Skills
- 7.2 Opportunities for Skill-building—Life Skills
- 8.0 Integration of Family, School, and Community Effort

Session Information

Golf facility name: _____

Coach name: _____ Date: _____

Age: _____ Gender: _____ Years of Coaching Experience: _____

1. PHYSICAL SAFETY						
	Never	Rarely	Sometimes	Often	Very Often	N/A
1. Program space was free of obvious hazards (e.g., other golfers on the driving range) and allowed for reasonable safety	1	2	3	4	5	
2. Program was relatively free of distractions and if an unexpected distraction occurred I responded appropriately (e.g., respectfully removed disruptive parents or other golfers) ¹	1	2	3	4	5	☐
3. Program space was appropriate for the activities that the program was designed to include (e.g., not crowded, utilized available area)	1	2	3	4	5	
4. Appropriate supervision was provided to youth (e.g., youth were not left unattended)	1	2	3	4	5	
5. First-aid supplies were present or available on site	1	2	3	4	5	
6. If an injury occurred, I responded appropriately by attending to youth with first-aid, if necessary (e.g., use first-aid supplies) ²	1	2	3	4	5	☐
7. Appropriate sporting equipment was worn/used (e.g., proper shoes with laces tied, equipment not broken, equipment appropriately sized for youth)	1	2	3	4	5	
8. I fostered positive health practices (e.g., allowed time for water breaks, stopped activities when injury or physical danger occurred)	1	2	3	4	5	
Comments:						

¹ If no distractions occurred, score as 'Not Applicable'² If no injuries occurred, score as 'Not Applicable'

1.2 PSYCHOLOGICAL SAFETY						
	Never	Rarely	Sometimes	Often	Very Often	N/A
1. I fostered a predominately positive emotional climate, with the absence of a negative emotional climate (e.g., refrained from sarcasm, encouraged use of manners, promoted inclusion of youth, no foul language)	1	2	3	4	5	
2. I ensured youth were respectful with one another and intervened appropriately if necessary (e.g., used respectful language, no conflicts, absence of bullying)	1	2	3	4	5	
3. I mediated exclusive/conflict behaviour from youth appropriately (e.g., used as a learning experience for youth, acknowledged youth's feelings and explanations, involved youth in deciding appropriate consequences) ³	1	2	3	4	5	☐
Comments:						

³ If no conflicts occurred during the programming, score as 'Not Applicable'

2. APPROPRIATE STRUCTURE						
	Never	Rarely	Sometimes	Often	Very Often	N/A
1. The program started and ended on time	1	2	3	4	5	
2. The coaches in the program supported one another (e.g., were on the same page, provided congruent messages to youth) ⁴	1	2	3	4	5	☐
3. I was actively involved and engaged in the program session	1	2	3	4	5	
4. Clear <i>expectations</i> were established and/or reinforced related to behaviour (e.g., rules, activities)	1	2	3	4	5	
5. The purpose of activities was understood (e.g., clear <i>explanations</i> were given, little confusion among youth)	1	2	3	4	5	
6. I ensured that activities were engaging (e.g., youth did not appear bored, appropriate for all youth despite differences in skill-level or age)	1	2	3	4	5	
7. The program session was organized appropriately (e.g., effective use of space, effective use of time, effective use of assistant coach(es))	1	2	3	4	5	
Comments:						

⁴ If there was only one coach, score as 'Not Applicable'

3. SUPPORTIVE RELATIONSHIPS

	Never	Rarely	Sometimes	Often	Very Often	N/A
1. I provided a warm environment throughout the programming (e.g., greeted youth, smiled, was approachable, maintained eye contact, positive attitude)	1	2	3	4	5	
2. I interacted with the youth (e.g., checked in with youth, showed interest in youth beyond golf)	1	2	3	4	5	
3. Youth appeared to trust me (e.g., felt comfortable approaching me or asking for help)	1	2	3	4	5	
4. Youth appeared to have positive relationships with one another (e.g., were friendly, got along with one another)	1	2	3	4	5	☐
5. Activities encouraged the development of supportive relationships among youth (e.g., structured/non-structured opportunities to work with teammates, sense of openness within team)	1	2	3	4	5	

Comments:

4. OPPORTUNITIES TO BELONG						
	Never	Rarely	Sometimes	Often	Very Often	N/A
1. Youth appeared to positively associate with the program and their teammates (e.g., friendships developed, social ties made)	1	2	3	4	5	
2. Youth were inclusive and cooperated with one another (e.g., communicated during drills and games, worked together when necessary)	1	2	3	4	5	
3. Additional activities were provided beyond regular programming that provided opportunities for youth to develop relationships with teammates and coach(es) (e.g., team building activities, dinners, fundraisers) ⁵	1	2	3	4	5	
Comments:						

⁵ These activities do not have to take place outside of regularly scheduled program time, yet is an activity designed to provide opportunities to develop relationships (e.g., holiday party, parent BBQ)

5. POSITIVE SOCIAL NORMS						
	Never	Rarely	Sometimes	Often	Very Often	N/A
1. I modeled positive social norms (e.g., used respectful language, showed respect for other golfers and marshals)	1	2	3	4	5	
2. Fair play was practiced (e.g., youth followed the rules of the sport in practice/ competition)	1	2	3	4	5	
3. There was evidence of sportspersonship (e.g., youth cheered and congratulated teammates for good effort/success, shook hands with opponents at the end of competitions)	1	2	3	4	5	
Comments:						

6. SUPPORT FOR EFFICACY AND MATTERING						
	Never	Rarely	Sometimes	Often	Very Often	N/A
1. I focused on the youth progressing in a developmentally appropriate manner (e.g., progressive activities, modifications based on skill level)	1	2	3	4	5	
2. I provided youth with choices and options throughout the programming (e.g., jersey colour, drill or skill to practice, activity order) ⁶	1	2	3	4	5	
3. I acknowledged youth's achievements based their effort (e.g., fostered a task-mastery climate) ⁷	1	2	3	4	5	
4. Youth had opportunities to mentor other teammates (e.g., helped others with their golf clubs or with a skill/activity)	1	2	3	4	5	☐
5. I gave <i>positive</i> feedback to help enhance efficacy (e.g., gave praise and encouragement)	1	2	3	4	5	
6. I gave <i>constructive</i> feedback to enhance efficacy (e.g., gave technical instruction when youth struggled, gave guidance to why an error occurred)	1	2	3	4	5	
7. I recognized individual contributions (e.g., used youth's names, provided individualized feedback)	1	2	3	4	5	
8. I listened to youth and responded appropriately (e.g., did not ignore questions or concerns)	1	2	3	4	5	
Comments:						

⁶ Higher levels of choice results in a higher score; use comments section and field notes to document the types and quality of choices (e.g., youth choosing a drill for warm-up would be scored higher than choosing position or jersey colour)

⁷ A task-mastery climate is one where coach(es) offered positive reinforcement when youth demonstrated hard work, improvement, and by eliciting an equal contribution from each youth

7. 1 OPPORTUNITIES FOR SKILL-BUILDING–SPORT AND PHYSICAL SKILLS						
	Never	Rarely	Sometimes	Often	Very Often	N/A
1. I understand the fundamental rules and skills of golf	1	2	3	4	5	
2. I discussed the importance of learning/ developing physical skills (e.g., why and how a skill was useful)	1	2	3	4	5	
3. I modeled the physical skills (e.g., demonstrated skills, used proper techniques, broke down challenging skills)	1	2	3	4	5	
4. I provided opportunities for youth to practice physical skills (e.g., repetition when learning new skills, related to session focus, self-guided)	1	2	3	4	5	
5. I provided opportunities for youth to reflect on their progress of physical skills throughout the session (e.g., verbal or video feedback, asked for youth input on progress/future development)	1	2	3	4	5	
Comments: 						

7. 2 OPPORTUNITIES FOR SKILL-BUILDING–LIFE SKILLS ⁸						
	Never	Rarely	Sometimes	Often	Very Often	N/A
1. I discussed the importance of developing life skills with youth (e.g., how emotional regulation can calm one's breathing, how teamwork is important for working towards goals)	1	2	3	4	5	
2. I modeled the life skills explicitly discussed (e.g., if life skill is emotional regulation, demonstrates breathing activity)	1	2	3	4	5	
3. I provided opportunities for youth to improve life skills through practice (e.g., life skill-specific activities integrated, feedback was provided)	1	2	3	4	5	
4. I debriefed how life skills can be applied and transferred outside of the specific sport context (e.g., being respectful at home and at school, how calming activities can also help during a test at school)	1	2	3	4	5	
Comments:						

⁸ Examples of life skills include: emotional skills (e.g., focus, emotional regulation, conflict resolution, moral character); intellectual skills (e.g., decision-making, critical reasoning, goal-setting); and social skills (e.g., teamwork, communication, cooperation, connectedness to adults and teammates)

8. INTEGRATION OF FAMILY, SCHOOL, AND COMMUNITY EFFORTS ⁹						
	Never	Rarely	Sometimes	Often	Very Often	N/A
1. Families were welcomed to the program (e.g., doors were open for families to watch, parents were greeted upon their arrival, families were aware of program's expectations and rules)	1	2	3	4	5	
2. Communication between the parents and/or families and myself was positive (e.g., respect between parent(s) and coach(es) was mutual)	1	2	3	4	5	☐
3. Families had opportunities to be involved in the program (e.g., volunteered, attended events, helped with practice, provided snacks)	1	2	3	4	5	
4. I communicated with schools or other community organizations to support the youth and provided other opportunities to develop life skills (e.g., decision-making, problem-solving)	1	2	3	4	5	
5. Program provided youth opportunities to work with their community and practice learned skills (e.g., fundraising within community, volunteering, mentoring opportunities)	1	2	3	4	5	
Comments:						

(Bean, Kramers, Camiré, et al., 2018)

⁹ Item should be scored based on if parents were welcomed to the program, not if they attended