Examining the Process of Life Skills Transfer from Sport to Life

Kelsey Kendellen

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School of Human Kinetics

Faculty of Health Sciences

University of Ottawa

uOttawa

Abstract

The purpose of this doctoral dissertation was to examine the life skills transfer process from sport to life. Data collection occurred over 10-months, from September 2016 to June 2017. The overall sample was comprised of 13 university intramural athletes and 29 social agents playing key roles in the athletes' lives outside of sport (e.g., parents, partners, and work colleagues). Four methods of data collection were employed: (a) individual semi-structured interviews, (b) chronological charts, (c) timelines, and (d) solicited journals. The findings from this dissertation are organized into three articles.

In article one, a grounded theory methodology was used to examine how athletes apply in life the skills they believe they learned or refined in sport. Within the substantive grounded theory, life skills application is framed as an ongoing process that involves four steps (a) decision-making, (b) application, (c) appraisal, and (d) adaptation. Article one adds to the literature by outlining the key behavioural and cognitive mechanisms that help explain what occurs once athletes move beyond sport and apply in different life domains the skills they deem to have learned or refined in sport.

Article two presents a longitudinal integrated qualitative approach for "getting at" the life skills transfer process from sport to life. The integrated approach is illustrated through an exemplar case of a 23-year-old athlete (Claire) and her process of learning/refining emotional regulation in sport and applying this skill outside of sport. Three individuals able to speak to Claire's behaviour outside of sport (i.e., mother, classmate, and work colleague) were also part of the case. Article two adds to the literature by demonstrating how qualitative techniques can be integrated to produce new insights on the life skills transfer process to an extent not previously gleaned through one-shot interview designs.

In article three, the substantive grounded theory of life skills application was used to document one athlete's (Joseph) journey through the life skills application process. Specifically, narrative inquiry was employed to tell Joseph's story of applying the life skill of leadership at work as he progressed through the four steps described in the substantive grounded theory. Data collection involved three individual semi-structured interviews and three months of solicited journaling. Article three adds to the literature by moving beyond documenting examples of life skills application and instead, illustrating how Joseph's emotions, thoughts, and behaviours evolved over time to influence his experiences of life skills application.

Overall, the findings from this dissertation make theoretical, methodological, and empirical contributions to the life skills transfer literature in sport psychology and further elucidate the notion that sport can have a lasting impact on youth's development.

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Contribution of Authors

The findings from this dissertation are presented in three articles. I, Kelsey Kendellen, am responsible for the conceptualization, review of literature, participant recruitment, data collection, analyses, and writing, and am the first author on all three articles. I managed all data collection activities over a 10-month time period and conducted all of the 67 individual semi-structured interviews included in this dissertation. I also obtained ethical approval to conduct this dissertation from the University of Ottawa's Office of Research Ethics and Integrity. My doctoral supervisor, Dr. Martin Camiré, supported all aspects of this dissertation and is the second author on all three articles. Specifically, Dr. Camiré provided conceptual feedback as it related to the nature of the research questions, selection of qualitative methods, strategies to promote study quality, and organization of the findings. Dr. Camiré also acted as a critical friend throughout the analytical process by encouraging reflection upon and the exploration of alternative interpretations of the data. Finally, Dr. Camiré reviewed each article on numerous occasions, providing verbal and written feedback.

Introduction and Review of Literature

Introduction

Researchers and practitioners have long deemed that sport, when structured appropriately, can offer experiences conducive to physical, psychosocial, and emotional development that prepare youth to function as productive members of society (Bergeron et al., 2015; Gould & Carson, 2008; Holt et al., 2017). The psychosocial and emotional competencies learned in sport (i.e., those extending beyond the physical, technical, and tactical) are often referred to as life skills and are broadly defined as the skills that enable individuals to succeed in the different environments in which they live (e.g., school, family, community; Danish, Forneris, Hodge, & Heke, 2004; Danish, Petitpas, & Hale, 1995). Gould and Carson (2008) offered a definition more specific to sport, delineating life skills as "those internal personal assets, characteristics and skills such as goal-setting, emotional control, self-esteem, and hard work ethic that can be facilitated in sport and are transferred for use in non-sport settings" (p. 60). Inherent to the Gould and Carson definition is that for a skill learned in sport to qualify as a life skill, it must transfer and be applied successfully in at least one domain beyond sport. Transfer is therefore fundamental to life skills learning and is defined as:

> The ongoing process by which an individual further develops or learns and internalises a personal asset (i.e., psychosocial skill, knowledge, disposition, identity construction, or transformation) in sport and then experiences personal change through the application of the asset in one or more life domains beyond the context where it was originally learned (Pierce, Gould, & Camiré, 2017, p. 194).

To date, much of the empirical research on transfer has focused on identifying *what* life skills transfer and *where* this transfer occurs (e.g., Camiré, Trudel, & Forneris, 2009a; Jones & Lavallee, 2009; Weiss, Stuntz, Bhalla, Bolter, & Price, 2013). Of the few studies that have been

solely dedicated to examining transfer (e.g., Allen & Rhind, 2019; Chinkov & Holt, 2016; Walsh, Ozaeta, & Wright, 2010), very few have been theoretically-based. Consequently, there is a lack of exhaustive knowledge explaining *how* and *when* the life skills learned in sport transfer to other life domains. This doctoral dissertation aims to address these issues by examining the process of life skills transfer from sport to life.

Review of Literature

The review of literature is organized in five sections. In the first section, the key concepts of life skills, life skills learning, and life skills transfer are detailed. In the second section, the empirical research on life skills learning in sport is reviewed. In the third section, the empirical research on life skills transfer from sport to life is reviewed. In the fourth section, conceptual models of transfer are presented. The final section identifies gaps and limitations in the life skills transfer literature.

Key Concepts

Life skills. Within the sport psychology literature, Pierce et al. (2017) have characterized life skills as a broad construct that accounts for multiple forms of personal change that can occur through sport participation. Specifically, life skills can encompass a range of personal assets including psychosocial skills, knowledge, dispositions, and identity constructions or transformations. Psychosocial skills are classified as intrapersonal (e.g., focus, emotional regulation, goal setting) or interpersonal skills (e.g., teamwork, respect for others, leadership). Intrapersonal skills refer to skills that are more cognitive in nature whereas interpersonal skills refer to skills that are more useful during social interactions (Danish et al., 2004; Danish et al., 1995). Knowledge can be conceptual (i.e., knowing that), procedural (i.e., knowing how), strategic (i.e., knowing why), and tacit (i.e., personal experiential knowledge; Leberman,

McDonald, & Doyle, 2006). Dispositions refer to acquired schemas of perception, thought, and actions that can be molded in the sport context in response to environmental conditions (e.g., competiveness, conscientiousness, perfectionism; Bourdieu, 1990). Lastly, changes in identity refer to the degree to which the athlete transforms or reconstructs his/her sense of self as he/she acquires new knowledge or skills in the sport context (Hager & Hodkinson, 2009). In transforming or reconstructing what is already known within the self, the individual is also transforming or reconstructing himself/herself. Examples of identity transformations or reconstructions in sport include forging an athletic identity, forming membership in a positive peer group, and developing attachments to caring adults (Eccles, Barber, Stone, & Hunt, 2003).

Life skills learning. The learning or internalization of a life skill refers to the process by which the athlete (consciously or unconsciously) integrates within his/her sense of self a skill from sport. According to Pierce et al. (2017), the learning of a life skill in sport includes: (a) the acquisition of *new* life skills and/or (b) the *refinement* of existing life skills. Although sport can promote life skills learning and refinement, the skills learned or refined in sport can only be truly considered life skills if/when they are transferred to and applied in life domains beyond sport.

Life skills transfer. Three key considerations must be outlined in relation to Pierce et al.'s (2017) definition of life skills transfer. First, life skills transfer represents the intermediary process linking (a) the learning or refining of a life skill in sport to (b) the subsequent application of the skill in at least one context beyond sport. Transfer is thus a process occurring over time in which the athlete learns/refines a life skill in sport and then applies or generalizes the skill in a life domain outside of sport. Second, the athlete is at the centre of the transfer process, meaning that the potential for transfer resides within the athlete, not the skill. Third, the life skills learned

or refined in sport can be applied in a variety of life contexts outside of sport, based on the opportunities for transfer afforded to the athlete in those contexts.

Life Skills Learning in Sport

Within the past two decades, an extensive body of literature has investigated life skills learning in sport. Research on life skills first started in the early 1980s, led by counseling psychologist Steven Danish in the United States (e.g., Danish, 1983; Danish & D'Augelli, 1983; Danish, D'Augelli, & Ginsberg, 1984; Danish, Galambos, & Laquatra, 1983; Danish & Hale, 1981, 1983). In their early work, Danish and colleagues advocated for using the Lifespan Development Intervention (LDI; Danish & D'Augelli, 1983; Danish et al., 1984) framework to guide the practice of sport psychology. As an alternative to the primary prevention approach, the ultimate goal of the LDI framework is to enhance personal competence through the teaching of life skills. Personal competence is defined as the ability to do life planning, to be self-reliant, and to seek the resources of others in coping. The development of personal competence involves having a series of skills, both interpersonal (ability to relate effectively to others in a variety of ways) and intrapersonal (ability to set goals, acquire knowledge, make decisions, take risks, develop self-control, and understand oneself). As discussed by Danish and colleagues (Danish & D'Augelli, 1983; Danish & Hale, 1981), interventions, including sport programs, adopting the LDI framework are critical in fostering personal growth and can help youth learn the life skills necessary to thrive in life.

From an LDI perspective, life skills need to be taught in an explicit and systematic manner for learning to occur. According to Danish and Hale (1981), the process of teaching life skills involves (a) defining the skill, (b) discussing why the skill is important in life, (c) specifying a skill attainment criterion, (d) demonstrating the effective use of the skill, (e)

supervising youth as they practice the skill, and (f) providing feedback on youth's application of the skill. As discussed by Danish et al. (1983), using this process to teach life skills can facilitate the retention of the skills learned in sport throughout the lifespan.

Following Danish's early work, research on life skills learning in sport grew in popularity, gaining momentum in the late 1990s and early 2000s (e.g., Danish & Nellen, 1997; Danish, 2002; Danish et al., 2004; McCallister, Blinde, & Weiss, 2000; Wright & Côté, 2003). Indeed, the World Health Organization's (WHO) Department of Mental Health released a report on life skills education in 1999 highlighting how life skills are essential for the promotion of healthy development and mental well-being (WHO, 1999). According to the WHO (1999), the objective of life skills education is to facilitate the learning of psychosocial skills that allow youth to deal with the demands and challenges of everyday life. The report also identified five areas of life skills that are relevant across cultures: (a) decision making and problem solving, (b) creative thinking and critical thinking, (c) communication and interpersonal skills, (d) self-awareness and empathy, and (e) coping with emotions and stress. Overall, the WHO's report highlighted the importance of teaching life skills to youth and suggested that life skills could be integrated into sport programs.

It was also during the late 1990s and early 2000s that researchers started to create sport and physical activity-based programs dedicated to the teaching of life skills. Examples of such programs include the Going for the Goal (GOAL) program (Danish et al., 1992a, 1992b), the Sports United to Promote Education and Recreation (SUPER) program (Danish, Nellen, & Owens, 1996), the Play It Smart program (Petitpas, Van Raalte, Cornelius, & Presbrey, 2004), and The First Tee program (Weiss, 2006). For example, the SUPER program (Danish et al., 1996) uses sport as a vehicle to teach life skills. The SUPER program is organized into 18

modules that are taught like sport clinics in which youth participate in three sets of activities: (a) learning the physical skills related to a specific sport, (b) learning life skills related to sport in general, and (c) playing the sport. Each module is approximately 45 minutes in duration. The SUPER program has been implemented in a number of countries around the world and evaluations of the program in various contexts have demonstrated its effectiveness in improving youth's knowledge of and belief in their ability to use life skills (e.g., Brunelle, Danish, & Forneris, 2007; Forneris, 2013; Goudas & Giannoudis, 2008; Papacharisis, Goudas, Danish, & Theodorakis, 2005).

To illlustrate, Papacharisis et al. (2005) used a quasi-experimental design to evaluate an adapted version of the SUPER program with young volleyball and soccer players (10-12 years old) in Greece and the findings indicated that athletes who participated in the program had higher self-beliefs for goal setting, problem solving, and positive thinking than athletes who did not participate in the program. Similarly, Forneris (2013) collaborated with a local Nepalese nongovernmental organization to implement a modified version of the SUPER program, *Project Nepal*. This program was designed to engage Nepalese students in grades seven and eight in physical activity-based games to develop life skills. Results from a mixed-methods evaluation of the pilot implementation demonstrated that the program had a positive influence on youth's development. Specifically, the program helped the students learn how to set goals for their future, how to work together, and develop confidence (for more details see Forneris, Bean, & Halsall, 2016; Forneris, Whitley, & Barker, 2013).

In the mid- to late 2000s, a number of researchers started to examine life skills learning in sport from the perspective of athletes (e.g., Camiré et al., 2009a; Fraser-Thomas & Côté, 2009; Holt, Tamminen, Tink, & Black, 2009; Holt, Tink, Mandigo, & Fox, 2008; Jones & Lavallee,

2009). Taken together, the findings highlight how athletes believed they learned a wide range of life skills through their participation in sport, including initiative, respect, communication, teamwork, leadership, responsibility, time-management, and social skills. For example, Camiré et al. (2009a) interviewed 20 Canadian high school athletes and found that these athletes reported learning about time-management, confidence, leadership, and social skills. In another study, Holt et al. (2009) interviewed 40 young athletes who had participated in competitive youth sport during their adolescence. The findings highlighted how the athletes believed their social interactions in sport allowed them to learn the life skills of personal responsibility, persistence, effort, working together as a team, and learning to work with different types of people. The athletes specified that they learned life skills as a result of (a) interacting with peers in a positive manner, (b) parents reinforcing life skills at home, and (c) coaches using deliberate strategies. Such findings suggest that youth's interactions with key social agents play an important role in shaping athletes' life skills learning experiences.

Other studies have explored life skills learning in sport from the perspectives of coaches. In a series of studies conducted by Gould and colleagues, high school coaches in the United States believed they helped their athletes develop leadership, goal-setting, and teamwork skills through sport (Collins, Gould, Lauer, & Chung, 2009; Gould, Chung, Smith, & White, 2006; Gould, Collins, Lauer, & Chung, 2007). These coaches also discussed how they integrated specific strategies to teach life skills in sport such as helping athletes set goals, building meaningful relationships, providing individualized feedback, organizing team building activities, and conducting leadership seminars. In another study looking specifically at parents' perspectives on life skills learning, Camiré, Trudel, and Forneris (2009b) found that many parents of high school athletes believed the social skills (e.g., communicating effectively,

working with individuals you may not necessarily like) their children developed in sport could transfer and prove useful in the workplace and during post-secondary education. Overall, the reviewed scholarship illustrates how athletes, coaches, and parents believe that sport can be conducive to life skills learning.

As the body of knowledge on life skills learning continued to grow, literature reviews have been conducted to synthesize the positive and negative outcomes associated with youth sport participation (see Camiré, 2014; Eime, Young, Harvey, Charity, & Payne, 2013; Fraser-Thomas, Côté, & Deakin, 2005; Gould & Carson, 2008). For instance, Fraser-Thomas et al. (2005) reviewed the literature that had examined the outcomes associated with youth sport participation. The findings indicated that participation in sport is associated with youth's physical (e.g., muscular endurance, flexibility, bone structure), psychological (e.g., increased self-esteem and well-being), social (e.g., responsibility, leadership), and intellectual (e.g., academic grades, school attendance) development. In terms of negative outcomes, the review also found that athletes can experience eating disorders, burnout, poor sportspersonship, and increased aggression through their involvement in sport. Although there is increasing recognition in most Western societies that sport can foster positive outcomes for youth, researchers have rightfully cautioned that sport participation does not necessarily lead to life skills learning (Coakley, 2016; Danish et al., 2004). As evidenced by the literature reviews, the developmental outcomes (including life skills) that youth can derive from sport participation are inherently complex, influenced by many factors.

During the last decade, research on life skills learning in sport has continued to grow (e.g., Camiré, Trudel, & Bernard, 2013; Cope, Bailey, Parnell, & Nicholls, 2017; Hardcastle, Tye, Glassey, & Hagger, 2015; Johnston, Harwood, & Minniti, 2013; Jørgensen, Lemyre, &

Holt, 2019; Trottier & Robitaille, 2014; Voelker, Gould, & Crawford, 2011). Within this line of inquiry, research questions have expanded in complexity, with many studies focusing on the creation and evaluation of training programs designed to teach coaches how to deliberately teach life skills through sport (e.g., Camiré, Kendellen, Rathwell, & Felber Charbonneau, 2018; Falcão, Bloom, & Bennie, 2017; Falcão, Bloom, & Gilbert, 2012; Strachan, MacDonald, & Côté, 2016; Vella, Oades, & Crowe, 2013). For example, Camiré et al. (2018) created the *Coaching for Life Skills* (CLS) program designed to help high school coaches learn how to teach life skills through sport. The overarching goal of the CLS was to enhance coaches' perceived ability to (a) optimize coach-athlete relationships, (b) foster life skills development in sport, and (c) facilitate life skills transfer in areas extending beyond sport. The CLS was delivered to a total 68 Canadian high school coaches who took part in a three-hour workshop. The pilot findings from interviews with 10 coaches highlighted how coaches believed they learned important elements related to the coaching of life skills, particularly in terms of increasing their awareness of life skills, improving coach-athlete relationships, and employing coaching strategies that deliberately target life skills development and transfer.

In more recent years, several investigations have found support for the relationship between basic psychological needs satisfaction and life skills learning in sport (e.g., Camiré, Rathwell, Turgeon, & Kendellen, 2019; Cronin et al., 2019; Kendellen & Camiré, 2017). For instance, Cronin et al. (2019) examined the relationship between perceived autonomy support and students' life skills development in physical education with a sample of 407 English and Irish students between the ages of 12 and 17 years. The findings revealed how basic psychological needs satisfaction mediated the relationship between students' perceptions of teacher autonomy support and their life skills development in physical education. Specifically,

basic psychological needs satisfaction was positively associated with the development of teamwork, goal setting, social skills, problem solving and decision making, emotional skills, leadership, time-management, and interpersonal communication skills.

Furthermore, a growing body of literature has examined best practices for teaching life skills through sport (e.g., Camiré, Forneris, Trudel, & Bernard, 2011; Camiré, Trudel, & Forneris, 2012; Carson Sackett & Gano-Overway, 2017: Kendellen, Camiré, Bean, Forneris, & Thompson, 2017). In such studies, the findings highlight a wide range of strategies that coaches can seamlessly integrate into their coaching practice to deliberately target the teaching of life skills in sport including (a) creating a coaching philosophy that prioritizes the development of athletes, (b) building meaningful relationships with athletes, (c) creating opportunities for athletes to practice life skills in sport, and (d) modelling life skills and positive behaviours.

As research on life skills learning in sport continued to grow, many studies specific to life skills transfer started to be conducted in the late 2000s, led by the early work of Martinek, Schilling, and Johnson (2001) who examined the transferring of personal and social responsibility from sport to the classroom. The authors evaluated *Project Effort*, a TPSR-based after-school program for 16 underserved youth. The findings provided evidence to support the participants' transfer of effort, self-control, respecting the rights of others, and caring for others from the program to the classroom. However, the findings also showed that many of the participants struggled to set goals in the classroom, suggesting that transfer does not occur automatically. Following Martinek et al.'s (2001) study, researchers in sport psychology started paying closer attention to the life skills transfer process. In the following section, the empirical research on life skills transfer is reviewed.

Life Skills Transfer from Sport to Life

Within the past decade, life skills transfer has received increased attention in the sport psychology litearture. Turnnidge, Côté, and Hancock (2014) outlined the main approaches for how youth sport programs have addressed life skills transfer: the implicit approach and the explicit approach. The implicit approach refers to coaches or program leaders who focus on the teaching of sport skills (e.g., serving a volleyball, dribbling a basketball), but do not employ strategies to intentionally target life skills learning and transfer. Within the implicit approach, the inherent features of sporting environments (e.g., healthy competition, positive peer interactions, and quality coach-athlete relationships) are said to expose youth to situations in which they can learn life skills that are beneficial in other areas of life (Camiré & Kendellen, 2016; Chinkov & Holt, 2016). As discussed by Camiré and Kendellen (2016), when exposed to appropriately structured sporting environments, athletes have the autonomy "to be the producers of their own developmental experiences and find ways to benefit from sport within the contexts established by their coaches" (p. 129). In sum, the implicit approach suggests that youth can learn life skills in sport that transfer beyond sport without coaches intentionally teaching youth about life skills and transfer.

Conversely, the explicit approach refers to coaches or program leaders who intentionally teach sport skills and life skills in an integrated manner, while highlighting the transfer of these skills to other life domains. Within the explicit approach, coaches implement strategies to intentionally foster the learning and transfer of life skills such as using peer debriefs to get athletes to critically reflect on transfer and using imagery to help youth visualize themselves applying in life the skills they learned in sport (Allen, Rhind, & Koshy, 2015; Jacobs & Wright, 2018). A number of researchers have argued that coaches must deliberately and systematically teach life skills and how such skills can be applied outside of sport to enhance youth

development (Petitpas, Cornelius, Van Raalte, & Jones, 2005; Danish et al., 2004). As highlighted by Camiré et al. (2012), “the coaching of life skills and how they transfer to different domains should not be left to chance” (p. 258). In sum, the explicit approach entails that coaches must be deliberate in their attempts to promote youth development through sport in order for life skills learning and transfer to occur. In the following sections, Turnnidge et al.’s (2014) implicit/explicit dichotomy is used to frame the review of empirical studies on life skills transfer.

Implicit transfer. Some research has investigated the transfer of life skills from sport contexts where there was no direct intervention from coaches. In such studies, athletes still reported learning life skills in sport that transferred to other life domains (e.g., Camiré et al., 2009a; Chinkov & Holt, 2016; Holt et al., 2009; Holt et al., 2008; Jones & Lavallee, 2009; Jørgensen et al., 2019). For example, Holt et al. (2008) conducted a case study of a Canadian high school male soccer team and the findings from interviews and participant observations indicated that although the coach did not directly teach life skills, the athletes mentioned how they believed that their experiences during the season allowed them to learn teamwork and leadership skills that could be transferred to other areas of their lives. Likewise, Jones and Lavallee (2009) conducted an interpretative phenomenological analysis of a female tennis athlete’s perceived life skills development in sport. The athlete was interviewed on five separate occasions and the findings revealed that as the athlete’s career evolved and her focus shifted towards her professional career, she started to use the life skills she learned in sport (e.g., communication, organization, hard work, and developing relationships) in her academic pursuits. In terms of learning processes, the athlete rejected the idea that life skills had to be deliberately taught by coaches and rather emphasized that her sport experiences acted as a trigger for the development of certain life skills. In a more recent study by Chinkov and Holt (2016), Brazilian

jiu-jitsu athletes reported that the skills they believed they learned in sport (e.g., respect for others, perseverance, self-confidence, and healthy habits) transferred and had meaning in their lives away from sport, even though they did not receive direct instruction on life skills transfer. Rather, the findings showed that the instructors' personal characteristics, peer support, and values salient to the sport created an atmosphere that allowed participants to be active agents in their own learning and transferring of life skills.

Overall, the reviewed scholarship supports the implicit approach to transfer by suggesting that the learning and transfer of life skills can occur in the absence of coaches' direct teaching strategies. Although there is evidence for life skills learning and transfer in sporting contexts deemed 'implicit', recent theoretical work (Holt et al., 2017) and empirical findings (Bean & Forneris, 2016) suggest that sport programs adopting an intentional approach (i.e., explicit) to youth development are better suited to foster positive youth development outcomes than non-intentionally (i.e., implicit) structured programs.

Explicit transfer. Much of the research on the explicit approach to life skills transfer has been conducted within the context of sport-based youth development programs—those that use sport to concurrently teach sport skills and life skills, while also implementing deliberate strategies to foster the transfer of life skills to other domains (Petitpas et al., 2005). Programs known to address transfer include The First Tee (Weiss, 2006) and the Teaching Personal and Social Responsibility (TPSR) model (Hellison, 1995, 2011).

The First Tee (Weiss, 2006) uses golf to teach life skills and how youth can transfer their skills into everyday life. Coaches are trained and certified through The First Tee Coach program (The First Tee, 2006), which allows them to acquire the pedagogical knowledge and tools needed to systematically teach life skills in golf and promote their application outside of golf. In recent

years, Weiss and colleagues have conducted a series of studies to evaluate The First Tee program. Initially, Weiss et al. (2013) conducted focus groups and individual interviews with youth participants, coaches, and parents to explore whether the life skills taught by coaches in the program were believed to have transferred to other domains. Findings from all three sources revealed how The First Tee facilitated the learning of various life skills, in addition to promoting the transfer of such skills to situations in school, at home, with friends, in the workplace, and in public settings. Following the qualitative evaluation, Weiss, Bolter, and Kipp (2014) created the Life Skills Transfer Survey (LSTS) as a tool for measuring perceived life skills transfer. The LSTS contains items that are specific to the life skills taught within The First Tee (e.g., meeting and greeting skills, making healthy choices, appreciating diversity). In the final study of their evaluation, Weiss, Bolter, and Kipp (2016) conducted two studies to determine the effectiveness of The First Tee in teaching the transfer of life skills and promoting developmental outcomes. In study one, youth involved in The First Tee reported higher scores than a comparison group on transferring five of the eight life skills included on the LSTS (Weiss et al., 2014) to school, home, and other domains. Specifically, youth in The First Tee scored higher on the life skills of meeting and greeting, managing emotions, resolving conflicts, appreciating diversity, and getting help from others. In study two, the findings revealed how 192 youth participating in The First Tee improved or maintained their transfer of the life skills learned in golf (i.e., meeting and greeting, appreciating diversity, and getting help from others) over a three-year time period. Collectively, the findings from Weiss and colleagues' longitudinal evaluation highlight how The First Tee facilitates the transfer of life skills to other life domains while providing further support for the effectiveness of the explicit approach to transfer.

The TPSR model (Hellison, 1995, 2011) is a framework for teaching personal and social responsibility to youth through physical activity. It was initially created by Don Hellison in the early 1970s (see Hellison, 1973) from his work teaching physical education to inner-city youth in the United States. The TPSR model is organized in five levels of responsibility: (a) respect, (b) effort, (c) self-direction, (d) helping others and leadership, and (e) transfer. The responsibilities are depicted as levels in order for program instructors to target them progressively during physical activity lessons. The first level consists of the development of *respect*, which is viewed as the most important responsibility. Respect involves displaying self-control, solving conflicts in a peaceful manner, and promoting inclusion. At the second level, *effort* involves displaying prolonged effort and persistence, trying new activities, and getting along with others. At the third level, *self-direction* refers to becoming more independent, setting and adjusting personal goals, and resisting peer pressure. At the fourth level, *helping others and leadership* involves displaying care and compassion to others and being sensitive to the well-being of others. At the fifth level, *transfer* outside the gym is the most advanced stage of the TPSR model and involves applying the four previous responsibility-based goals outside of the program at home, in school, and with friends.

Within the past two decades, research on transfer from TPSR programming has led to divergent findings. On one hand, some research appears to support the effectiveness of the TPSR model in promoting the transfer of certain outcomes beyond the scope of the delivered program (e.g., Hellison & Walsh, 2002; Martinek & Hellison, 2016; Schilling, Martinek, Carson, 2007; Walsh et al., 2010). One on hand, Walsh et al. (2010) examined transfer in a TPSR-based program, *Coaching Club*, which used team sports as a vehicle for teaching life skills and promoting transference. The findings revealed how instructors employed intentional strategies to

enhance transference by (a) asking youth for examples of how they used TPSR values in the classroom, (b) having discussions centred on transfer, and (c) providing youth with opportunities to journal on their transfer experiences. Findings from this study also indicated that youth successfully transferred the four primary TPSR goals to the classroom. On the other hand, studies have demonstrated that life skills learned in TPSR programs do not always transfer (e.g., Lee & Martinek, 2012; Martinek et al., 2001). Lee and Martinek (2012) investigated the factors influencing transfer from an after-school program for underserved elementary students, *Project Effort*, to the classroom. Findings revealed how peer culture differences, distortion of program values, and lack of empowerment in school made it difficult for participants to transfer many of the program goals to the classroom.

In addition to The First Tee and the TPSR model, researchers have created sport-based youth development programs that address life skills transfer in an explicit and systematic manner (e.g., Allen & Rhind, 2019; Allen et al., 2015; Bean, Kendellen, & Forneris, 2016; Kendellen et al., 2017). For example, Allen et al. (2015) explored the perceived facilitators and barriers to life skills transfer from sport to the classroom. Underachieving male students (12 to 13 years old) participated in the Transfer-Ability Program (TAP) designed to explicitly teach life skills through sport and the transfer of these skills to the classroom setting. The students described how reflecting with their peers on the successes and challenges they experienced with transfer was an important enabler in increasing their awareness of how to use their life skills outside of the program. However, the participants also identified the lack of opportunities afforded to them to use their skills in the classroom as an important barrier impeding the transfer process. More recently, Allen and Rhind (2019) explored the life skills learning and transfer experiences of a different group of 20 male participants (12-13 years of age) who participated in the TAP

Program. The findings suggested that the use of explicit strategies and group discussions with peers facilitated the learning and transfer of life skills. Specifically, the authors contended that "participants had not and would not have established the links between using skills in sport and in the classroom, had they not been explicitly taught and provided with opportunities to discuss and practice life skills transfer" (p. 198). Although the use of explicit strategies facilitated life skills transfer, the participants also reported having trouble transferring some skills from sport to the classroom because they did not see the value or relevance of using the skills in a different setting. Such findings highlight how youth can experience difficulties transferring life skills from sport to life, even when such skills are addressed in an explicit manner.

Other research on the explicit approach to life skills transfer has been conducted in regular organized sport programs and it appears that this particular context can foster learning environments that promote life skills transfer. In particular, high school coaches have reported using specific strategies to facilitate the life skills transfer process by (a) helping athletes identify potential transfer contexts, (b) enabling athletes to apply their life skills beyond sport, and (c) using role models to teach about transfer (Camiré & Trudel, 2013; Gould et al., 2007; Trottier & Robitaille, 2014). For instance, Camiré et al. (2012) interviewed model high school coaches who had philosophies that prioritized athlete development and found that these coaches promoted transfer by taking advantage of teachable moments to emphasize the link between sport and life. However, the coaches shared how they believed many of their (younger) athletes did not have the cognitive maturity necessary to fully comprehend the concept of transfer. For those younger athletes, the coaches believed that awareness of transfer probably only occurred in later stages of life. However, recent findings from Allen and Rhind (2019) showed that even young adolescents can grasp the notion of transfer, as long as the concept is well explained to them.

Several studies have also explored athletes' perspectives on life skills transfer, when coaches are intentional in their efforts to facilitate life skills transfer (Camiré & Trudel, 2013; Hayden et al., 2015; Pierce, Gould, Cowburn, & Driska, 2016). For example, Hayden et al. (2015) interviewed 29 high school student-athletes from three international schools (i.e., Malaysia, Panama, and China). Many student-athletes indicated that their coaches taught them how to use the self-regulation skills they learned through sport in the community and at school. In another study, Camiré and Trudel (2013) conducted interviews with nine high school football coaches and 18 of their student-athletes from a private high school in the province of Quebec. The findings illustrated how both coaches and athletes believed that the life skills learned in football can be transferred and applied outside of sport. In interview, the coaches shared examples of the strategies they employed to intentionally teach transferable skills, while athletes shared examples of how they applied the skills they learned in football at work, school, and home.

To promote life skills transfer in an explicit manner, a number of researchers have identified practical strategies that coaches can seamlessly integrate into their coaching practice (e.g., Allen et al., 2015; Gould & Carson, 2008; Jacobs & Wright, 2016; Kendellen et al., 2017; Pierce, Kendellen, Camiré, & Gould, 2018). For example, Pierce and colleagues (2018) recommended that coaches can coach for life skills transfer by (a) establishing coaching philosophies that prioritize the intentional coaching of life skills, (b) integrating the teaching of life skills and transfer within the teaching of sport-specific skills, (c) fostering positive coach-athlete relationships, (d) creating opportunities for athletes to apply in life the skills they develop in sport, (e) using 'life skills boosters' or role models to provide athletes with examples of successful skills application, and (f) facilitating athlete reflection. Jacobs and Wright (2016)

recommended using team imagery sessions before or after practices to encourage athletes to image real-life scenarios in their minds in which they apply outside of sport the life skills they learned in sport. In practical terms, coaches should encourage athletes to close their eyes, take deep breaths, and visualize themselves in scenarios where they make use of life skills beyond sport. Overall, the reviewed scholarship on the explicit approach demonstrates that coaches who are intentional and deliberate in their efforts to promote youth development through sport can foster the learning and transfer of life skills.

Although Turnnidge et al.'s (2014) paper has been useful in framing as either implicit or explicit the empirical research on transfer, it does not offer theoretical explanations for how athletes apply in life the skills they believe to have been learned in sport. As such, several researchers have created models to conceptualize the processes involved in the transfer of life skills from sport to life.

Conceptual Models of Life Skills Transfer

Some models focus on how transfer occurs within sport-based youth development programs (Hodge, Danish, & Martin, 2013; Jacobs & Wright, 2018; Lee & Martinek, 2013), while others attempt to explain life skills transfer in the general sport context (Bradley & Conway, 2016; Gould & Carson, 2008; Pierce et al., 2017). For instance, Hodge et al. (2013) created a life skills framework integrating the Life Development Intervention (LDI) and Basic Needs Theory (BNT). Within the LDI/BNT model, it is posited that sport-based programs that present needs-supportive motivational climates can foster the internalization (i.e., learning) and generalization (i.e., application) of life skills. Kendellen and Camiré (2017) demonstrated the usefulness of the LDI/BNT model in explaining the process of life skills transfer from high school sport to life, but also critiqued the model for not taking into consideration how negative

experiences may thwart basic needs satisfaction and thus impede the transfer process. Since the LDI/BNT model has yet to be extensively tested, Kendellen and Camiré (2017) suggested that future work focus on defining the life skills included in the model and justifying why each skill is linked to a particular basic need. Although this model touches on the underlying mechanisms (i.e., basic needs satisfaction) influencing learning and transfer, it does not address what happens once a life skill has been generalized and applied outside of sport.

Grounded in Bronfenbrenner's bioecological model of human development (Bronfenbrenner & Morris, 2006), Lee and Martinek (2013) proposed the Bioecological Value-Transfer Model to understand how the values learned in sport-based programs using the Teaching and Personal Social Responsibility (TPSR) model transfer beyond the walls of the gymnasium. In the model, youth are said to experience proximal processes (e.g., staff-participant relationships, leadership opportunities, reflection) in TPSR programs that influence in-program (e.g., changes in behaviour and perceptions during the program) and out-of-program (e.g., attendance rates in school, behavioural changes at home) outcomes. Given that this model is specifically designed to account for the transfer of TPSR program goals, it is not necessarily amenable to the investigation of the transfer processes that occur in non-TPSR sport programs. Moreover, the model does not specifically detail what occurs following the transfer of TPSR program goals (i.e., application beyond the program).

More recently, Jacobs and Wright (2018) proposed a framework for the transfer of life skills in sport-based youth development programs, which focuses on the cognitive processes (i.e., experiential value, motivated use, expansion of perception) underpinning transfer. Within the framework, it is posited that athletes must see the *value* of using the life skills learned in sport in everyday life and be *motivated* to apply skills outside of the program. The *expansion of*

perception process suggests that athletes need to transform their understanding of the life skills learned in sport and think about how life skills can be applied in different ways beyond the confines of sport. Although this framework provides insights into the cognitive processes involved in life skills transfer and highlights the importance of transformative learning, it does not offer explanations for what athletes are thinking when they leave the program and attempt to apply in life the skills they learned in sport.

Other models have conceptualized life skills transfer in the general sport context. Gould and Carson (2008) created a heuristic model for understanding the process of coaching life skills through sport. Within the six components of the model, the fifth component outlines the factors theorized to influence transfer. Examples of such factors include (a) confidence in one's ability to transfer, (b) awareness of transfer, and (c) ability to seek out social support. Camiré et al. (2012) provided support for the model by showing how coaches play a critical role for many of these factors. Although Gould and Carson's (2008) model addresses transfer, the primary focus lies in understanding the role of the youth sport coach in coaching life skills through sport.

Bradley and Conway (2016) created a dual step transfer model to explain the relationship between participation in school-based extracurricular activities (including sport) and academic achievement. The authors proposed that such activities can foster the learning of non-cognitive skills (e.g., self-efficacy, conscientiousness, motivation), which in turn benefits the subsequent academic achievement (the second or dual step transfer effect). The model conceptualizes how participation in school-based extracurricular activities can eventually nurture desired academic outcomes, but is limited in its generalizability by investigating transfer to a single life domain.

Finally, Pierce et al. (2017) proposed a model for life skills transfer from sport to other life domains. The model specifies the features of the sporting context (e.g., inherent demands,

coach characteristics, coaching strategies) and athlete psychological processes (e.g., satisfaction of basic needs, meaningfulness of learning, confidence, perception of support) that can influence the transfer process. Although this model acknowledges that life skills transfer can lead to positive and negative outcomes in life, it does not offer explanations for the mechanisms through which athletes apply life skills beyond sport. As such, the authors stated that "moving forward, more athlete-centric studies are needed to explain the mechanisms at play when athletes attempt to apply in life their skills learned in sport" (p. 205).

Gaps in the Life Skills Transfer Literature

Although the reviewed scholarship offers some insights into the process of life skills transfer, there remains a number of gaps in the literature. First, the life skills process (i.e., sport to life) involves three interrelated stages: (a) life skills learning in sport, (b) life skills transfer, and (c) life skills application in at least one life domain beyond sport. To date, the conceptual models of life skills transfer have advanced our understanding of life skills learning in sport and transfer beyond sport, thus primarily focusing on stages one and two (i.e., Bradley & Conway, 2016; Gould & Carson, 2008; Hodge et al., 2013; Jacobs & Wright, 2018; Lee & Martinek, 2013; Pierce et al., 2017). Consequently, few conceptualizations exist to explain how or why athletes decide to apply in their daily lives the life skills they attribute having learned or refined in sport. Moving forward, for popular claims on the virtues of sport participation to be substantiated, it is crucial that researchers further seek to explain what happens once athletes decide to use in their daily lives the life skills they believe to have learned or refined in sport.

Second, as summarized by Turnnidge et al. (2014), past research in this area has primarily examined individuals' perceptions of transfer (i.e., athlete, coach, and parent) using qualitative interviews. No research has been conducted with members of athletes' social

networks (e.g., teachers, managers, peers) in settings beyond sport who can offer tangible examples of athletes' life skills application. As such, further research is needed examining the contextual features in transfer settings that support or impede the transfer process. Studies that explore the perspectives of diverse social agents using multiple methods may offer new and unique insights as to where/how transfer manifests itself (Holt et al., 2009).

Third, transfer is a complex process that occurs over time (Pierce et al., 2017), but to date, most studies examining transfer have collected data using interviews at a single time point (e.g., Chinkov & Holt, 2016; Jones & Lavallee, 2009; Kendellen & Camiré, 2017). Therefore, moving forward, research is needed to explore transfer longitudinally with data collected at multiple time points.

Purpose and Research Questions

The overall purpose of this doctoral dissertation was to examine the life skills transfer process from sport to life. Three research questions guided the elaboration of this dissertation: (a) How do athletes apply in life the skills they believe they originally learned or refined in sport? (b) How can qualitative techniques be integrated to capture the athlete's process of life skill learning in sport and life skill application beyond sport? and (c) How does the individual athlete experience the life skills application process over time?

Overview of Methodology

Methodology

Article One: Grounded Theory

In article one, a grounded theory methodology was used to create a substantive theory attempting to explain the process of life skills transfer from sport to life. As summarized by Holt (2016), "the point of using grounded theory methodology is to develop theory that is grounded in the data" (p. 58). Grounded theory is an appropriate methodology when researchers seek to generate explanations of a social process that requires further conceptual attention (Strauss & Corbin, 1998). Of the different variants of grounded theory, this dissertation used a Straussian grounded theory methodology (Corbin & Strauss, 2015) for two main reasons. First, the Straussian approach to grounded theory has evolved over time (see Corbin & Strauss, 2008, 2015; Strauss & Corbin, 1990, 1998) to be more in line with contemporary thought and best practices for qualitative research. Second, Straussian grounded theory fits well with the type of research questions typically asked in sport psychology as evidenced by the many grounded theory studies published in the field (e.g., Roy-Davis, Wadey, & Evans, 2017; Knight & Holt, 2014; Tamminen & Holt, 2012; Thrower, Harwood, & Spray, 2016).

Article Two: Longitudinal Integrated Qualitative Approach

Article two employed a longitudinal integrated qualitative approach to examine the life skills transfer process. This novel approach involved the integration of four techniques over a 10-month period: (a) individual semi-structured interviews, (b) chronological chart, (c) timeline, and (d) solicited journals. To date, the majority of studies examining life skills transfer from sport to life have relied on interviews as the sole method of data collection (e.g., Allen & Rhind, 2019; Bean, Kendellen, & Forneris, 2016; Camiré et al., 2012; Chinkov & Holt, 2016; Holt et al., 2009; Jones & Lavallee, 2009; Kendellen & Camiré, 2017). Thus, the ultimate goal of the integrated

approach was to gain new insights into the life skills transfer process to an extent not previously achieved through interviewing alone. The integrated approach was designed to provide initial evidence for the occurrence of life skills transfer in the form of three-level linkages: (a) an athlete's account of having learned or refined a life skill in sport to (b) the same athlete's account of applying that particular skill in a life context beyond sport to (c) a social agent's account of the athlete applying that particular skill in a life context beyond sport.

To illustrate the integrated approach in a clear and concise manner, article two was based on the experiences of one athlete and her three social agents. This athlete was selected as an exemplar case because she provided rich data of learning a life skill in sport (i.e., emotional regulation) and applying this same life skill in at least one context beyond sport. More specifically, this athlete shared vivid descriptions of learning emotional regulation in sport during her first interview, in her chronological chart, as well as her timeline. She also discussed, in her second/third interviews and solicited journal entries, how she believed she applied her emotional regulation skills learned in sport in several settings beyond sport. Her three social agents discussed how they believed the athlete applied her emotional regulation skills outside of sport. Collectively, the data obtained from this athlete and her social agents helped illustrate how each qualitative method was integrated to capture the life skills transfer process.

Article Three: Narrative Inquiry

In article three, narrative inquiry was employed to explore a single athlete's journey through the life skills application process. According to Smith and Sparkes (2009), narratives are a form of discourse that contains specific meaning, with characters and a plot, connecting events that unfold sequentially over time to provide an explanation for, or consequences of, a phenomenon. Simply put, narratives are the overarching structure that people rely on to tell

stories (Papathomas, 2016; Smith & Sparkes, 2009). Narrative inquiry is a tradition of qualitative research that views participants as storytellers that construct knowledge and realities through stories (Smith, 2010). Within the field of sport psychology, researchers have used narratives to, for example, explore the meanings that athletes with physical disabilities attribute to their participation in parasport over time (Allan, Smith, Côté, Martin Ginis, & Latimer-Cheung, 2018), the interactions between social identity and moral behaviour in competitive youth ice hockey players (Bruner et al., 2017), and university sport retirement and athlete mental health (Jewett, Kerr, & Tamminen, 2019). However, to our knowledge, researchers have yet to employ narrative inquiry to examine the life skills transfer process from sport to life. Accordingly, narrative inquiry was selected over other qualitative approaches as a way to advance the life skills transfer literature given its focus on storied lives and the temporality of human experience.

Philosophical Position

Article One: Pragmatism

Consistent with Straussian grounded theory (Corbin & Strauss, 2015), article one was approached from a pragmatic philosophical perspective. Pragmatism (Dewey, 1938) is concerned with the nature of human experience. As summarized by Morgan (2014), many of our experiences occur through a process of conscious decision making and thoughtful reflection. As such, pragmatists assume that research is a human experience which is influenced by the beliefs and actions of researchers. The meanings attributed to the phenomenon under investigation are shaped by researchers' biography and experiences as well as the historical, cultural, and political contexts in which they are socialized. Pragmatism shifts the study of social research from an abstract set of philosophical beliefs to questions such as (a) How do researchers make choices about the way they do research? (b) Why do they make the choices they do? and (c) What is the

impact of making one set of choices rather than another? Overall, pragmatism is congruent with the researcher's philosophical position and is suitable to meet the research purpose of article one.

Articles Two and Three: Interpretivism

In articles two and three, the research was approached from an interpretivist philosophical perspective (Guba & Lincoln, 2005). Interpretivism focuses on understanding the meanings people give to their own experiences. Accordingly, the findings in articles two and three represent the researcher's constructions of the participants' interpretations of their own experiences. Consistent with interpretivism, article two and three were guided by ontological relativism (i.e., there are multiple ways to represent the subjective reality of the life skills transfer process) and epistemological constructionism (i.e., knowledge of the life skills transfer process is socially constructed through researcher-participant interactions; Smith & Sparkes, 2016). From an epistemological perspective, interpretivism subscribes to the belief that it is impossible to produce theory-free knowledge given that the researcher's biography (e.g., background knowledge, lived experiences, research interests) always shapes the construction of knowledge. As stated by Smith (2010), interpretivists believe "the knower and the process of knowing cannot be separated from what is or what can be known" (p. 98).

Theoretical Sensitivity

Researchers bring to the research process their philosophical positions, professional knowledge, and life experiences which, in turn, influence how they interpret the data they collect (Corbin & Strauss, 2015). Corbin and Strauss (2015) indicated that researchers should use their prior professional knowledge and experiences to enhance their sensitivity to subtle nuances in data. Sensitivity refers to the researcher "having insights as well as being tuned in to and being able to pick up on relevant issues, events, and happenings during collection and analysis of the

data" (p. 78). Researchers who are sensitive and aware of the subjective role they play in the interpretation process are more likely to know when elements in their data are significant. As such, existing frameworks and models were used to situate this dissertation with the aim of creating new insights about the life skills transfer process. In all three articles, the first author was theoretically sensitive to the (a) positive youth development (PYD) framework (Lerner, Almerigi, Theokas, & Lerner, 2005), (b) definition and model for life skills transfer (Pierce et al., 2017), and (c) transformation or reconstruction lens for understanding learning and transfer (Hager & Hodkinson, 2009).

Positive Youth Development

The PYD framework (Lerner et al., 2005) was used as a general guide to frame youth development in this dissertation. PYD is a strength-based approach to youth development and puts forth the notion that all youth have the potential for successful development (Lerner, 2000). PYD is a general term used to describe the ways in which youth may accrue positive experiences through their participation in structured activities (Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2004; Roth, Brooks-Gunn, Murray, & Foster, 1998). In line with relational developmental systems theory (Geldhof et al., 2013), the tenants of PYD suggest that development is a function of the dynamic relations that exist between individuals and the contexts in which they live. PYD principles do not limit youth development to genetic influences and instead stress the relative plasticity of human development and the potential for systematic change throughout the lifespan (Lerner & Castellino, 2002; Lerner et al., 2005). One of the central aims of the PYD approach is to promote youth's psychosocial development by focusing on building and transferring competencies, including life skills (Damon, 2004).

In terms of this dissertation, the first author was sensitive to the fact that researchers in sport psychology typically employ the PYD approach to study youth development and understand how life skills can be promoted through sport participation. In articles one and three, an overview of the PYD approach is provided in the introduction section to situate each study within the broader youth development through sport literature.

Model for Life Skills Transfer from Sport to Other Life Domains

Pierce et al.'s (2017) conceptual model of life skills transfer was used to guide the elaboration of this dissertation. The conceptual model of life skills transfer is divided into three main components (a) the individual athlete, (b) the learning context, and (c) the transfer context. The first component focuses on the individual athlete who is at the core of the transfer process. The athlete enters a sport experience with a diverse range of internal (e.g., demographic profiles, personality characteristics), external assets (e.g., parents, teachers), and autobiographical experiences that influence how he/she perceives and experiences life skills transfer. The second component details the many contexts in which the athlete can learn life skills, with sport being the featured context of the model. Within the sport context, the athlete is exposed to the inherent demands of sport (e.g., coach-athlete relationship, competition), program design (e.g., supportive relationships), coach characteristics (e.g., developmental coaching philosophy), and coaching strategies (e.g., explicit strategies to teach life skills) that can provide opportunities for him/her to learn or refine life skills. The third component focuses on the transfer context, that is, any setting beyond sport where the life skills from sport are applied (e.g., at school, in the workplace, or with peers). Within the transfer context, the athlete's ability to apply a life skill from sport is shaped by the contextual features of the transfer context in which he/she engages in and an underlying set of psychological processes. Specifically, contextual factors include (a) similarity

of context, (b) opportunities to use skills, (c) support for transfer, and (d) rewards for transfer. The athlete's psychological processes include (a) unconscious personal reconstructions, (b) satisfaction of basic psychological needs, (c) confidence, (d) level of engagement, (e) awareness of transfer possibilities, (f) perception of support, (g) perception of similarities between the sport context and the transfer context, and (h) perceived meaningfulness of learning.

As it relates to this dissertation, all three articles were guided by Pierce et al.'s (2017) definition of life skills transfer. In addition, the findings from each of the three articles are discussed in relation to the contextual features of the transfer context and the psychological factors proposed to influence the transfer process (Pierce et al., 2017).

Conceptual Lenses for Understanding Learning and Transfer

Hager and Hodkinson (2009) argued that the metaphor of transfer "brings associated baggage that leads to a continuing misunderstanding of the processes it stands for" (p. 612). To address this misunderstanding, the authors outlined a continuum of conceptual lenses for understanding the learning and transfer processes. Although all four of Hager and Hodkinson's conceptual lenses are presented, the transformation and reconstruction lens was used to frame life skills learning and transfer in this dissertation.

The propositional learning lens. Hager and Hodkinson (2009) stated that within the propositional lens, it is assumed that learning involves the acquisition or accumulation of facts, concepts, and propositions. This lens invokes the metaphors of *acquisition* and *transfer* largely derived from what Bereiter (2002) calls a 'folk' theory of knowledge, meaning that what is learnt (i.e., propositional knowledge) is a product or thing that enters the individual learner's mind. Learning involves the movement of propositional knowledge from one setting to another, such that is it independent and disembodied from both the individual learner and the context in which

it is originally learnt. In the propositional lens, it is implied that transfer involves the movement of propositional knowledge from context to context.

The skill learning lens. For Hager and Hodkinson (2009), the skill learning lens is used to explain the learning of actionable skills, abilities, and capacities involved in performance. This lens shares many of the same assumptions as the propositional learning lens, including the use of the *acquisition* and *transfer* metaphors. However, the distinguishing feature of the skill learning lens is the focus on the acquisition of action-oriented skills rather than abstract propositions. In Hager and Hodkinson's (2009) view, the metaphor of transfer used in the propositional and skill learning lenses distorts our understanding of the learning and transfer processes by suggesting that it is the skills themselves which move from one context to another.

The learning through participation in human practices lens. This lens assumes that learning occurs through participation in social practices, with the dominant metaphor being *participation* (Hager & Hodkinson, 2009). What is learnt is a social construction (knowledge) that is embedded in everyday practices rather than in the minds or bodies of individual learners. The individual learns by participating in a continually evolving practice and adapting previous learning to participate in new practices. Within this lens, the individual learner moves between contexts rather than movement occurring by disembodied propositions or skills. The individual's ability to learn through participation in everyday practices depends on what is happening in the specific contexts of practice. As summarized by Hager and Hodkinson (2009), learning in this lens is seen as a highly contextualized process such that the individual's participation in practice and his/her learning change as he/she moves from one context to another. While the learning through participation lens offers a more complex understanding of learning than in previous lenses, it is not without its limitations. Most notably, the principles of this lens do not take into

account how the individual's life history, personal dispositions, and agency can influence what is learnt by participating in practice.

The learning as transformation or reconstruction lens. Within this lens, it is assumed that learning involves a change in both the individual learner and the context. This lens invokes the metaphors of *transformation* and *reconstruction* for understanding learning. Learning is a continuously evolving process in which the individual learner is the integral part. Learning involves the emergence of new propositional knowledge and skills as the evolving learner moves from one context to another and reconstructs his/her own understanding of what is already known. As noted by Hager and Hodkinson (2009), this lens centres on the notion that the "context in which individual learners work and learn changes and they change with it" (p. 629). Thus, the focus of this lens is on the impact of changing contexts. The individual learner brings to new contexts unique combinations of dispositions (e.g., skills, knowledge, and experiences) and capital (e.g., social, economic, symbolic, and cultural) which together, influence how he/she constantly transforms or reconstructs his/her existing knowledge or skills. Of the different types of capital described in the literature (Bourdieu, 1985; Bourdieu & Wacquant, 1992), cultural capital is of particular importance in this lens. The individual learner's cultural capital can be summarized as the resources (e.g., skills, knowledge, experience, people) he/she has at his/her disposal to succeed in a particular situation. As the individual learner moves from the original learning context to a new context, his/her ability to transform and reconstruct knowledge or skills within the self depends on the cultural capital available in the new context (Hager & Hodkinson, 2009). Cultural capital is therefore fundamental to the process of transfer, but has yet to be fully explored and delineated within the transfer literature.

As previously stated, this dissertation was informed by Hager and Hodkinson's (2009) transformation and reconstruction lenses to conceptualize life skills learning and transfer. In concrete terms, in all three articles, life skills transfer was positioned as a process of personal change that occurs within the individual athlete as he/she moves from one context to another and transforms/reconstructs his/her understanding of the life skills learned in sport. In doing so, a life skill learned in sport evolves and is adapted when applied beyond sport to meet the demands of the application context. In addition, findings from articles one and three are discussed in relation to how the athletes' perceptions of cultural capital available in the application contexts influenced their life skills application process.

Method

The following information in the method section describes the overall sample and data instruments employed in the dissertation. The subsamples and data instruments used in each of the three articles are outlined in the presentation of the articles section (see Page 42).

Athletes' Conscious Appraisal of their Life Skills Transfer Experiences

It is acknowledged that the life skills transfer process undoubtedly often occurs outside of the realm of consciousness. In the present dissertation, athletes' unconscious thoughts about their life skills transfer experiences could not be accessed from an empirical standpoint. In attempts to help athletes reflect and bring forth transfer as a conscious process, a decision was made to integrate qualitative methods that could get athletes to (a) consciously reflect on and become aware of their life skills transfer experiences and (b) describe/record such experiences during the data collection activities. Thus, the methods detailed in the following sections were employed with the aim of getting athletes to share their life skills transfer experiences that they were consciously aware of and could speak to.

Procedure

Pilot study. A pilot interview was conducted with a 19-year-old female athlete in December 2015 to explore the relevance of the questions posed in athlete interview guide one. The findings highlighted how the athlete had difficulty recalling specific details about her past experiences in sport as a child and adolescent. This necessitated (a) revisions to the interview questions and (b) the inclusion of the timeline method (Sparkes & Smith, 2014) to help athletes further reflect on what they learned from their past experiences in sport over their lifetime. The revised athlete interview guide and timeline activity were piloted with a different athlete (i.e., male, 21 years of age) in August 2016. The 21-year-old male athlete then took part in a second interview to debrief his timeline activity and explore the relevance of the questions posed to him. This data collection approach was deemed appropriate in eliciting rich data and thus was used in the dissertation. Finally, the piloting process disclosed how the word *lesson* stimulated richer responses than the word *life skill*. Thus, during data collection, the word lesson was used as the manifestation of athletes' perceived learning experiences in sport. None of the pilot participants were included in the final sample of the dissertation.

Recruitment. Approval to conduct this dissertation was granted by the University of Ottawa's Office of Research Ethics and Integrity in July 2016 (see Appendix A). To recruit participants, the lead researcher emailed a letter of information and poster to athletes actively participating in the University of Ottawa's intramural sport program in September 2016 (see Appendices B and C). All athletes who responded to the invitation and expressed a willingness to participate in the study were included as participants. This procedure resulted in a sample of 13 participants playing on intramural basketball, ice hockey, volleyball, and soccer teams. In addition, participants were asked to each nominate between one and three social agents who they

believed could speak to their behaviour outside of sport. The researcher contacted the social agents via email and sent a letter of information outlining the purpose of the research project and the nature of the social agent's involvement (see Appendix D). All social agents who responded to the researcher's email and volunteered to part take in the project were included as participants. This procedure led to a total of 29 social agents being interviewed.

Participants

The total sample was comprised of 42 participants (13 athletes and 29 social agents). The 13 athletes (7 males, 6 females) were between the ages of 18 and 24 years (M_{age} = 21.77; *SD* = 2.2). Athletes participated in organized sport for nine to 19 years (*M* = 15; *SD* = 2.83) and played between two to 14 sports (*M* = 6.69; *SD* = 3.17) over the course of their lifespan. Regarding sport type, athletes played a total of 31 sports, with the most popular being soccer (*n* = 13), volleyball (*n* = 9), and cross-country running (*n* = 6). At the start of data collection, 11 athletes were full-time university students completing a bachelor (*n* = 7), master's (*n* = 1), doctorate (*n* = 1), or professional (*n* = 2) degree in various specializations including law, education, business, science, engineering, and social sciences. Two athletes had completed their bachelor's degrees and worked full-time as a government public servant and a mobile software engineer, respectively.

The 29 social agents (9 males, 20 females) were between the ages of 19 to 58 years (M_{age} = 31; *SD* = 13.4). Social agents specified their relationship to the athlete as a parent (*n* = 8), work colleague (*n* = 4), work supervisor (*n* = 2), friend (*n* = 5), roommate (*n* = 4), classmate (*n* = 4), or partner (*n* = 2). For each athlete, between one and three social agents were sampled (*M* = 2.23). Athletes had either one (*n* = 3), two (*n* = 4), or three (*n* = 6) of their social agent(s) take part in this dissertation.

Data Collection Instruments

Data collection spanned over a period of 10 months, from September 2016 to June 2017. Four data collection instruments were employed in this dissertation: (a) individual semi-structured interviews, (b) chronological charts, (c) timelines, and (d) solicited journals. Prior to collection data, all athletes and social agents provided informed consent (see Appendices E and F for athlete and social agent consent forms).

Individual semi-structured interviews. The researcher conducted a total of 67 individual semi-structured interviews (38 athlete interviews, 29 social agent interviews). All interviews occurred at a time convenient to the participants. Twelve of the 13 athlete participants were interviewed at three time points. One athlete completed two interviews but did not wish to be interviewed a third time (this athlete was retained in the final sample). The first, second, and third athlete interviews were conducted in-person, except for the third interview of one athlete that was conducted over Skype as the athlete in question was an undergraduate student who had returned home (i.e., another city outside the researcher's institution) after the school year. Regarding the in-person interviews, 64 interviews were conducted in a private office located at the researcher's university and the remaining two interviews took place in a public setting at the participant's request.

The first interviews lasted between 81 and 117 minutes (M = 102; SD = 11.48) and began by asking athletes to speak broadly to their experiences in sport across their childhood, adolescence, and early adulthood. Athletes were then asked if they believed they learned and/or refined life skills in sport and if so, to provide specific examples of when such learning or refinement took place. Based on the examples of life skills learning or refinement they provided, athletes were asked who (if anyone) played a role in influencing their learning/refinement process. Please refer to Appendix G for athlete interview guide one. The second interviews lasted

between 69 and 142 minutes (*M* = 101; *SD* = 20.15) and focused on athletes' life skills application experiences. Specifically, athletes were asked if they believed they applied in life the life skills they reported learning/refining in sport in the first interview and if so, to provide examples of such learning experiences. Please refer to Appendix H for a sample of athlete interview guide two. The third interview lasted between 48 and 75 minutes (*M* = 62; *SD* = 9.42) and was designed to explore athletes' thoughts and emotions related to their life skills application experiences discussed in the second interview. Please refer to Appendix I for a sample of athlete interview guide three.

The researcher conducted a total of 29 individual semi-structured interviews with social agents. Interviews lasted between 21 and 41 minutes (*M* = 31.02; *SD* = 4.85) and took place in-person (*n* = 16), over the phone (*n* = 12), or on Skype (*n* = 1). In-person interviews were conducted in a private office located at the university (*n* = 7), in a public setting (*n* = 7), or at the social agent's workplace (*n* = 2). Phone and Skype interviews were necessary as many of the social agents sampled did not live in the same city or province as the lead researcher. Please refer to Appendix J for a sample of the social agent interview guide.

Chronological charts. Based on the analysis of interview one, the researcher built a chart of each athlete's sport participation history through the lifespan. Specifically, for each sport season, the researcher documented information on (a) age, (b) season duration, (c) context (i.e., school, club), (d) level (i.e., recreational, competitive), (e) intensity (i.e., number of practices/games a week), and (f) attendance frequency (i.e., always, sometimes, rarely). Athletes were then emailed the chart and asked to fill in any missing details related to their sport participation history. The co-creation of chronological charts facilitated a systematic

documentation of athletes' sport participation history by providing them the opportunity to (a) elaborate on what they said in interview and (b) record important previously omitted details.

Timelines. Timelining (Sheridan, Chamberlain, & Dupuis, 2011; Sparkes & Smith, 2014) was used to help athletes further reflect on their perceived life skills learning experiences in sport. Athletes were provided with chart paper (24 inches wide by 36 inches long) and asked to graphically plot over time the most important learning events that they experienced in sport. Athletes used a combination of short stories, drawings, keywords, quotes, bar graphs, and scatterplots to plot their experiences. They also provided important contextual information surrounding the processes underlying their learning experiences. Athletes were provided with three or five sheets, depending on if they decided to detail their sport participation history in developmental periods (i.e., childhood, adolescence, and emerging adulthood) or educational stages (i.e., elementary, middle, high school, post-secondary, and post-graduate). Time (i.e., developmental period or educational stage) was plotted on the horizontal axis and lessons learned were plotted on the vertical axis. In total, 46 chart sheets were obtained. Athletes reported taking approximately two hours to complete the timeline activity.

Solicited journals. Solicited journaling (Meth, 2017) was used over a 3-month timespan to get athletes to record their ongoing experiences applying in life the skills they believed they learned in sport. Athletes were provided with a sample journal entry along with structured questions for completing their entries: (a) Where did I apply this particular life skill that I learned in sport? (b)Who was around me when I applied this life skill? and (c) How did I apply this life skill? Please refer to Appendix K for the instructions the athletes received for the journal activity. Athletes had the option of submitting journal entries through a Facebook application or paper/pen format. A Facebook account was created exclusively for this dissertation, through

which a private discussion page was built for each athlete. The researcher monitored the discussion page throughout the 3-month time period by providing feedback on a regular basis and sending participants reminder messages to write about their life skills application experiences. To promote a sense of privacy, the researcher met individually with each athlete (in-person) and restricted the researcher's Facebook profile from viewing the athlete's contact information, pictures, relationship status, and any other personal information. Twelve athletes submitted their journal entries through the Facebook private discussion page. One athlete requested to privately share his journal entries through Google Docs. A total of 69 journal entries were collected, with each athlete submitting between three and eight entries (M = 5.31; SD = 1.75). Journal entries ranged from 67 to 685 words (M = 274).

Presentation of the Articles

The findings from this dissertation are presented in three articles. In article one, a substantive grounded theory of life skills application is presented. The sample includes all 42 participants (13 university intramural athletes, 29 social agents) and all the data from the individual semi-structured interviews, chronological charts, timelines, and journals. Article one is published in *Psychology of Sport and Exercise* (see Kendellen & Camiré, 2019a).

In article two, a longitudinal integrated qualitative approach for investigating the ongoing process of life skills transfer is presented. The integrated approach is illustrated through an exemplar case of one athlete participant (Claire) and her three social agents (mother, classmate, and work colleague). Article two is published in *Qualitative Research in Sport, Exercise and Health* (see Kendellen & Camiré, 2019b).

In article three, the story of one athlete participant's (Joseph) experiences applying the life skill of leadership at work as he progressed through the four steps outlined in the substantive grounded theory of life skills application (Kendellen & Camiré, 2019a) is presented. Data includes Joseph's interviews and journal entries. Article three is under review at *Qualitative Research in Sport, Exercise and Health*.

Article One

Kendellen, K., & Camiré, M. (2019). Applying in life the skills learned in sport: A grounded theory. *Psychology of Sport and Exercise, 40*, 23-32. doi:10.1016/j.psychsport.2018.09.002

Abstract

Objectives: The life skills process (i.e., sport to life) involves three interrelated stages: (a) life skills learning in sport, (b) life skills transfer, and (c) life skills application in at least one life domain beyond sport (Pierce, Gould, & Camiré, 2017). The purpose of the study was to examine how athletes apply in life the skills learned or refined in sport in order to develop new theoretical explanations for the third stage of the life skills process (i.e., application). Design: A grounded theory methodology (Corbin & Strauss, 2015). Method: Data collection occurred over 10 months, involving interviews, chronological charts, timelines, and journals with university intramural athletes (n = 13). Social agents (n =29) playing key roles in the athletes' lives (e.g., parents, partners, work colleagues) were theoretically sampled and interviewed. Data Analysis: Data analysis involved an iterative process of open coding, axial coding, and theoretical integration. Results: The substantive grounded theory is constructed on the core category of "mutually beneficial person-context regulations". Within the theory, skill application is framed as an ongoing process that involves four steps (a) decision-making, (b) application, (c) appraisal, and (d) adaptation. Conclusions: The substantive grounded theory puts forth theoretical explanations as to how athletes apply in their everyday lives the skills they deem to have learned in sport.

Keywords: Learning; transfer; process; development; person-context

The Positive Youth Development (PYD) framework is a strength-based approach to development that focuses on promoting strengths and views youth as having resources to be developed rather than problems to be fixed (Lerner, Almerigi, Theokas, & Lerner, 2005). In the past two decades, PYD has been the preeminent approach used to research youth development through sport (Holt, 2016). Sport is recognized as a context that, when appropriately structured, can offer experiences conducive to PYD and the learning of psychosocial skills that prepare youth to function as productive members of society. In the sport psychology literature, such psychosocial skills are referred to as life skills, defined as personal assets (e.g., emotional control, goal-setting) that can be learned/refined in sport and then enable individuals to succeed in different life domains (Gould & Carson, 2008). The life skills process (i.e., sport to life) involves three interrelated stages: (a) life skills learning in sport, (b) life skills transfer, and (c) life skills application in at least one life domain beyond sport. Pierce, Gould, and Camiré (2017, p.194) defined the life skills process as:

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

Four notions from Pierce et al.'s (2017) definition must be considered. First, life skills transfer represents the intermediary process linking the learning or refinement of a life skill in sport to the subsequent application of such skill in at least one context beyond sport. Second, the athlete is always at the center of the transfer process as he/she moves from one life context to another. Third, learning is framed to encompass skill acquisition and/or skill refinement. Fourth, the application context refers to any setting beyond sport where the life skill is applied.

Life Skills Learning in Sport

Over the past 15 years, life skills learning in sport has received much attention (Gould & Carson, 2008; Holt et al., 2017). Studies have drawn associations between sport participation and the learning of life skills such as leadership, goal-setting, communication, and emotional regulation (Johnston, Harwood, & Minniti, 2013; Jones & Lavallee, 2009). Research has also found that the particular features of sport (e.g., demands for hard work, competition, social aspects) expose youth to lived experiences that can lead to life skills learning (Camiré & Kendellen, 2016; Holt et al., 2017). Taking a closer look at the social aspects, youth's interactions with key social agents in sport (e.g., coaches, parents, peers) have been found to play a significant role in the learning of life skills (Gould & Carson, 2008; Holt et al., 2017). Previous research has found that athletes believed that they acquired life skills in sport as a function of (a) coaches using deliberate strategies, (b) parents reinforcing life skills at home, and (c) interacting with peers in a positive manner (Holt, Tamminen, Tink, &, Black, 2009). However, the sample in Holt et al.'s (2009) study was mainly comprised of white middle-class young adults from two-parent households, meaning that the findings may not necessarily be representative of the experiences of athletes from other cultural and socioeconomic backgrounds and/or athletes with less support from external assets.

The Intermediary Transfer Process

Several studies have found support for the perceived transfer of life skills from sport to at least one context beyond sport (Allen, Rhind, & Koshy, 2015; Chinkov & Holt, 2016; Kendellen & Camiré, 2017). For example, Allen et al. (2015) explored the perceived facilitators/barriers to life skills transfer from sport to the classroom with underachieving 12-13 year old boys. The participants described how reflecting with their peers on transfer experiences increased their

awareness of how to use life skills beyond sport. However, the lack of opportunities provided by teachers to apply skills in the classroom was perceived as a barrier impeding the transfer process. Chinkov and Holt (2016) interviewed Brazilian jiu-jitsu athletes between 19 and 54 years of age who stated having learned the life skills of respect, perseverance, self-confidence, and healthy habits in sport and that these skills were believed to have transferred and have meaning in their lives away from sport (e.g., work, family). The combination of the head instructor's personal qualities, peer support, and the values salient to Brazilian jiu-jitsu created a climate that allowed adults at different stages of their lives to be active agents in their own learning and transfer of life skills. Looking more closely at the role of social agents in the life skills transfer process, most studies in the sport psychology literature have focused on coaches and the strategies they use to promote transfer (Camiré, Trudel, & Forneris, 2012; Gould, Collins, Lauer, & Chung 2007; Whitley, Massey, & Leonetti, 2016). To date, minimal research has examined key social agents outside of sport (e.g., work colleagues, classmates) and the role they play in influencing how athletes apply their life skills in contexts extending beyond sport. Studies that explore the roles of diverse social agents may offer new insights into how and why life skills learned in sport transfer and are applied beyond sport. Overall, the past literature provides some initial empirical evidence that sport participation is associated with the learning and transfer of life skills.

Models of Life Skills Transfer

Several models have been created to conceptualize life skills transfer. Some models have focused on how transfer occurs within sport-based development programs (Hodge, Danish, & Martin, 2013; Jacobs & Wright, 2018; Lee & Martinek, 2013) while others have conceptualized life skills transfer in the general sport context (Bradley & Conway, 2016; Pierce et al., 2017). These models have advanced our understanding of life skills transfer by accounting for essential

mechanisms influencing this intermediary process, including basic psychological needs satisfaction (Hodge et al., 2013), awareness of transfer opportunities (Pierce et al., 2017), perceived meaningfulness of transfer (Jacobs & Wright, 2018), and support for transfer (Lee & Martinek, 2013). However, in general, these models are limited in their explanatory power for life skills application, or more specifically the cognitive and behavioral processes enacted within/by the individual once transfer has occurred and a skill deemed to have been learned in sport is applied in at least one context extending beyond sport. For example, some models (i.e., Bradley & Conway, 2016; Pierce et al., 2017) acknowledge that life skills transfer can lead to positive or negative outcomes in life, but few details are offered beyond this dichotomy. In fact, Pierce et al. (2017) recognized the limits of their model in explaining transfer outcomes (i.e., life skills application) and indicated that "to holistically understand life skills transfer, future research must explore in greater depth how the individual learner interacts with his/her learning and transfer contexts" (p. 205). Thus, the purpose of the study was to examine how athletes apply in life the skills learned or refined in sport in order to develop new theoretical explanations for the third stage of the life skills process (i.e., application). Two research questions guided the study: (a) What life skills do athletes believe they learned in sport? and (b) How do athletes apply in life the skills they believe they originally learned in sport? Specifically, the study employed a grounded theory methodology (Corbin & Strauss, 2015).

Method

Athletes' Conscious Appraisal of their Life Skills Transfer Experiences

It is acknowledged that the life skills transfer process undoubtedly often occurs outside of the realm of consciousness. In such cases, life skills transfer ensues without athletes being aware that (a) a life skill was originally learned/refined in sport and (b) that same life skill was then

applied beyond sport. Such life skills transfer experiences, occurring in relatively unquestioned fashion, refer to what Dewey termed *habit* (Morgan, 2014). Unfortunately, from a qualitative research perspective, athletes' unconscious or implicit life skills transfer experiences could not be accessed empirically in the present study. In consideration of this notion, the study focused on documenting athletes' *conscious* thoughts about their life skills transfer experiences, which is consistent with Dewey's concept of *inquiry* as a process of conscious and thoughtful reflection (Morgan, 2014). Thus, the grounded theory is built on athletes making sense of their lived experiences and consciously linking the learning of a life skill in sport to the subsequent application of that same skill in a life domain beyond sport.

Grounded Theory Methodology

In light of the decision to focus on explaining how athletes consciously apply in life the skills they believe they learned in sport, a grounded theory methodology was deemed an appropriate methodological choice for the current study. According to Holt (2016), grounded theory is a particularly useful methodology when there is little pre-existing theory on a certain process or when existing theories do not adequately capture the complexity of the process. Given that existing models of life skills transfer in sport psychology do not account in great detail for what occurs after transfer (i.e., life skills application), using a grounded theory methodology has the potential to advance the literature by offering new theoretical insights and explanations.

Particularly, a Straussian grounded theory approach (Corbin & Strauss, 2015) was selected as being congruent with the lead researcher's pragmatic philosophical perspective. From a pragmatic lens, it is assumed that knowledge is created through individuals' everyday actions and interactions over time (Dewey, 1938). Such actions and interactions are often unpredictable, contingent, and based on the subjective meanings individuals give to those events. Each

individual ascribes meaning to events and constructs knowledge in light of his/her biography and the social contexts in which he/she is socialized (Morgan, 2014). Consistent with the pragmatic perspective, the substantive grounded theory developed in the present study has been built to explain the shared elements of multiple participants' experiences of life skills learning and application in sport. Creating new theoretical explanations for the third stage of the life skills process (i.e., application) may provide practical information for youth sport leaders looking to better understand how the transfer of life skills from sport to life occurs, which is consistent with pragmatic tenants stipulating that knowledge should be useful in practice.

Existing theories and models were used as sensitizing concepts (Corbin & Strauss, 2015). Sensitivity refers to "having insights as well as being tuned in to and being able to pick up on relevant issues, events, and happenings during data collection and analysis of data" (p. 78). In the current study, the lead researcher was sensitive to relational developmental systems theory (Overton, 2013), the transformation or reconstruction lens (Hager & Hodkinson, 2009), and the definition and model of life skills transfer (Pierce et al., 2017).

Sampling and Participants

Sampling in grounded theory begins by recruiting individuals presumed to be able to provide detailed insights in relation to the study questions (Corbin & Strauss, 2015). The researcher was sensitive to the notion that the individual learner should be positioned at the center of the life skills process (Pierce et al., 2017) and thus exploring athletes' life skills learning experiences in sport (i.e., research question one) was the logical first step. Initially, following institutional ethical approval, purposeful sampling (Sparkes & Smith, 2014) was used to recruit athletes actively involved in sport. These athletes were recruited at the researcher's university, through the intramural sport program, which offers sports throughout the academic

year. The researcher emailed an invitation letter to athletes asking them to take part in the study. Athletes who responded to the researcher's email were included as participants. This procedure resulted in 13 athlete participants involved in volleyball, basketball, soccer, and ice hockey.

The 13 athletes (7 males, 6 females) were between the ages of 18 and 24 (M_{age} = 21.77; *SD* = 2.2), reported participating in organized sport for nine to 19 years (*M* = 15; *SD* = 2.83), and stated playing between two to 14 sports (*M* = 6.69; *SD* = 3.17) over their lifetime. At the start of data collection, 11 athletes were full-time university students while two others worked full-time. Please see Table 1 for additional athlete demographic information.

There were six phases of data collection. Phases one and two coincided with research question one and were used to collect data on athletes' sport participation history and perceived life skills learning experiences in sport. Since life skills transfer is an intermediary process linking (a) life skills learning in sport to (b) life skills application beyond sport, there was first a need to document athletes' experiences in sport, and the life skills they believed they learned during these sport experiences, before examining the application of such skills outside of sport. To do this, in phase one, athletes were interviewed and asked to broadly speak to their lifetime experiences in sport across their childhood, adolescence, and early adulthood. Using the interview data, the researcher created a history of sport participation chart for each participant. This chart was individually shared with each participant, with he/she asked to add, remove, or modify details in order to comprehensively capture, to the best of his/her knowledge, his/her lifetime experiences in sport. Once completed by the participant, the chart was returned to the researcher who, in analyzing the interview and chart data concurrently, identified the need to sample concepts related to the processes by which life skills were learned in sport.

In phase two, athletes from phase one were sampled again and asked to graphically plot on a timeline, created from the interview and chart data, their perceived life skills learning experiences in sport as they unfolded over time. Timelining (Sparkes & Smith, 2014) was used as a preferred tool enabling athletes to accurately detail *what* life skills they believed they learned in sport, *when* they believed such skills were learned, and *who* influenced such learning. The timeline data were analyzed, the findings of which led to the identification of the need to start addressing, in the next phase of data collection, research question two (i.e., How do athletes apply in life the skills they believe they originally learned in sport?) by sampling concepts related to the application of life skills in contexts extending beyond sport.

In phase three, a second interview was conducted with each athlete to debrief his/her timeline content and delve into his/her experiences applying life skills in contexts extending beyond sport. The timeline findings were used to create the questions asked in the second interview, which was customized for each athlete based on the specific life skills he/she had reported learning in sport. Analysis of the second interview data revealed the need to sample specific concepts related to athletes' current/ongoing life skills application experiences.

In phase four, athletes engaged in journaling over a 3-month period to document their ongoing experiences applying in their everyday lives the skills they deemed to have learned in sport. Analysis of the data from the second interviews and the journals highlighted the most prominent contexts in which athletes reported applying their life skills. Such findings led to the identification of the need to theoretically sample social agents within these prominent application contexts who could offer multiple viewpoints on athletes' life skills application experiences.

In phase five, each athlete was asked to nominate, by providing the researcher with name and contact information, between one and three social agents of choice whom he/she believed

could speak to his/her behavior (i.e., life skills application) within the prominent application contexts previously identified. This procedure led to a total of 29 social agents (9 males, 20 females) aged 19 to 58 years (M_{age} = 31; *SD* = 13.4) who voluntarily agreed to be interviewed. Social agents were either a work colleague (*n* = 4), work supervisor (*n* = 2), friend (*n* = 5), roommate (*n* = 4), classmate (*n* = 4), parent (*n* = 8), or partner (*n* = 2). Athletes had either one (*n* = 3), two (*n* = 4), or three (*n* = 6) of their social agent(s) take part in the study.

Social agent interviews were not intended to verify/confirm athletes' accounts of life skills application but rather were conducted to access alternative perspectives of athletes' behaviors within application contexts. For example, one athlete discussed applying leadership in his full-time job, a skill he believed having learned in sport. This athlete's work supervisor was thus theoretically sampled. In interview, the work supervisor was not asked to discuss the athlete's leadership abilities (i.e., a leading question that could prompt a socially desirable response), but rather to speak more broadly to the athlete's general behavior and performance at work. Social agent data offered rich insights into the people and events deemed to influence life skills application directly in application contexts. Analysis of social agent data identified the need to sample further concepts on athletes' life skills application experiences.

In phase six, based on the findings of the social agent interviews, a third and final interview was conducted with each athlete participant. The interview focused on having athletes speak to the people, events, and circumstances they deemed most significant in influencing their application in life of skills originally learned in sport.

Data Collection

Data collection occurred from September 2016 to June 2017. At the onset of interviews, participants were provided an overview of the study, procedures for confidentiality, and

voluntary nature of participation. All participants provided informed consent. Four methods of data collection were employed: (a) interviews, (b) charts, (c) timelines, and (d) journals.

Interviews. The lead researcher conducted 67 individual semi-structured interviews (38 athlete interviews, 29 social agent interviews) which were audio-recorded and transcribed verbatim. All interviews occurred at a time convenient to the participants. Twelve of the 13 athlete participants were interviewed at three time points. One athlete completed two interviews but did not wish to be interviewed a third time (this athlete was retained in the final sample). The multiple interview approach helped elicit rich data by deepening participant rapport and complementing/extending insights gleaned from other sources of data during the study's six phases (Smith & Sparkes, 2016). Each of the first (M = 102 min; SD = 11.48), second (M = 101 min; SD = 20.15), and third (M = 62 min; SD = 9.42) athlete interviews were conducted in person, except for a third interview that was completed over Skype as the athlete in question had returned home (i.e., in another province) after the school year. Regarding the in-person interviews, 64 interviews were conducted in a research office located at the university and the remaining two interviews took place at a coffee shop as per the participant's request.

Interviews with social agents (n = 29) lasted on average 31 minutes (SD = 4.85) and took place in-person (n = 16), over the phone (n = 12), or on Skype (n = 1). In-person interviews were conducted in a private research office located at the university (n = 7), a public setting (n = 7), or at the participant's workplace (n = 2). Phone and Skype interviews were necessary as many of the social agents sampled did not live in the same city or province as the lead researcher. The social agent interviews complemented the athlete-generated data and engendered rich and varied descriptions of the life skills application process, which facilitated the construction of robust theoretical explanations.

Charts. The chart provided a detailed summary of each athlete's history of sport participation. For each sport season played, athletes documented (a) age, (b) season duration, (c) context (i.e., school, club), (d) level (i.e., recreational, competitive), (e) intensity (i.e., number of practices/games a week), and (f) attendance frequency (i.e., always, sometimes, rarely).

Timelines. Timelining (Sheridan, Chamberlain, & Dupuis, 2011; Sparkes & Smith, 2014) was used to facilitate athletes' reflection on perceived life skills learning experiences in sport. Based on their sport participation history that was charted in the previous phase, athletes were asked to plot on their timeline their perceived life skills learning experiences over time. As part of the plotting, athletes were asked to attach descriptions to situate and contextualize their experiences, which were used to prompt discussion in the second interview. These experiences were recorded onto standard chart sheets (24 inches wide by 36 inches long). Time was plotted horizontally and life skills learned were plotted vertically. In total, 46 chart sheets were obtained. Athletes reported taking approximately two hours to complete their timeline activity.

Journals. Solicited journaling (Meth, 2017) was used over a 3-month period to have athletes record their ongoing experiences applying in life the skills they believed they learned in sport. Three guiding questions were suggested for completing a journal entry: (a) Where did I apply this particular life skill that I learned in sport? (b)Who was around me when I applied this life skill? and (c) How did I apply this life skill? Meth (2017) highlighted how solicited journaling gives participants the time and space necessary to gather their thoughts and elaborate on events they deem meaningful. In the current study, solicited journaling facilitated the gathering of rich in-the-moment data, providing athletes opportunities to construct detailed descriptions of their thoughts and feelings related to their experiences of applying life skills. Twelve athletes submitted their journal entries through a Facebook application (i.e., private

discussion page accessible only by the researcher) while one athlete used Google Docs. A total of 69 journal entries were collected, with each athlete writing three to eight entries (M = 5.31).

Data Analysis

Data were uploaded to NVivo to assist with data management. In line with Straussian grounded theory, data analysis began as soon as the first data were collected and continued in an iterative manner throughout the study to ensure interplay between data collection and analysis (Corbin & Strauss, 2015). Analysis involved three coding techniques: (a) open, (b) axial, and (c) theoretical integration. Open coding involved carefully reading each piece of datum to ensure familiarity with participants' experiences. The raw data were then assigned conceptual names (i.e., concepts) delineated by their properties and dimensions. In axial coding, the data from open coding were reassembled by grouping concepts with a common meaning into categories. Axial coding was used to describe the links and explain the relationships between categories. Once the relationships between categories were established, the core category (i.e., preeminent category linking all of the other categories together and has the greatest explanatory value) was identified.

Theoretical integration was used to link categories around the core category, add depth to less developed categories, and refine the evolving theory. During integration, categories were linked to the core category through statements of relationship explaining the what, why, where, and how of life skills application (i.e., creation of the main postulates). Coding at this level exposed the need to interview athletes for a third time to saturate the categories of life skills application. Following the third interviews (i.e., phase six), it was judged that an adequate level of theoretical saturation (Corbin & Strauss, 2015) had been achieved given that the substantive grounded theory had wholly developed categories in terms of their properties and dimensions. Specifically, the substantive grounded theory provided explanations for how the intramural sport

athletes believed they (a) learned life skills in sport and (b) applied their life skills in at least one domain outside of sport. Moreover, the nature of relationships between categories and concepts was explained (e.g., link between an athlete's application decision and his/her personal assets).

Constant comparison (Glaser & Strauss, 1967) was used to ensure the raw data 'fit' the phenomena they represented. Initially, each new piece of raw extract was compared against previously collected data. As analysis progressed, the comparisons became more theoretical and occurred between concepts, categories, and the literature. Memos were used to document analytical thoughts (e.g., possible categorical relationships) and ideas for theoretical sampling. Diagrams were used to think conceptually about the data and interrelationships among concepts.

Prior to conducting the study, a literature review on life skills was performed as part of the lead researcher's study proposal. Consistent with Holt (2016), this review was used to identify whether life skills learning and transfer theories already existed and develop research questions. In the late phases of collection and analysis, a delayed literature review was conducted to preserve theoretical sensitivity and examine theory coherence.

Study Quality

The techniques pertaining to Straussian grounded theory were followed and implemented (Corbin & Strauss, 2015). The lead researcher kept a journal to record her thoughts on research activities. The substantive grounded theory can be evaluated using Glaser and Strauss' (1967) quality criteria of fit, relevance, work, and modifiability. Constant comparison ensured that emerging concepts and categories 'fit' within the data set. To address relevance, athletes were provided with the grounded theory model and its postulates, commenting on whether they could locate their experiences of life skills application within the theory. For work, three sport psychology researchers gave feedback on the coherence of the grounded theory model and its

postulates, commenting on the extent to which they explained how life skills application may 'work' in sport psychology research and practice. Finally, the grounded theory has been developed with openness to 'modification' as new insights from empirical research arise.

In complement to grounded theory quality markers, contemporary indicators of quality within qualitative research were also acknowledged. The second author acted as a critical friend (Smith & McGannon, 2018) throughout the analytical process by encouraging reflection on the construction of concepts and categories, challenging explanatory statements of relationship, and providing regular feedback during the mapping of the theoretical model. Moreover, the substantive grounded theory is positioned as potentially offering analytical generalizability (Smith, 2018), if readers judge that the explanations of the life skills application process are meaningful to researchers and produce new theoretical understandings.

Results

The present study led to the creation of a substantive grounded theory of life skills application, based on skills consciously believed to have been learned in sport. The core category and postulates are explained using the singular form of *athlete* to highlight how the individual is at the center of his/her life skills application process. In the quotes presented, acronyms are used to protect the participants' identity (e.g., Athlete 4 = A4; Social Agent 6 = SA6).

Core Category: Mutually Beneficial Person-Context Regulations

The grounded theory is built on the core category of "mutually beneficial person-context regulations", which describes the process by which the athlete regulates the application of a life skill learned in sport in ways that benefit the self and the context in which he/she is engaged.

Overview of the Substantive Grounded Theory of Life Skills Application

Within the grounded theory, life skills application is framed as an ongoing process of (a) decision-making, (b) application, (c) appraisal, and (d) adaptation. The athlete consciously considers many factors in deciding to apply a life skill and once it has been applied, he/she appraises his/her application attempt, resulting in a changed person-context. As a result of experiencing an application cycle, the athlete gains new knowledge which, if needed, can be used to adapt his/her future behavior to better meet the needs of the application context. The changed person-context influences the athlete's decision-making process if/when new life skills application opportunities are presented. Applying in life the skills learned in sport is thus framed as an evolving cyclical process that occurs over time and does not have a definitive end point. The bidirectional arrows (↔) in the model represent the constant person-context interactions experienced by the athlete as he/she engages in life skills application. Please see Figure 1 for a visual of the grounded theory model.

Description of the Categories

Athlete participants reported learning many intrapersonal (e.g., emotional regulation) and interpersonal (e.g., teamwork) skills through sport. Athletes also mentioned how sport participation fostered new knowledge (e.g., using sport as a stress relief), molded dispositions (e.g., competitiveness), and influenced identity constructions (e.g., forging an athletic identity). Application contexts refer to the settings in which athletes reported applying the life skills they believe they learned in sport; the most prominent being school, work, and in relationships.

Decision-making. Within the grounded theory, it is postulated that when an athlete finds himself/herself in a context beyond sport, he/she may be presented with opportunities to apply particular life skills, some of which learned/refined in sport. At this point, the athlete can decide to move forward and formulate an intention to apply a life skill. The findings provided evidence

that the intent to apply was a process that did occur consciously (i.e., athletes who were aware of the reasons why they intended to apply a life skill). Specifically, the findings indicated how athletes' conscious decisions to apply life skills were shaped by (a) their personal assets and (b) their interactions with the features of the application context.

The findings showed that athletes entered application contexts with existing personal assets and previous life experiences, all of which interacted to influence their decision to apply in life a skill believed to have been learned in sport. Internal (i.e., awareness of existing life skills, confidence in applying life skills) and external (i.e., social agents) assets were shown to both shape athletes' decisions. The findings also showed how athletes frequently decided to apply a life skill learned in sport when they felt that application would benefit them as well as the context. For example, one athlete indicated that he learned and practiced his *communication* skills in high school track and field, detailing in particular his experience working with a teammate and teaching her proper running technique in an easy to understand format:

> I worked a lot with her [teammate] on strategy behind the race. She had really short strides, which is not great for sprinting, so I helped her get her strides longer and her time improved by two seconds, which I think is a pretty big deal (A7, Interview One).

At university, this same athlete decided to apply the communication skills he learned in sport to help a fellow engineering classmate with an assignment. He discussed that he made the decision to apply this skill because the classmate was a good friend (i.e., benefit to the context) and he gained personal satisfaction from teaching and helping others (i.e., benefit to the self).

> *Interviewer*: Why did you decide to help [name of student] with this assignment, even though it was a very busy time for you?

Athlete: Well [name of student] is my friend and I like to help my friends out and I knew she was struggling. I said "if you ever need help understanding something, I can break the concepts down pretty well". But yeah, I like helping people, I like teaching people... I needed a little bit of a break from what I was doing anyways so I was happy to help (A7, Interview Three).

In addition to internal assets, athletes specified how their interactions with external assets (e.g., parents, peers) influenced their intent to apply life skills beyond sport. Athletes discussed applying a life skill when key individuals in their surroundings displayed the skill and/or spoke of its value. Further, social agents in application settings were said to often ask, instruct, and/or encourage athletes to complete tasks, which prompted athletes' decision to apply their life skills. For example, one athlete reported how his intramural basketball team represented a setting in which he took advantage of opportunities to learn and refine his *leadership* skills as a captain:

Something that I actually did not take away until probably fourth year is leadership because that's when I decided to step up and be captain… I'm a person who can't just sit down when I'm on the bench and just watch my teammates play. If I see something that we can improve, I try to speak it out loud to my team (A8, Interview One).

This same athlete described his decision to exhibit leadership at his full-time job as an engineer. Specifically, he explained how he made the conscious decision to act more as a leader at work after his manager asked him to demonstrate more initiative on projects, to eventually help him transition from junior to senior engineer.

Interviewer: How did you know that your manager wanted you to lead?

Athlete: My manager wrote six goals that I have to meet and one of them was showing more leadership and more initiative in a couple of areas of our development process. So

> that was like a direct hint that my manager wanted me to take more initiative. In the beginning, he [manager] would help me with a lot of things and at some point, if I asked him a question, he would direct me on how to get the answer myself instead of him giving me the answer. So I realized he wanted me to kind of get out of my comfort zone and find the answer on my own (A8, Interview Three).

Athletes' interactions with the particular features of their application contexts were deemed to influence their intentions to apply their skills learned in sport. Athletes described how they made decisions to apply life skills by comparing their abilities, experiences, and knowledge to those of others within the application context. When athletes noticed skill deficits in others that could negatively affect them and/or the context, they took it upon themselves to apply their skills to remedy the situation. The results also illustrated how athletes' perceptions of the rules (i.e., formal understandings governing behavior) and social norms (i.e., informal understandings governing behavior) within application contexts informed their decision to apply life skills learned in sport. Athletes considered the rules and social norms and then decided to apply a life skill if they thought it would lead to the attainment of a reward and/or the evasion of a punishment. In interviewing and timelining, one athlete mentioned how in university, she had a volleyball coach she disliked and that this experience helped her learn *emotional regulation* skills. This athlete shared how she applied the emotional regulation skills she learned in sport at work when her boss asked her to complete tasks extending beyond her formal job description. Although frustrated, she did not vocalize her frustrations and accepted the extra workload thinking it might help her secure a permanent position (i.e., reward):

> It was frustrating to be tasked with something that is supposed to be handled by the processing unit…it was choosing not to ruffle feathers at that particular moment. If I

> wanted to get a permanent position, I knew it was important that I get a good rapport with my boss and that he saw me as a good worker (A5, Interview Two).

Life skills application. Within the grounded theory, it is postulated that if the athlete perceives that (a) he/she has a high likelihood of successful application and (b) the application will benefit (i.e., reward attainment, punishment avoidance) both self and context, then he/she proceeds to apply the life skill learned in sport. Athletes shared examples of how they applied life skills at school and at work, with such events substantiated by social agents. One athlete described how playing a particular type of defense in high school basketball taught him the importance of *teamwork* and the benefits of operating as a coordinated unit:

> We had this zone defense called 'fist', which we used a lot. 'Fist' was the epitome of teamwork. All five parts had to work together in unison. If one part of 'fist' did not do its job or slacked off, then the 'fist' was not effective and broke down. We used 'fist' to shut down some of the best offensive teams and players (A9, Timeline).

This same athlete adapted and applied in law school the teamwork skills he learned in sport when he and his partner had to co-interview a mock client (i.e., an upper year student acting as a client) for a class project on negotiation and mediation. He explained how he teamed with his partner to prepare questions and co-conduct the interview:

> This entry will focus on the teamwork lesson I learned from my sport participation…we were adaptable and open to each other's opinions. We constructed an outline of the questions and the information to gather from our client. We decided to work off each other and ask questions when they came to mind instead of, as other groups decided to do, splitting the interview hour equally (one partner first half, another partner second half) (A9, Journal Entry One).

Moreover, in interview, this athlete highlighted how his experiences in team sports played a crucial role in helping him realize the importance of working in unison and thus enabled him to operate in a coordinated fashion with his partner on this project:

> *Interviewer*: Why do you think you did a good job applying teamwork during the project?
>
> *Athlete*: I didn't play a lot of individual sports growing up and most of the sports I played were team sports. If you want things to go well, all the cogs have to be working well together within the team. So if one person is being a ball hog, things usually won't work out really well or if someone is yelling at someone else, it's not going to work out very well (A9, Interview Three).

This athlete's partner on the project was interviewed and explained why they decided to work as a team and co-conduct the interview "[Name of athlete] and I decided we wanted to feed off of each other and have an organic conversation… when we actually did the interview, it was easy and it was really natural feeding off of each other that way" (SA20).

The grounded theory is built on the tenet that athletes, as they move across time and space, constantly transform or reconstruct their understanding of life skills. As a result, a life skill learned in sport evolves and is adapted when applied beyond sport to meet the demands of the application context. To illustrate, an athlete described learning *discipline* in university varsity rugby. In interview, the stepmother shared her thoughts on the athlete's behavior with the family:

> *Interviewer:* How would you described [name of athlete] as a person?
>
> *Stepmother:* She is very open-minded and very disciplined.
>
> *Interviewer:* Do you have examples that show how [name of athlete] is disciplined?
>
> *Stepmother:* I mean, part of it is probably because she has been involved in team sports for so long in her life…she's always been the person who workouts and goes to the gym.

> Even now, after Christmas, she's the first one in our family to stop eating treats, she makes sure she goes to the gym, gets there on time, and is up at 7:00 am for work. (SA2).

In another social agent interview, the athlete's roommate described her behavior at home:

> *Interviewer:* What are some of [name of athlete's] strengths as a person?
>
> *Roommate:* She's super responsible and organized. She works a full-time job, but she always makes sure she's in bed no later than 11:00 pm, never eats out, always prepares all her food, whereas I'm a mess, eating out every day, staying up until 3:00 am (SA1).

Although the athlete was deemed by her stepmother and roommate to exhibit much discipline, she described how she grappled with developing a clear meaning of what discipline entailed at work, as she transitioned from student to full-time employee. Her main qualms lied in grasping how discipline was defined at work, realizing how she needed to evolve from her past sport-specific view of discipline by gathering more information directly from the application context:

> I'm figuring out how to be disciplined outside of sport because it's different—it feels like it's a different type of discipline. In sport, it's a matter of I'm setting this goal for myself because I want to lift this much and I want to have this sprint time to set myself and the rest of my team up for success… I'm learning that it's not as straightforward in other areas. At work, I've set general rules for myself on how to be a better employee, but I guess in every situation, there's a bit of a grey area, like am I overstepping in doing this? Am I going to get my hand slapped? I feel like that more in the workplace because I don't exactly know when I'm going beyond what I'm allowed to do (A1, Interview Two).

Appraisal of life skill application. Within the grounded theory, it is postulated that the athlete cognitively evaluates his/her life skill application performance in terms of his/her ability to influence adaptive person-context relations. The results revealed that, in most cases, athletes

believed they experienced successful adaptations by applying the skills they learned in sport. For example, one athlete discussed learning *perseverance* following the try-outs for her school's volleyball team. Going in, she did not feel confident about making the cut and thought about dropping out but her father told her to never give up and to believe she would make it:

> I remember my dad saying 'are you going to make the team?' I was like 'I don't know dad, there are still three more try-outs to go'. He was like 'you have to believe that you are going to make the team', and I was like 'okay, I'm going to do it'… every time we had a try-out, the list would get shorter and I just kept making it (A2, Interview One).

This same athlete discussed how she applied the perseverance skills she learned in sport during her eight-week teaching practicum by not giving up on creating a positive relationship with a difficult student. This athlete felt that her will to foster a relationship eventually paid off and helped her fulfill her teaching duties (benefit to person) as the student started to meaningfully engage in classroom activities (benefit to context):

> I tried to stay on him in class, to keep on his work and stop messing around. I was pretty convinced it was doing nothing, but then out of nowhere, he handed in an assignment on time, and then a week later, he handed in another assignment…For the last week of class, he was an absolute angel, he didn't disturb anyone in class, he would talk to me about his personal life, and he handed in every assignment. I didn't know if I was going to get through to him but I'm happy I did and I never gave up on him (A2, Journal Entry Six).

The above example highlights adaptive person-context relations but it is proposed in the grounded theory that life skills application can also lead to maladaptive person-context relations. To illustrate, one athlete stated how playing university intramural volleyball taught him the value of using *sport as a stress relief*: "The best thing was having intramurals the night before exams

because I never looked at my notes before I went to bed…I never thought of anything while I played sports, my mind shut down so I liked that" (A4, Interview One). Although this athlete was aware of the stress-reduction benefits he associated with sport participation, he wrote a journal entry about a specific time when playing volleyball did not help him clear his mind:

> Tonight, I played volleyball with my Wednesday night team. I must admit, this week has been crazy with work, and tonight proved to not be worthy of clearing my mind because of the lack of skill of some players on my team. The play just ends as soon as certain people touch the ball and it's hard to keep encouraging them after a few months… I know I need sport as a break from work but I can't clear my mind and play like this. Might be the reason for my lack of effort in bringing the team together (A4, Journal Entry Two)

Changed person-context. Within the grounded theory, it is postulated that life skills application, and the cognitive appraisal of such application, changes person-context relations. Regardless of whether the athlete experiences adaptive or maladaptive person-context relations, the very act of attempting to apply a skill is posited to allow for new knowledge to be created on the evolving requirements for successful application. Such knowledge, once internalized, can be used by the athlete to adapt (if necessary) future life skills application attempts to enhance the probability of experiencing adaptive person-context relations. Internalization is deemed to occur through a combination of conscious and unconscious cognitive appraisal processes, whereby athletes transform or reconstruct their existing conceptual, procedural, strategic, and tacit understandings of life skills application. Within the grounded theory, it is posited that the perceived stability or instability of the application context (i.e., organizational structure, rules, social norms) plays a significant role in influencing the extent to which athletes decide to adapt their approach to life skills application. Specifically, stable contexts are posited to require fewer

adaptations and encourage subsequent life skills application attempts while unstable contexts are posited to require more adaptations and deter life skills application attempts.

The results indicated that athletes believed they operated, for the most part, in relatively stable application contexts. The *change* outcomes resulting from athletes' cognitive appraisal of their application attempts influenced their personal assets and their grasp of application context features. At this juncture, equipped with their new knowledge, athletes made new decisions for future life skills application attempts (i.e., the life skills application cycle began once more). For example, one athlete stated how he applied the *emotional regulation* skills he learned in sport when experiencing heated debates with his girlfriend when travelling across Western Canada:

> I remembered what I taught myself to do in sports, and took some time to breathe and calm down instead of immediately reacting, as I knew this would only make things worse. Taking this extra time to think things over before addressing the issue made me realize that it wasn't her intention to make me feel that way…So that helped me have a more mature response, instead of immediately firing back (A8, Journal Entry Two).

By appraising his application of emotional regulation, the athlete gained new knowledge on how to better regulate his emotions when interacting with his girlfriend. The athlete described how he then adapted his behaviors with his girlfriend when they went to Asia together later in the year:

> Situations about where to eat, where to hang out, and how to plan the next day, we made lots of mistakes in Western Canada. We learned from that and in Thailand, I just kept saying to myself, 'okay, we don't want another Western Canada'. So that was always on my mind and I made sure I stayed calm in Thailand… what I learned and the way I adjusted from that first trip showed in the positive result in the second trip because we weren't as frustrated when somebody made a mistake (A8, Interview Three).

Discussion

The present study adds to the literature by outlining key behavioral (i.e., application) and cognitive (i.e., decision-making, appraisal, and changed person-context) mechanisms that help explain what occurs once athletes move beyond sport and apply in different life domains the skills they deem to have learned in sport. In doing so, the study further elucidates how sport can foster the learning of life skills that transcend sport and help individuals succeed in life.

Many past studies (e.g., Chinkov & Holt, 2016; Kendellen & Camiré, 2017) have relied on retrospectively-oriented one-shot interview designs to examine athletes' perceptions of life skills learning and transfer. An original contribution of the current study lies in the use of multiple methods (i.e., interviews, charts, timelines, and journals) and multiple sources (i.e., athletes, and social agents) over an extended time period (i.e., 10 months) to examine perceived experiences of life skills learning in sport and subsequent life skills application beyond sport. In particular, the detailed charting and timelining enabled athletes to (a) systematically document their history of sport participation and (b) comprehensively identify the life skills they believed they learned through sport. Additionally, the three months of journaling allowed athletes to vividly describe their ongoing life skills application experiences as well as the complex interplay of factors they believed influenced this process. In future life skills research, studies should be designed to move beyond the retrospective single interview design and instead integrate multiple methods to further refine our understanding of the life skills process as it unfolds over time.

Past research has found that key social agents in sport, particularly coaches, exert a considerable influence on the life skills process (Camiré et al., 2012; Gould et al., 2007). The present study's findings extend the knowledge base by demonstrating how key social agents outside of sport also influence the life skills process. Athletes stated how they often made

conscious decisions to apply in life the skills they had learned in sport because social agents within application contexts asked, instructed, and/or encouraged them to complete tasks requiring the application of such life skills. Once life skills were applied beyond sport, athletes' appraised their application performance in terms of whether or not they and the wider context benefited from the application. By having explored athletes' interactions with key social agents within application contexts, the study further delinates factors at play in the life skills process.

Researchers (e.g., Holt et al., 2009; Pierce et al., 2017) have advocated for connecting the perspectives of athletes and social agents within the same study when examining life skills to further nuance interpretations. The present study offered examples of such connections by presenting findings linking: (a) an athlete's account of having learned a life skill in sport to (b) the same athlete's account of applying that particular skill in a life context beyond sport to (c) a social agent's account of the athlete applying that particular skill in a life context beyond sport. Connecting the data at this level was essential in creating the substantive grounded theory, which led to new explanations of how athletes apply in life the skills they believe they have learned in sport, explanations that would not have arisen through a single method or data source.

A key and noteworthy contribution of the substantive grounded theory lies in exposing how successful life skills application is highly dependent on athletes' ability to transform and reconstruct their understanding of life skills learned in sport in ways that consider and meet the demands of application contexts. Researchers have conjectured that the extent to which individuals can transfer, reconstruct, and subsequently apply life skills in adaptive manners is greatly contingent on the capital (i.e., social, cultural) available to them in application contexts (Pierce et al., 2017). An individual's social and cultural capital can be briefly summarized as the extent of the resources (e.g., knowledge, experiences, networks) at one's disposal in application

contexts that, taken together, enable life skills to be applied in manners that foster adaptive person-context relations. The current findings offer empirical support for the conjectures (Pierce et al., 2017) that athletes' perceptions of and access to social and cultural capital do indeed play significant roles in the life skills application process. For example, the notion of cultural capital was unmistakably exemplified in the introspections of one athlete participant as she reflected on the intricacies of adapting how she originally applied discipline in sport to ways that would allow her to effectively deal with the discipline demands and expectations of her new workplace. For this athlete, as she transitioned from varsity rugby player to full-time worker, it was necessary that she first gain workplace capital before she could reconstruct her meaning of discipline in ways that would allow her to apply this skill in manners beneficial to both her and her workplace environment. Moving forward, future research on life skills must consider the notion of capital as well as the features of application contexts described in the current study (e.g., social agents, rules, social norms) to advance our understanding of life skills application.

Practical Implications

In addition to providing new theoretical insights, the substantive grounded theory has several practical implications. Allen et al. (2015) discussed how the transfer of life skills from sport to life is unlikely to occur if few to no opportunities exist for individuals to apply their skills in contexts extending beyond sport. Consistent with such finding, the substantive grounded theory explains that athletes must perceive opportunities, benefits, and/or needs for life skills application prior to formulating intentions to apply their life skills. Thus, in line with notions advanced by Pierce et al. (2017), having opportunities to apply life skills represents a key contextual factor in the life skills process. In concrete terms, youth sport leaders (e.g., coaches, program instructors) are encouraged to connect and work with teachers and parents in creating

situations within which athletes can apply in life the skills they have learned in sport (Pierce, Kendellen, Camiré, & Gould, 2018). For example, a soccer coach can teach his/her athletes emotional regulation skills by having them practice strategies for staying calm prior to taking a penalty kick. To help athletes apply their emotional regulation skills beyond sport, coaches can work with teachers and parents to devise application plans for the classroom and at home (e.g., practicing strategies for staying calm prior to an important oral presentation at school).

Additionally, the findings of the current study indicate that the transformation or reconstruction of a life skill, from its original learning/refinement in sport to its subsequent application in life, is a complex process that occurs over time as athletes acquire the necessary social and cultural capital. Coaches can play an important role in facilitating the capital building process by dedicating time during practices and/or team meetings to get athletes to discuss their life skills application attempts, based on the skills learned in sport (Camiré & Kendellen, 2016). By reflecting on their own application experiences and being exposed to those of their peers, athletes can increase their understanding of the adaptations needed to transform or reconstruct life skills learned in sport to ensure their successful application beyond sport.

Delimitations of the Substantive Grounded Theory

The substantive grounded theory should be considered in light of the fact that factors not accounted for in the present study (e.g., satisfaction of basic needs, similarity of context) may influence the life skills application process. The present study represents a preliminary attempt to unravel some of the mechanisms vital in explaining how athletes apply in life the skills they believe they learned in sport. Future research is needed to test the explanatory power and analytical generalizability of the present grounded theory (Smith, 2018). From a learning theory perspective (Jarvis, 2006), it is recognized that human learning is constant and fluid, with

individuals continually moving through space and time and, consciously or not, taking skills learned in some contexts and applying them in others. Thus, it is important to note that the current grounded theory is framed to represent one linear portrait (i.e., sport to life) within the wider human learning process, with the goal of isolating sport as a learning context and explaining how athletes apply in their lives the skills they believed they learned in sport. Finally, the substantive grounded theory was built based on the experiences of athletes in their late teens - early twenties who had either completed or were enrolled in university. Further, these athletes generally benefited from strong social support systems. As a result, the grounded theory may not be representative of the experiences of athletes in other life stages, athletes without university education, and/or athletes with poor social support systems.

Conclusion

In conclusion, the study's original contribution lies in the creation of a substantive grounded theory of life skills application based on comprehensive data collected over a 10-month time period through interviewing, charting, timelining, and journaling with athletes and their key social agents. The current study provides support to and further elucidates the notion that sport can have an important impact on youth's development both within and beyond sport.

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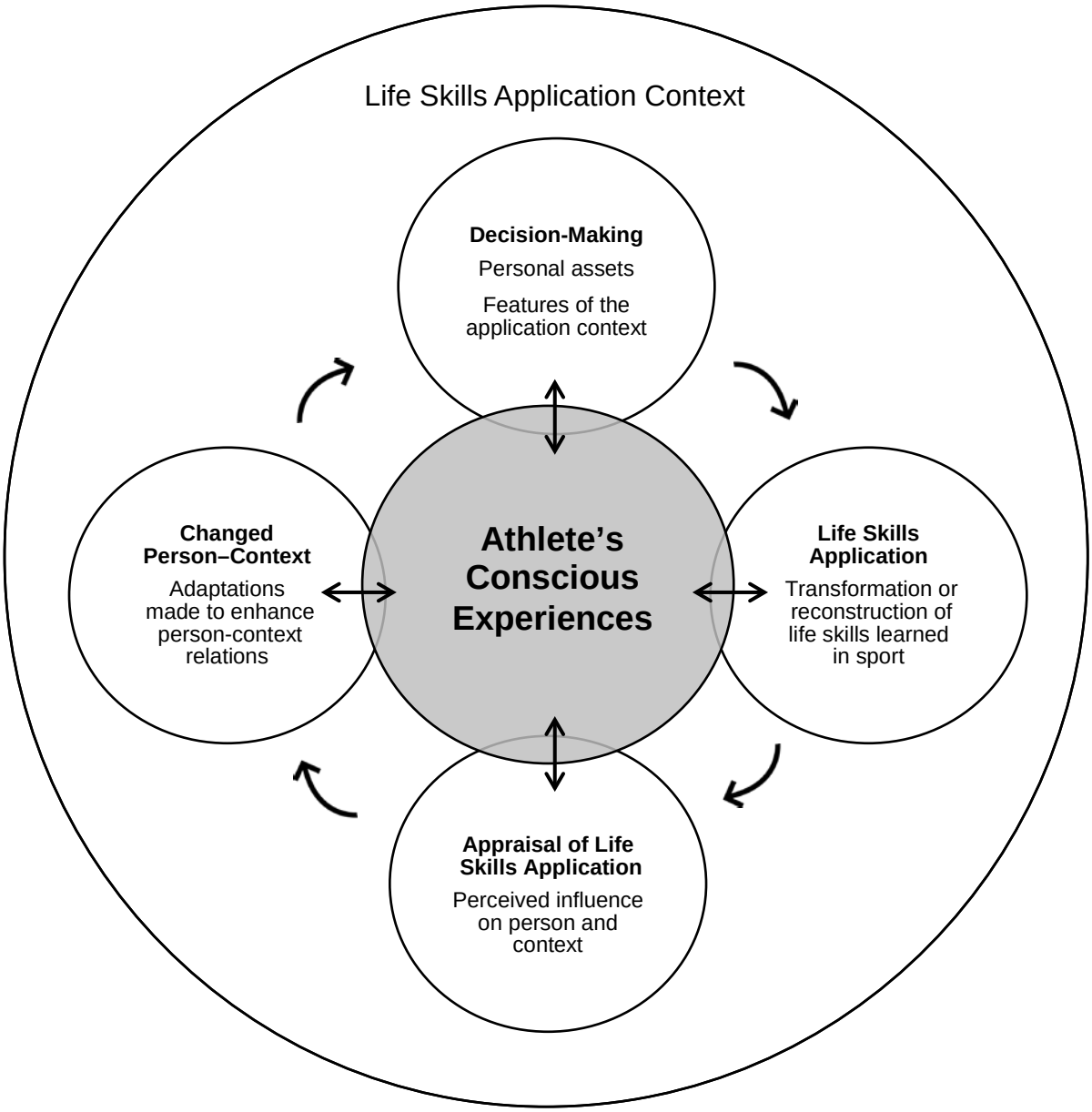
Table 1

Athlete Demographic Information

Athlete	Gender	Age (Years)	Occupation	Degree	Specialization	Sport Experience (Years)	Social Agents Sampled
1	Female	23	Public Servant	Bachelor	Fine Arts	12	Work Colleague, Roommate, Parent
2	Female	23	Student	Bachelor	Education	15	Classmate, Work Colleague, Parent
3	Female	18	Student	Bachelor	Chemistry	14	Parent, Friend
4	Male	24	Student	Doctorate	Business	17	Partner
5	Female	23	Student	Master's	Public Administration	18	Work Colleague, Roommate
6	Female	19	Student	Bachelor	Social Science	17	Classmate, Work Colleague, Parent
7	Male	21	Student	Bachelor	Engineering	13	Classmate, Friend
8	Male	24	Software Engineer	Bachelor	Engineering	14	Work Supervisor, Partner, Friend
9	Male	23	Student	Juris Doctor	Common Law	17	Classmate, Parent, Work Supervisor
10	Female	22	Student	Bachelor	Psychology	19	Parent, Roommate
11	Male	18	Student	Bachelor	Business	13	Parent
12	Male	24	Student	Bachelor	Communication	9	Parent
13	Male	21	Student	Bachelor	Biotechnology	17	Two Friends, Roommate

Figure 1

Grounded Theory of Life Skills Application



Article Two

Kendellen, K., & Camiré, M. (2019). Going beyond the interview: Methodological considerations for “getting at” life skills transfer using a longitudinal integrated qualitative approach. *Qualitative Research in Sport, Exercise and Health*. Advance online publication. doi:10.1080/2159676X.2019.1593231

Abstract

Life skills transfer represents an ongoing process by which an athlete learns/refines a life skill in sport and subsequently applies the same skill beyond sport (Pierce, Gould, & Camiré, 2017). Many qualitative investigations on transfer have used the “one-shot” interview design to explore the experiences of athletes, thus offering static snapshots of perceived life skills learning and application. The integration of multiple qualitative methods has been advanced as having the potential to more comprehensively capture or “get at” the life skills transfer process. The study’s purpose consists of detailing a longitudinal integrated qualitative approach that can be used to examine life skills transfer from sport to life. The integrated approach is illustrated through an exemplar case of a 23-year-old athlete and her process of learning/refining and applying emotional regulation skills. Three individuals able to speak to the athlete’s behaviour outside of sport (i.e., mother, classmate, and work colleague) were also part of the case. Data collection occurred over eight months and involved the integration of (a) individual semi-structured interviews, (b) chronological chart, (c) timeline, and (d) solicited journal. Findings provide a tangible illustration, based on empirical data, of how qualitative techniques can be integrated to capture the athlete’s process of life skill learning in sport and skill application beyond sport. In doing so, the longitudinal integrated qualitative approach produced insights into the life skills transfer process to an extent not previously gleaned through interviewing alone. Lastly, key considerations for using integrated methods in sport, exercise, and health research are offered.

Keywords: Method; interview; timeline; journal; life skills

The collective social responsibility that lies in promoting developmentally sound youth sport environments has engendered in the academic community the conduct of a growing number of studies examining the acquisition of life skills in sport (Holt, 2016). Most of these studies have been framed using definitions of life skills (e.g., Danish, Forneris, Hodge, & Heke, 2004; Gould & Carson, 2008) that mention but only glance at the concept of transfer. Guided by the premise that "for a skill learned in sport to be considered a life skill, it must transfer and be used by youth in settings beyond sport" (Camiré, 2015, p. 27), Pierce, Gould, and Camiré (2017) set out to enhance the conceptual clarity around the notion of transfer, defining it as:

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

Based on this definition, life skills transfer in sport represents the intermediary process linking (a) the learning or refinement of a life skill in sport to (b) the subsequent application of the life skill in at least one context beyond sport. Pierce et al. (2017) stressed the importance of linking learning and application in order to explain transfer, stating: "Transfer is thus inherently connected to both concepts (i.e., learning and application) and cannot be separated in definitions or theoretical explanations" (p. 194).

In the following sections, empirical studies on life skills transfer are reviewed, paying particular attention to their methodological approaches and inherent limitations. From this review, we advocate for using a longitudinal integrated qualitative approach to more

comprehensively “get at” life skills transfer, as conceptualized by Pierce et al. (2017). In the current paper, the integrated approach is detailed through an exemplar case.

The One-Shot Interview Design

Many, if not most, qualitative investigations on life skills transfer from sport to life have relied on the “one-shot” interview design to explore the experiences of single or multiple agents. Researchers have used this design with athletes, who have communicated the belief that their life skills learned in sport do transfer to multiple domains beyond sport (e.g., Allen, Rhind, & Koshy, 2015; Camiré, Trudel, & Forneris, 2009; Chinkov & Holt, 2016). For example, Chinkov and Holt (2016) conducted individual interviews with 16 adult Brazilian jiu-jitsu athletes. They found that the athletes believed many of the life skills they attributed learning through Brazilian jiu-jitsu (e.g., respect for others, perseverance) had transferred to life domains extending beyond sport (e.g., workplace). Within this athlete line of inquiry, studies have suggested that life skills learned in sport do appear to have value in athletes’ lives away from sport. However, examples of life skills learning in sport and of life skills application beyond sport are most often provided by different athletes, meaning that an intra-individual link between both processes, as discussed by Pierce et al. (2017), is not exposed.

The one-shot interview design has also been used in life skills transfer studies that included multiple types of participants, namely athletes and individuals deemed influential in their lives (Camiré, Trudel, & Forneris, 2012; Weiss, Stuntz, Bhalla, Bolter, & Price, 2013). For instance, Camiré et al. (2012) interviewed nine high school coaches and 16 of their athletes and found that the participants generally believed that student-athletes transferred some of their skills learned in sport to settings beyond sport. However, in past studies involving multiple types of participants, athletes’ accounts of life skills transfer were not associated to other individuals’

accounts. This means that the parties involved were not necessarily reporting on the same transfer experiences, but rather separately acknowledging a belief that life skills transfer is a process that can occur.

Overall, use of the one-shot interview design has led to some preliminary evidence for the occurrence of life skills transfer from sport to life. However, using Pierce et al.'s (2017) definition as referent, this evidence is limited in its explanatory power by failing to link learning and application accounts of the same skill to the same individual. To our knowledge, only one study using the one-shot interview design has linked the learning and application of a life skill to the same individual. Kendellen and Camiré (2017) interviewed 20 former high school athletes from a wide age range (i.e., in their 20s, 30s, and 40s) to examine the life skills they believe they learned in sport and how these life skills were then applied beyond this context. Findings linked tangible examples of life skills learned in high school sport (e.g., individual who reported learning to communicate effectively with teammates) to tangible examples of life skills applied beyond high school sport (e.g., same individual who reported effectively communicating ideas in a work meeting) at an intra-individual level. Despite this linkage, the cross-sectional and retrospective design only offered static snapshots of life skills learning and application, which, for some of the older participants, entailed experiences that were decades old. Given that, according to Pierce et al. (2017), transfer embodies an *ongoing process*, designs that go beyond offering snapshots of experience and capture the temporal dimension of transfer are warranted.

The Multiple Interview Design

Some researchers have conducted studies in which they have interviewed athletes on multiple occasions to explore the learning of life skills in sport and the subsequent application of these life skills beyond sport (e.g., Bean, Kendellen, & Forneris, 2016; Jones & Lavallee, 2009).

For instance, Jones and Lavallee (2009) conducted an interpretative phenomenological analysis of a female tennis athlete's perceived life skills development in sport. She was interviewed on five separate occasions, and 30 hours of informal discussions were also carried out. Specific to transfer, the findings revealed that as the athlete's career evolved and her focus shifted, she began using the life skills she learned in sport to help her in her academic pursuits. The authors stated that the multiple interview approach fostered a collaborative knowledge building process and that "findings from previous interviews shaped subsequent interviews" (p. 40). However, the study's retrospective design focused mostly on documenting life skills learning experiences in tennis, with only a small section of the results (i.e., supported by three participant quotes) dedicated to transfer. The quotes highlighted a belief on the part of the athlete that transfer occurred, but no specific examples of life skills application outside of sport were provided. Thus, within this study, multiple interviews were conducted but they were not employed in a manner that led to explanations into the life skills transfer process over time, within a variety of social spaces. Although this and other studies using multiple interviews have contributed to the body of knowledge on transfer, few new insights were generated with respects to how athletes experience the ongoing process of learning life skills in sport and applying these life skills outside of sport. Although there has been an (over)reliance on interviewing as the sole data gathering technique in life skills transfer research, an increasing number of studies in recent years have started to move beyond the interview and embrace a pluralistic approach to research.

Pluralism in Qualitative Research

Pluralism in qualitative research is defined as the application of multiple researchers, theories, epistemologies, methods, data sources, or analytical techniques to the same data set (Clarke, Caddick, & Frost, 2016; Clarke et al., 2015). Within the current study, the focus lies in

examining the pluralism of methods, which entails the use of multiple data collection techniques within a singular study. According to Chamberlain, Cain, Sheridan, and Dupuis (2011), a key concern within multi-methods qualitative research should be integration, namely the fusion of methods into an integrated research process. Integration thus involves a process through which different methods are brought into relationship, providing integrated meanings that reflect the multidimensional nature of participants' experiences. Through integration, the inherent value of each method is not lost, but rather the synergetic 'assemblage' is meant to foster an end product that is greater than the sum of its parts (Moran-Ellis et al., 2006). Ultimately, the integration of methods is meant to provide insights that deepen researchers' grasp of complex phenomena (Frost et al., 2010).

To achieve a high level of integration, Chamberlain et al. (2011) proposed that analysis should occur across the data collected through the different techniques, with the presentation of the findings comprising a coherent whole. Triangulation, namely the use of two or more methods, investigators, or sources, has often been employed in attempts to enhance rigour, characterized through convergence of the findings to the "truth" (Breitmayer, Ayres, & Knafl, 1993). However, in a more interpretive tone, the use of multi-methods (i.e., and their integration) is meant here as providing potential to reveal contrasting and complementary dimensions of a phenomenon, thus increasing the depth of understanding regarding the complex nature of the social world (Moran-Ellis et al., 2006). As such, the adoption of integrated methods demands a high level of reflexive engagement, as the researcher must carefully consider how to bring together different methods throughout the research process (Stronach, Garratt, Pearce, & Piper, 2007). By creatively integrating methods, as Bagnoli (2009) suggested, researchers can represent

levels of experience beyond what would arise solely from interviews, the standard method of data collection for qualitative research in sport psychology (Culver, Gilbert, & Sparkes, 2012).

The Multiple Methods Design

A closer look at the youth development through sport literature reveals that in recent years, more and more researchers are venturing 'beyond the interview, conducting studies in which interviews are combined with other qualitative methods to facilitate rich and storied talk (Sparkes & Smith, 2014). For example, studies have been conducted using visual qualitative methods such as photo elicitation (MacPherson, Kerr, & Stirling, 2016; Strachan & Davies, 2015), timelines (Super, Wentink, Verkooijen, & Koelen, 2019), as well as photographs, drawings, and pile-sorting (McCalpin, Evans, & Côté, 2017), helping participants stay engaged, responsive, and interested in the research process. Moreover, the combination of interviews with textual methods such as diaries (Hayward, Knight, & Mellalieu, 2017; Knight, Little, Harwood, & Goodger, 2016), concept maps (Battaglia, Kerr, & Stirling, 2017), journals (Dorsch, Smith, Wilson, & McDonough, 2015), and emails (Thrower, Harwood, & Spray, 2017) has been successfully employed to promote reflection and gain rich insights into participants' experiences over time. Observational methods, used in combination with interviews, have also been valuable in gaining a contextual understanding of people's actions, interactions, and emotions as well as capturing interactions and actions as they happen in real time (Bruner et al., 2017; Povilaitis & Tamminen, 2018; Strachan, Côté, & Deakin, 2011). Specific to the topic of life skills transfer, a few studies have used two or more qualitative methods to explore how athletes apply in life the skills they learned in sport (e.g., Holt, Tink, Mandigo, & Fox, 2008; Walsh, Ozaeta, & Wright, 2010). However, based on the methodological information available in these studies, it is difficult to ascertain the degree to which the methods were deliberately (or not) integrated to

produce insights into the life skills transfer process that are conceptually consistent with Pierce et al.'s (2017) definition of transfer.

The Present Study

Based on the reviewed scholarship, it appears that combining multiple methods within a single study can help researchers capture a broad and deep range of experiences, while also creating a research process through which participants are further encouraged to share meaningful insights. Although some of the reviewed studies have used a multi-methods approach, the extent to which the methods were integrated in a manner consistent with Chamberlain et al. (2011) varies across the studies. Moving forward and to "get at" life skills transfer, more integrated designs are needed to capture (a) the learning or refinement of a life skill in sport and (b) the subsequent application of the life skill in a least one context beyond sport. Pierce et al. (2017) have made several recommendations for future research, indicating that "there is a need to expand data collection activities beyond cross-sectional designs employing one-shot interviews. Longitudinal studies are needed to examine, in real time, the complex interplay of factors that influence the transfer process" (207). In considering Pierce et al.'s (2017) recommendation, the purpose of the study consisted of detailing a longitudinal integrated qualitative approach that can be used to examine the life skills transfer process from sport to life.

Method

Paradigmatic Position

The present study was framed through the lens of ontological relativism and epistemological constructionism (Smith & Sparkes, 2016). Ontologically, the researchers subscribed to the belief that there are no fixed realities; rather, individuals construct and hold unique perceptions of their social reality. Reality is therefore multiple, malleable, and mind-

dependent. Epistemologically, the researchers subscribed to the belief that knowledge is subjective and socially constructed through interaction. In line with these assumptions, the study consisted of detailing a longitudinal integrated qualitative approach through which multiple perspectives could be gathered across time to illuminate complementary and contrasting experiences meant to further elucidate the intricacies of the life skills transfer process.

Presenting the Data

Approval to conduct the study was obtained from the Research Ethics Board at the researchers' university. The data used in the present study were gathered as part of a larger project examining how athletes apply in their everyday lives the skills they deem to have learned in sport (Kendellen & Camiré, 2019). Data collection involved 13 university intramural athletes as well as 29 social agents (i.e., individuals able to speak to the athletes' behaviours outside of sport). In the current study, the exemplar case of one athlete and her three social agents (i.e., mother, classmate, work colleague) was selected with the aim of illustrating the longitudinal integrated qualitative approach. Within this case, to showcase the integrated approach in a clear and precise manner, the examples focus on a singular life skill (i.e., emotional regulation), even though the athlete and social agents discussed a number of other life skills. The case is used to offer tangible examples of (a) the athlete's account of learning emotional regulation in sport, (b) the athlete's account of applying emotional regulation outside of sport, and (c) social agents' accounts of the athlete regulating her emotions in everyday life situations. Thus, the case allowed for the detailed illustration of how the researchers conceived an integrated approach intentionally designed to "get at" transfer, as conceptualized by Pierce et al. (2017).

Participants

At the time of the study, Claire (a pseudonym) was a 23-year-old Caucasian female in her first year of a teacher education program (i.e., bachelor's in education leading to legal certification as an elementary or high school teacher) at a university in the province of Ontario in Canada. Prior to enrolling in the teacher education program, she completed a bachelor's degree in English and History while working part-time in the bakery department of a supermarket. After completing her English and History degree, she took a year off from school and worked in the bakery full-time. Claire played sports as a child and as an adolescent, but did not play sport while she completed her English and History degree. She resumed playing sport when she started her teacher education program, playing intramural volleyball. As her key social agents, Claire nominated her mother, a teacher education classmate, and a work colleague from the bakery.

A Longitudinal Integrated Qualitative Approach

The integrated approach was conceived by the researchers prior to undertaking data collection activities, as part of the larger project (Kendellen & Camiré, 2019). In the current study, qualitative data were collected over an 8-month period (i.e., October 2016 to May 2017). Techniques employed included (a) individual semi-structured interviews, (b) a chronological chart, (c) a timeline, and (d) a solicited journal. Please refer to Figure 1 for the longitudinal integrated qualitative approach used to examine Claire's life skills transfer process. Prior to initiating data collection, participants were informed of confidentiality procedures and reminded that participation was voluntary. All participants provided signed informed consent. During the eight months of data collection, the first author kept a reflexive journal to record her thoughts and emotions around the activities that took place.

Individual semi-structured interviews. All interviews took place at a time and location selected by the participants. The first author, trained in qualitative interviewing, conducted all of the interviews. The interview guides can be made available to readers upon request.

Interviews with Claire. Claire took part in three in-person semi-structured interviews. All interviews took place in a private room located at the first author's university. The first interview (94 minutes) was used to gather information on Claire's history of sport participation and perceived life skills learning experiences in sport. The second interview (97 minutes) was used to thoroughly debrief her timeline content. The third interview (72 minutes) targeted Claire's thoughts and emotions associated with the application of life skills outside of sport. The three interviews dispersed over eight months allowed for prolonged engagement, which fostered rapport and increased the depth of the data gleaned (Smith & Sparkes, 2016).

Interviews with social agents. Semi-structured interviews were conducted over the phone with Claire's mother, teacher education classmate, and work colleague, each lasting 30, 37, and 24 minutes respectively (M = 30.26). The interviews explored each social agent's perspective on Claire's behaviour outside of sport. Sample questions included: (a) What are some of Claire's strengths in (name of context)? (b) What are some of Claire's weaknesses in (name of context)? and (c) Can you talk about how Claire performs in stressful situations in (name of context)?

The chronological chart. This visual method was used to get Claire to document her history of sport participation. This procedure can be viewed as a form of member reflection (Smith & McGannon, 2018), which increased the study's rigour by creating a comprehensive portrait of Claire's past experiences in sport through targeted researcher and participant dialogue. Please see Table 1 for Claire's complete chronological chart of sport participation.

The timeline. Timelining (Sparkes & Smith, 2014) was used as a form of elicitation to encourage Claire to plot her perceived life skills learning experiences in sport. Past research has shown how timelines can be useful in actively engaging participants to reflect on prominent life events (Sheridan, Chamberlain, & Dupuis, 2011). Time was plotted horizontally and lessons learned were plotted vertically. Claire submitted three charts (24 x 36 inches per sheet) and indicated taking two hours to complete the timeline activity. Please see Figure 2 for a visual representation of Claire's elementary school life skills timeline.

The solicited journal. Online solicited journaling was used over a 3-month period for Claire to document her ongoing experiences applying in life the skills she believed she learned in sport. Research has shown how journaling can be an effective tool to obtain personal reflections, accounts of events, and descriptions of experiences over time (Hayman, Wilkes, & Jackson, 2012). The journal was administered online through a private Facebook discussion page created by the first author solely for use in this project. Only the first author and Claire had access to the discussion page. This medium was employed for its convenience and accessibility, allowing Claire to submit her journal entries whenever it suited her. Strategies recommended by Hayman et al. (2012) were used to facilitate Claire's journaling process. First, Claire was provided with a sample journal entry as well as key guiding questions to consider when journaling (i.e., What life skill does this journal entry focus on? Where in my life did I apply this skill? and How did I apply this skill?). Second, the first author checked in bi-weekly with Claire, providing her with constructive feedback and comments to further solicit journaling and reflection. In total, Claire wrote six journal entries ranging from 341 to 685 words (M = 543). Please refer to Appendix L for Claire's journal entries.

Data Analysis

Audio files were transcribed verbatim and uploaded into NVivo to assist with data organization. The data analysis process was led by the first author and closely supported by a critical friend (i.e., second author). Both individuals met in-person regularly to openly share their thoughts, think reflexively, and challenge each other's interpretations in efforts to come up with a strategy on how to best illustrate the longitudinal integrated qualitative approach (Smith & McGannon, 2018). Particular to the current paper, analysis centred on assembling a story that characterized the methods integration process and how this integration enriched the account of Claire's life skills learning and application experiences. To demonstrate the process and worth of integration, the first author and critical friend focused on building a persuasive narrative of how, for example, the data collected in each phase were subjected to an initial analysis, which set the stage for data collection in the subsequent phase. During write-up, the first author and critical friend focused on carefully detailing how integration generated insights that enabled them to construct transfer-specific interpretations, pieced together by having access to precise and exhaustive information related to Claire's experiences of learning emotional regulation in sport and applying this same life skill beyond sport.

Results

The case of Claire and her social agents is presented as an example, with the primary objective to illustrate how a longitudinal integrated qualitative approach led to detailed explanations of the life skills transfer process, explanations that would not have arisen through the exclusive use of interviews. The results are organized in two sections: (a) the life skills learning process in sport and (b) the life skills application process beyond sport. First, we demonstrate how the integration of a semi-structured interview, a chronological chart, and a timeline led to the thorough depiction of how Claire believed she learned and refined emotional

regulation skills in sport. Second, we situate how semi-structured interviewing (i.e., Claire and social agents) and solicited journaling were integrated to produce insights into Claire's application in life of the emotional regulation skills she believed she learned in sport. The linking of Claire's depictions of learning and application of emotional regulation, complemented and contrasted by her social agents, is reasoned to provide nuanced constructions of her life skills transfer process, consistent with Pierce et al.'s (2017) conceptualization.

The Life Skills Learning Process in Sport

The first interview. A semi-structured interview was initially conducted to start documenting Claire's sport participation history and perceived learning experiences in sport. Conducting an interview as the preliminary data collection point was deemed suitable, allowing the first author to build rapport with Claire while also getting a sense of the importance she attributed to sport in her life. In this interview, Claire discussed how she believed playing sports helped her learn numerous life skills, including perseverance, teamwork, and emotional regulation. Further, Claire stated how she believed she acquired new knowledge on the importance of hard work and living an active lifestyle. Looking more closely at Claire's learning of emotional regulation in sport, she reported an experience in high school volleyball that she believed taught her the importance of regulating her emotions. To improve her serving consistency, Claire stated how she used a breathing technique to stay focused on the task at hand:

> When I served and messed the other team up a bunch of times in a row, I'd start to get cocky. In my head, I was like "yeah I've got this" but then I'd screw up. My coach would look at me and do this [hand gesture] and it meant to just take a second to breathe because I had six seconds to serve. So in grade 11, it became a thing for me to go to the service line, not look at anybody, and just breathe before I did anything.

In this particular example, Claire provided rich contextual information, most notably by locating in time (i.e., grade 11) and in place (i.e., volleyball game) her experience of learning emotional regulation. However, in some other instances during interviewing, she did not provide the same depth of details on when or where her perceived learning experiences in sport occurred. To illustrate, Claire believed she learned to manage her nerves before taking her dance exams, but did not specify when such learning experiences took place:

> Dance exams were intense. I had to control my nerves, I'd shake so much because of how nervous I was and I can't shake when I'm doing firm posture moves…I'd just breathe and breathe.

Overall, the first interview provided some indications that Claire believed she learned emotional regulation skills in sport. However, the types of examples provided by Claire suggest that a single interview, in and of itself, may not always allow for the consistent and complete capturing of detailed information on the life skills learning process in sport, mainly due to the spontaneous in-the-moment questioning that can limit participants' ability to fully collect their thoughts. Specifically for Claire, her first interview was limited in terms of the extent of information that was generated on her (a) sport participation history and (b) learning experiences in sport across the lifespan. Thus, additional qualitative methods were integrated to enable Claire to reflect and more precisely document her sport participation history and perceived learning experiences in sport, anchoring them in time and in place.

The chronological chart. Using the transcript of the first interview, the first author created an initial chronological chart of Claire's sport participation history. Claire was emailed this initial chronological chart and asked to make changes as deemed necessary and fill in any details relating to her sport participation history that may have been missing. The chart enabled

Claire to systematically document her sport participation history throughout her lifespan by providing her an opportunity to (a) elaborate on what she said in interview and (b) record important previously omitted details. For example, on her chronological chart, Claire specified additional sports she played during elementary school (i.e., cross-country, track and field) and provided essential details related to school grade, season duration, and level of competition, all pieces of information not captured in interview. In the final version of her chronological chart, which is presented in Table 1, Claire reported taking part in organized sport for fifteen years and playing six different sports. In sum, the chronological chart proved to be an effective instrument in addressing the limitations of the first interview by enabling Claire to precisely document her history of sport participation. This precise documentation, made possible by the chronological chart, represented a crucial step in getting at transfer, allowing Claire to locate in time and place her perceived life skills learning experiences in the next phase of data collection, timelining.

The timeline. Claire was asked to use her finalized chronological chart to complete a timelining activity designed to get her to thoroughly reflect on specific situations, events, and/or experiences in sport she believed fostered her learning of life skills. The inclusion of the timeline was aimed at addressing the first interview's limits in wholly capturing perceived learning experiences in sport. Timelining allowed Claire to (a) expand on and further contextualize, in time and in place, the life skills learning experiences she had discussed in her first interview and (b) share new stories related to the life skills she believed she learned in sport. From an integration perspective, Claire's chronological chart played an essential role in allowing her to accurately plot onto her timeline sheets the life skills she believed she learned during specific school grades, in specific sports. For example, Claire described and plotted four stories (i.e., three in elementary school, one in high school) related to the learning of emotional regulation,

suggesting that she believed this particular life skill was learned and refined in sport over time. Please see Figure 2 for Claire's elementary school timeline. Examining Claire's timeline, the first time she remembered learning to regulate her emotions in sport was in grade four: "Deal with pressure & stress - Dance - exams started to get fairly hard around this time - self-taught". Claire also highlighted learning to regulate her emotions in grade six: "Deal with pressure & stress - Track & Field - I finally made regionals in track & field and had to deal with the stress from that - self-taught" and in grade eight "Control emotions - Track - I got injured landing on the bar in high jump - I had to overcome my fear and nerves to be able to jump again - coach & self-taught". Finally, Claire plotted on her high school timeline how she regulated her emotions in grade 12: "Deal with nerves – Dance - first major exam, gold medal - self-taught".

On her timelining sheets, Claire accurately detailed her perceived life skills learning experiences in sport, most notably sharing whether she believed these experiences were self, coach, team, or family directed. Specific to emotional regulation, learning was deemed by Claire to have been both self-directed and coach directed. It is important to note that details on the "directedness" of learning were not shared in interview. Deploying in an integrated manner the first interview, the chart, and the timeline allowed insights to build in both depth and breadth, further elucidating Claire's life skills learning experiences in sport. Such insights into Claire's life skills learning process provided tangible indications that she believed she learned, over time, emotional regulation skills in her attempts to deal with the demands she experienced in sport. Since a skill learned in sport can only been considered a life skill if it is applied beyond sport (Camiré, 2015), the next step consisted of examining whether Claire believed she applied in her everyday life the emotional regulation skills she deemed to have learned in sport.

The Life Skills Application Process beyond Sport

The second interview. In ensuring that data gathering techniques continued to build on one other in an integrated manner, the life skills Claire discussed learning in sport during interviewing and timelining informed the creation of the second interview guide, focused on life skills application beyond sport. For example, during her second interview, Claire tried to explain how five years prior, she had applied emotional regulation techniques she had learned in sport to stay calm before a job interview:

> I really needed a part-time job and it [bakery] was the first place that called me back… I was 18 so obviously I was freaking out. I called my mom and she said "calm down, it'll be fine". So I sat in my car for the next 15 minutes breathing and calming myself down before I went in.

In a more recent instance, Claire talked about how she felt nervous on the first day of her teaching practicum, a crucial component to pass in order to get certified as a teacher. Although she provided some descriptions to situate the event in question, from a life skills application perspective, Claire offered few precisions in terms of the specific emotional regulation techniques she employed in the moments leading up to her teaching independently:

Interviewer: Do you have examples of how learning to manage your nerves in sport has helped you, maybe in stressful situations or situations when the stakes are high?

Claire: I can give you an example from yesterday. I just started teaching for the first time, so the [associate] teacher literally just sat at the back of the class at one of the desks, with the students, and then I had to teach the whole lesson. It was my first time so I was really nervous because she [associate teacher] was marking me. I was just like "I can do this, just like I rehearsed".

Interviewer: Did you do anything in particular before you taught, to calm yourself down?

Claire: The class was second period, so in the first period, I asked if I could leave ten minutes early to set up the classroom before the kids got there. So I could be there and ready rather than walking in a fluster while the kids are walking in too.

As the two examples above indicate, when put on the spot during her second interview, Claire tried to provide some examples of her applying life skills in contexts extending beyond sport, but these examples often lacked important contextual information. The interview, inherently a spontaneous data gathering technique, offered few opportunities for Claire to gather her thoughts and thoroughly detail her life skills application experiences beyond sport. To address these limitations and to access at greater depth and breadth the nature of Claire's life skills application experiences, solicited journaling was integrated as a complementary technique.

Solicited journaling. The solicited journaling approach was employed for three months and facilitated the collection of rich in-the-moment data. The journal allowed Claire to capture, in a written format, how she was applying in her day-to-day life the skills she believed she had learned in sport. During the journaling period, Claire was fully engaged in her practicum, teaching grade 10 and 11 high school English. Four of her six entries touched on her efforts to regulate her emotions during events that took place as part of her practicum. For instance, in her February 8, 2017 entry, Claire wrote about how the semester change was a stressor, being assigned new classes and having to interact with new groups of students. She wrote about the practical steps she took to alleviate stressors and optimally regulate her emotions:

> It is the start of the second semester for all the high school students at my placement, so I am now working with two new classes, very different from my classes last semester. This has been a whole new experience managing my nerves. There is only one student that I know from before. I am terrible at learning new names and feel like I am disappointing

> the students when I cannot remember their names. I also get nervous just being in front of the students and trying to make myself comfortable in the classroom. The best thing I can do to calm my nerves is always make sure I have a good lesson plan prepped and have backup activities in case things do not go as planned. I also go over everything with my associate teacher before the lesson starts. Other than that, the best I can do is prepare for questions I think might come up. I use breathing techniques to calm myself down as well.

The journal entries allowed Claire to provide detailed descriptions of the features inherent within her application context, generating insights into her application of emotional regulation not captured in interview. Such emphasis on emotional regulation in Claire's journaling indicates that this skill was not applied in isolation (i.e., a one-time skill application outside of sport); it represented a skill that was being generalized to multiple life domains (i.e., emotional regulation was deemed to have *transferred* from use in sport to use in everyday life). At this point in the study, to add layers of interpretation to Claire's life skills application process, social agent interviews were integrated in the study design, whereby key members within her social network were interviewed to gather their perspectives on life skills application.

Interviews with social agents. Key individuals in Claire's life were interviewed and asked to speak to her general behaviour during their everyday interactions. The social agent interviews revealed complementary and contrasting dimensions of life skills application that increased our breadth of understanding regarding Claire's transfer process. As a complementary dimension, Claire's classmate from teacher education spoke at length to her ability to regulate her emotions in class, stating how Claire kept her composure while being distracted by a student:

> Claire was reading a poem and she had a student with Asperger [Syndrome] in her class. She mispronounced a word and as she kept reading the poem, the student yelled out "oh

> you mispronounced that word, it's said this way". I don't know what the word is, I can't remember. Basically, all Claire did was turn to the student and said "thank you for correcting me" and she left it at that and kept reading the poem. Her associate teacher said afterwards "you handled that really well because a lot of people would say 'excuse me you're being very rude right now interpreting me'".

In a contrasting dimension, her mother revealed how she believes Claire is not always able to keep her composure, recalling an event that occurred a few months prior during which Claire called her in tears because she was worried she was not going to get into teacher education:

> She decided she was going to apply for teacher education, but she didn't have all the qualifications that most other students had because she recently decided this is what she wanted to do, whereas most of the other university students had known since day one they wanted to be teachers, so they had done all kinds of volunteering at public schools or high schools and Claire had not done any of that and she was really panicking.

The mother also described Claire's behaviour, alluding to how she does not always regulate her frustrations: 'Sometimes, she can be short with her replies and it's like "Claire, there's a nicer way to say that" or "you didn't need to say it like that"'. Also, Claire's former work colleague stated how it was easy to see when she was upset: "She shows a lot of emotion in her face".

The social agent interviews, as shown in Claire's case for emotional regulation, helped the researchers build a more nuanced portrait of her life skills transfer process, whereby the application or not of emotional regulation appeared to be contingent on internal/external variables. Integrating the social agents' complementary and contrasting perspectives within the analysis added layers of interpretation, situating how Claire seemed proficient, or at least eager to regulate her emotions in some situations more than in others.

The third interview. The aim of the third interview was again integration, with the interview guide being created based on the analysis of Claire's journal entries as well as the social agent interviews. The third interview served to debrief the journal content to delve deeper into the factors she believed influenced her willingness and ability to apply in life the skills she reported having learned in sport. In this last data collection activity, the goal was to move beyond description (i.e., collecting examples of application), instead focusing on gaining insights into Claire's thoughts and emotions during life skills application events. In a journal entry, Claire described how she regulated her emotions when her university professor evaluated her teaching:

> This week, I definitely had to manage my nerves again because our professors from university came to observe us while we teach at our placements. My professor came yesterday and watched the two classes I was teaching. I was very nervous with her watching me, but at the end, she told me I was doing great and my associate teacher was very impressed with me so that made me very proud of myself.

From an integration perspective, the third interview allowed the first author to ask follow-up questions concerning this specific event and gain a better understanding of why Claire thought she successfully regulated her emotions while being evaluated. Based on her statement, Claire appeared to consider verbal encouragement as a key factor:

Interviewer: In this situation, why do you think you did a good job managing your nerves?

Claire: My professor is very vocal so when students were working alone and I was by the teacher desk, she'd come tell me I was doing a good job, which helped me continue.

Thus, integrating the third interview in the study design, specifically to follow-up on the journaling and social agent interviews, produced new insights into the factors surrounding Claire's life skills application experiences. For example, reinforcement through positive

appraisal manifested itself as a particularly noteworthy factor for Claire, ultimately influencing her willingness to apply her skills in future situations.

Interviewer: In this situation, you got a positive response from your professor. Does it influence your desire to continue managing your nerves in the classroom?

Claire: I think so. I was really nervous leading up to that day, I knew I had my professor watching me teach. I'm sure I will still be nervous again next year when it happens in my second practicum, but after having one experience of it, it will be a lot easier the second time knowing it went well.

Discussion

Many of the past studies examining life skills transfer from sport to life have relied on the one-shot interview design (e.g., Chinkov & Holt, 2016; Kendellen & Camiré, 2017). Recognising the limits of sole reliance on interviews, Pierce et al. (2017) advocated for the adoption of longitudinal approaches that better capture the life skills transfer process as it unfolds over time. Within the current paper, we detailed a longitudinal approach built on the integration of multiple qualitative methods that captured Claire's perceived experiences of learning emotional regulation in sport and applying this life skill in multiple domains outside of sport. In doing so, the longitudinal integrated qualitative approach produced a depth and breadth of insights on the life skills transfer process that could not have been gleaned using a study design solely reliant on one-shot interviews. Thus, the paper offers a concrete example of an integrated approach that can be used by researchers as a guide to study life skills transfer, in a manner that is conceptually consistent with Pierce et al.'s (2017) definition.

In terms of life skills learning in sport, the benefits of integrating the interview, chart, and timeline lied in the comprehensiveness of the experiences reported. The end point of this

integration was evidenced in the timeline sheets, on which Claire (a) located her sport experiences in time (i.e., grade) and in place (i.e., type of sport), (b) attached life skills learning experiences to specific sport experiences, and (c) identified how her life skills learning experiences were directed (i.e., self, coach, team, or family). Thus, methods integration addressed some of the interview's limitation by capturing, in a more precise and exhaustive manner, Claire's perceived learning experiences in sport throughout her lifespan.

In terms of life skills application beyond sport, the integration of interviewing and journaling provided insights into how Claire sought to apply in her daily activities, most notably during her teaching practicum, the emotional regulation skills she believed she learned in sport. The journal enabled Claire to collect her thoughts and detail with precision application events that had occurred just a few hours or a few days prior, thereby enhancing what had been captured in her second interview. Interviews with social agents were also conducted, revealing complementary and contrasting dimensions of Claire's ability to regulate her emotions, dimensions not exposed in Claire's second and third interviews. For example, Claire was perceived by a classmate to have regulated her emotions when interacting with a student. In contrast, her mother revealed how Claire did not always regulate her emotions during exchanges.

Such findings can be interpreted using Pierce et al.'s (2017) model, which proposes that contextual and psychological factors play a major role in shaping the transfer process. Of the factors outlined by Pierce et al. (2017), Claire's perception of *rewards for transfer* may help explain how and why she was motivated (or not) to apply her emotional regulation skills in different contexts. As part of her practicum, Claire's professor from teacher education observed and evaluated her teaching. Thus, Claire was likely highly motivated to regulate her emotions when observed because being in a professional situation, she was expected to act in accordance

with established standards of conduct in order to receive a good grade. Given that she had a sizable reward riding on her teaching performance (i.e., obtaining her degree and practicing her desired profession), she was most likely highly compelled to regulate her emotions. In contrast, when engaging in informal conversations with her mother and responding in somewhat rude manners, it is likely that Claire did not feel social pressure to conform to an established standard of conduct and/or perceived few consequences in verbally venting her frustrations to her mother. Thus, by integrating social agents' perspective, important nuances related to Claire's application of emotional regulation were captured. To continue to advance the study of life skills transfer, researchers must go beyond describing occurrences of life skills application. Moving forward, there is a need to dive deeper to grasp the cognitions and emotions that drive athletes' decisions to use in life the skills they deem to have learned in sport. By strategically and creatively integrating qualitative methods, researchers can better position themselves to "get at" like skills transfer. As the present paper showed, integration shed light into its intricacies of transfer.

Key Considerations for Using a Longitudinal Integrated Qualitative Approach

Building upon the recent work of Williams (2018), the present study adds to the literature by offering an example of a longitudinal integrated qualitative approach for studying transfer. Below are considerations aimed at guiding researchers interested in using integrated designs.

First, the integrated design illustrated in the present paper required an extensive investment in time from Claire. Specifically, over an 8-month period, she took part in three interviews totalling 263 minutes, completed one chronological chart, three timelines, and six journal entries, and helped recruit three individuals who could speak to her behaviour outside of sport. The demands placed on Claire raise an important ethical question for researchers looking to integrate methods: Given ethical imperatives to not place undue duress on participants, when

is enough integration, enough? Based on our experience, the answer to this question depends on a myriad of factors, most notably (a) the nature of the research question(s) at-hand and (b) the participants' willingness to voluntarily complete the prescribed the data collection activities. In the present study, several steps were taken to ensure Claire clearly understood the nature of her participation and was motivated to remain invested. For example, prior to commencing data collection, the first author met Claire in-person to describe in detail the integrated approach. During this initial meeting, both parties agreed on data collection time points that met Claire's availability. Nevertheless, these data collection time points were inherently flexible, always in the optic of accommodating Claire's schedule. For example, the third interview was initially scheduled to take place in April 2017 but it was moved to May 2017, at Claire's request, for her to focus on the end of her teaching practicum. Thus, being up front, transparent, and flexible are key features in facilitating participants' prolonged engagement in projects deploying a longitudinal integrated qualitative approach. When participants understand what they are getting themselves into and feel like the research plan considers their time demands, they will perceive more ownership, thereby increasing their commitment in completing data collection activities.

Second, researchers contemplating the use of a longitudinal integrated qualitative approach should consider their participants' age. In the current study, adults were recruited and voluntarily consented to being involved in data collection activities that lasted several months. However, given that life skills research typically takes place in the context of youth sport, researchers must include in their research plan provisions to work with parents/legal guardians. An intricate equilibrium must be achieved between (a) youth participants' preferences and commitment levels, (b) parents'/legal guardians' preferences and commitment levels, and (c) researchers' needs in terms of methodological rigour. Further, when working with youth, the

types of data collection techniques used/integrated must be carefully considered, as they may not necessarily reflect the ones used/integrated with adults.

Third, the type(s) of participants recruited within a longitudinal integrated qualitative approach must be carefully considered. Researchers must weigh the recruitment efforts to be deployed in light of the participants' anticipated contribution to answering the research question. For example, in efforts aimed at enhancing nuance, social agent interviews were integrated into the study design. Social agents, sought because they were positioned to provide an alternative perspective on Claire's behaviour outside of sport, offered valuable insights but often proved difficult to recruit. To respect ethical guidelines, only individuals nominated by Claire were eligible to act as study participants. This meant that although the researchers wished to interview Claire's university professor from teacher education, they instead interviewed a class colleague, which Claire had nominated. Further, the researchers had to wait for nominated individuals to contact them in order to instigate the recruitment process, and only a small portion actually did. Thus, within the confines of the larger project (Kendellen & Camiré, 2019), recruiting 29 social agents proved to be an arduous and lengthy process. Moving forward, when recruiting multiple types of participants in a longitudinal integrated qualitative approach, researchers should (a) understand they might not always recruit the exact voices they desire and (b) plan to recruit more social agents than needed, as some will inevitably refuse to participate.

Last but not least, researchers must consider their philosophical orientation when planning to deploy a longitudinal integrated qualitative approach in which multiple data collection techniques are used. Researchers must ask themselves important questions. For example, is my preferred philosophical approach amenable to methods integration? Does my project, framed within my preferred philosophical approach, stand to benefit (or not) from

methods integration? Are my chosen data collection techniques consistent with my preferred philosophical approach? The answers to those questions will help determine whether a project is soundly framed and allows researchers to meet the inherent objectives of integration.

In light of the considerations made above, readers should note that the integrated approach illustrated in the present paper represents one possible way (i.e., not the only way) to examine life skills transfer in a manner that is consistent with Pierce et al.'s (2017) conceptualization. Taking into account the different types of generalizations that have been espoused to matter in qualitative research (Smith, 2018), we denote that transferability may potentially transpire from this study if readers deem aspects of our integrated approach to be valuable in investigating life skills transfer, for instance, within different contexts and/or with different populations. Finally, qualitative researchers interested in research questions that pertain to the domains of sport, exercise, and health are encouraged to continue to explore the (potential) benefits of integrating methods as an attempt to add depth and breadth of interpretation to phenomena under investigation.

Conclusion

In using a longitudinal integrated qualitative approach, insights into the participant's life skills transfer experiences were produced, to an extent greater than would have been achieved solely through interviewing. Researchers can use the integrated interviewing, charting, timelining, and journaling approach outlined in the current study as a template/guideline for framing their own integrated investigations into the life skills transfer process. In efforts to help steer qualitative research in sport psychology beyond its traditional reliance on interviews (Culver et al., 2012), the study can be framed as providing initial empirical evidence for the

worth of integrated methods in promoting further rigor and reflection in data collection and analysis, all in the pursuit of generating new knowledge.

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Table 1

Claire's Chronological Chart of Sport Participation

Sport Played	**School Grade**	**Season Duration**	**Context**	**Level of Competition**	**Intensity of Participation**
Baseball	K-2	May-August	Club	Recreational	1 practice/week 1 game/week
Soccer	4–8	May-August	Club	Recreational	1 practice/week 1 game/week
Dance (Ballet)	4–8	September-June	Club	Recreational	1 practice/week
Track & Field	6-8	May	School	Competitive	1-2 practices/week
Cross Country	7-8	September-October	School	Competitive	N/A
Volleyball	8	December-March	School	Competitive	2-3 practices/week 1 game/week
Soccer	9-12	May-August	Club	Recreational	1 practice/week 1 game/week
Dance (Ballet)	9-12	September-June	Club	Recreational	1 practice/week
Volleyball	9-12	November-April	School	Competitive	5 practices/week 2 games/week
Volleyball	9-12	September-May	Club	Competitive	2-3 practices/week
Volleyball	1st year University	September-December	Intramurals	Recreational	1 game/week

Figure 1

Longitudinal Integrated Qualitative Approach used to Examine Claire's Life Skills Transfer Process

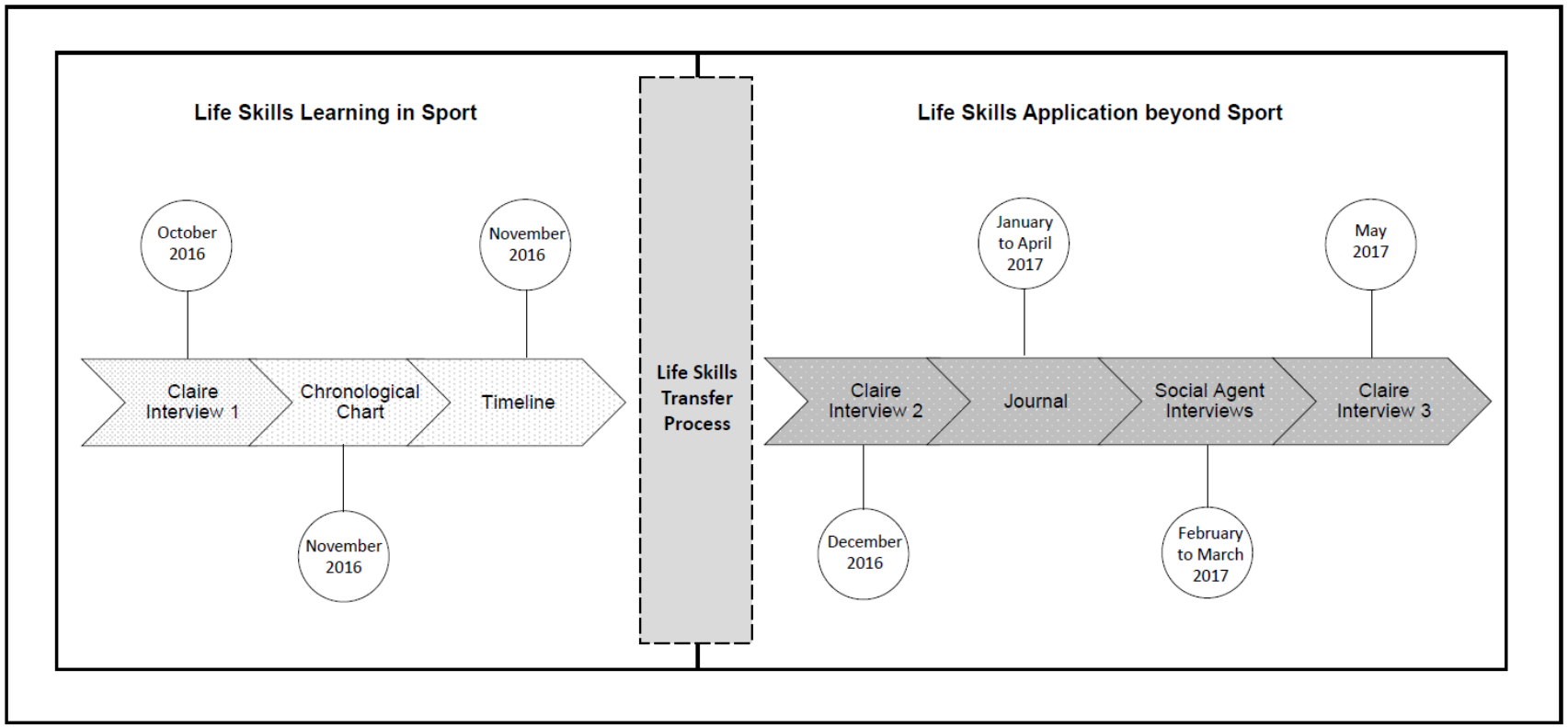
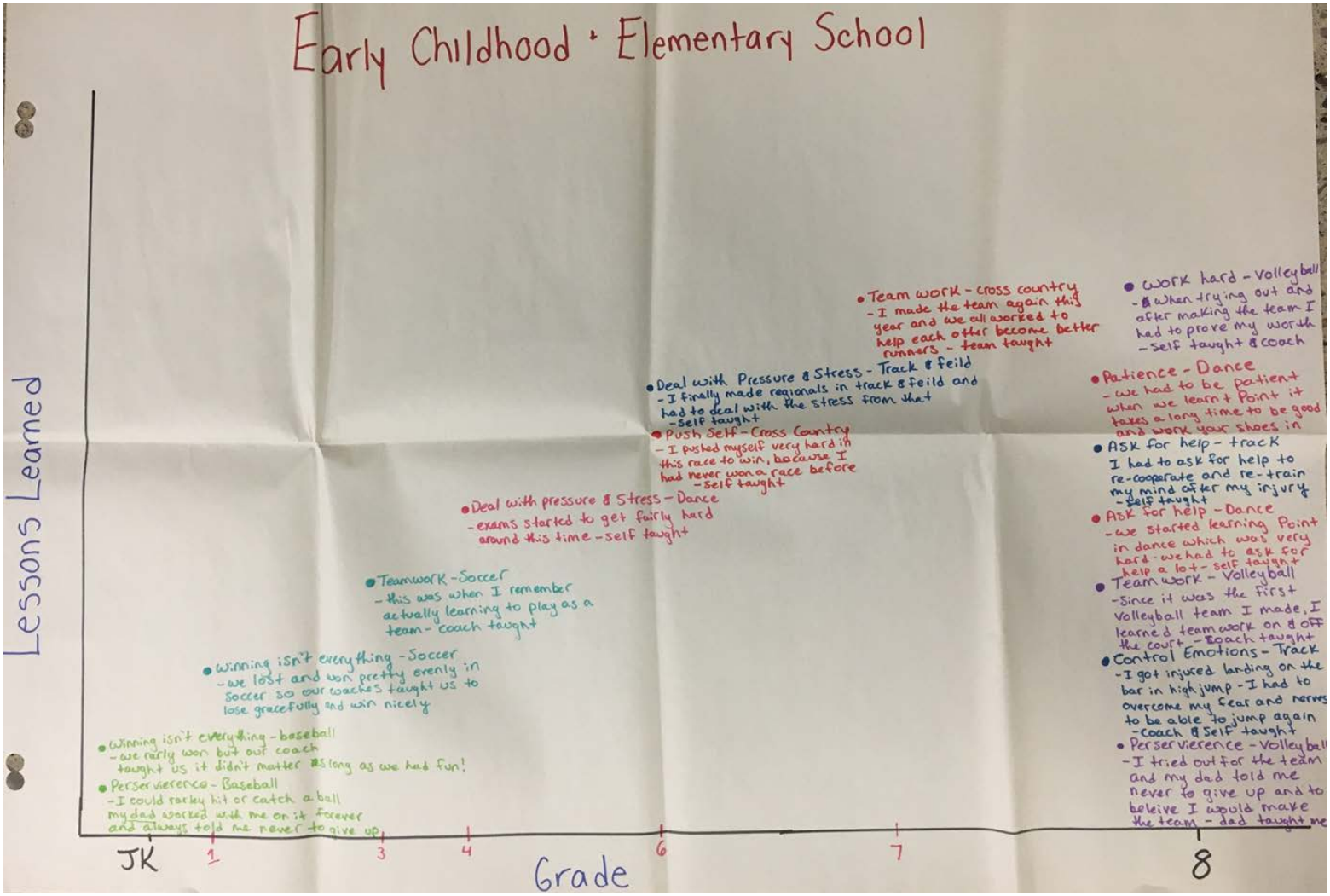


Figure 2

Claire's Elementary School Life Skills Timeline



Article Three

Kendellen, K., & Camiré (under review). An athlete's journey through the life skills application process: A narrative perspective. *Qualitative Research in Sport, Exercise and Health.*

Abstract

In recent years, sport psychology researchers have attempted to uncover the factors influencing the process of life skills transfer from sport to life. Within this line of inquiry, Kendellen and Camiré (2019a) created a substantive grounded theory of life skills application designed to explain what occurs as athletes apply in life the skills they deem to have learned and/or refined in sport. Within the grounded theory, life skills application is framed as an ongoing process that involves four steps (a) decision-making, (b) application, (c) appraisal, and (d) adaptation. The purpose of the study was to use the Kendellen and Camiré (2019a) substantive grounded theory of life skills application to document one athlete's journey through the life skills application process. Narrative inquiry was employed to tell the athlete's story of applying the life skill of leadership at work as he progressed through the four steps described in the grounded theory. Data collection included individual semi-structured interviews and solicited journals. The findings from the narrative thematic analysis indicate how the athlete consciously went through two life skills application cycles. The study contributes to the literature by moving beyond documenting instances of life skills transfer and instead demonstrating how the athlete's emotions, thoughts, and behaviours evolved to influence his experiences of applying at work the leadership skills he believe he learned in sport. The findings are discussed in relation to the substantive grounded theory of life skills application as well as the life skills transfer literature.

Keywords: Life skills; transfer; youth development; psychological processes; sport

The positive youth development (PYD) framework is a strength-based conception of development in which young people are viewed as resources to be developed rather than problems to be managed (Damon, 2004). Since the early 2000s, researchers in sport psychology have employed the PYD approach to frame their work on youth development and understand how life skills can be promoted through sport participation (Holt, 2016). Life skills are defined as personal assets, characteristics, and skills that enable individuals to succeed in a variety of life domains (Gould & Carson 2008). A growing body of research has shown how youth can learn life skills in sport (see Camiré, 2014; Gould & Carson, 2008; Holt et al., 2017 for reviews), the most common of which being teamwork, goal setting, time management, emotional skills, interpersonal communication, social skills, leadership, problem solving and decision-making (Cronin & Allen, 2017). However, for such skills to actually be classified as *life* skills, they must *transfer* and be applied in life domains extending beyond sport. For example, if an athlete believes he/she learned leadership in sport, he/she must transfer and apply his/her leadership skills beyond sport for leadership to be considered a life skill in this athlete's repertoire. Life skills transfer refers to:

> The ongoing process by which an individual further develops or learn and internalises a personal asset (i.e., psychosocial skill, knowledge, disposition, identity construction, or transformation) in sport and then experiences personal change through the application of the asset in one or more life domains beyond the context where it was originally learned (Pierce, Gould, & Camiré, 2017, p. 94).

Based on this definition, life skills transfer represents the intermediary process linking the (a) learning and/or refining of a life skill in sport to (b) the subsequent application of the life skill in a least one context beyond sport. As explained by Pierce et al. (2017), the individual athlete is at

the centre of the transfer process, as he/she constantly moves from one life context to another. As such, the potential for life skills transfer resides within the athlete.

Life Skills Transfer

A belief held by many sport stakeholders is that the skills athletes learn and/or refine in sport transfer and facilitate success in life domains beyond sport (Bean, Kramers, Forneris, & Camiré, 2018; Pierce et al., 2017; Turnnidge, Côté, & Hancock, 2014). Some studies have shown how athletes do indeed believe they can transfer the life skills they have learned in sport to other life domains, including the classroom (Allen & Rhind, 2019; Pierce et al., 2016), the workplace (Chinkov & Holt, 2016; Kendellen & Camiré, 2017), and during interactions with friends and family members (Bean, Kendellen, & Forneris, 2016; Weiss, Stuntz, Bhalla, Bolter, & Price, 2013).

In addition to identifying application contexts, past studies have captured examples of athletes discussing how they applied in life the skills they believe they learned in sport. Chinkov and Holt (2016) interviewed 16 Brazilian jiu-jitsu athletes who discussed applying the skills they learned in sport (e.g. respect for others, perseverance) in contexts outside of sport, with the workplace being the most prominent application context (e.g. using their perseverance skills learned in sport to cope with difficult work challenges). Although the Chinkov and Holt (2016) study provides some empirical support for occurrences of life skills transfer, further research is needed that addresses the key elements of the transfer process (i.e., temporal nature) as conceptualized by Pierce et al. (2017). Arguably, many of the past studies documenting instances of athlete life skills transfer (e.g. Chinkov & Holt, 2016; Kendellen & Camiré, 2017) have positioned transfer more as an outcome of sport participation rather than an ongoing process. That is, most of the empirical evidence for the occurrence of transfer is based on athletes' one-

time applications of life skills outside of sport. Moving forward, sport psychology researchers must go beyond simply describing instances of life skills transfer from sport to life and instead capture the factors influencing transfer by diving "deeper to grasp the cognitions and emotions that drive athletes' decisions to use in life the skills they deem to have learned in sport" (Kendellen & Camiré, 2019b, p. 13).

Factors Influencing Transfer

Many studies investigating the factors influencing transfer have been conducted from coaches' perspective, documenting the strategies they can use to explicitly promote transfer (e.g. Camiré, Trudel, & Forneris, 2012; Pierce, Kendellen, Camiré, & Gould, 2018). Examples of transfer strategies include (a) helping athletes identify potential transfer contexts, (b) providing opportunities for athletes to apply their life skills beyond sport, (c) using role models to teach about transfer, (d) fostering positive coach-athlete relationships, and (e) facilitating athlete reflection on transfer. Although this line of research has proven useful in understanding how coaches can intentionally promote transfer, more research is needed from athletes' perspective since they sit at the centre of the transfer process (Pierce et al., 2017). Specifically, further research is warranted in terms of examining what happens when athletes move to contexts beyond sport and make attempts to apply in life the skills they deem to have learned and/or refined in sport.

In recent years, sport psychology researchers have attempted to uncover some of the factors influencing athletes' life skills transfer process, examining the roles played by basic psychological needs satisfaction (Hodge, Danish, & Martin, 2013), relevance and meaningfulness (Jacobs & Wright, 2018), and social support (Lee & Martinek, 2013). For their part, Pierce et al. (2017), in their life skills transfer model, proposed eight psychological

processes that can influence the transfer process: (a) unconscious personal reconstructions, (b) satisfaction of basic psychological needs, (c) confidence, (d) level of engagement, (e) awareness of transfer possibilities, (f) perception of support for transfer, (g) perception of similarities, and (f) meaningfulness of learning. Although the psychological processes proposed in the Pierce et al. (2017) model delineate factors that instigate occurrences of life skills transfer, it remains unclear, from an empirical standpoint, how life skills application experiences manifest themselves from athletes' point of view. In terms of moving forward with the study of life skills transfer, Pierce et al. (2017) recommended that "more athlete-centric studies are needed to explain the mechanisms at play when athletes attempt to apply in life their skills learned in sport" (p. 205). Consistent with the recommendation put forth by Pierce et al. (2017), Kendellen and Camiré (2019a) created a substantive grounded theory of life skills application explaining what occurs once athletes move beyond sport and apply the skills they deem to have learned in sport.

Substantive Grounded Theory of Life Skills Application

The Kendellen and Camiré (2019a) substantive grounded theory of life skills application is built on the core category of "mutually beneficial person-context regulations", which describes the process by which the athlete regulates the application of a life skill learned in sport in ways that benefit the self and the context in which he/she is engaged in. Within the grounded theory, life skills application is framed as an ongoing process that involves four steps (a) decision-making, (b) application, (c) appraisal, and (d) adaptation.

According to the grounded theory, when an athlete finds himself/herself in a context beyond sport, he/she may be presented with opportunities to apply particular life skills, some of which may have been learned and/or refined in sport. At this point, the athlete can decide to move forward and create an intention to apply a life skill. The athlete's conscious decision to

apply a life skill is influenced by his/her personal assets and interactions with the features of the application context. Once the life skill has been applied, the athlete cognitively evaluates his/her life skill application performance in terms of his/her ability to influence adaptive person-context relations. The cognitive appraisal of such life skills application changes the nature of person-context relations. The very act of applying a life skill is posited to allow for new knowledge to be created on the evolving requirements for successful life skill application. Such knowledge can be used by the athlete to adapt (if needed) future life skills application attempts to enhance the probability of experiencing adaptive person-context relations. As a result, the changed person-context influences the athlete's decision-making process if/when new life skills application opportunities are presented. The grounded theory of life skills application is thus framed as an evolving cyclical process that occurs over time and does not have a definitive end point.

The Present Study

The purpose of the study was to use the grounded theory of life skills application (Kendellen & Camiré, 2019a) to document an athlete's journey through the life skills application process. A narrative approach was used to tell the athlete's story of applying the life skill of leadership at work as he progressed through the four steps of the grounded theory.

Method

Methodological Approach

The current study made use of narrative inquiry, a qualitative approach focused on stories. Within narrative inquiry, people are viewed as storytelling beings that attach meaning to and communicate experience through the act of storytelling (Smith, 2010; Smith & Sparkes, 2009). From a paradigmatic standpoint, narrative inquiry is consistent with an interpretive lens, framed by ontological relativism and epistemological constructionism (Papathomas, 2016; Smith

& Sparkes, 2016). Narrative scholars seek out personal stories to illuminate the many versions of reality that co-exist by deriving meaning through stories situated in broader social and cultural narratives (Smith & Sparkes, 2009). In concert with interpretive assumptions, the story produced in the current study was jointly constructed through the dialogue that occurred between the researcher (i.e., the listener) and the participant (i.e., the storyteller).

Narrative inquiry is considered an appropriate methodology to address the study purpose as it places a strong emphasis on the temporal nature of people's experiences. As discussed by Smith and Sparkes (2009), narratives represent a preferred manner by which people organize their experiences as they unfold over time and across a variety of spaces. As defined by Pierce et al. (2017), life skills transfer in the sport psychology literature embodies an ongoing process of learning life skills in sport and applying these life skills beyond sport. Thus, narrative inquiry made it possible to capture the temporal dimension of the participant's journey through the life skills application process. Further, the narrative approach, due to its idiosyncratic and social dimensions, enabled the researchers to explore how the participant consciously made sense of his thoughts and emotions by focusing on the specific features of his work context that influenced the nature of his life skills application experiences.

Procedure

The data used in the present study were gathered as part of the larger project that consisted of creating the substantive grounded theory of life skills application (Kendellen & Camiré, 2019a). Prior to data collection, approval to conduct the study was obtained from the Research Ethics Office. Purposeful sampling (Sparkes & Smith, 2014) was used to recruit male and female athletes with a history of sport participation who actively took part in the intramural sport program at the researchers' university. Using publically available contact information via

the intramural program's online database, the lead researcher emailed a recruitment letter at the beginning of the fall 2016 semester to athletes participating in team intramural sports (i.e., basketball, ice hockey, soccer, and volleyball). All athletes who responded to the email invitation and expressed a willingness to take part in the study were included as participants. This procedure resulted in a sample of 13 university intramural athletes (seven males, six females) between 18 and 24 years of age (M_{age}= 21.77; *SD* = 2.2).

According to the grounded theory of life skills application (Kendellen & Camiré 2019a), the individual athlete is always at the centre of his/her life skills application process. Thus, for the current study, a decision was made to create a story focusing on one athlete's experiences applying the life skill of leadership at work, as he navigated each of the four steps in the grounded theory. Focusing on a single athlete allowed the researchers to construct a narrative that connected his thoughts and behaviours at each step of the life skills application process. Out of the 13 participants included in the larger study, the male athlete retained by the researchers was selected for two reasons. First, this athlete provided rich examples of his life skills application experiences, offering detailed descriptions of how his thoughts and emotions evolved over time as he attempted to apply in life the leadership skills he deemed to have learned in sport. As a result, the researchers were able to construct a compelling narrative that goes beyond description and instead delves into the cognitions and emotions that drove the athlete to apply at work the leadership skills he attributed learning in sport. Second, although the athlete in question shared stories of learning and applying several life skills, he elaborated mostly on how he applied leadership at work. The athlete's focus on leadership enabled the researchers to detail multiple leadership application cycles, thus illustrating how applying in life the skills learned in sport is an evolving cyclical process that occurs over time.

The Participant

Joseph (a pseudonym) was 24 years old at the start of data collection and worked full-time as a mobile software engineer. He had recently started dating his girlfriend, Sarah, who was in the final year of her undergraduate degree. In his lifetime, Joseph indicated having participated in organized sport for 14 years and played three sports (i.e., basketball, soccer, dodgeball). In terms of competition level, he played competitive basketball in elementary school and high school and played recreational basketball, soccer, and dodgeball at university.

Data Collection

Data collection for the larger project occurred over 10 months and involved the integration of (a) individual semi-structured interviews, (b) chronological charts, (c) timelines, and (d) solicited journals (see Kendellen & Camiré, 2019b for details on the longitudinal integrated qualitative approach). For the present study, data from Joseph's individual semi-structured interviews and solicited journals were retained. Prior to data collection, Joseph was explained the study, informed of his rights to confidentiality, and reminded that his participation was voluntary. Joseph provided informed consent and agreed to have his interviews recorded.

Individual semi-structured interviews. The interviews were conducted in a flexible manner during which the lead researcher was free to explore notions not necessarily identified a priori in the interview guides (Smith & Sparkes, 2016). Probes and follow-up questions were used to seek clarifications and further explore examples of Joseph's life skills application. Questions were posed in an open manner that invited Joseph to tell stories of his life skills-related experiences. The lead researcher, trained in qualitative interviewing techniques, conducted all three interviews, which were conducted in person in a private university office.

The first interview lasted 96 minutes and consisted of getting Joseph to speak broadly to his experiences in sport across childhood, adolescence, and early adulthood and sharing whether he believed he learned and/or refined life skills in sport. The second interview lasted 104 minutes and focused on Joseph discussing if/how he applied in life the skills he reported learning and/or refining in sport in the first interview. The third interview lasted 75 minutes and explored in greater detail Joseph's thoughts and emotions related to his life skills application experiences discussed in the second interview. All interview guides are available to the reader upon request. For more information on the interviewing process, please see Kendellen and Camiré (2019b).

Solicited journals. The solicited journal method (Meth, 2017) was used over a 3-month period to get Joseph to record his experiences applying in his everyday life the skills he believed he learned from sport. A private online discussion page was created for Joseph to record his journal entries to which only the lead researcher and Joseph had access. Prior to journaling, the lead researcher met in person with Joseph for 15 minutes to provide instructions. Over three months, Joseph submitted six entries, ranging from 172 to 356 words (M = 263). Please refer to Appendix M for Joseph's journal entries.

Data Analysis

Interviews were audio recorded, transcribed verbatim, and inputted into the NVivo software, along with the journal entries. Adopting the perspective of a story analyst (Smith & Sparkes, 2009), the focus of analysis was *on* stories (see King, 2016). Specifically, a narrative thematic analysis (Riessman, 2008; Smith, 2016) was conducted to identify key themes and interrelationships between themes in Joseph's life skills application experiences. The focus on themes within storied data, rather than on all or any talk, differentiates narrative analysis from other types of qualitative analyses. As discussed by Smith (2016), this type of narrative analysis

allowed the researchers to identify themes by looking at the *whats* of Joseph's stories (i.e., the content). Thus, analytically, emphasis was on identifying themes of *what* Joseph was saying about his experiences applying at work the leadership skills he believed he learned in sport.

At the beginning of analysis, the lead researcher engaged in narrative indwelling by reading and rereading the transcripts and journal entries to gain an overview of the data. During this process, memoing was used to record initial impressions on the content of Joseph's stories of applying in the workplace the leadership skills learned from sport. As recommended by Riessman (2008), prior theory can serve as a resource for the interpretation of narratives. At this point in the analysis, Kendellen and Camiré's (2019a) substantive grounded theory of life skills application was used to guide the lead researcher's interpretations of Joseph's stories. In concrete terms, the focus of analysis was on identifying *what* Joseph was saying about his experiences of applying leadership beyond sport at each of the four steps in the grounded theory. This approach allowed the lead researcher to link the content of Joseph's stories to the theory.

Given that the Kendellen and Camiré (2019a) grounded theory involves four steps (i.e., decision-making, application, appraisal, and adaptation), the analysis was framed by asking key questions designed to identify themes specific to Joseph's decision-making for applying his leadership skills. For example, the lead researcher asked herself, 'Why did Joseph decide to apply the leadership skills he learned in sport in this particular work situation? Did Joseph feel confident using his leadership skills at work? How did Joseph's interactions with his colleagues influence his decision to apply his leadership skills at work? Next, a detailed description of Joseph's life skills-specific decision-making at work was crafted. This theme identification process was repeated for each of the four steps in the grounded theory. In the final stages of analysis, the lead researcher focused on highlighting the interrelationships among themes. To do

this, Joseph's stories of applying leadership in the workplace were pieced together to create a coherent and engaging narrative demonstrating each step in the grounded theory.

Methodological Rigor

Consistent with a relativist ontology, a flexible list of criteria was employed in attempts to enhance study quality (Smith & McGannon, 2018; Sparkes & Smith, 2014). Building upon previous narrative work in sport psychology (e.g., Allan, Smith, Côté, Martin Ginis, & Latimer-Cheung, 2018; Perrier, Smith, Strachan, & Latimer-Cheung, 2014), the current study considered the criteria of width, coherence, insightfulness, and parsimony as proposed by Lieblich, Tuval-Mashiach, and Zilber (1998). *Width* refers to comprehensiveness of evidence. In the present study, a total of three interviews were conducted over a 10-month period, supplemented by three months of solicited journaling. From both data sources, rich and vivid quotations have been directly embedded in the storyline to allow the reader to gain insights into Joseph's experiences of life skills application. *Coherence* refers to the construction of a meaningful picture of participants' storied lives. By using the substantive grounded theory of life skills application (Kendellen & Camiré, 2019a) to guide the analysis, Joseph's stories and thematic descriptions have been linked to the most recent conceptualization of life skills transfer within the sport psychology literature. *Insightfulness* refers to originality in the story presented. Although a growing number of studies have documented instances of life skills application (e.g., Chinkov & Holt, 2016; Kendellen & Camiré, 2017), the study's use of narrative inquiry produced new insights into the life skills application process by demonstrating how Joseph's thoughts and behaviours evolved over time, influencing his experiences of life skills application. *Parsimony* refers to providing a coherent analysis based on a small(er) number of concepts that have aesthetic appeal for readers. In the present study, parsimony was sought by writing a clear,

concise, and accessible narrative allowing readers to gain insights into Joseph's experiences of applying in the workplace the leadership skills he deemed to have learned in sport.

In addition to these criteria, the second author acted as a critical friend to the lead researcher throughout data analysis and writing. As outlined by Smith and McGannon (2018), a critical friend seeks to encourage reflexivity and exploration of alternative interpretations in relation to the presentation of the findings. In concrete terms, in the present study, the critical friend challenged the lead researcher to construct a coherent and theoretically sound narrative by (a) defending the themes she developed, (b) explaining how each theme related to the narrative as a whole, and (c) highlighting the links between Joseph's storied experiences and the grounded theory of life skills application. Finally, the lead researcher kept a reflexive journal (Sparkes & Smith, 2014) throughout data collection and analysis to record her thoughts. Consistent with narrative inquiry (Smith & Sparkes, 2009), the journal helped the lead researcher keep track of changes in Joseph's experiences of life skills application as they unfolded over time.

Results

Joseph's Story of Applying Leadership at Work

Hello! Before I dive into talking about life skills, let me introduce myself. My name is Joseph and I'm 24 years old. I recently graduated with a Bachelor of Science in software engineering and I now work full-time as a mobile software engineer at a technology development company in Canada. This is my first job since completing my degree and I've been working for this company for the past year at the rank of Junior Engineer. I've always been passionate about sport and have played team sports most of my life. I grew up in Asia where I played elementary and high school basketball for as long as I can remember. I moved to Canada when I was 17 years old to go to university and didn't play sport my first few years as I was adjusting to living

in a new country. I resumed playing sport at the start of my fourth year of university by joining university intramural leagues with some of my classmates. Since then, I've continued to practice sport on a regular basis. Today, as a young working professional, I still make it a priority to practice sport and currently play in two intramural soccer and basketball leagues at the same university where I completed my degree. When I look back on my history of sport participation, one of the most important lessons I've taken away from sport is the development of leadership. In the next few pages, I'm going to tell you the story of how I try to use the leadership skills I believe I learned in sport to succeed at my work.

Joseph's First Life Skills Application Cycle

Decision-making. Before I describe how I applied at work the leadership skills I learned in sport, let me first provide you with some insights into the reasons why I made the decision to use leadership in this setting. As I look back on my previous life experiences, I want to highlight two experiences in particular that I believe influenced my decision to apply at work the leadership skills I learned from sport. First, I'd like to talk about my experiences as captain of my intramural sport teams over the past few years. When I resumed playing sport during my fourth year of university, I volunteered to be the captain of my soccer and basketball teams. As captain, I really enjoyed leading my teammates and taking on leadership-related responsibilities such as communicating with the referees, resolving interpersonal conflicts, and organizing social events outside of sport. Ultimately, I think my positive experiences as a leader in sport helped build my confidence in using my leadership skills in other areas of my life. For example, last Monday, I noticed that the leadership skills I developed in sport encouraged me to take the lead on a new project at work. In the past, I felt like I didn't have enough confidence to lead people and guide them to the 'right path', but seeing that I was doing a good job as a captain on my

soccer and basketball teams, and getting positive feedback for it, it made me realize that leadership is something I'd like to apply in other areas of my life, such as the workplace.

Second, in addition to my experiences in sport, I can recall a conversation I had with my work supervisor, Kevin, that also played an important role in my decision to apply at work the leadership skills I learned in sport. Although my confidence in using leadership outside of sport has steadily grown, I didn't see any tangible opportunities to make use of my leadership skills during my first few months on the job, as I was a relatively new employee who was still figuring out the rules and social norms of my workplace. However, all this started to change when Kevin scheduled a meeting with me one afternoon to explain that I'd be starting an Employee Development Plan (EDP) to help me eventually transition from junior to senior engineer. During this meeting, Kevin highlighted the value of leadership for the career progression of engineers and identified some personal areas that I needed to improve on, one of which was how he felt I needed to show more initiative on projects. At this moment in time, I quickly realized that displaying my leadership skills from sport at work could help advance my career. As part of my EDP process, Kevin wrote six goals I had to meet and one of them was showing more leadership and initiative in a couple of areas of our mobile application development process. So that was like direct feedback that my manager wanted me to take more initiative. When I first started at the company, Kevin helped me with a lot of tasks and at some point, if I asked him a question, he started to direct me on how to get the answer for myself instead of giving me the answer. So I realized he wanted me to kind of get out of my comfort zone and find answers on my own.

At this point in my story, I hope you can appreciate why I not only had the confidence to use my leadership skills at work, but my supervisor had also explicitly instructed me to act more as a leader. Now all I needed was an opportunity to lead! It just so happened that a few weeks

later, I was in a meeting with several of my colleagues discussing our company's approach to the development of a new mobile application and I finally saw the perfect opportunity to apply the leadership skills that I had learned in sport. Let me describe what was going on in my mind during the meeting that prompted me to decide to apply my leadership skills. When we started talking about this new application we were going to develop, I think I'd been at the company for about 10-11 months, and I always felt like I was working on tasks someone else had suggested and put on my to-do list. I had yet to get the chance to say, 'alright, I want to do this task or I want to add this task to my to-do list.' So when we talked about the new application, I wanted to step up and show I had good ideas that others hadn't thought about and show more leadership because in the back of my mind, that's when I started thinking that I might want my career to slowly progress towards management rather than engineering or coding specifically. Not necessarily an engineering manager or anything like that yet, but slowly transition to a more leadership position where I'm kind of giving tasks to people, but not managing, but leading let's say. So all that was happening in my head.

Life skills application. Once I consciously made the decision to take a leadership role during the work meeting, I proceeded to apply the leadership skills I attribute to having learned in sport. From my perspective, I acted as a leader in the meeting by taking initiative to voice my opinion on best practices for developing this mobile application. I suggested certain things we can do to improve the way we develop mobile applications because before, whenever we started developing a new application on Android, a lot of it was a mess and I disagreed with a lot of methodologies that other people suggested. So I just took all those mistakes and I said 'how about we do this better and we do that better. I think this is going to make us more efficient'.

Appraisal of life skill application. After I intentionally tried to apply my leadership skills in the meeting, I started to think about the outcomes. Specifically, I evaluated my leadership performance based on whether or not my leadership intervention produced benefits for myself as well as my workplace. To do this, I asked myself the following questions in my head: How did acting as a leader at work make me feel? Did using my leadership skills in the meeting positively influence the team of developers? What did I learn from applying my leadership skills? In this particular situation, I think I successfully applied my leadership skills from sport because I noticed my managers implementing one of my suggestions to increase the effectiveness of the mobile application development process, which in turn, made me feel proud. It made me feel great because I really like contributing and doing anything that makes a situation better. So based on my managers' feedback, I felt they actually learned, or they didn't learn, but they saw as a beneficial opportunity a couple of suggestions I made in the meeting. When we started developing the application, I noticed that they focused on something we call 'unit testing' and that's something I had suggested because what I had noticed before is when we weren't testing the applications directly that way, we were getting lots of bugs and then customers would report them back to us. So I suggested doing 'unit testing' before launching the application to make sure that everything is well tested and then we did exactly that. So I felt like I made a very important suggestion that made things better and that's something I feel very proud of.

Changed person-context. At this point, I felt like acting as a leader in the meeting and reflecting on this particular experience changed the way I think and behave in my workplace. I feel more confident being a leader at work and I have a better understanding of what it takes to be an effective leader in this particular setting. To illustrate, about a month after the work meeting, Kevin submitted his resignation from the company and as a result, a new formal

leadership position became available: iOS Team Lead. For me, I think that my successful use of leadership skills in the meeting influenced my desire to apply for Kevin's leadership position. I guess that meeting is where it started and it was definitely what helped me suggest to the administration that I wanted to take the iOS Team Lead position. My managers were very accepting of my suggestions and initiative in the meeting so I felt like I could do that, assigning tasks to people, trying to realize what everybody is good at. So I feel like I'm kind of able to assign tasks to people based on who can get it done more efficiently. So I guess that helped me feel more comfortable applying for the iOS Team Lead position.

Joseph's Second Life Skills Application Cycle

Decision-making. Based on the things I learned from the events I described in my first life skills application cycle, I found that my decision to once again act as a leader at work was influenced by two important people in my life: Kevin and my girlfriend Sarah. After Kevin formally submitted his resignation from the company, he pulled me aside and encouraged me to apply for his former position. The fact that my supervisor believed I had the skillset needed to succeed in a formal leadership position influenced my intention to use my leadership skills in the workplace. I felt like as soon as Kevin suggested it to me, it just really got to me because I was already thinking I wanted a more leadership position and then he was like 'Well, I think you're one of the ones who are best qualified to take over my job' and that really got me thinking. That same day, I went home and told Sarah about my conversation with Kevin. At this point, I was on the fence about whether or not I should apply for the iOS Team Lead position. On one hand, I enjoyed using my leadership skills at work and thought that, as Team Lead, I could make some positive contributions to the workplace. On the other hand, I was fresh out of university and had only been working at the company for about a year. I was nervous that I didn't have the

experience necessary to lead a team of software engineers. Since I was having a hard time making this decision, I asked Sarah whether or not I should apply for the Team Lead. When I was with Sarah, she encouraged me to apply for the position a lot. She said that she thinks I have good leadership skills and that I should go for it and that I have nothing to lose. Basically, if I talk to my manager about it, the worst thing that can happen is he says no and then I'd just keep my current position. It's not like anything bad is going to happen. So, after talking to both Kevin and Sarah, I made up my mind and decided to lead at work for a second time.

Life skills application. From my perspective, I proceeded to act as a leader at work by initiating a phone call with Kevin's boss (Adam) to explain to him why I believed I had the leadership skills needed to be the iOS Team Lead. During the past week, I had noticed how my leadership experiences playing soccer and basketball had helped me step up at work and build a path towards a leadership position. So, I got on a call with Adam and made my case. I mentioned that I have a lot of initiative and gave examples of initiatives I've taken at the company so far, explained how I'm comfortable communicating with people and that has helped me figure out who's good at what, and told him that I already have experience mentoring students from university and that has all made me more eager to work towards a leadership position as the next step of my career. During the phone call, Adam acknowledged my leadership potential, but felt that I had not yet accumulated enough experience as an engineer to take on the iOS Team Lead position. Still, he temporarily assigned me some of the iOS Team Lead responsibilities while he was in the process of hiring somebody full-time for this position. In doing so, I was once again presented with a concrete opportunity to practice my leadership skills within the workplace. Adam even told me, 'what I want you to do is start taking this role, like it's not official, but I want you to try and see if you're able to do some of the tasks that Kevin used to do.' So for

example, I had to create what we call a *Sprint*, which is two weeks of tasks that are assigned to people. I had to figure out what to fit in a 2-week framework with less people because Kevin wasn't with us anymore and what tasks to assign to different people.

Appraisal of life skills application. After using at work my leadership skills learned from sport to perform some of the iOS Team Lead responsibilities, I evaluated my leadership performance in terms of the outcomes produced for myself and my workplace. Personally, the opportunity to act as iOS Team Lead gave me first-hand experience leading others at work, which was certainly helpful as I strive to advance my engineering career. In terms of my contribution to the workplace, I think I did a good job achieving iOS Team Lead responsibilities because I received positive feedback from my colleagues. They came up to me and treated me as the iOS Team Lead, telling me 'I finished this task, what do you think I should do next? Did I do this well?' I'm also having people from other teams come up to me because as an iOS Team Lead, I have to coordinate my work with other teams like the quality assurance team and the product manager. So I felt like everybody was treating me as the iOS Team Lead probably because Adam had spoken to them and he had enough confidence in me to tell the employees that in the meanwhile, Joseph is the iOS Team Lead so go to him for these things. So I think it worked out well. Although I received positive feedback from my colleagues, it was also difficult at times to evaluate the outcomes of my leadership on others because I didn't receive that much feedback from Adam. While I was temporarily the iOS Team Lead, Adam was working remotely the whole time because his wife is very sick so he can't be in the office a lot. I guess a little part of me feels disappointed because I thought I was going to get more feedback from him.

Changed person-context. At this point, applying my leadership skills and appraising my leadership performance had once again changed the way I think and behave in the workplace.

Looking back on how I made use of my leadership skills during the meeting described in the first life skills application cycle, I realized I needed to adapt my leadership style as iOS Team Lead. Here are some insights into what I was thinking. In the first meeting, I was just saying what was on my mind and letting everything out without calculating what people might have to say. But as the iOS Team Lead, because I have people working on things I'm telling them to do, whenever I'm talking to them, I'm always calculating why they're coming to me or what they could be going through. So basically, it's not just focusing on what I want and what's on my mind. I'm kind of adjusting my leadership based on who I'm talking to and the reasons why they're coming to me. For example, if I assigned a certain type of task a bit too much to one person and she tells me she wants a different task, I'm trying to be more understanding of where she's coming from.

Discussion

Narrative inquiry was used to document Joseph's journey of applying his leadership skills at work, consistent with the four steps outlined in the Kendellen and Camiré (2019a) substantive grounded theory of life skills application. The current study adds to the literature by moving beyond descriptive instances of life skills transfer to portrayals of Joseph's emotions, thoughts, and behaviours during actual life skills application events. Within the substantive grounded theory of life skills application (Kendellen & Camiré, 2019a), an athlete's conscious decision to apply a life skill is said to be influenced by his/her personal assets and his/her interactions with features of the application context. The study findings support the tenets of the grounded theory as Joseph's confidence in his leadership abilities as well as his interactions with his supervisor both shaped his decision to apply his leadership skills at work. Joseph highlighted how confidence was particularly salient in his decision, discussing how his positive leadership experiences in sport compelled him to attempt to take a leadership role during a work meeting.

Such findings are consistent with Pierce et al.'s (2017) model of life skills transfer in which confidence is situated as a psychological factor crucial to the life skills transfer process.

Looking more closely at the role of social agents, most studies to date have examined how coaches, operating within the sport context, influence athletes' life skills transfer (e.g., Camiré et al., 2012; Pierce et al., 2018). The current study advances our understanding of transfer by demonstrating how social agents operating directly in application contexts also influence athletes' life skills transfer. Specifically, Joseph detailed how his supervisor Kevin explicitly instructed him to show more initiative on projects, which prompted Joseph's decision to apply his leadership skills when an opportunity presented itself during a work meeting. Kevin's contribution to Joseph's application of leadership can be examined from the lens of social (i.e. a person's network of relationships enabling one to function effectively) and cultural (i.e. a person's knowledge and skills used to demonstrate one's competence and standing) capital, identified by Pierce et al. (2017) and Kendellen and Camiré (2019a) as playing vital roles in the life skills application process. Specifically, Joseph's recurrent interactions with Kevin helped him become increasingly familiar with the inner workings of the company, which was valuable since he had been employed for less than a year. Thus, by exchanging with a senior staff member within the company, Joseph better grasped the rules and norms (i.e. both formal and informal) governing behavioural expectations, helping him make informed decisions on how to apply his leadership skills in manners resulting in positive outcomes for himself and his workplace.

In terms of life skills application, once he committed to using at work the leadership skills he described having learned in sport, Joseph shared rich examples of how he took initiative to (a) voice his opinion during a meeting (i.e. first leadership application cycle) and (b) engage

Adam (i.e. senior manager) in a conversation to outline his qualifications for the Team Lead position (i.e. second leadership application cycle). Although several studies have previously captured examples of athletes discussing how they applied in life the skills they believe they learned in sport (e.g. Chinkov & Holt, 2016; Kendellen & Camiré, 2017), the present findings advance the life skills transfer literature by delineating within an intricate storyline what was going through Joseph's mind as he applied his leadership skills. Consistent with the substantive grounded theory of life skills application (Kendellen & Camiré, 2019a), the findings illustrated how Joseph carefully considered how his leadership behaviours influenced his career progression (benefit to self) as well as the mobile application development process (benefit to context). Joseph's story highlights how proper feedback is critical for individuals to accurately appraise the merits of their life skills application efforts. The importance of feedback (or lack thereof) was evidenced by how Joseph appreciated comments from colleagues on his leadership but found it difficult to fully assess his performance as interim iOS Team Lead since Adam (i.e. senior manager) worked remotely.

Findings from Joseph's appraisal of his leadership performance at work have important implications for coaches intent on explicitly addressing life skills transfer with their athletes. Specifically, as recommended by sport psychology researchers (Bean et al., 2018; Pierce et al., 2018), coaches should strive to make their athletes recognize, through real-life examples, how the potential benefits of applying in life the skills learned in sport extend to both self and context. Further, coaches must integrate feedback structures as integral components of the life skills transfer experiences they provide their athletes. For example, a U15 soccer coach who provides his athletes the opportunity to lead a U9 soccer practice should work closely with the U9 soccer coach for both adult leaders to jointly (a) help the athletes realize the merits of this volunteer

experience for both self and context and (b) give the athletes concrete feedback on their leadership performance. By providing tangible feedback that can serve as reflective material, coaches are ideally positioned to facilitate athletes' ability to make the adaptations necessary to optimize their subsequent life skills application attempts. Moving forward, applied research could be dedicated to understanding more clearly how the interplay of increased awareness and proper feedback influences athletes' conscious decisions to apply in life the skills they believe they learned in sport.

Based on the substantive grounded theory of life skills application (Kendellen & Camiré, 2019a), it is proposed that one's cognitive appraisal of application experiences allows for new knowledge to be created on the evolving requirements for successful life skills application. Such knowledge can be used by the athlete to adapt (if needed) future life skills application attempts to enhance the probability of experiencing adaptive person-context relations. The current findings are in line with the principles of the grounded theory, as from Joseph's perspective, positively appraising his leadership performance during the work meeting and getting advice from Kevin (i.e. first leadership application cycle) influenced his thought process and led him to believe he could serve as iOS Team Lead, thereby compelling him to make the decision to enquire about the position with Adam (i.e. second leadership application cycle). The findings also reveal how Joseph's appraisal of his leadership performance during the meeting changed the way he thought and behaved in the workplace (i.e., changed person-context). Specifically, Joseph's cognitive appraisal helped him gain a better understanding of what it takes to be an effective leader in the workplace, which in turn, led him to adapt his leadership style so that he could effectively perform his duties as iOS Team Lead. Taken together, the interconnectedness of these two application cycles provides empirical support for Pierce et al.'s (2017) conceptualization of life

skills transfer being an ongoing process rather than simply a one-time application of a life skill outside of sport.

Conclusion

In conclusion, the current study provides rich insights into an athlete's journey through two life skills application cycles. Although the use of narrative inquiry made it possible to closely examine how a single athlete consciously made sense of his life skills application experiences across time, we acknowledge that other athletes may experience the life skills application process in different ways, not accounted for in the current study. Nonetheless, the study's findings advance the life skills transfer literature by having demonstrated how the athlete's thoughts, emotions, and behaviours evolved over time as the very act of applying a life skill generated new knowledge that was used when a new opportunity for transfer manifested itself. Further, the study highlights the importance of surrounding athletes with caring and supportive coaches who foster positive developmental experiences through sport given that such experiences can have a lasting impact on athletes' willingness and ability to apply life skills in their daily lives.

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General Discussion

General Discussion

The overall purpose of this doctoral dissertation was to examine the life skills transfer process from sport to life. The findings from this dissertation were presented in three articles. In article one, the purpose was to examine how athletes apply in life the skills learned or refined in sport in order to develop new theoretical explanations for the third stage of the life skills process (i.e., application). The findings led to the creation of a substantive grounded theory of life skills application that puts forth theoretical explanations as to how athletes apply in their everyday lives the skills they deem to have learned or refined in sport. In article two, the purpose was to detail a longitudinal integrated qualitative approach that can be used to examine life skills transfer from sport to life. The findings provided a tangible illustration, based on empirical data, of how qualitative techniques can be integrated to capture the athlete's process of life skill learning in sport and life skill application beyond sport. In article three, the purpose was to use the substantive grounded theory of life skills application to document one athlete's journey through the life skills application process. The findings described the athlete's story of applying the life skill of leadership at work as he progressed through the four steps described in the grounded theory. Taken together, the findings from this dissertation advance the life skills transfer literature and provide a starting point for understanding what happens once athletes move beyond sport and attempt to apply in life the skills they believe they originally learned or refined in sport. More specifically, the dissertation makes theoretical, methodological, and empirical contributions to the life skills transfer literature and, in doing so, puts forth practical implications for practitioners looking to deliberately promote youth development through sport.

Theoretical Contributions

Upon having conducted a comprehensive literature review on life skills development through sport, Gould and Carson (2008) concluded that this particular area of research was "devoid of theoretical explanations" (p. 59). Consequently, the authors attempted to explain how the life skills developed in sport transfer to non-sport settings by creating a heuristic model with a primary focus on understanding the role of the youth sport coach in coaching life skills through sport. Since Gould and Carson's (2008) seminal work, a number of researchers have created models to explain the process of life skills transfer within sport-based youth development programs (Hodge et al., 2013; Jacobs & Wright, 2018; Lee & Martinek, 2013) and the general sport context (Bradley & Conway, 2016; Gould & Carson, 2008; Pierce et al., 2017). Collectively, these models have helped shaped our understanding of life skills transfer by identifying the many mechanisms that influence this process, such as basic psychological needs satisfaction (Hodge et al., 2013), relevance and meaningfulness of life skill learning (Jacobs & Wright, 2018), social support (Lee & Martinek, 2013), and confidence (Pierce et al., 2017).

From a theoretical perspective, the main contribution of article one resides in going beyond previous transfer models and creating a substantive grounded theory of life skills application that explains how athletes apply in their everyday lives the skills they believe they originally learned or refined in sport. The grounded theory was created using multiple qualitative methods (i.e., interviews, chronological charts, timelines, and journals) and multiple sources (i.e., athletes and social agents) over an extended time period (i.e., 10-months). The benefit of this grounded theory is that it represents a first attempt to explain the application process by outlining the key behavioural (i.e., application) and cognitive (i.e., decision-making, appraisal, and adaptation) mechanisms that occur when athletes apply their skills from sport in different life domains. The findings provide an overview of the features of the grounded theory, including (a)

the core category (i.e., mutually beneficial person-context regulations), (b) the categories (i.e., decision-making, application, appraisal, and adaptation), and (c) the main postulates (i.e., statements of relationship linking the categories to the core category). As noted in article one, the grounded theory was built on the assumption that the athlete is always at the centre of his/her life skills application process, which is consistent with Pierce et al.'s (2017) definition of life skills transfer.

The grounded theory can be used to inform future research by providing a framework for studying life skills application in sport psychology. For example, the grounded theory could be used to investigate how high level athletes (e.g., National and International level) transition to post competitive sport life. The grounded theory may be useful in delineating how high level athletes make conscious decisions to apply the life skills they learned in sport (e.g., perseverance) to succeed in the community, at home, and in school, following their retirement from sport. Alternatively, researchers can use the grounded theory to explore how Masters athletes experience the life skills application process after they have reengaged in competitive sport following a leave of absence. Specifically, the grounded theory may be used to examine if and how Masters athletes transform or reconstruct the life skills they recently learned in sport to help them fulfill their responsibilities at work or home. The benefit of using the grounded theory to study the life skills application process in different populations and settings is that is provides conceptual consistency between studies and allows for comparisons to be made.

All three articles were guided by Pierce et al.'s (2017) definition and model of life skills transfer. Within their model, Pierce et al. (2017) proposed that an athlete's ability to apply a life skill beyond sport is shaped by the contextual features of the application context as well as psychological processes within the athlete. The findings from all three articles in this dissertation

provide support for Pierce et al.'s (2017) model by offering empirical evidence for some of the key mechanisms at play when athletes attempt to apply in life their skills learned from sport. In terms of the contextual factors, article one found that *support for transfer* was critical to the transfer process as athletes described how they often made conscious decisions to apply in life the skills they had learned in sport because social agents within application contexts had asked, instructed, and/or encouraged them to complete a task, thus prompting athletes to apply certain life skills. Article two found that Claire's perception of *rewards for transfer* helped explained why she was motivated to apply her emotional regulation skills in certain situations and not others. Specifically, the findings suggest that Claire was likely highly motivated to manage her emotions during her practicum when her professor from teacher education observed and evaluated her teaching because she wanted to receive a good grade. In terms of the psychological factors, the findings from article three suggest that Joseph's *confidence* in his leadership abilities was particularly salient to his decision to apply his leadership skills from sport at work. For Joseph, his positive experiences as a leader in sport helped build his confidence in using his leadership skills in other areas of his life, such as his workplace. Overall, the findings from this dissertation make important theoretical contributions to the Pierce et al. (2017) model as they provide empirical support for some of the key contextual (i.e., support for transfer, rewards for transfer) and psychological (i.e., confidence) factors at play when athletes attempt to apply in life their skills learned from sport.

Methodological Contributions

To date, the majority of qualitative investigations into the life skills transfer process have used the 'one-shot' interview design to explore the experiences of athletes (e.g., Camiré et al., 2009a; Chinkov & Holt, 2016; Kendellen & Camiré, 2017). The main issue with the one-shot

interview design is that it only offers static snapshots of life skills learning and application. That is, most of the empirical evidence for the occurrence of transfer is based on athletes' one-time applications of life skills outside of sport. From a methodological standpoint, the novel contribution of this dissertation resides in providing a tangible example of a longitudinal integrated qualitative approach aimed at capturing or 'getting at' the life skills transfer process, in a manner that is conceptually consistent with Pierce et al.'s (2017) definition. The findings of the dissertation provide concrete examples of how interviews, chronological charts, timelines, and journals can be integrated to capture an athlete's process of life skills learning in sport and life skills application in life. As highlighted by Chamberlain, Cain, Sheridan, and Dupuis (2011), the integration of methods can be done in an infinite number of ways, using different combinations of sources and techniques, with the approach detailed in article two representing one possible way to examine the life skills transfer process. Thus, integration encourages researchers to creatively fuse together techniques in order to generate new insights into the research topic under investigation. Considering that creativity is a hallmark of qualitative research (Hunter, Lusardi, Zucker, Jacelon, & Chandler, 2002), integration has much potential and should be regarded as a worthwhile approach to study life skills transfer in future empirical work.

The particular integrated approach used in the dissertation adds to the life skills transfer literature in two ways. The first strength of the integrated approach employed is that it provided insights into an athlete's innermost experiences of applying life skills outside of sport. In article three, the integrated approach allowed for the documentation of the athlete's journey through two cycles of the life skills application process. In doing so, the athlete's thoughts (e.g., how conservations with his work supervisor prompted his decision to lead at work) and emotions

(e.g., feeling proud of applying leadership skills at work) were captured as his sense of self (i.e., in relation to his leadership skills) evolved over time, thus going beyond simply describing disjointed examples of leadership applications at work. The second strength of the integrated approach employed is that it connected the athlete's account of applying a life skill outside of sport to the accounts of his/her social agents. In article two, the social agents' perspectives revealed complementary and contrasting dimensions of the athlete's ability to regulate her emotions, dimensions not identified during the athlete interviews. Past studies on life skills transfer have explored the perspectives of athletes and key social agents within the same study (e.g., Camiré et al., 2012; Pierce et al., 2016; Weiss et al., 2013). However, the athletes and social agents did not discuss the same situations in time and place, and instead, simply acknowledged a belief that a transfer of life skills had occurred. To address this issue, Pierce et al. (2017) recommended that studies focus on the individual athlete "but also include significant social network members in sport (e.g., coaches, teammates) and other life (e.g., teachers, parents, managers) contexts, who can cross-validate instances of life skills development and life skills application beyond the perspective of the individual learner" (p. 207). In line with Pierce et al.'s (2017) recommendation, the findings from the dissertation provide an added layer of evidence for the occurrence of the life skills transfer process by linking (a) an athlete's account of having learned or refined a life skill in sport to (b) the same athlete's account of applying that particular skill in a life context beyond sport to (c) the social agents' (e.g., parents, partners, work colleagues) accounts of the athlete applying that particular skill in a life context beyond sport.

From a methodological perspective, the findings from the pilot study suggested how the word *lesson* stimulated richer responses than the word *life skill*. Specifically, when using the term *life skill* in the pilot interview with the 19-year-old female athlete, the participant mainly

provided examples of learning psychosocial skills (e.g., leadership, conflict management, emotional regulation) in sport and applying such skills in other life domains. Such findings suggested that the participant's understanding of the word *life skill* may have been limited to psychosocial skills. Based on Pierce et al.'s (2017) definition, *life skills* encompass a range of personal assets including psychosocial skills, knowledge, dispositions, and identity constructions or transformations. As such, a decision was made to revise the interview guide by replacing the word *life skill* with the broader term *lesson* to encourage participants to reflect on any and all learning experiences in sport. This revised interview guide and timeline activity was piloted with a 21-year-old male athlete and the findings illustrated how the participant reported learning various psychosocial skills during his past experiences in sport (e.g., time-management, respect) as well as learning new knowledge (e.g., how to overcome personal disappointment, the role of positive thinking during performance). Ultimately, the use of the word *lesson* during the pilot study was deemed appropriate in eliciting rich data as it relates to learning experiences in sport and thus *lesson* was used throughout the data collection process in this dissertation. In doing so, the findings of this dissertation revealed how athletes believed sport participation fostered the learning of a diverse range of personal assets (e.g., emotional regulation, using sport as a stress relief, competitiveness, and forging an athletic identity). Moving forward, the findings from the dissertation suggest that researchers should be flexible and creative in terms of the language they use to communicate scientific terminology to their participants to ensure they understand and can relate to what the researchers are saying.

Finally, another methodological contribution of this dissertation lies in the findings highlighting the benefits of using solicited journaling as a way to help participants reflect on and record their ongoing experiences of applying in life the skills they learned in sport. To our

knowledge, the integrated approach detailed in article two is one of the first studies to use journaling to investigate the life skills transfer process. The findings from all three articles revealed how the journal activity produced rich insights into the participants' thoughts, emotions, and feelings as they related to their life skills application experiences. Despite the benefits of integrating journaling with other qualitative methods, it is important to note that very few of the athlete participants entirely 'bought in' to the journaling activity. The participants only wrote between three and eight entries over a 3-month time period. During this time, the researcher invested a significant amount of effort encouraging participants to engage in the journaling process by providing constructive feedback, sending reminder messages to record life skills application experiences, creating guiding questions for completing a journal entry, offering a sample journal entry, and managing an online platform. Moving forward, researchers who are looking to integrate qualitative methods and are considering a form of journaling should consider the advantages and disadvantages of this particular method in relation to the purposes of their research. Perhaps there is a need to use innovative methods that allow participants to document their life skills application experiences without having to physically sit down and write about them. As an alternative to journaling, future research could explore the utility of using digital voice recorders as a way to get athletes to record their initial impressions and thoughts of their experiences applying in life the skills they learned in sport.

Empirical Contributions

The findings from the dissertation make noteworthy empirical contributions to the life skills transfer literature by providing a starting point for understanding how athletes interact with the different features (e.g., human, situational) of their application contexts and how such features shape their life skills application experiences. To date, the majority of empirical

investigations into the life skills transfer process have presented what have often been singular instances of transfer (e.g., Chinkov & Holt, 2016; Kendellen & Camiré, 2017), thus positioning life skills transfer more as an *outcome* rather than an ongoing *process* of learning and refinement (Pierce et al., 2017). Consequently, from an empirical standpoint, an original contribution of this dissertation resides in moving beyond the documentation of life skills transfer events, and instead, capturing the cognitive and emotional journey of particular athletes as they applied their life skills. For example, in article three, Joseph's story of applying his leadership skills at work demonstrated how thoughts and emotions are intertwined in the life skills application process and can change over time as deliberate actions are undertaken (e.g., voicing one's opinion during a meeting, engaging a supervisor in a conversation to outline one's qualifications).

By focusing on explaining events that occurred in application contexts (e.g., school, work), the findings of this dissertation advance the body of literature by demonstrating how a wide variety of social agents outside of sport (i.e., parents, work colleagues, supervisors, partners, peers, classmates, and roommates) can influence athletes' life skills application experiences. In particular, the findings from this dissertation demonstrate how social agents within application contexts played a key role in shaping athletes' conscious decisions and appraisals surrounding life skills application. To illustrate, in article three, Joseph detailed how his supervisor Kevin explicitly instructed him to show more initiative on projects, which prompted Joseph's decision to apply his leadership skills from sport when an opportunity presented itself during a work meeting. Such findings highlight the importance of providing concrete opportunities for athletes to apply the skills from sport in other life domains. In past studies exploring the transfer of life skills from sport to the classroom (e.g., Allen & Rhind, 2019; Allen et al., 2015), the findings revealed that although the participants were explicitly

taught how to set and achieve goals in sport, they perceived few opportunities to apply their goal setting skills in the classroom. The participants reported that the lack of opportunities to use goal setting in the classroom made it difficult to transfer this particular life skill outside of sport. Taken together, the findings suggest that for application to occur, favourable conditions within application contexts must be present, with perceived opportunities being an influential factor.

Practical Implications

The substantive grounded theory of life skills application has practical implications for coaches looking to deliberately foster the transfer of life skills from sport to life. Within the grounded theory, skill application is framed as an ongoing process that involves four steps (a) decision-making, (b) application, (c) appraisal, and (d) adaptation. Within each step of the life skills application process, the grounded theory highlights what coaches can target when trying to get their athletes to apply in life the skills they learned in sport.

For decision-making, the grounded theory explains that when an athlete finds himself/herself in a context beyond sport, he/she may be presented with opportunities to apply particular life skills, some of which learned/refined in sport. Athletes must therefore perceive an opportunity for life skills application before they can create an intention to apply their life skills beyond sport. As such, coaches should work closely with key social agents in athletes' lives (e.g., parents, work supervisors, teachers) to help athletes recognize opportunities to use their skills learned in sport in multiple life domains (Pierce et al., 2018). For example, coaches can teach communication skills in sport and then encourage parents to reinforce this skill at home by reminding their children the importance of communicating respectfully during disagreements with parents or siblings at home.

For life skills application, it is postulated that if the athlete perceives that (a) he/she has a high likelihood of successful application and (b) the application will benefit (i.e., reward attainment, punishment avoidance) both self and context, then he/she proceeds to apply the life skills learned in sport. To help athletes feel confident in using their life skills outside of sport, coaches can intentionally plan specific activities out of sport that require athletes to practice using their skills learned in sport. For example, as outlined by Pierce et al. (2018), coaches can get their athletes to take part in community service initiatives (e.g., volunteering at a youth summer sport camp) and assist in the planning of team activities (e.g., arranging travel plans, finding and booking accommodations).

For appraisal of life skill application, it is postulated that the athlete cognitively evaluates his/her life skill application performance in terms of his/her ability to influence adaptive person-context relations. In practical terms, coaches should strive to make their athletes recognize, through real-life examples, how the potential benefits of applying in life the skills they learned in sport extend to both self and context. For example, a coach who provides an athlete the opportunity to lead a particular drill during practice should explain to the athlete how this experience benefits him/her (e.g., learning how to provide constructive feedback to peers) as well as the team (e.g., allowing the coach to focus on other aspects of the game).

For changed person context, it is postulated that life skills application, and the cognitive appraisal of such application, changes person-context relations. The very act of attempting to apply a skill is posited to allow for new knowledge to be created on the evolving requirements for successful application. Such knowledge, once internalized, can be used by the athlete to adapt (if necessary) future life skills application attempts to enhance the probability of experiencing adaptive person-context relations. In practical terms, coaches should seek to set aside time at the

end of practices, during team meetings, or on bus rides to games and get athletes to share and critically reflect on their successes and failures with transfer attempts (Pierce et al., 2018). Such debriefs can be relatively short in duration (5-10 min), but when structured appropriately, athletes can learn from the application experiences of their peers and receive feedback on how to increase the probability of successfully applying their own skills in the future.

Limitations and Future Directions

Although the findings of this dissertation advance the life skills transfer literature, some limitations must be acknowledged. First, the grounded theory was created using data collected from 13 university intramural athletes between the ages of 18 and 24 years, thus falling within the developmental period known as emerging adulthood (Arnett, 2007). As a result, the grounded theory may not be representative of athletes in all life stages. Future research is needed to explore the utility of the grounded theory as a way to explain the life skills application process of athletes of different ages including, for example, adolescents and Masters athletes.

Second, this dissertation was comprised of a sample of 13 athletes who were actively participating in the University of Ottawa's intramural sport program in September 2016. The intramural program is recreational in nature as athletes played a total of nine games (i.e., one game per week) over a 3-month time period (i.e., September to November) and did not have any practices. Although several of the participants reported playing competitive sport at some point in their life, the grounded theory was created from a relatively homogenous sample as all the participants were playing recreational sport at the time of the study. As such, future research is needed to explore the extent to which the grounded theory can be used to explain the life skills application experiences of athletes at different levels of competition. For example, it may be important for researchers to examine how high performance athletes experience the life skills

application process given that they have a higher investment and intensity of sport participation than recreational athletes which, in turn, may influence the type of life skills they learn in sport as well as where in life they apply such skills.

Third, the intramural program at the researcher's university only offers teams sports, meaning that none of the athletes involved in the dissertation were from individual sports. This may help explain why the athletes reported learning many interpersonal skills in sport (e.g., teamwork, leadership, and communication) and applying such skills beyond sport. To extend the findings of the grounded theory, future research on life skills transfer should sample athletes that vary in terms of interdependence levels (e.g., judo, alpine skiing, swimming, track and field) to explore whether they learned different life skills in sport than team sport athletes.

Fourth, in article three, the findings describe a single athlete's story of applying the life skill of leadership at work as he progressed through two life skills application cycles. Thus, application cycles may look different in other athletes who experience a different set of contextual factors as well as psychological processes as identified in Pierce et al.'s (2017) model as they attempt to apply in life the skills learned in sport. Future empirical research looking to present application cycles should be conducted with a variety of athletes demonstrating diverging characteristics in terms of age, type of sport played, level of competition, and years of sport experience.

Lastly, within the grounded theory, it is postulated that life skills application, and the cognitive appraisal of such application, changes person-context relations. Since the dissertation was guided by Pierce et al.'s (2017) notion that the individual athlete is always at the centre of his/her life skills application process, most of the findings in articles one and three provide insights into how the athlete believed he/she experienced personal change as a result of applying

a life skill beyond sport (i.e., the changed *person* in person-context relations). Consequently, the findings from the dissertation are limited in terms of the extent to which they portray how the athlete's life skill application changes the context in which he/she is engaged (i.e., changed *context* in person-context relations). Given the methodological approach used, less data were obtained on the changed *context* compared to the changed *person*. Future research is warranted to better understand how life skills application changes the context. One possible direction for future research on the changed context would be to probe social agents to a greater degree on how athletes' life skills application attempts influence day to day activities in application context.

Conclusion

In conclusion, all three studies presented in this dissertation advance the life skills transfer literature. In the broadest sense, this dissertation contributes to the positive youth development through sport literature by increasing our understanding how sport can foster the learning of life skills that transcend sport and help individuals succeed in their everyday lives. Article one led to the creation of a substantive grounded theory of life skills application that outlines the cognitive and behavioural factors that influence athletes as they move beyond sport and attempt to apply in life the skills they learned in sport. Article two detailed the longitudinal integrated qualitative approach that was used to generate new insights into the life skills transfer process to an extent not previously gleaned through interviewing alone. Article three used the grounded theory to explain one athlete's experience of applying the leadership skills he learned in sport at his workplace over time. Overall, the three articles make novel theoretical, methodological, empirical contributions to the field of positive youth development through sport and set a precedence for future research on the life skills transfer process from sport to life.

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Appendices

Appendix A: University of Ottawa's Ethical Approval Notice

File Number: H06-16-29 **Date (mm/dd/yyyy):** 07/12/2016

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

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)

First Name	Last Name	Affiliation	Role
Martin	Camiré	Health Sciences / Human Kinetics	Supervisor
Kelsey	Kendellen	Health Sciences / Human Kinetics	Student Researcher

File Number: H06-16-29

Type of Project: PhD Thesis

Title: Examining the Process of Life Skills Transfer from Sport to Life

Approval Date (mm/dd/yyyy)	Expiry Date(mm/dd/yyyy)	Approval Type
07/12/2016	07/11/2017	Approved

Special Condition / Comments:
N/A

555, rue Cumberland, pièce 154 550 Cumberland Street, room 154
Ottawa (Ontario) K1N 6N5 Canada Ottawa, Ontario K1N 6N5 Canada
(613) 562-5387 • Téléc./Fax (613) 562-5338
www.recherche.uottawa.ca/deontologie/ www.research.uottawa.ca/ethics/

File Number: H06-16-29 **Date (mm/dd/yyyy):** 07/12/2016

Université d'Ottawa University of Ottawa

Bureau d'éthique et d'intégrité de la recherché 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: http://www.research.uottawa.ca/ethics/forms.html

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: http://www.research.uottawa.ca/ethics/forms.html

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.

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

555, rue Cumberland, pièce 154 550 Cumberland Street, room 154
Ottawa (Ontario) K1N 6N5 Canada Ottawa, Ontario K1N 6N5 Canada
(613) 562-5387 • Téléc./Fax (613) 562-5338
www.recherche.uottawa.ca/deontologie/ www.research.uottawa.ca/ethics/

Appendix B: Athlete Information Letter

Dear Athlete,

Our research team (Kelsey Kendellen and Dr. Martin Camiré) at the University of Ottawa's School of Human Kinetics is conducting a project titled "Examining the Process of Life Skills Transfer from Sport to Life." The purpose of this project is to better understand how the life skills (e.g., leadership, teamwork, communication) learned in sport can transfer and be applied successfully in non-sport settings.

The researcher is recruiting 5-7 current or former (less than 24 months removed from competition) athletes operating with varsity or club teams at the University of Ottawa that (a) are between 18 and 25 years old, (b) demonstrate a prolonged history of participation in organized sport (5+ years) as a child (0 to 12 years old) and/or adolescent (12 to 17 years old).

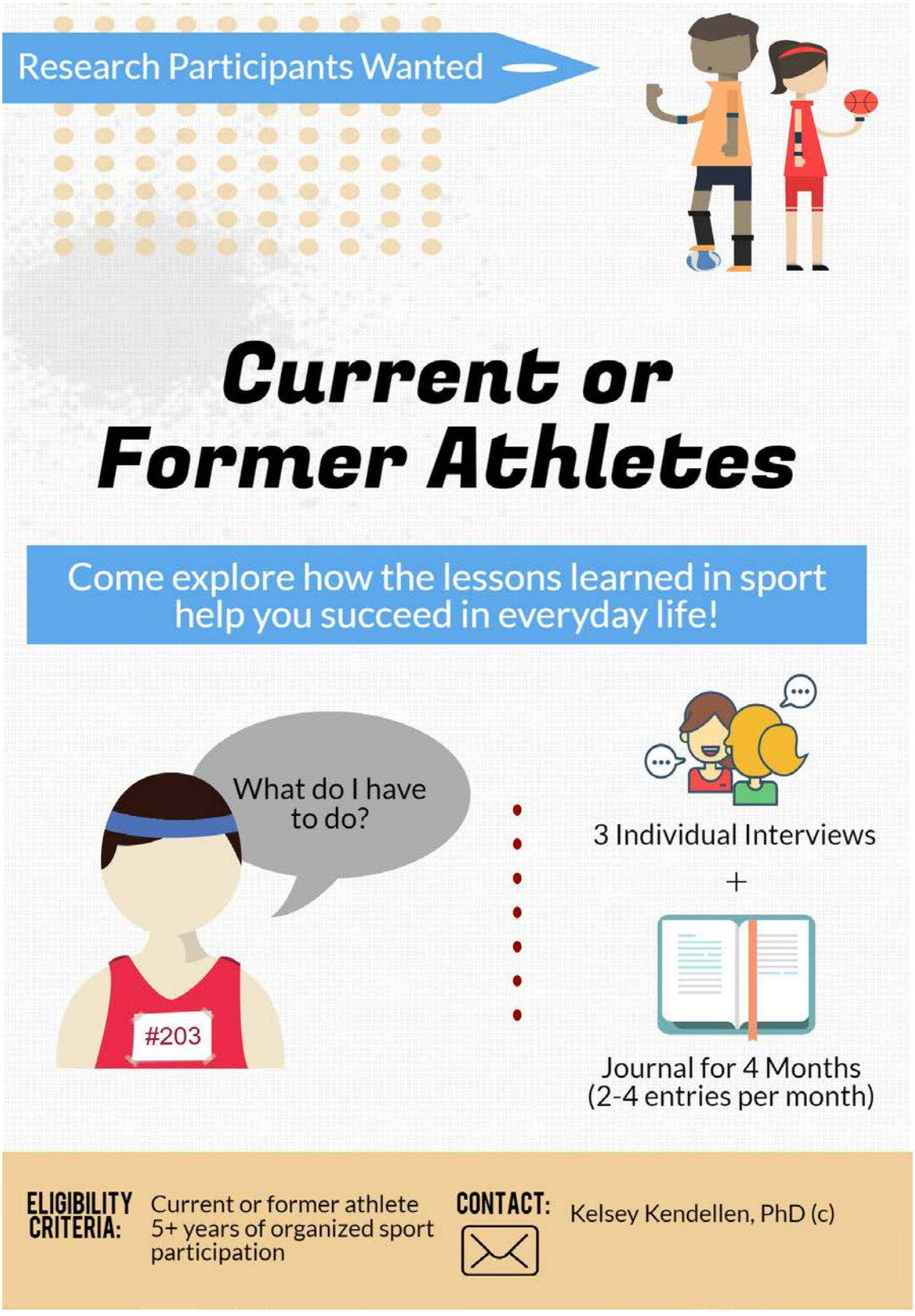
Athletes will be selected on a first-come, first-served basis, and your participation would consist of (a) taking part in three individual interviews (b) completing a timeline activity, and (c) maintaining a journal. First, the interviews (each lasting approximately 60-75 minutes) will be audio-recorded and focus on your learning experiences in sport and how these experiences have influenced your everyday life as an adult. Second, you will be asked to create a timeline in which you describe, draw, or write out details about various learning experiences in sport directly onto the timeline to visually explore your past experiences. The timeline should take about 60 minutes to complete. Third, your participation will consist of keeping a journal on Facebook to record any thoughts, feelings, and experiences relating to learning experiences in sport for a period of 3-4 months. If you do not wish to use Facebook, you can use a paper/pencil format to write your journal entries. You will be asked to write entries in your journal at least once a week, with each entry taking about 5-10 minutes to complete.

The researcher emphasizes that your data (interview transcripts, timeline text, and journal entries) will only be used for this research and confidentiality is assured. Anonymity is guaranteed by identifying participants using a number rather than their names on transcripts. Furthermore, the digital recordings of interviews, original transcriptions, and all other data will be stored will be kept solely in the principal investigator's office computer which is password protected and kept in a locked office. All participants can remove themselves from the study at any time, refuse to participate, or refuse to answer certain questions. The goal of this research is to better understand how the skills learned in sport can be useful in other life domains including school, work, and the community.

The researcher insists that you are entirely free to participate in this study. If you wish to participate, please contact the principal investigator directly:

Kelsey Kendellen, PhD Candidate
School of Human Kinetics, Faculty of Health Sciences, University of Ottawa

Appendix C: Athlete Information Poster



Appendix D: Social Agent Information Letter

Dear [Name of Social Agent],

Our research team (Kelsey Kendellen and Dr. Martin Camiré) at the University of Ottawa's School of Human Kinetics is conducting a project titled "Examining the Process of Life Skills Transfer from Sport to Life." The purpose of this project is to better understand how the life skills (e.g., leadership, teamwork, communication) learned in sport can transfer and be applied successfully in non-sport settings.

The researcher is recruiting individuals who are in a position to provide information on [name of athlete participant's] behavior and performance in [name of non-sport setting]. Participants will be selected through nomination process, whereby each athlete participant nominates individuals from [name of non-sport setting] that can speak to his/her behaviour and performance in this particular life setting. Your participation would consist of taking part in one individual interview, lasting approximately 60-75 minutes in duration. Interviews will be audio-recorded and focus on understanding your perspective on [name of athlete participant's] behavior and performance in [name of non-sport setting].

The researcher emphasizes that your interview data will only be used for this research and confidentiality is assured. Anonymity is guaranteed by identifying participants using a number rather than their names on transcriptions. Furthermore, the digital recordings of interviews, original transcriptions, and all other data will be stored will be kept solely in the principal investigator's office computer which is password protected and kept in a locked office. All participants can remove themselves from the study at any time, refuse to participate, or refuse to answer certain questions. The goal of this research is to better understand how the skills learned in sport can be useful in other life domains including school, work, and the community.

The researcher insists that you are entirely free to participate in this study. If you wish to participate, please contact the principal investigator directly:

Kelsey Kendellen, PhD Candidate
School of Human Kinetics, Faculty of Health Sciences, University of Ottawa

Appendix E: Athlete Consent Form

Title of Research Project: Examining the Process of Life Skills Transfer from Sport to Life

Principal Investigator:
Kelsey Kendellen, PhD Candidate
School of Human Kinetics, Faculty of Health Sciences, University of Ottawa

Supervisor:
Dr. Martin Camiré, PhD
Assistant Professor
School of Human Kinetics, Faculty of Health Sciences, University of Ottawa

Purpose of the Study: The purpose of this research project is to better understand how the life skills (e.g., leadership, teamwork, communication) learned in sport can transfer and be applied successfully in non-sport settings.

Funding: Funding for this project is supported by the Social Sciences and Humanities Research Council of Canada and Sport Canada.

Participation: My participation consists of (a) taking part in three individual interviews (b) completing a timeline activity, and (c) maintaining a journal. First, the interviews (each lasting approximately 60-75 minutes) will be audio-recorded and focus on my learning experiences in sport and how these experiences have influenced my everyday life as an adult. The first interview will occur in fall 2016 (September-October), the second interview will occur two months later (November-December 2016), and the third interview will occur in early spring of 2017 (March-April). Second, I will create a timeline in which I describe, draw, or write out details about various learning experiences in sport directly onto the timeline to visually explore my past experiences. The timeline should take about 60 minutes to complete. Third, I will keep a journal on Facebook to record my thoughts, feelings, and experiences for a period of 3-4 months. If I do not wish to use Facebook, I can use a paper/pencil format to write my journal entries. I will make an effort to write entries in my journal at least once a week, with each entry taking about 5-10 minutes to complete.

Risks: I do not anticipate any negative effects during or following participation in this research project. I have received assurance from the principal investigator that every effort will be made to minimize any potential negative effects and I understand that I have the right to decline to answer any question and can stop the interview whenever I want.

Benefits: My participation can help better our understanding of how the life skills learned in sport can be useful in everyday situations outside of sport. More specifically, participating in this research can provide new and unique insights regarding a) how life skills are developed through sport, b) the situational factors that influence life skills transfer, and c) identify the underlying psychosocial development that may have occur as a result of sport participation.

Confidentiality and Anonymity: I understand that the contents related to my participation will only be used by Kelsey Kendellen and Dr. Martin Camiré's research team. I have received

assurance from the principal investigator that the information I will share will remain strictly confidential. Confidentiality will be assured through the use of a code number on all documentation, including transcribed interviews, timeline text, and journal entries. The consent form, audio recordings of interviews, and all other data collected will be stored at the University of Ottawa, in a locked filing cabinet in the principal investigator's office and will be kept for five years after which it will be destroyed. I will have the opportunity to review the transcript of each of my interviews. Specifically, the transcripts of my interviews will be returned to me by email in order to verify the accuracy of my responses and the transcripts will be password protected. I will have two weeks to make any revisions/clarifications to my transcripts.

Voluntary Participation: I understand that my participation in this research is completely voluntary. I am free to withdraw from the study at any time or refuse to answer questions. If I choose to withdraw, I will have the opportunity to choose to remove my responses from the research and my responses will be destroyed.

If I have any questions regarding the nature of my involvement in this research project, I can contact the principal investigator or her supervisor.

This study is being conducted in accordance with research ethics procedures at the University of Ottawa. If I have any questions with regards to the ethical conduct of this research, I can contact the Office of Research Ethics and Integrity at the University of Ottawa in person at 550 rue Cumberland, Room 154, Ottawa, ON, K1N 6N5, by phone (613) 562-5387, or by email *ethics@uottawa.ca.*

Acceptance: There are two copies of this consent form, one of which I will keep for reference. I have read this consent form and I understand the procedures of this research project. My signature indicates my consent to participate.

Name	Date
Signature of Principal Investigator	Date

Appendix F: Social Agent Consent Form

Title of Research Project: Examining the Process of Life Skills Transfer from Sport to Life

Principal Investigator:
Kelsey Kendellen, PhD Candidate
School of Human Kinetics, Faculty of Health Sciences, University of Ottawa

Supervisor:
Dr. Martin Camiré, PhD
Assistant Professor
School of Human Kinetics, Faculty of Health Sciences, University of Ottawa

Purpose of the Study: The purpose of this research project is to better understand how the life skills (e.g., leadership, teamwork, communication) learned in sport can transfer and be applied successfully in non-sport settings.

Funding: Funding for this project is supported by the Social Sciences and Humanities Research Council of Canada and Sport Canada.

Participation: My participation consists of taking part in one individual interview, lasting approximately 30-45 minutes in duration. Interviews will be audio-recorded and focus on my perspectives of [name of athlete participant's] behavior and performance in [name of non-sport setting].

Risks: I do not anticipate any negative effects during or following participation in this research project. I have received assurance from the principal investigator that every effort will be made to minimize any potential negative effects and I understand that I have the right to decline to answer any question and can stop the interview whenever I want.

Benefits: My participation can help better our understanding of how the life skills learned in sport can be useful in everyday situations outside of sport. More specifically, participating in this research can provide new and unique insights regarding a) how life skills are developed through sport, b) the situational factors that influence life skills transfer, and c) identify the underlying psychosocial development that may have occur as a result of sport participation.

Confidentiality and Anonymity: I understand that the contents related to my participation will only be used by Kelsey Kendellen and Dr. Martin Camiré's research team. I have received assurance from the principal investigator that the information I will share will remain strictly confidential. Confidentiality will be assured through the use of a code number on all documentation, including interview transcripts. The consent form, audio recordings of interviews, and all other data collected will be stored at the University of Ottawa, in a locked filing cabinet in the principal investigator's office and will be kept for five years after which they will be destroyed. I will have the opportunity to review the transcript of my interview. Specifically, the transcript of my interview will be returned to me by email in order to verify the

accuracy of my responses and the transcript will be protected by a password. I will have two weeks to make revisions/clarifications to my transcripts.

Voluntary Participation: I understand that my participation in this research is completely voluntary. I am free to withdraw from the study at any time or refuse to answer questions. If I choose to withdraw, I will have the opportunity to choose to remove my responses from the research and my responses will be destroyed.

If I have any questions regarding the nature of my involvement in this research project, I can contact the principal investigator or her supervisor.

This study is being conducted in accordance with research ethics procedures at the University of Ottawa. If I have any questions with regards to the ethical conduct of this research, I can contact the Office of Research Ethics and Integrity at the University of Ottawa in person at 550 rue Cumberland, Room 154, Ottawa, ON, K1N 6N5, by phone (613) 562-5387, or by email *ethics@uottawa.ca.*

Acceptance: There are two copies of this consent form, one of which I will keep for reference. I have read this consent form and I understand the procedures of this research project. My signature indicates my consent to participate.

Name	Date
Signature of Principal Investigator	Date

Appendix G: Athlete Interview Guide One

Purpose: To obtain information on the athlete's learning experiences in sport

Pre Interview Routine:

- Consent Form
- Complete demographic questionnaire
- Introduction/Purpose of interview
    - Define learning experiences in sport (i.e., lessons, competencies, assets, knowledge, resources, attributes, personal disposition, traits)

A) Life History of Sport Participation

1. Can you give me an overall picture of your sport experiences?
    a. When did you start playing organized sport?
        i. What sport did you play?
        ii. For how long?
        iii. How many nights a week did you practice? How many games?
        iv. What level of competition did you play?
        v. Did you play school sport or community sport?
    b. How many times a week were you practicing?

2. Would you say that you played organized sport continuously throughout your life?
    a. Do you remember taking any seasons/years off from sport?
        i. If so, can you please describe why?

3. To begin, how important was sport to you in your life growing up?

4. Can you tell me about the amount of effort you put into sport?

B) Learning Experiences in Sport

5. Can you describe what you believe you learned from your experiences playing sport?
    a. Can you provide an example?
    b. Was sport the first time that you learned this lesson or do you believe that sport was a setting for you to practice and refine this lesson?

6. What characteristics do you believe you learned about yourself by playing sport as a child and adolescent?

7. Did you ever hold a leadership role in sport?
    a. Can you describe some of the responsibilities you had?
    b. If yes, did you learn anything from this experience?

8. Can you talk about a stressful experience that you encountered while playing sport?
    a. Did you take anything away from this experience?

9. Can you discuss if playing sport helped you learn how to manage your emotions?

a. Can you describe a time when you didn't manage your emotions well?
b. Can you provide an example of a situation in which you did manage you emotions well?
c. Can you discuss how your ability to manage your emotions changed over time?
    i. Did anyone help you manage your emotions?

10. Can you talk about a time during your sport participation when you had to work to overcome challenges/obstacles?
    a. What motivated you to persevere?
    b. Did you learn anything from this experience?

11. Can you describe one of your proudest sporting accomplishments?
    a. Can you talk about the amount of effort you had to put into sport to achieve this?

C) Influence of Key Social Agents

Coaches

12. Can you describe the type of relationship you had with your coaches over the course of your childhood and adolescence?

13. Did you have a coach in particular that you really trusted?
    a. Why did you trust this coach?
    b. What did this coach do to make you trust him/her?

14. Were there any coaches that you didn't have a good relationship with?
    a. How did the nature of the relationship with your coach change over time?
    b. What have you taken away from this experience?

15. Can you discuss if you believe your coaches played a role in influencing your learning experiences?
    a. If yes, can you provide an example?

Teammates

16. Can you describe the type of relationships you had in sport with your teammates?
    a. Did you hang out with your teammates outside of sport?
    b. Was your social circle made up of a lot of people you met through sport?

17. Can you talk about what you think you learned from your teammates?

18. In general, do you think you had trusting relationships with your teammates?
    a. Can you describe a particular teammate that you really trusted?

19. Throughout your sport experiences, did you usually get along with your teammates?
    a. What did you take away from these experiences?

20. Was there a certain teammate that you didn't get along with as well as others?
    a. Can you talk to me about what that experience was like?

b. How did you manage to work together as a team?

Parents

21. Did your parents play a role in your learning through sport (e.g., taught you sport skills, explained the rules of the game, or commented on your behaviour in sport)?

22. How did your parents support your participation in sport?
    a. Logistics? (Transportation)
    b. Financial (Registration Fees)
    c. Emotional (Watch your games)

23. Can you describe the nature of your relationships with your parents in sport?

D) Wrap-Up

24. So far in the interview, we've touched on a number of different lessons that you learned during your sport participation. Are there any lessons that we haven't touched on that you believe you learned in sport?

25. Is there anyone else that you've haven't talked about so far that helped you learn these lessons through sport?

26. Given what we talked about today, is there anything else that you would like to add that we haven't touched on?

Appendix H: Sample Athlete Interview Guide Two

Purpose: Debrief on timeline activity and explore the athlete's life skills application experiences

Pre Interview Routine:

- Reminder of assurance of confidentially

A) Debrief on Timeline Activity

1. To start, how did you find the timeline activity?
2. Can you tell me about how you approached the timeline activity?
    a. Why did you use point form?
    b. Do the different colours represent anything?
    c. How long did it take you?
    d. Did you complete the timeline in one sitting?
3. Did you learn anything about yourself by doing this activity?
4. Was it helpful in triggering new reflections or memories about your past sport participation?

B) Application of Lessons Outside of Sport

Time Sheet #1: Early Childhood and Elementary School Sport Experiences

Lesson: Winning isn't everything

5. Can you tell me more about what 'winning isn't everything' means to you?
6. Do you carry this mentality with you into situations outside of sport?
    a. If so, can you provide an example?
7. In what activities do you not care about winning?
8. Who do you perform these activities with?

Lesson: Teamwork and cooperation

9. You talked a lot about learning teamwork from playing soccer and volleyball. Where do you think the teamwork skills you learned in sport are helping you now in your life?
    a. Can you provide a concrete example?
10. Who are you working in teams with?
11. Is anyone making it easier for you to be a good team player?
12. Is anyone making it difficult for you to work in teams?

Lesson: Deal with pressure and stress/managing my nerves

13. You mentioned learning about how to control your emotions before stressful situations in sport (e.g., using breathing techniques before dance exams, injury in high jump). How do you use the knowledge about managing your nerves outside of sport?
    a. Can you provide an example?
14. Who is around you when you staying calm in stressful situations or when the stakes are high?
15. Does anyone help you control your nerves?

Lesson: Work hard and push myself

16. You talked about learning to push yourself (e.g., dance exams, workouts, cross-country). How do the things you learned about pushing yourself past your limits in sport now help you in other areas of your life outside of sport?
    a. Examples?
17. Who do you push yourself (physically or mentality) in front of?
18. Does anyone help you push yourself past your limits?

Lesson: Ask for help

19. To improve your physical skills in volleyball and dance, you often asked your instructor/teammates for help. Do you feel confident in asking others for help in situations outside of sport now?
    a. If so, can you provide an example?
20. What makes you feel confident in asking for help?
21. Who do you ask for help?

Timeline Sheet #2: High School Sport Experiences

Lesson: Don't give up/perseverance

22. You provided many examples of times when you didn't give up in sport (e.g., twisted ankle during dance exam, losing a lot in volleyball). Do you use what you learned about persevering in sport to help you persevere through tough times now in your life?
    a. Example?
23. Who do you persevere in front of?
24. Does anyone help you persevere?

Lesson: How to be proud of myself

25. You talked about learning to enjoy and feel good about your sporting accomplishments (e.g., volleyball awards, dance exams). Do you think that the confidence you gained by playing sport has helped you feel confident in your life outside of sport?
    a. Example?
26. Who are you confident in front of?
27. Does anyone support or hinder your confidence levels?

Lesson: Leadership

28. You mentioned you learned about leadership through your captaincy experiences in volleyball (e.g., organizing rotations in volleyball). Did anything that you learned from sport help you take initiative and lead in situations outside of sport?
29. When is appropriate for you to be a leader outside of sport?
    a. Example?
30. Who are you a leader to?
31. Does anyone give you opportunities to lead?

Lesson: Getting hurt and keep playing

32. You talk about how you experienced many injuries playing volleyball and often continued to play while injured. What do you think you took away from this?

33. Have there been times outside of sport when you continued to persevere through a challenging or difficult time?
    a. Example?
34. In your social circle, who do you persevere around?

Lesson: Exposure to healthy lifestyle

35. In interview, you talked about how you learned the importance of a healthy lifestyle (e.g., eating well, working out). Even though you don't play as much sports today, how does the lessons you learned in sport influence your ability to live a healthy lifestyle today?
    a. Example?
36. Around who are you being active with?

Lesson: How to be graceful in dance

37. Can you tell me what 'being graceful in dance' means?
38. How does this influence you outside of sport?
    a. Example?

<u>Timeline Sheet #3: University & Teachers College Sport Experiences</u>

Lesson: Focus on my own Behaviour/Self-regulation

39. You provided many examples of learning to regulate your own behaviour in sport (e.g., don't by discouraged by others in dance, don't disrupt others in dance, staying confident and calm while the referee is talking to you, managing your time). How have these experiences in sport helped you to focus on your own behaviour outside of sport?
40. Are you able to identity when you're behaviour is wrong and correct it on your own?
    a. Example?
41. Do you feel confident adapting your behaviour to the context or specific situation?

C) Follow-Up Questions/Wrap-Up

42. Why did you stop playing soccer and dance but return to volleyball in teacher's college?
43. What was it like being the only kid in your household playing sports?
    a. Did your siblings support your sport participation?
44. Given what we talked about today, is there anything else that you would like to add that we haven't touched on?

D) Overview of Nomination Process

- For the next part of the research project, I would like to interview a few members of your immediate social circle to get their perspectives on how you are using the lessons learned from sport in your everyday life.
- Of the people you indicated helping you apply lessons outside of sport, who do you feel comfortable (a) speaking about you? and (b) me interviewing them?
- Can you please pass along my contact information?

Appendix I: Sample Athlete Interview Guide Three

Purpose: To debrief on journal entries & explore the athlete's thoughts, emotions, and feelings related to his/her life skills application experiences

A) Debrief on Journal Entries

Journal Entry #1: Discipline & Respect (Meeting new People)
Summary: Used discipline/respect skills when meeting your girlfriend's extended family Christmas day.

1. How did applying discipline and respect contribute to the group atmosphere/environment on Christmas Day?
2. What type of response did you receive from your girlfriend's family when you were using your discipline and respect skills?
3. Why do you think you successfully applied discipline and respect in this situation?
4. How did applying discipline and respect make you feel?
    a. Did it influence your desire to continue to apply discipline and respect when meeting new people in future situations? (If yes, then 5a)
5. Since the events you have described have occurred:
    a. How have you applied discipline and respect when meeting new people?
    b. Do you believe you have modified how you apply discipline and respect when meeting people for the first time?

Journal Entry #2: Managing my Frustrations (Relationship)
Summary: Managed your frustrations when planning a trip out West with your girlfriend.

6. What types of things/issues led to 'differences in opinions and conflict'?
7. How did managing your frustrations influence your relationship with your girlfriend?
    a. Why was it a good thing?
8. How do you know that you effectively managed your frustrations?
9. How did managing your frustrations make you feel?
    a. Did it influence your desire to manage your frustrations in future situations with your girlfriend? (If yes, then 5a)
10. Since the events you have described have occurred:
    a. How you applied the skill of managing my frustrations in your relationship?
    b. Do you believe you have modified the way you manage your frustrations when interacting with your girlfriend?

Journal Entry #3: Leadership (Work)
Summary: Applied leadership at work during a meeting about a new application that your company wants to develop on IOS by making suggestions about how you could go about your tasks and using a new method for testing your code.

11. How did applying your leadership skills influence your contribution within the team of developers at work?

12. You stated: “My manager had already laid some tasks out and I felt like he wanted me to take initiative and lead in certain areas of the project.” How did you know that your manager wanted you to lead?
13. In this situation, how did using your leadership skills make you feel?
    a. Did it influence your desire to take initiative and lead in future situations at work? (If yes, then 4a)
14. Since the events you have described have occurred:
    a. How have you applied leadership skills at work?
    b. Do you believe you have modified the way in which you lead at work?

Journal Entry #4: Trying to Improve my Physical Abilities (Working Out)
Summary: New Year Resolution of doing push-ups every day.

15. How does working hard to do push-ups make you feel?
16. How did the compliment about your broad and muscular shoulders make you feel?
    a. Did it influence your desire to work hard to improve your physical abilities in the future? (If yes, then 3a)
17. Since the events you have described have occurred:
    a. How have you worked hard to improve your physical abilities?
    b. Do you believe you have modified the way in which you improve your physical abilities?

Journal Entry #5: Teamwork (Relationship)
Summary: During your trip out West, you applied teamwork skills when working with your girlfriend to delate tasks (e.g., washing dishes) and coordinate travel logistics (e.g., accommodation and activities).

18. How was it beneficial to your girlfriend for you to apply teamwork skills?
19. Can you tell me why you think you successfully applied teamwork skills?
20. How did your experience of working collaboratively and communicating effectively with your girlfriend make you feel?
    a. Did it influence your desire to use teamwork skills with your girlfriend in the future?
    (If yes, then 4a)
21. Since the events you have described have occurred?
    a. How have you used teamwork skills when collaborating with your girlfriend to get a task done?
    b. Do you believe you have modified how you apply teamwork skills specifically with your girlfriend?

Journal Entry #6: Leadership (Work)
Summary: Phone call with your manager to talk about the possibility of you applying for the Team Lead position in which you outlined your strengths as a leader at work.

22. In this situation, how did taking initiative to apply for this job make you feel?
    a. How do you know that you successfully applied leadership?

23. Can you tell me more about your manager's feedback specifically on your leadership?
24. How did your manager's feedback make you feel?
    a. Did it influence your decision to apply leadership skills in the future at work? (If yes, then 4a)
25. Since the events you have described have occurred:
    a. How have you used leadership skills at work?
    b. Do you believe you have modified how you apply leadership skills at work?

B) Follow-up Questions from Interview #2

26. Can you tell me what a 'sprint' planning meeting at work is?
27. During your co-op in the United States, how did you adapt your communication style when speaking directly with clients?
28. Can you talk to me about the feedback you received from your manager at work?
    a. Did you modify your behaviour based on his feedback?
29. In your opinion, what are some of the most important qualities/skills required to be a software engineer?

C) Wrap-Up

30. Looking back over the past 3 months when you have been journaling and consciously thinking about your transfer experiences:
    a. Do you have any other examples of how you have been able to apply the lessons from sport in your everyday life?
    b. Are there any examples you can remember of when you tried to apply a lesson you learned from sport but you didn't experience a desired or expected outcome? ***Provide example Kelsey about working collaboratively with colleagues but didn't resolve the problem at work

Appendix J: Sample Social Agent Interview Guide

Purpose: Gain a better understanding of [name of athlete's] behaviour at home

Pre Interview Routine:

- Consent Form
- Introduction/purpose of interview
  - Gain a better understanding of who [name of athlete] is as a person and her behaviour at home
  - Demographic information (name, age, gender, civil status, occupation)

A) Relationship Overview & General Dispositions

1. How would you describe your daughter as a person?
   a. What are some of her strengths?
   b. What are some of her weaknesses?
2. What type of relationship do you have with your daughter?

B) Specific Lessons

Asking for help

3. Is your daughter the type of person who will regularly ask you for advice?
4. Do you have an example of a situation that she asked you for help on?
   a. School-related matters?
   b. Job interviews?
5. Do you think she's comfortable asking you for advice?

How to be proud of myself/ perseverance/hard work ethic

6. In general, does your daughter tell you about some her accomplishments or proud moments she experienced?
7. Does she talk to you about some of the challenges she has faced (maybe in school or at work?)
8. Can you tell me about the amount of effort your daughter put into applying to teachers college?
9. What did she have to do to get her grades up during her undergraduate degree?
10. What was her reaction like when she found out she got accepted into teachers college?

Winning isn't everything

11. Your daughter mentioned that your family really likes to play board games. Can you tell me what's she like when playing board games at home?
12. Is she competitive and there to win?
13. Is she upset when she loses?

Self-regulation/ managing my emotions

14. In general, how is your daughter at managing her own behaviour?
15. Do you have to constantly give her reminders to do something (e.g., chores, teachers college application)?

Exposure to active lifestyle

16. Can tell me about the role that sports and physical activity play in your daughter's life?
17. In your opinion, does your daughter value an active lifestyle?

C) Wrap-Up

18. Given what we talked about today, is there anything else that you would like to add that we haven't touched on?
19. Overview of member check procedure

Appendix K: Solicited Journal Instructions

The Lessons I Learned from my Sport Participation:

- Asking for Help
- Exposure to Active Lifestyle
- Getting Injured and Keep Playing
- How to be Graceful in Dance
- How to be Proud of Myself
- Leadership
- Managing Nerves
- Not Giving Up (Perseverance)
- Teamwork and Cooperation
- Work Hard and Push Myself

What is the Purpose of my Journal?
To document in real-time when I am applying in my everyday life (e.g., at work, in school, at home) the lessons that I learned from sport.

What do I Need to Do?
Write posts on our private discussion board on Facebook (i.e. secret group) describing (using concrete and vivid examples) how I am using the lessons learned in sport in various areas of my life.

How Many Entries Should I Write?
Approximately 2-4 entries/month are recommended. However, the final number of entries should be based on the actual number of times you used each lesson.

How Long am I asked to Journal?
3 months (January 19th 2017 to April 19th 2017).

Sample Questions to Guide my Journaling Process:
***Please NOTE the following questions are only meant to loosely guide your journaling process. Ultimately, you are allowed to document your experiences applying the lessons however you see fit.

When I am completing a journal entry, I can ask myself:

1) Based on the lessons I learned in sport, this entry will focus on *[name of lesson]*
2) Where did I apply this particular lesson?
3) Who was around me when I applied this lesson?
4) How did I apply this lesson?

Sample Entry

This past week I noticed that my leadership experiences playing high school hockey helped me provide advice to one of the younger students in my office at school. Yesterday morning Laura

who is 23-years old and in the second year of her Master's asked if I could help her with her knowledge translation project. Our supervisor asked Laura to read one of his latest articles about coaching and use the findings to create an infographic (clear and visually appealing representation of textual information) that he could post on Twitter. Essentially, Laura had been working on this infographic for several hours and I could see that she was getting pretty frustrated with it and she even told me that she just wanted to be done with it. Laura asked me "What do you think of this infographic" and "Do you think it's good to send to our supervisor?" When I first looked at the infographic I was not impressed. The infographic had too much text, didn't have a good colour scheme, and looked pretty boring. I definitely did not think it was good enough to be the final product.

I got the sense that all Laura wanted to hear from me was the infographic was good enough to send to our supervisor, but that definitely was not the case. Instead I sat down with her and provided constructive feedback on the infographic (e.g., the text on the infographic was correct and made sense) while at the same time pointed out areas for improvement (e.g., reduce the amount of text by writing in point form). I also suggested that Laura take a break from doing this project for the day and start again tomorrow when she's feeling refreshed. I spent the next hour helping Laura pick a new infographic template, colour scheme, and shared with her some of my ideas about how to make the infographic look more visually appealing (i.e., make it look like something people want to read). The next day Laura produced a high quality infographic and emailed it to our professor. I was really happy that Laura put in the time and effort needed to improve the infographic and I could tell that she was proud of the final product. Overall, I felt like I was a good leader in this situation because I provided Laura with honest and constructive feedback (even though she didn't really want to hear it).

Appendix L: Claire's Journal Entries

Journal Entry One: February 8, 2017

This week I started practicum, I am at [name of high school] with three other Teacher Candidates like myself. One other teacher candidate asked if he could workout with me during my prep period as I usually do this during my prep period at the school. I said of course and through working out with him we have shared our different workouts and eating habits with each other and it has given me more exposure to a healthy lifestyle. Not only have I been able to workout more frequently because I have the same schedule everyday now but I am getting advice and new ideas while also sharing advice about my own workouts and eating habits.

It has been the start of second semester for all the high school students at my placement so I am now working with two new classes, very different from my classes last semester. This has been a whole new experience managing my nerves and probably will continue to be during my entire practicum. There is only one student in both my new classes that I know. I am terrible at learning new names and I hate trying to remember students names because I feel like I'm disappointing them when I can't remember their name but I can remember another students name.

This is only apart of why I get nervous. I also get nervous just being in front of them and trying to make myself comfortable in the classroom spaces. The best thing I can do to calm my nerves is always make sure I have a good lesson plan prepped and have backup activities or lessons in case things don't go as planned. I also make sure I go over everything with my Associate Teacher (AT) before the lessons start and make sure she thinks everything is good to go. Other than that the best I can do is prepare for questions I think might come up and after that just hope for the best. I use breathing techniques to calm myself down as well.

Journal Entry Two: February 26, 2017

This week in my practicum I was given the task of making a bunch of assignments for my AT's classes and I'm pretty creative with assignments but I have not been very good at making rubrics yet. So I had to ask for help because I know the only way to get better will be to practice which is the point of practicum so I asked my AT which turned out to be a huge help because she shared a bunch of her past rubrics with me so I could just work off of them to improve my skill level.

Last week I was injured during our intramural volleyball game as per usual (I've never made it though a season without being hurt). I sprained my right hand thumb and it's the same finger I sprained last semester in intramural volleyball and it was finally starting to fell better. But we had no subs that week and I hate not getting to play so I just sucked it up and kept playing and from now on I have to tape it up so I can keep playing. Even though it is still sore.

I would like to combine both being proud of myself and teamwork in the next story. So over the last three weeks of practicum I have been confronted by a variety of different teachers candidates about lesson plans they want to borrow from me and questions about their own lessons, tests and assignments. They have all been asking me my opinions and I see things sometimes differently so I give them my advice and also tell them ways to change the questions with different wording to get better results for what they are asking. This is a form of teamwork as teacher candidates we try to bounce ideas off each other and ask for advice. It is me being proud of myself as they have all been impressed with my responses and my help and they have told others so other people from class come to me with help for their practicums. I won't give all the examples but for one specific example one student teacher came to me and said "[name of participant] I have a quiz tomorrow and I have to write these questions about world war one and I have 8 short answer questions can I run them by you?" I said sure and he read them to me. One of the questions he was asking (not word for word because I don't remember the exact words) was "why do you think Switzerland stayed neutral?" and I said have you taught them anything about Switzerland before this and he said no and I said I think your question is just directing them the wrong way because if I was a student hearing that I would assume that I need to know something specific about Switzerland in order to answer it and even I can't do that at my age! So I got him to tell me what answers he was expecting and after that I said I think you should re phrase your question so it is "Why would you choose to stay neutral like Switzerland did?" That way the students answer their own thoughts on the matter instead of assuming they need to know specific information on Switzerland's neutrality. He was very thankful and his AT was very impressed with his question he told me after so I was proud of myself for being able to help so many other fellow teacher candidates!

Journal Entry Three: March 3, 2017

This week I definitely had to manage my nerves again because this week was the week our professors from University came in to observe us while we teach at our placements. My Professor came yesterday and watched the two classes I am teaching. I was pleased because she seemed very impressed, but even so the students were not all having great days. Their participation was not as good as it usually is during our discussions so I was very nervous with her watching me, but at the end she told me I was doing great and my AT is very impressed with me so that made me very proud of myself!

This also made me work on my perseverance because with my grade 10 applied class I had to keep prompting them to speak and it felt like I was pulling teeth but I did get some good answers out of them eventually it was just hard and didn't help that my professor was watching me. My grade 11's were a different story once they saw her they didn't know who she was but knew she was someone important and they all acted so well behaved for the entire class, which was great! They were just having a work period though so she watched my interactions with them and was pleased because I have very good relationships with students in this class.

I also worked hard and pushed myself this week while I was working out. I ran my fasted 5K Monday morning, the weather had been SO nice this week that I decided to start waking up early again, and start running outside again. I was SO proud of myself I pushed myself so hard and ran my fasted 5K in over a year! It felt great! Then in the gym I was upping my weights on both my ab day and leg day workouts!

During our volleyball game for intramurals this week we worked on teamwork and really pulling together so we could play better as a team and it worked! As captain I got to the game a bit early and we had a team meeting to work out a rotation that we thought worked for everyone and we went over some plays and coverage and it worked out so well our team won all three sets!

I injured myself again this week during the game (my hand was taped up) but I injured my left knee. In the very first play I pivoted and my body turned but my foot didn't and my knee twisted all wrong, it was very painful and in that first play they also set me in power position so I had a killer hit but coming down from the hit after I had just hurt my knee definitely made it worse. But like always I can never sit off, I'm too competitive so my team said I could sub out but I said no and kept playing all three games. I definitely paid for it the next day. It's feeling better now but definitely still tender. I don't know what goes through my head, I just can't sit out of a game no matter how much pain I'm in. I just love the game way to much I can't not play!

Journal Entry Four: March 12, 2017

This week I had to manage my nerves again. My AT has left for Germany, as the head of the Europe trip at [name of high school] and I am teaching the classes alone. There is a substitute teacher but they just sit there because I am the student teacher and I am running the classroom. The reason I had to manage my nerves was because I did not know if the students would try to take advantage of the fact that the teacher was away and I was teaching. Some did try to get away with things but they know me pretty well now and once I asked them to stop or said no they stopped so I was pretty happy about that. Teaching without my teacher in the classroom to back me up also had my nerves going crazy, I just like her there for moral support because I know if anything went wrong or a student asked a question I couldn't answer then she would be able to jump in to help me. So far I've done two days this week without her and they went really, really well! When we come back from March Break we will have three more days without her that I will have to get through as well so I hope those go just as good as my days this week went.

Now that I am home for March Break in [name of city] I have been spending lots of time with my family, especially my nieces because I miss them a lot when I am gone. Taking care of two toddlers, (ages 3 and 2) is not easy! I definitely work hard and have to push myself when I am with them. After one or two hours with them I usually start to fall asleep and you can't do that because they get into everything! My brother (their dad) and my parents work so when I'm home for break I usually get left taking care of them. Which is fine because I love spending time with them but I honestly can't make it through a day without pushing myself! They are a handful and when they nap I would love nap too but by that point the house is a mess, the laundry and dishes have to be done and I'm lucky if I have time to clean everything up and cook dinner before they wake up again. I honestly wonder how parents have enough energy in a day to go to work and come home to wild children!

I am teaching my one niece how to dance, they both love dancing but the three year old is at the age where I can actually show her study and she remembers it so we are working on being graceful in dance as well. She loves to jump so she often throws a bunch of jumping into her dance moves which at this age is fine but we will be working on being graceful as the years go on.

With two toddlers, who are not mine and they are the first babies in our family I do a lot of asking for help. When they were younger it was a lot of questions abut when, and what to feed them. Now it is usually asking someone else to do something for you while you watch them or bathe them or put them to bed. For example yesterday I was giving them both a bath and they love bath time, but when it ends I can only dry one of them off, change their diaper and put their clothes on at a time. Once this happens the little one who usually gets out first runs away while I am drying and changing the older one. This is usually the time where I call for someone else who is home to come help OR I call my grandma who lives across the road to help me if no one else is home. Yesterday, my mom was home but she was doing some work so she did help when I needed it!

Journal Entry Five: March 24, 2017

This week I have definitely been working on my confidence and managing my nerves. It was the first week back from March Break for both me and all the students I teach and because of this the students were a little rowdy. On top of that my AT was away for four of the five days this week because she was one of the teachers supervising the school's Europe trip and they didn't get back until Thursday. So the students often take advantage when there is a supply teacher and a student teacher. I had to really work on my loud teacher voice to get their attention during discussions and class work, and to get them to quiet down when we were doing silent work. This is sometimes hard to be loud, overbearing and a bit mean with the students because I have a good relationship with most of them and I don't like getting them in trouble but we need to get our work done as well. So it took a lot for me to get up the courage and get over my nerves of being loud and somewhat angry with them but by Thursday it was so easy for me because I got used to it and I realized that it didn't ruin any relationships I had with the students because they understood they were in the wrong because they were disrupting my class.

"Getting injured and keep playing" took a different twist in my life this week as it occurred in the school setting and not in volleyball, as I got a tad sick this week. I had a cold with a rough cough and a very, very sore throat which also caused a problem when I needed to speak loudly to get my students attention. My throat was so sore but what can you do? If you need their attention then you need to be loud, and even though I was feeling sick I still had to come to work and continue on with my plans for the day no matter how I was feeling. So I pushed through it and came out fine at the end of the week.

I experienced a lot of teamwork and cooperation with my AT this week and the week before march break because she has been gone in Europe and I have had to do my work and her work combined. The literacy test is next week and we have been frantically working on all the prep, letters home, students work sheets and organization that goes into that because my AT is the head of the literacy test at our school. So when she was gone it took a lot of cooperation between us over email in two different time zones to make sure everything was getting done. Before she left and after she came back it took a lot of team work for us to get everything done when we only have one prep period a day at school and we have to do our lesson prep and literacy stuff during the one 75 minute block.

Journal Entry Six: April 12, 2017

Last week was the last week of my practicum and it was a sad, exciting, and re-affirming week. I learned how to be proud of myself and I learned after 8 weeks, that I was doing exactly what I wanted to be doing with my life. I have wanted to be a teacher since I was in grade 2 and after these past eight weeks that were so wonderful I know I'm on the right path to my future career! I was definitely proud of myself after my associate teacher passed me on my final report and I said my goodbyes. My students planned a surprise goodbye party for me with lots of food and gifts! All my classes wrote notes to me inside the cards they gave me and after reading all their comments about how much I helped them, how they think I will be an amazing teacher and such sweet things like that I was very proud of my ability to be a good teacher.

I did have to ask for help last week because of my final report. While your AT fills out the final report they also write comments of what you should work on for next year's practicum. So after my AT did this I asked for what her advice was on what I should work on for next practicum, how I could improve what I did this semester, and any other advice she had for me. It went really well and I got a lot of advice so I was really happy I asked!

I found out that my, not giving up on a student in my class actually paid off. There has been one student (for confidentiality sake I'll call him John Smith) in my class that has been doing almost nothing every class this entire semester, hasn't handed in any assignments, and usually messes around and distracts other people in class everyday. I try to stay on him in class to keep on his work and stop messing around. He has jokingly called me a b**** for giving him work at least 5 times and I still never gave up trying to help him with his work. I was pretty convinced it was doing nothing but then out of no where one day he showed up and handed an assignment in, then about a week later he handed in another assignment. I also found a way to get him to orally tell me what he thinks as answers to his worksheets and then I write them down so we can still give him marks for his work. I often told him how proud I was when he would even do the tinniest piece of work for the day, and like I said I thought it wasn't making much of any difference but apparently it was. For the last week and a half of classes he was an absolute angel, he didn't disturb anyone in class, he would talk to me about his personal life and he handed in every assignment. I didn't actually know if I was going to get through to him but I am happy I did and now I'm even more glad I never gave up on him. There were quite a few times I considered it because I was worried I was annoying him and worried it was only going to make things worse but now I'm proud of what I did.

Appendix M: Joseph's Journal Entries

Journal Entry One: December 31, 2016

On Christmas day, I noticed that my discipline/respect skills that I acquired by playing basketball (in a team back in [name of country]) and more recently boxing, helped me behave properly when I met my girlfriend's extended family in [name of city].

This is not a lesson that I only learned from sports; it was taught to me by my parents who repeatedly reminded me to respect others, especially people older than me. This lesson was reinforced through my basketball coach in [name of country], and my boxing coach in [name of country].

The idea of meeting [name of girlfriend's] grandparents, aunts, and uncles made me a bit nervous because I knew the significance of such a big step in our relationship, and because I had to be using the language I'm least comfortable speaking (French). So it was crucial for me to make sure I'm disciplined and respectful so I don't give off the wrong vibe.

Moreover, I have a tendency to interrupt people when they're speaking to me, or finish their sentences, so I wanted to make sure that doesn't happen. Whenever I was addressed, I spoke slowly to make sure I didn't make any mistakes, and chose my words carefully. I was polite to everyone I spoke to or interacted with, and showed interest in a lot of subjects that were brought up. Whenever I wanted to comment on something being said, I waited until there's a small pause before speaking, to avoid interrupting someone.

Journal Entry Two: January 25, 2017

In the past few weeks, I noticed that my skills in managing my frustrations in sports helped me better deal with certain situations in my relationship. In the past, I used to get angry and emotional about certain frustrating situations, especially when I felt that I wasn't treated fairly or misunderstood. However, playing team sports over the past few years has taught me to be more patient and understanding, and I trained myself to be more calm when I'm faced with those kinds of situations.

These past few weeks, my girlfriend and I had to plan a long trip in Western Canada, and that was very stressful as we were working with very little time, and wanted to leave as soon as possible. This obviously caused some conflicts and differences in opinions, and at times I felt like my intentions were misunderstood and I wasn't treated fairly because of that. Even though that made me frustrated, I remembered what I taught myself to do in sports, and took some time to breathe and calm down instead of immediately reacting, as I knew this would only make things worse. Taking this extra time to think things over before addressing the issue made me realize that it wasn't her intention to make me feel that way, and it was mostly because of a difference of perspective and how we're used to dealing with some situations. So that helped me better assess the situation and have a better and more mature response, instead of immediately "firing back".

Journal Entry Three: January 25, 2017

On Monday, I noticed that my leadership skills that I developed further in sports encouraged me to take lead on a new project at work. In the past, I felt like I didn't have enough confidence to lead people and guide them to the "right path", but seeing that I was doing a good job as a captain on the soccer and basketball teams, and getting positive feedback about it made me realize that this is something I would like to apply in other areas of my life, such as the workplace.

This past Monday, we had a meeting at work about a completely new application that our company wants to develop on iOS. My manager had already some tasks laid out for us, and I felt like he wanted me to take initiative and lead in certain areas of that project. So I took this opportunity and started making suggestions right away about how I would go about my tasks and split them up between myself and some other developers. I also suggested starting a new method of testing for our code, and made it a goal to make sure the whole team adheres to the practices of this methodology. This all made me feel like I have more impact on the work we're doing, and it helped me further develop my leadership skills.

Journal Entry Four: February 19, 2017

2017 seems to have brought a subtle “New Year resolution” to me. Since the beginning of the year, I’ve been doing push-ups every day (with some rest days), constantly trying to beat my previous record. This goes under the lesson “trying to improve physical abilities”.
It started as a mix between me being very competitive (in this case against myself and my previous numbers) and getting complimented about my broad and muscular shoulders. So I felt like this would be a healthy routine, especially that it works muscles that I would like to strengthen further (boxing helped them grow a lot compared to any other activities I’ve done in the past).

I’m not doing it as often these days, especially while travelling, but it is something I want to keep focusing on, and I feel like it's making my upper body stronger, and helping me stay an athlete even though I’m not competing in any sports at the moment. I am planning to resume basketball and soccer in the summer though 😊

Journal Entry Five: February 19, 2017

During my trip in the West, I realized how the teamwork experience that I developed playing soccer and basketball helped me realize how much [name of girlfriend] and I make a good team, and encouraged me to be a good "team player".

Our trip had to be planned in a very short amount of time, so not all the accommodation and activities were booked by the time we left. With the little time we had on the road (I had to work about 5-6 hours every day), the idea that we didn't always know where exactly we'll be staying the next week and what we'd be doing was a bit stressful. But I found that we were a great team, and split up tasks very well, and were able to figure things out together. Communication had a big role there too, as we disagreed on certain ideas, but we were always able to take a step back and re-evaluate what each person was proposing. That helped us pick the better option (more objectively) or find a middle ground.

We were also spending all the time together for 3 straight weeks, so there were tasks that we were doing together for the first time (i.e. washing dishes, doing laundry, preparing for hikes, etc), and I felt like even though we had different ways of doing things, we eventually got used to doing them together and were able to figure out who takes care of which subtask (i.e. I'm better at soaping dishes, while she's better at drying them).

This all makes me think of player positions in sports (i.e. shooting guard in basketball, striker in soccer), and how sometimes you gotta admit that while you could be better at certain things, there's always going to be certain things that other people do better than you. That mentality helped me accept that I can learn a lot from her, and even let her take care of the things that she's better at. I already do the same thing in sports where I try to stick to the role I'm best at, and not try to do everything on my own.

Journal Entry Six: February 19, 2017

This past week, I noticed that my leadership experiences playing soccer and basketball helped me step up at work, and start building a path towards a leadership position.

About 2 weeks ago, my manager gave his 2 weeks notice, and recommended that I try applying for his position, which is the Team Lead of the iOS team. After thinking about it for a while, I wrote down a list of arguments that I can bring to his manager as to why I think I'm qualified for a position like that.

On Friday, I got on a call with [name of boss' manager], and made my case: I mentioned that I have a lot of initiative and gave examples of initiatives I've taken at my company so far, explained how I'm comfortable communicating with people and that has helped me figure out who's good at what, and told him that I already have experience mentoring other employees in the past and that had made me more eager to work towards a leadership position as the next step of my career.

[Name of boss' manager] was impressed by the fact that I stepped up when no one else did, and he said that he feels that I have the required leadership spirit for this job. That made me feel very proud of myself because I am already on my way to be promoted to Senior Engineer, and I feel like the next step that takes things even further is already happening. I was also glad to find that I didn't hesitate at all and had no second thoughts about bringing this up with [name of boss' manager]; I knew I had nothing to lose, and I feel like this is a good trait to have as a team lead.

Since we've had that talk, I've been imagining myself in that position, leading the current team, and that makes me feel extremely excited. I cannot wait until that happens as I feel ready to apply my leadership skills in my work domain!