

**The Development of Youth Soccer Coaches: An examination within the unique
coaching context of recreational youth sport**

by

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Abstract

The purpose of this research is to explore the context of youth recreational soccer, and to examine how coaches volunteering in this context learn to coach soccer. Framed within Jarvis' (2006, 2007, 2008, 2009) theory of lifelong learning and employing a mixed-methods approach, this dissertation research had two distinct phases. Phase One involved the collection of data via an on-line survey from 433 recreational youth soccer coaches from Eastern Ontario. The survey served to collect demographic information, as well as general information about their team, their role as a recreational coach, and their approach to learning. The data analysis for the on-line surveys was comprised of an analysis of descriptive statistics. Phase Two involved semi-structured interviews. Recruited through their participation in Phase One, 30 coaches were purposefully targeted and interviewed based on their varied biographies, experiences, and social contexts. Additionally, seven soccer administrators were interviewed. Interview data was analyzed according to the principles of thematic analysis (Braun & Clark, 2006). Findings examine the biographies of youth recreational coaches, their coaching context, how recreational coaches learn to coach, issues of shared responsibilities related to learning, as well as practical implications. It is suggested that recreational coaches differ from one-another on many factors, and that the context of recreational youth soccer is similarly diverse and presents unique challenges to coaches. Recreational youth coaches learn to coach through a variety of sources; mostly through informal learning situations. Responsibilities surrounding coach development fall on the shoulders of individual coaches and clubs, as well as regional, provincial, and national associations; and suggestions for increased engagement in this regard are provided.

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CHAPTER ONE - INTRODUCTION

Significance and Purpose

Taking into account the fact that so many youth participate in sport (Barcelona & Young, 2010; Clark 2008; sports coach UK, 2011), the significance of the coaches working within youth sport, and the development of these coaches should be a primary concern. Unfortunately, despite the scope of recreational youth sport, links between scientific research and grassroots involvement are limited. Hedstrom and Gould (2004) note that:

One problem facing youth sport leaders and policy makers is a lack of understanding relative to the scientific knowledge on children involved in sport and physical activity that has evolved over the last 30 years. Thus, current practices and policies are formed without any contribution from the sport science community. (p. 3)

While research on coach development is increasing, it has been suggested that many researchers have written about the learning opportunities for coaches without fully understanding the specific contexts within which coaches volunteer (Lyle, Mallett, Trudel, & Rynne, 2009). It is contended that in order to contribute to scientific and applied discussions about coach development, it is necessary to define and delineate particular coaching contexts (Cushion et al., 2010; Gilbert, Gallimore, & Trudel, 2009; Werthner & Trudel, 2009). An examination of coach development studies reveals that the context of recreational youth sport has by and large been overlooked, and thus requires research attention. Additionally, researchers have argued that focused research on coach learning within particular settings is required (e.g., Werthner & Trudel, 2009), and that biographical information about coaches from particular contexts is essential to understanding their development (e.g., Hedstrom & Gould, 2004). This current research project is

set within the specific coaching context of youth recreational soccer and as such, begins to fill the void of research examining this particular segment of community sport.

The purpose of this research is to explore the context of youth recreational soccer, and to examine how coaches volunteering in this context learn to coach soccer. In order to address this purpose, three research objectives are presented which align with the main research questions. First, this research serves to provide the field of coach development with important information about the profile of youth recreational coaches. Specifically, demographic information and differences along factors such as coach gender, age, formal education, coaching experience, and learning experiences are explored. Second, the coaching context itself, that is, the youth recreational sport setting is examined in order to determine the unique characteristics within this youth sport setting. Last, the third objective of this research is to understand how coaches in recreational soccer settings learn about coaching. That is, it is important to understand the ways in which coaches learned (or did not learn) in order to be recreational youth soccer coaches.

Research Questions

The three main questions, as derived from the wide research purpose, and the more specific research objectives that directed this research were:

1. Who coaches recreational soccer?
2. What does the context of recreational soccer look like?
3. How do recreational soccer coaches learn to coach soccer?

During the research process, specific follow-up research questions became relevant, and as such, the following additional research questions were applied:

4. Who holds responsibilities related to coach development within this unique context?

5. What are the implications for coach development within this unique context?

Limitations and Delimitations

Like most research projects, this study is limited by the fact that the participants were volunteers, and therefore people with a significant amount of insight to share about recreational coach development might have chosen not to participate. The research project was delimited to participants from the Eastern Ontario District, and so potentially rich or unique stories of recreational coach development from other districts remain untold. Phase 1 was limited by practical constraints such as the willingness of club representatives to forward the survey to their coaches, and was further limited by technological challenges like messages being undeliverable due to out of date e-mail addresses, or over-full inboxes. During Phase 2, I was limited to the information offered by my interview participants, as mediated by their honesty and memory, as well as my skills as a conversational partner.

This research project did not presume to investigate the process of recreational coach learning and development in its entirety. Issues such as differing club structures, recreational adult sport, and the perspectives of other related actors (such as athletes, officials, or the family members of coaches) were not within the scope of this study. Certainly coach development and the processes of learning can be considered through many theoretical lenses, however it was Jarvis' theory of lifelong learning which served as the theoretical perspective for this study. The intrinsic components of biography, social context, and varied experiences were the conduits through which coach development was explored.

CHAPTER TWO – REVIEW OF LITERATURE

Introduction

In order to offer a comprehensive review of literature of coach learning in recreational sport settings, many related themes warrant investigation. Literature pertaining to coach development (in general), coaching contexts and classification systems, coach development specific to youth sport, expectations of youth sport coaches and soccer were explored. The chapter concludes with a critical summary of the reviewed literature. In order to contextualize this research, it is first essential to understand the surrounding terminology.

Terminology

There are many ways of understanding the term ‘learning’ (Hodkinson, Biesta, & James, 2008), and so it is essential to outline the guiding perspectives within this research endeavour. Learning, in the case of this research project, is not understood along traditional behaviourist, nor cognitive approaches to learning. That is, when asking questions about how coaches learn, I am not investigating anything to do with the stimulus and response, conditioning, or actual internal neurological changes within the brain. Rather, the deliberate use of the phrase, ‘how a coach learns (to coach)’, instead offers freedom to discuss not only where, or when a developmental opportunity occurred, but also allows for explorations about the sustained process of learning. Further, it is pragmatically appropriate, for when asking a coach ‘how have you learned to be a coach’ or ‘how did you learn to do that...’, that coaches reply with stories about places, experiences, and people who have contributed towards their learning, and thus their development as a coach. It is the lifelong learning perspective, to be outlined in greater detail in Chapter Three,

which offers this comprehensive understanding of learning; one that is cultural and critical (Jarvis, 2007).

Terminology specific to sport coaching is similarly fraught with theory-laden distinctions, and researchers have aimed to seek clarity (Cassidy 2009; Lyle 2002, Trudel, Gilbert, & Werthner, 2010). Within coaching research, the term ‘education’ is argued to be restrictive in that it tends to reflect institutional teaching (Mallett, Trudel, Lyle, & Rynne, 2009; Nelson, Cushion, & Potrac, 2006). ‘Coach education’ is therefore defined as “planned or recognized teaching/learning activities by an institution/organization that contributes to the development of coaches” (Trudel et al., 2010, p. 146). When examining coach development from a lifelong learning perspective however, there is an appreciation for the notion that learning can occur in many environments, including, but not limited to those considered to be educational. Whereas lifelong learning is an “all-embracing concept that encompasses learning in many spheres of life (family, school, work, sport) and which occurs in the educational system and outside of it” (Trudel, et al., p. 146), it is recognized that not all learning is relevant to coach development. Thus, it is the learning that is applicable to one’s growth as a coach which can be considered to contribute towards ‘coach development’. That is, ‘coach learning’, and ‘coach learning contexts’ are the places, processes, and sources of coach development. In essence, they comprise the content of the answers to the question “how do coaches learn?” As explained by Jarvis, “During the process of everyday living we keep adding the outcomes of all our other learning... in the continuous process of development” (2006, p. 120). Where appropriate, and reflecting these distinctions, in order to discuss the development of coaches, I will refer to ‘learning’, ‘lifelong learning’, ‘coach learning’, and ‘learning contexts’ throughout the dissertation.

Coach Development

In the field of sport sciences (Haag, 1994), an increasing amount of research attention has been paid to the critical role of coaches as evidenced by the creation of four new scientific journals since 2006: the *International Journal of Sports Science & Coaching*, the *International Journal of Coaching Science*, the *Journal of Coach Education*, and most recently, the *Sports Coaching Review*. Interest in coach development can be specifically noted through the aforementioned *Journal of Coach Education*, and the 1997 establishment of the International Council for Coach Education (ICCE) mandate to “accelerate positive change in the realm of coaching development” (ICCE, no date). Further to this, the ICCE Magglingen Declaration (ICCE, 2000), placed emphasis on the recognition of coach development across coaching contexts; further demonstrating a shared global interest in coach development. Academic interest in the field is also demonstrated by increasing graduate and undergraduate coaching-related courses and programs (e.g., Demers, Woodburn, & Savard, 2006; Jones, 2007; Knowles, Gilbourne, Borrie, & Nevill 2001; Knowles Tyler, Gilbourne, & Eubank 2006). Further to this, in addition to ‘coaching effectiveness’, ‘coach development’ has been named as one of two dominant themes within current coaching research, and it is noted that nearly one quarter of key publications within coaching science pertain to coach development (Gilbert & Rangeon, 2011; Rangeon, Gilbert, & Bruner, 2012).

Previous research has determined that coaches learn to coach through a variety of contexts. In order to answer the question ‘how do coaches learn?’ different types of scholarly sources were reviewed. That is, some researchers aimed to examine how certain coaches learn and gathered information culminating in findings about *where* learning occurs. Other researchers investigated the effectiveness or scope of particular sources of coach learning. Lastly, other researchers have written non-empirical pieces about coach development. A comprehensive review of the different

kinds of aforementioned literature results in being able to answer the question, ‘how do coaches learn?’ This very rigorous review consists of 127 sources on coach development which were gathered over the course of my PhD candidacy. In addition to accumulating articles from professors and students, the snowball effect of one manuscript’s citations leading to further reading aided in developing the collection. Moreover, in order to ensure the review was comprehensive, I subscribed to Google Scholar Alert such that I received notification when new articles become available with keywords matching my search terms. Lastly, one final check with SPORTDiscus for articles that I might have missed was conducted in June 2012 using the following keywords: ‘coach development’, ‘coach learning’, ‘coach education’, and ‘coach training’. Articles were uploaded and coded with NVivo software in order to categorize the sources of coach learning, but also to appreciate the sport context (elite sport, youth sport, indiscriminate/mixed/unknown, or non-empirical). The table of all retrieved and coded sources is presented in Table 1 and bolded contributions note particular relevancy for a given category.

The answer then, to the question ‘how do coaches learn’, is the following eight (8) learning contexts/sources: (a) large-scale coaching courses, (b) university-based coaching programs, (c) research interventions, (d) small-scale courses clinics/ seminars/ conferences, (e) mentorship, (f) resource material, (g) experiences in and outside of sport with reflection, and (h) interactions with others. While they will be discussed separately, the boundaries between these sources of information are blurred, and the interconnections between various sources will be discussed.

Table 1: Learning Sources within Coaching Contexts

	Participant Coaching Context			
	Adult/Elite Sport	Youth Sport	Indiscriminate, unknown, or mixed	Non-Empirical
<p>1. <u>Large-scale coaching courses:</u></p> <p>Generally offered by large sport or coaching bodies with course content featuring coaching theory, sport specific skills and strategies, as well as similar classroom based delivery styles</p>	<ul style="list-style-type: none"> • Erickson, Côté, & Fraser-Thomas, 2007; • Irwin, Hanton, & Kerwin, 2004, 2005; • Koh, Mallett, & Wang, 2011; • Nash & Sproule, 2009; • Thompspon, Bezodis, & Jones, 2009; • Werthner & Trudel, 2006; • Young et al., 2009 	<ul style="list-style-type: none"> • Campbell & Sullivan, 2005; • Gilbert & Trudel 1999a¹; • Lemyre & Trudel, 2004; • Malete & Feltz, 2000*; • Sullivan, Paquette, Holt, & Bloom, 2012 • Vargas-Tonsing, 2007; • Wiersma & Sherman, 2005; • Wilson et al 2010*; • Wright et al., 2007 	<ul style="list-style-type: none"> • Dickson 2001 (mixed); • Erickson, Bruner, MacDonald, & Côté, 2008 (mixed) • Hammond & Perry 2005 (unknown); • Knowles, Borie, Telfer, 2005 (unknown); • Lyle, Jolly, & North, 2010 (unknown); • McMaster et al 2012 (mixed); • Misener & Danylchuk, 2009 (mixed); • Nash & Sproule 2011 (mixed) • Werthner, Culver, & Trudel 2012 (comp-dev); • Winchester et al 2012* 	<ul style="list-style-type: none"> • Abraham & Collins 1998; • Armour 2010; • Côté 2006; • Cushion 2001; • Cushion, Armour, & Jones, 2003 • Ermeling 2012; • Gilbert, Gallimore, & Trudel, 2009; • Gilbert & Rangeon, 2011; • Hedstrom & Gould, 2004 • Jones & Wallace, 2005 • Lyle 2007; • Mallett 2010; • Mallett et al., 2009 • McCullick et al., 2009 • Nelson & Cushion 2006 • Nelson, Cushion, & Potrac, 2006 • Owen-Pugh 2009; • Potrac, Brewer, Jones, Armour, & Hoff, 2000; • Reade 2009 • Roberts 2010; • Rynne, Mallett, & Tinning, 2006; 2009 • Stoszkowski & Colins 2012; • Trudel & Gilbert, 2006 • Trudel, Gilbert & Werthner 2010; • Trudel, Culver & Werthner 2012
<p>2. <u>University coaching programs:</u></p> <p>Degree or certificate programs offered at post-secondary institutions</p>			<ul style="list-style-type: none"> • Carson 2008 (unknown); • Demers, Woodburn, & Savard 2006 (unknown); • Dieffenback, Murray, & Zakrajsek 2011(unknown); • Jones & Turner, 2006 (unknown); • Knowles et al, 2001:2006 	<ul style="list-style-type: none"> • Trudel, Gilbert & Werthner 2010

			<ul style="list-style-type: none"> (unknown); • Mallett & Dickens 2009 (unknown): • Nash 2003 (unknown) • Turner & Nelson, 2009 (unknown) 	
<p>3. <u>Research interventions</u> Usually formatted as short-courses, these are programs theorized and delivered by researchers designed to teach coaches about a particular topic</p>	<ul style="list-style-type: none"> • Douglas & Carless, 2008; • Evans & Light 2008; 	<ul style="list-style-type: none"> • Conroy & Coatsworth 2004; • Glang et al. 2010; • Montelpare et al., 2010; • Smith, Smoll et al 1979; 1995; 2007; • Trudel et al. 2000 	<ul style="list-style-type: none"> • Cassidy, Potrac, & Mckenzie, 2006 (developmental context) 	<ul style="list-style-type: none"> • Conroy & Coatsworth 2006; • Trudel, Gilbert & Werthner 2010
<p>4. <u>Small-scale: Short courses, workshops, clinics, seminar, or conferences:</u> Offered by sport or coaching organizations, with a specific topic of interest to particular groups of coaches</p>	<ul style="list-style-type: none"> • Bloom & Salmela, 2000; • Carter & Bloom, 2009; • Gould et al., 1990; 2002; • Hedrick 2002; • Reade, Rodgers, & Hall, 2008; • Schempp et al 1998; • Williams & Kendall, 2007 	<ul style="list-style-type: none"> • Barcelona & Young 2010; • MacDonald, Côté, & Deakin 2010; • Wright et al., 2007 	<ul style="list-style-type: none"> • Erickson, Bruner, MacDonald, & Côté, 2008 (mixed); • McMaster et al 2012 (mixed); • Winchester et al 2012* 	<ul style="list-style-type: none"> • Mallett et al., 2009; • Nelson, Cushion, & Potrac, 2006
<p>5. <u>Mentorship:</u> Formal or informal mentoring programs for coaches</p>	<ul style="list-style-type: none"> • Bloom et al. 1998; • Bloom & Salmela, 2000; • Erickson, Côté, & Fraser-Thomas, 2007; • Gould et al., 1990; • Irwin et al., 2004; • Jones Armour & Potrac 2003; • Koh, Mallett, & Wang, 2011; • Lynch & Mallett 2006; • Nash & Sproule, 2009 • Schinke, Bloom, & Salmela 1995; • Wiman, Salmoni, & Hall 2010 	<ul style="list-style-type: none"> • Griffiths & Armour, 2012; • Stephenson & Jowett, 2009; • Wilson et al 2010*; 	<ul style="list-style-type: none"> • Callary Werthner, & Trudel, 2012 (mixed); • Dieffenback, Murray, & Zakrajsek 2011 (unknown); • Erickson, Bruner, MacDonald, & Côté, 2008 (mixed); • McMaster et al 2012 (mixed); • Nash 2003 (unknown); • North 2010 (mixed) 	<ul style="list-style-type: none"> • Cushion et al., 2010 • Gilbert & Rangeon, 2011; • Jones, Harris, & Miles 2009 • Marshall, 2001
<p>6. <u>Resource material:</u> Can take the form of books, magazines, journals, videos, and on-line sources about coaching, sport, or sport science</p>	<ul style="list-style-type: none"> • Bloom & Salmela, 2000; • Irwin et al., 2004; • Josgrilberg, 2008; • Reade, Rodgers, & Hall, 2008; • Rynne, Mallett, & Tinning, 2010; • Sáiz, Calvo, & Godoy, 2009; • Schempp et al 1998; 2007 • Schinke, Bloom, & Salmela 1995; • Williams & Kendall 2007 	<ul style="list-style-type: none"> • Gilbert & Trudel, 2005; • Lemyre, Trudel, & Durand-Bush, 2007; • Wilson et al 2010*; • Wright et al., 2007 	<ul style="list-style-type: none"> • McMaster et al 2012 (mixed); 	<ul style="list-style-type: none"> • Cushion et al., 2010
<p>7. <u>Experience in and outside of</u></p>	<ul style="list-style-type: none"> • Carter & Bloom, 2009; • De Marco & McCullick 1997 	<ul style="list-style-type: none"> • Feltz et al., 2009; • Gilbert & Trudel 	<ul style="list-style-type: none"> • Callary Werthner, & Trudel 2011; 2012 (mixed); 	<ul style="list-style-type: none"> • Bell, 1997; • Cassidy, Jones, & Potrac,

<p><u>sport with reflection</u></p> <p>Includes roles as former participate (athlete), as coach, or through relevant non-sport experiences. Reflection upon experiences entails thinking or (re)considering experiences as they might related to coaching through any form of self-monitoring</p>	<ul style="list-style-type: none"> • Erickson, Côté, & Fraser-Thomas, 2007; • Hedrick 2002; • Irwin, Hanton, & Kerwin, 2004, 2005; • Jones Armour & Potrac 2003; • Josgrilberg, 2008; • Koh, Mallett, & Wang, 2011; • Lynch & Mallett 2006; • Nash & Sproule, 2009; • Rodgers, Reade, & Hall, 2007; • Reade, Rodgers, & Spriggs, 2008; • Rynne, Mallett, & Tinning, 2010; • Sáiz, Calvo, & Godoy, 2009; • Saury & Durand, 1998; • Schempp et al 1998; 2007 • Schinke, Bloom, & Salmela 1995; • Werthner & Trudel, 2006;2009; • Wiman, Salmoni, & Hall 2010; • Young et al., 2009 	<p>2001;2004b;2005;</p> <ul style="list-style-type: none"> • Lemyre & Trudel, 2004; • Lemyre et al., 2007; • Stephenson & Jowett, 2009; • Wilson et al 2010*; • Winchester et al 2011*; • Wright et al., 2007 	<ul style="list-style-type: none"> • Carson 2008 (unknown); • Erickson, Bruner, MacDonald, & Côté, 2008 (mixed); • Gilbert, Côté, & Mallett, 2006 (mixed); • Maleté & Sullivan, 2009 (mixed); • McMaster et al 2012 (mixed); • Nash & Sproule 2011 (mixed); • Santos et al, 2010a; 2010b (unknown); • sports coach UK, 2011; • Winchester et al 2012* 	<p>2009</p> <ul style="list-style-type: none"> • Côté 2006; • Cushion, Armour, & Jones, 2003; • Cushion et al., 2010; • Gilbert & Rangeon, 2011; • Gilbert &Trudel, 1999b; 2006; • Lyle 2007; • Mallet 2010; • Mallett et al., 2009; • Nelson & Cushion, 2006; • Rynne, Mallett, & Tinning, 2009 • Trudel & Gilbert, 2006; • Trudel, Culver & Werthner 2012 • Young in press
<p>8. Interactions with others:</p> <p>Interacting with others through formal (communities of practice), or non-formal (networks, friends, family) contexts</p>	<ul style="list-style-type: none"> • Carter & Bloom 2009 • Hedrick 2002; • Irwin, Hanton, & Kerwin, 2004, 2005; • Jones Armour & Potrac 2003; • Occhino, Mallett, & Rynne, 2012; • Reade, Rodgers, & Spriggs, 2008; • Rynne, Mallett, & Tinning, 2010; • Sáiz, Calvo, & Godoy, 2009; • Schempp et al., 1998; • Thompspon, Bezodis, & Jones, 2009; • Young et al., 2009 	<ul style="list-style-type: none"> • Culver et al 2009; • Gilbert & Trudel 2005; • Lemyre & Trudel 2004; • Lemyre et al., 2007 • Stephenson & Jowett, 2009; • Wiersma & Sherman, 2005; • Wilson et al 2010*; • Wright et al., 2007 	<ul style="list-style-type: none"> • Barnson 2010^; • Bertram & Gilbert 2011*; • Callary Werthner, & Trudel 2012 (mixed); • Cassidy, Potrac, & McKenzie, 2006 (developmental context); • Culver & Trudel 2006 (mixed); • Erickson, Bruner, MacDonald, & Côté, 2008 (mixed); • McMaster et al 2012 (mixed); • Nash & Sproule 2011 (mixed); • Nelson 2011 (unknown); • sports coach UK, 2011 (mixed) • Winchester et al 2012* 	<ul style="list-style-type: none"> • Cassidy, Jones, & Potrac, 2009 • Culver & Trudel 2008; • Cushion et al., 2010 • Mallet 2010; • Nelson, Cushion, & Potrac, 2006; • Stoszkowski & Collins 2012; • Trudel & Gilbert 2004; 2006; • Trudel, Culver & Werthner 2012
<p>Total studies (independent)</p>	<ul style="list-style-type: none"> • 32 different studies 	<ul style="list-style-type: none"> • 27 different studies 	<ul style="list-style-type: none"> • 32 different studies 	<ul style="list-style-type: none"> • 37 different studies

¹ Evaluation Strategy

* High-school setting

^Interscholastic Coaches (as differentiated from “youth, intercollegiate, or professional coaches”)

Large-scale coaching courses as implemented in several countries such as Canada (National Coaching Certification Program = NCCP), the United Kingdom (sports coach UK), and Australia (National Coach Accreditation Scheme), have similar course content featuring coaching theory as well as sport specific skills and strategies, as well as similar classroom-based delivery styles (Côté, 2006; Erickson, Côté, & Fraser-Thomas, 2007; Mallett et al., 2009; Wright, Trudel, & Culver, 2007). While not common, some national sport organizations have created large-scale coaching courses within disability sport (McMaster, Culver, & Werthner, 2012). While aimed at increasing coaching competency, required certification also acts as a gatekeeper (McCullick et al., 2009) providing sports associations with a certain amount of litigation protection (Trudel & Gilbert, 2006), and often means that coaches take course because they are required to attain certain coaching positions (Dickson, 2001). Large-scale coaching courses are recognized for providing coaches with opportunities for peer interactions (Irwin, Hanton, & Kerwin, 2004, 2005; Lemyre & Trudel, 2004; Misener & Danylchuk, 2009; Nash & Sproule, 2009; sports coach UK, 2011; Wilson, Bloom, & Harvey, 2010), and it is suggested that related networking skills become deliberate components of the curriculum (Trudel, Culver, & Werthner, 2012). Formal coach education courses have additionally been credited with making a positive impact on coaching confidence and efficacy (Campbell & Sullivan, 2005; Maleté & Feltz, 2000; Sullivan, Paquette, Holt, & Bloom, 2012), and in delivering beneficial and valuable sport-specific information (Callary, Werthner, & Trudel, 2012).

However, these courses have been heavily criticized for compartmentalizing information in ways that are too far removed from actual real-life coaching (Abraham & Collins, 1998; Cassidy, Potrac, & McKenzie, 2006; Côté 2006; Cushion, 2001; Cushion, Armour, & Jones, 2003; Jones & Turner, 2006; Jones & Wallace, 2005; Knowles, Borrie, & Telfer, 2005; Lyle, 2007; Nelson &

Cushion 2006; Nelson et al., 2006; Potrac, Brewer, Jones, Armour, & Hoff, 2000; Roberts, 2010; Rynne, Mallett, & Tinning, 2009; Stoszkowski & Collins 2012; Thompson, Bezodis, & Jones, 2009; Vargas-Tonsing, 2007). Furthermore, due to the fact that coaches with diverse biographies spend relatively small amounts of time in coaching courses, and that the same course may be delivered quite differently each time it is offered, and with varying congruency to the intended curricular objectives, the impact of these courses on coaches' skills, attitudes, and approaches to coaching have been questioned by researchers and by coaches themselves (Erickson et al., 2007; Gilbert & Trudel 1999a; Hedstrom & Gould, 2004; Irwin et al., 2004; Jones, Armour, & Potrac, 2003; Lemyre & Trudel, 2004; Lyle, 2007; Mallett, 2010; Mallett et al., 2009; Nash & Sproule 2009, 2011; Nelson et al., 2006; Rynne, Mallett, & Tinning, 2006; Trudel & Gilbert, 2006; Werthner & Trudel, 2006; Wiersma & Sherman, 2005; Winchester, Culver, & Camiré 2012; Wright et al., 2007).

It has been suggested that coach education opportunities, ought to, in addition to facilitating communities of practice, provide coaches with more opportunities to question, think critically, and to engage in reflection rather than learning “how to”, coach (Ermeling, 2012; Stoszkowski & Collins, 2012). Linked to this is the suggestion that formal coaching programs such as large-scale courses, should feature additional personalized learning requirements from informal and practical opportunities (Armour, 2010; Owen-Pugh, 2009; Reade, 2009). Materials accompanying such learning opportunities are said to be most valuable when they feature well-structured, attractive, and challenging sections, while less valuable materials tend to be over informational with uninspiring presentation (Lyle, Jolly, & North, 2010). Further to researching the materials associated with coaching education courses, it has been additionally suggested that comprehensive studies also investigate the many actors involved within coach education such as

program directors and high-level facilitators (Werthner, Culver, & Trudel, 2012). Related to this, the work by Hammond and Perry (2005) uncovered a disconnect between curricular objectives which included a significant amount of time to spend on the practical/physical skills, and what actually occurs at courses which is an overemphasis of lecturing by course leaders. Lastly, it is revealed that when controlling for age and years of coaching, it is those working in the highest of competition settings who have completed the most coach education courses (Young, Jemczyk, Brophy, & Côté, 2009).

University-based coaching programs while limited in their scope, offer intensive opportunities for student coach development. Certain university coaching programs involve internships for student coaches (Dieffenbach, Murray, & Zakrajsek, 2001). Designed to encourage coaches to become more reflective (Carson, 2008; Knowles et al., 2001, 2006; Mallett & Dickens, 2009) and to increase coaching competencies through problem based learning (Demers et al., 2006; Jones & Turner, 2006); these programs seem to demonstrate only temporary improvements to coach reflection and problem solving. Post-graduation measures of growth related to the programs' aims demonstrate very little evidence of increased reflective problem solving. Perspectives from students who have completed these types of programs reveal various levels of satisfaction. That is, while the students noted that the program promoted general understandings of coaching, adequately recognized their practical coaching experiences, and that the tutor promoted strong and positive relationships amongst the group of students, they also noted that the curriculum was not always well suited to their individual situations as coaches, and that the material seemed to be poorly suited for the mandatory exams (Turner & Nelson, 2009). Students of an on-line graduate coaching program appreciated the flexibility afforded by such a program,

and the popularity of this format is evidenced by the participation of coaches from around the world (Mallett & Dickens, 2009).

Research interventions are typically very focused short courses which are theorized, organized, and delivered by researchers themselves. An impressive quantity of publications have been produced by Ronald Smith and Frank Smoll, citing the benefits of their own small-scale course, ‘Coach Effectiveness Training’ (CET) or renamed ‘Mastery Approach to Coaching’, with results primarily indicating that trained coaches offer more appropriate feedback, and that they receive more positive evaluations from their athletes (e.g. Smith, Smoll, & Barnett, 1995; Smith, Smoll, & Cummings, 2007; Smith, Smoll, & Curtis, 1979). Their claims are criticized for the fact that although statistically significant, the differences cited in their body of work are so small that they lack meaningfulness and cannot be generalized (Trudel et al., 2010). Similarly, Conroy and Coatsworth (2004, 2006) tried to replicate findings by Smith and Smoll by adapting the CET for swimmers but found no significant impact after the coach training. Likewise, Trudel, Bernard, and Boileau (2000) offered an injury prevention intervention for hockey coaches that resulted in no changes to the number of penalties or player injuries post-workshop. While coaches said that they found these interventions useful, the measurable effectiveness of short courses is limited, and nuanced due to the fact that real-life coaching situations are far different from controlled research settings. Work by Glang, Koester, Beaver, Clay, and McLaughlin (2010), offers interesting results, as post-test scores of coaches taking their on-line intervention demonstrate significant improvement in coach knowledge about concussions compared to the control group of coaches. It is noted however, that there are no measures on if and how this knowledge was integrated into their actual coaching. Similarly, research by Montelpare and colleagues (2010), suggests that while coaches appreciate a facilitated on-line course about hockey safety, findings about the

effectiveness of the course with respect to player safety are forthcoming. Work by Douglas and Carless (2008) suggests that the use of storytelling can enhance reflective coaching behaviours, but actual coaching behaviours were not measured. Another form of researcher intervention involves ‘action research’ where the researcher collaborates with the coach in order to positively contribute towards his coaching development (Evans & Light, 2008).

Short courses, workshops, clinics, seminars or conferences offered by sport or coaching associations are another cited source of coach learning. While these learning opportunities do not necessarily lead towards coaching certifications, they tend to offer information about specific topics to particular groups of coaches (Erickson, Bruner, MacDonald, & Côté, 2008; McMaster et al., 2012; Nelson et al., 2006). When focused on particular topics of interest, coaches cite these opportunities as highly valuable (Callary et al., 2012; Carter & Bloom, 2009; Gould, Guinan, Greenleaf, & Chung, 2002; Wilson et al., 2010; Winchester et al., 2012), and report high levels of satisfaction for being able to learn from legendary and/ or motivational coaches (Bloom & Salmela, 2000; Gould, Giannini, Krane, & Hodge, 1990; Hedrick, 2002; Wright et al., 2007). As with large-scale coaching courses, coaches report networking opportunities provided by clinics, workshops, conferences etc, to be highly beneficial (Mallett et al., 2009; Reade, Rodgers, & Hall, 2008; Schempp, Templeton, & Clark, 1998; Williams & Kendall, 2007). There is some evidence that youth athletes working under coaches who have undergone training specific to positive youth development report higher levels of personal and social skills, but that other attributes related to positive youth development remain similar to those with untrained coaches, as are the motivational climates (MacDonald, Côté, & Deakin, 2010). The latter research is limited as the context of the coach meetings where coaches learned these skills was not disclosed, and some of the coaches may have also learned these skills through their sport program’s mentoring program.

Research about *mentorship* within coach development offers mixed findings. While many researchers have reported that mentoring was or remains an important element of coach development for the coach participants in their studies (Callary et al., 2012; Erickson et al., 2007; Erickson et al., 2008; Gould et al., 1990; Irwin et al., 2004; Nash & Sproule, 2009), others question the effectiveness of official mentorship programs, claiming that in most successful circumstances, those involved became so on their own accord (Griffiths & Armour, 2012; Jones et al., 2003; Trudel & Gilbert, 2006), and others still warn that simple mimicry threatens positive mentorship (Erickson et al., 2008). Finally, there are some who suggest that with careful and deliberate planning, formalized/ facilitated mentorship programs can be very effective to support coach development (Jones, Harris, & Miles, 2009; Marshall, 2001; North, 2010). Some mentorship programs involve actual internships where a head coach is to mentor the less experienced coach intern (Dieffenbach et al., 2011). Some coaches feel that having a mentor during their earlier years in coaching was beneficial (Bloom, Durand-Bush, Schinke, & Salmela, 1998; Lynch & Mallett, 2006; McMaster et al., 2012; Stephenson & Jowett, 2009; Wilson et al., 2010; Wiman, Salmoni, & Hall, 2010), but as seasoned coaches, said they no longer required nor wanted mentors (Gould et al., 1990; Nash & Sproule, 2009). Some expert coaches explained that while they relied on mentors during their earlier coaching years, they, themselves now act as mentors to newer coaches (Bloom & Salmela, 2000; Schinke, Bloom, & Salmela, 1995). Interestingly, it has been suggested that coaches working in the highest performance settings have had the most mentors (Young et al., 2009). Coaches cite finding mentors at coaching courses and conferences where they are able to meet and network with peers of varying levels of experience (Irwin et al., 2004).

Research about coach development also points to the fact that coaches turn to *resource material* in the form of books, magazines, journals, videos, and on-line sources about sport specific topics or within sport science more generally. Connections between the sources of knowledge are highlighted once again as it appears that coaches become aware of certain key resources by attending coaching courses, short courses, conferences, and by speaking with other coaches (Lemyre, Trudel, & Durand-Bush, 2007). Coaches, and especially newer coaches, find it efficient to consult resource material for drills to use in their practices, but also search for general sport science information (Gilbert & Trudel, 2005; Schinke et al., 1995; Wilson et al., 2010; Wright et al., 2007). Usefulness receives low rankings when resources such as manuals (Irwin et al., 2004) and scientific journals (Reade, Rodgers, & Hall, 2008; Williams & Kendall, 2007) were considered by coaches. Some high performance coaches have noted that books are particularly helpful as a means of professional development, and as a source of information on topics indirectly related to their craft of coaching (Bloom & Salmela, 2000; Sáiz, Calvo, & Godoy, 2009; Schempp et al., 1998, 2007). Interestingly, some high-performance coaches have revealed that self-directed reading allows them to access personally relevant information without revealing their shortcomings or weaknesses to others (Rynne, Mallett, & Tinning, 2010). Lastly, it was revealed that coaches watch professional games as sources of information (Wright et al., 2007), and this is included here as resource material.

The fact that coaches learn *through experience* is unsurprising, and many researchers have found this to be an extremely important source of coach development. It should go without saying that learning through experience involves reflection, and so it is experience with reflection which allows coaches to find lessons in their day-to-day experiences in and outside of sport (Cushion et al., 2003; Gilbert & Trudel, 2005, 2006; Reade, Rodgers, & Spriggs, 2008; Sáiz et al., 2009;

Stephenson & Jowett, 2009; Trudel & Gilbert, 2006). Experiences within sport, such as a history of being involved as an athlete, are deemed as important learning opportunities (Côté, 2006; Cushion et al., 2003; Erickson et al., 2007; Gilbert, Côté, & Mallett, 2006; Irwin et al. 2004, 2005; Jones et al., 2003; Koh, Mallett, & Wang, 2011; Lynch & Mallett, 2006; Mallett, 2010; Nash & Sproule, 2009; Rodgers, Reade, & Hall, 2007; Schinke et al., 1995; Wilson et al., 2010; Winchester et al., 2012), specifically because they allow for knowledge about how specific sport skills feel to perform (Irwin et al., 2004; Schempp et al., 1998), and because former athletic experiences increases cultural knowledge about the sport-specific norms and expectations (Lemyre et al., 2007; Trudel & Gilbert, 2006; Wright et al., 2007).

On one hand, it has been advanced that high performance coaches credit most of their development to the large sum of accumulated coaching hours (Mallett, 2010; Young, in press), and on the other hand, it has been suggested that “first level entrant coaches” such as parent volunteer coaches may lack not only experience as coaches, but also as former participants/athletes (Lyle, 2007, p. 25). While Gilbert and Trudel (1999b) differentiate trial and error from a reflective experiential process, many other researchers simply claim that coaches learn a great deal within their coaching experience through trial and error (Bell, 1997; Irwin et al., 2004, 2005; Lemyre & Trudel, 2004). Others straightforwardly claim that coaches learn through their experiences as coaches (Carter & Bloom, 2009; Côté, 2006; Erickson et al., 2007; Erickson et al., 2008; Gilbert & Trudel, 2004b, 2005; Jones et al., 2003; Saury & Durand, 1998; Schempp et al., 1998; sports coach UK, 2011; Wilson et al., 2010; Wiman et al., 2010; Winchester et al., 2012). Others still name learning through coaching as situated or incidental learning (Mallett et al., 2009), while Callary et al., (2012) note that it is through meaningful episodic coaching experiences that coaches are able to learn.

Coaching experience is consistently found to be a strong predictor of coaching efficacy (Feltz, Helper, Roman, & Paiement, 2009; Maleté & Sullivan, 2009) and this link tends to increase in strength as the competitive context increases (Young et al., 2009). Josgrilberg (2008) again reminds us of the interconnections between the various sources of knowledge when he explains that coaches not only learn through their experiences of watching higher-level live matches/competitions, but that they enhance their ability to network at such events. Likewise, Trudel and colleagues (2012) draw similar links in suggesting that attendance at live events in order to network and observe other coaches ought to be facilitated and supported by those also involved with formal coach education. The experiences of high school teacher coaches seem to suggest three pathways where coaches are either ‘rookies’, ‘varsity athletes’, or ‘veterans’ (Winchester, Culver, & Camiré, 2011).

The contributions of experiences outside of sport are less understood, although Callary, Werthner, and Trudel offer explanations of how experiences during childhood and youth (2011), and through contemporary family life (2012) help in coach development. Experiences in the workplace were mentioned by some coaches who noted that skills in areas such as leadership might be developed and then applied to coaching contexts (Wright et al., 2007), and sport-related workplaces are suggested as an ideal learning environment for high-performance coaches (Rynne et al., 2006, 2010). Formal education, as an experience outside of sport receives mixed reviews on its relevance (Callary et al., 2011, 2012; Carter & Bloom, 2009; McMaster et al., 2012; Santos, Mesquita, Graça & Rosado, 2010b; Schempp et al., 1998; Schinke et al., 1995; Werthner & Trudel, 2009), and this is likely attributable to the degree/content of the schooling. That is, coaches with degrees related to physical education might perceive their schooling to be more relevant to their coaching, and might subsequently ascribe more importance to sport-science

related learning opportunities (Santos, Mesquita, Graça, & Rosado, 2010a; Winchester et al., 2012).

If learning through experience is understood to happen within a context involving reflection, we can see how self-monitoring and reflection are related to learning through experience. Coaches learn through self-reflection when they think about their coaching and consider competing ideas that could change their attitudes or approaches to coaching (Cassidy, Jones, & Potrac, 2009; Gilbert & Trudel, 2001). Learning in this way not only involves thinking about what has already happened, and how a coach can learn from the past, (Callary et al., 2012; Nelson & Cushion, 2006; Reade, Rodgers, & Spriggs, 2008; Stephenson & Jowett, 2009; Werthner & Trudel, 2006), but critical self-monitoring also involves “transforming the present and inventing the future” (Cushion et al., 2003, p. 224). After attending a conference or clinic, coaches may consider what they have heard in relationship to what they already know and believe, and may make changes to their beliefs (Hedrick, 2002). Labeled as introspective self-analysis, Wiman and colleagues (2010) suggest that expert coaches learn by questioning themselves and by playing out ‘what if’ scenarios in their heads. Lastly, coaches demonstrate self-monitoring when they watch and analyze videos of their own practice sessions (de Marco & McCullick 1997; Irwin et al., 2005) and when they use coaching journals (Irwin et al., 2004). Coaches admit however, that they have a hard time finding time for reflective practices such as these (Stephenson & Jowett, 2009).

The final source of information for coach learning to be discussed is that of *interactions with others*. Communities of practice, which involve a relatively significant amount of commitment by the members, are the most sustained form of peer interaction, and seem best able to work in the presence of a facilitator (Bertram & Gilbert, 2011; Cassidy et al., 2006; Cassidy et

al., 2009; Culver & Trudel 2006, 2008; Culver, Trudel & Werthner, 2009; Lemyre et al., 2007). It has even been suggested that qualified facilitators who could work with multiple sport clubs, should be hired and paid for by community or municipal associations (Trudel & Gilbert, 2004b). Less structured networks of coaches, 'coaching pods', learning communities, or discussion groups in person or over the Internet, are also important mediums where coaches are able to exchange ideas and information (Bertram & Gilbert, 2011; Callary et al., 2012; Gilbert & Trudel, 2005; Nelson et al., 2006; Nash & Sproule 2011; Occhino, Mallett, & Rynne, 2012; Rynne et al., 2010; Schempp et al., 2007; sports coach UK, 2011; Thompson et al., 2009; Wiersma & Sherman, 2005; Wilson et al., 2010; Wright et al., 2007), yet are sometimes complicated within competitive environments where coaches feel unwilling to share information with rivals (Barnson, 2010; Gilbert & Trudel, 2005; Irwin et al., 2004; Mallett, 2010; Occhino et al., 2012; Trudel & Gilbert 2006). Even less structured interactions between coaches occur when coaches contact a colleague or a mentor in order to ask a specific question or to solicit feedback (Carter & Bloom, 2009; Erickson et al., 2008; Hedrick, 2002; Jones et al., 2003; Lemyre & Trudel, 2004; Occhino et al., 2012; Reade, Rodgers, & Hall, 2008; Sáiz et al., 2009; Schempp et al., 1998; Winchester et al., 2012). Coaches have also reported learning by dialoguing with their athletes (Carter & Bloom, 2009; McMaster et al., 2012). Some researchers suggest that when youth sport coaches learn through interactions with each other they run the risk of accessing very limited information due to the lack of experience held amongst themselves (Lemyre et al., 2007). Finally, while it has been determined that coaches learn by watching other coaches' practice sessions (Erickson et al., 2008; Irwin et al., 2005; Nelson, 2011; Stephenson & Jowett, 2009; Wright et al., 2007), the extent of the interactions between coaches in attendance remains largely unknown.

Coaches, thus find relevance within varied learning experiences. While I have created a categorization in which there are eight learning contexts or sources, Nelson and colleagues (2006) created a high-order way of considering learning situations. That is, they consider there to be formal, non-formal, and informal settings (Nelson et al., 2006). Formal learning situations are those which are institutionalized and highly structured and include large-scale coaching programs and university coaching programs. Non-formal learning situations are much like formal learning situations, except in this case, non-formal learning situations are geared towards particular segments of a population (e.g. National Team coaches). Examples of non-formal learning situations include researcher interventions, short courses, workshops, clinics, seminars, conferences and formalized mentorship programs. Lastly, informal learning situations are those which are unstructured and initiated by the learner, and these situations include informal mentorship, resource material, experiences inside and outside of sport, as well as interactions with others. Figure 1 offers an illustration of the eight contexts/ sources of learning categorized within Nelson and colleagues' (2006) framework.

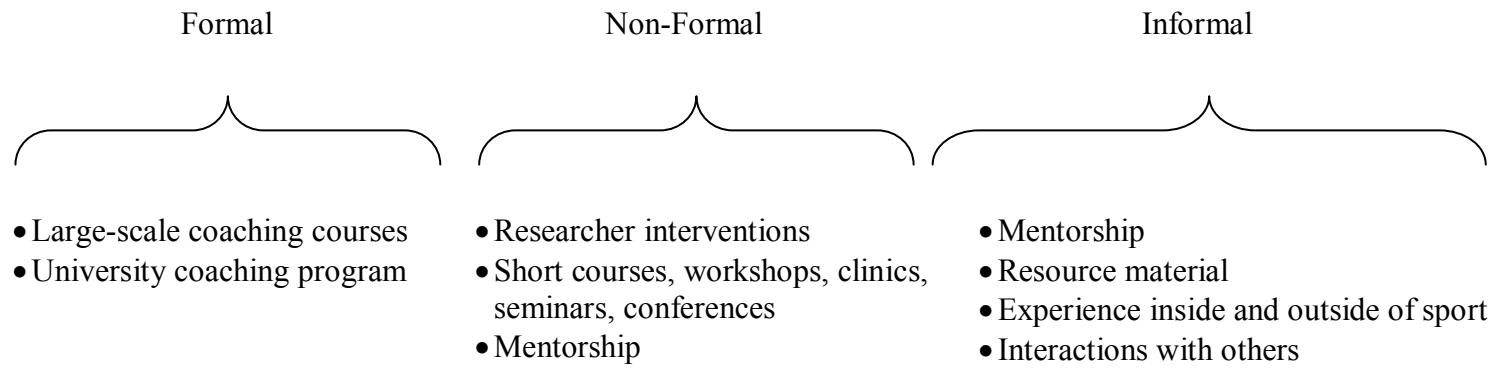


Figure 1: Categorization of coach development contexts and sources

As previously stated, the boundaries between these contexts of coach learning are sometimes blurred, as it might be hard to differentiate between ‘interactions with others’ and ‘mentorship’; or reflection happening during day-to-day coaching experiences or while attending a lecture at a course, conference; or reflection instigated from a conversation with a peer. These sources of learning are themselves hard to categorize, and the labels and boundaries used here are only one interpretation and division of the available literature about coach education and learning.

Coaching Contexts and Classification Systems

The usefulness of the previously mentioned eight coach learning contexts is threatened by the fact that coaching contexts were, for the most part, insufficiently considered. That is, while my review of the literature (Table 1) distinguished between contributions from different sport contexts, most authors did not situate nor discuss their findings within discrete contextual factors, while others chose participants from mixed, indiscriminate, or non-described contexts. Notwithstanding this, researchers recognize that coaches from varying coaching contexts have unique experiences which shape their approach to learning, to coaching and so on. For example, Côté (1998, 2006) speaks to coaches’ backgrounds, contexts, resources, and needs, when offering conclusions about their development, and he with colleagues (Côté, Young, North, & Duffy, 2007) notes that excellence in coaching can be achieved within context-specific coaching environments. Gilbert and Trudel (1999a, 1999b) suggest that factors such as type of sport, previous experience and knowledge, level of competitiveness, age and gender of athletes, and available resources are critical considerations when evaluating the salience of broad-stroked coaching education. Cushion, Armour, and Jones (2006) suggest that “to claim that reality is the same within every coaching environment, as in other learning environments, would be to ignore

the obvious multiple realities, context specific interactions and the situated nature of decision-making” (p. 94). Clearly, many researchers have acknowledged the fact that coach development is impacted by the fact that coaching contexts are indeed unique (e.g., Cushion et al., 2006; Gilbert et al., 2006), by the level and age of the athletes (Côté, 1998, 2006; Ford, Coughlan, & Williams, 2009; Gilbert & Trudel, 1999a, 1999b), and due to sport-specific considerations (Gilbert & Trudel 1999a, 1999b, 2004a; Trudel, Lemyre, Werthner & Camiré, 2007; Young, in press).

Where, Werthner and Trudel (2009) suggest that ‘discrete categories’ would be useful in order to discuss and qualify coaches and their contexts, similar calls for increased understandings of the variability of coaches *within the same* coaching context are plentiful (Cushion, 2007; Gilbert, Lichtenwaldt, Gilbert, Zelezny, & Côté, 2009). Quite recently, it has been stated that “the research currently gives us little appreciation of the teaching and learning preferences and needs of coaches across coaching domains and within the developmental spectrum” (Cushion et al., 2010, p v). The context of youth sport is no exception, and distinctions therein must be appreciated.

When considering the participation of young people in sport, it is important to remember that children and youth can participate in various contexts within sport. Four contemporary models/frameworks which aim to help classify the contexts of youth sport will be presented. It should be noted that this dissertation is framed within an alteration of the last classification system; that of Trudel and Gilbert (2006).

Sport participants, and primarily youth, can be classified according to the stages offered by the Canadian Sport Centres’ Long Term Athlete Development (LTAD) model (Canadian Sport Centres, 2006). The LTAD suggests that sport participation be divided into seven stages:

1. Active Start for males and females aged 0-6
2. FUNdamentals for males aged 6-9 and females aged 6-8

3. Learning to Train for males aged 9-12 and females aged 8-11
4. Training to Train for males aged 12-16 and females aged 11-15
5. Training to Compete for males aged 16-23 +/- and for females aged 15-21 +/-
6. Training to Win for males aged 19+ and for females aged 18+
7. Active for life for males and females of any age

Derived from physiological and aged-based benchmarks (Balyi & Hamilton, 2004), LTAD has received some research attention (see Banack, Bloom, & Falcao, 2012; Black & Holt, 2009; Ford et al., 2011) but its applicability as a model for classifying sport participants seems currently absent from the literature.

Côté (1999) and Côté with Gilbert (2009) offer another model, namely the Developmental Model of Sport Participation (DMSP) in order to account for the pathway of children and youth engaged in sport. Originally, the (1999) model contained three distinct and chronologically arranged categories of sport participation:

1. Sampling years – ages 6-13 with a focus on fun and play, and opportunities to experience different sports and activities
2. Specializing years – ages 13-15 when youth reduce the number of sports in which they participate in order to focus on one or two main sports
3. Investment years – 15 and over when youth become increasingly committed to one main sport

Since then, Côté along with Strachan and Fraser-Thomas (2008) have revised this model and now propose two pathways within sport involvement; the first is understood as an elite trajectory and remains the same as the aforementioned DMSP. The second recognizes children and youth involved in a recreational trajectory through sport, and it is suggested that after the ‘sampling

years' these children enter and remain in the 'recreational years' which are for participants aged 13 and older.

Lyle (2002) offers an organization of youth engagement with sport in which children are either in sports contexts focusing primarily on participation or performance. The context of participation is such that the participants have irregular involvement which may span over the long term, but remains at a low intensity. There is a formal organization but with loose membership focusing on short-term goals. Some improvement objectives are targeted, but participation is emphasized over practice and sport performance components such as physical conditioning, or mental skills training are rarely, if ever, considered. Also, while these participants are likely to be involved with competition, it is not at a high-level. About this context, Lyle also notes "this is largely to do with initiation into sport and with basic skills teaching" (p. 53). The context of performance is such that participants have a stable relationship with coaches and have increasing commitment to training and preparation. They participate within formal competition structures and have specific competition goals.

Interestingly, Lyle also discusses a middle ground termed "developmental" which "can be considered a subset of performance coaching, but with a number of the characteristics of participation coaching" (p. 54). He suggests that this is where children find themselves within age-group sport and are accelerating through performance standards in order to participate and compete at higher and higher levels. Despite acknowledging this middle ground, Lyle considers there to be only two main contexts: participation and performance.

Aiming for a simpler, user-friendly and internationally appropriate framework, Trudel and Gilbert (2006) encourage their peers to account for the different coaching contexts within sport by

offering a “single typology of coaching contexts” (p. 520) within which there is a) recreational sport, b) developmental sport, and c) elite sport. These contexts are defined as follows:

- The *recreational sport context* includes an emphasis on participation and leisure over competition, basic skill development, low intensity and commitment, formal organization but irregular and local involvement, and athletes are not selected based on skill tryouts. (p. 520)
- The *developmental sport context* includes a more formal competitive structure, an increasing commitment from athletes and coaches, a stable relationship between athletes and coaches, and athletes are selected based on skill tryouts. (p. 521)
- The *elite sport context* is characterized by the highest levels of athlete and coach commitment, intensive preparation and involvement, public performance objectives, highly structured and formalized competition, coaches who typically work full-time as a coach, and very demanding and restrictive athlete selection criteria. (p. 522)

These distinctions, while aimed at distinguishing sport generally, could be applied to youth sport in particular. That is, it is suggested that youth sport includes participants who are recreational, developmental, or elite.

Coach Development within Youth Sport

Recreation and leisure aside, it is widely understood that many more children and youth participate in sport than do adults, and research from the UK has determined that 77% of all domestic coaches are working with children (sports coach UK, 2011). Considering this, it would make sense that the majority of studies about coach development were focused on youth sport. In fact, by re-visiting Table 1, it can be appreciated that research studies on coach development in

youth sport settings are under-represented (n= 27), when compared to the rest of the studies (n= 101). That is, with 101 research studies on coach development, the remainder deal with coaches from high performance settings (n= 32); with coaches whose athletes are either mixed or not described (n= 32), and non-empirical work (n= 37). The research is thus unbalanced by studies investigating the development of coaches working within elite sport (e.g., Erickson et al., 2007; Irwin et al., 2004; Jones et al., 2003; Nash & Sproule, 2009; Reade, Rodgers, & Hall, 2008; Williams & Kendall, 2007). In an environment where so many coaches and participants are actually involved in youth sport, there is a remarkable shortage of information available on the development of youth sport coaches, and the matter is complicated by the fact that the literature offers little differentiation between the aforementioned distinctions within youth sport (elite, developmental, recreational). Since the contexts through which coaches learn (eight groupings) are informed by non-empirical work and research dealing with a wide variety of coaches; most of whom are working with non-recreational children, the applicability of these contexts of learning to recreational youth sport coaches might be assumed, but has not been sufficiently researched.

The work of the researchers *who have* examined coach development within youth sport settings is chronologically summarized in Table 2. Studies (since 2000) were selected based on the fact that they deal with the development of coaches working with children up to 17 years of age; the age at which youth reach the final stage of Côté's (1999) Developmental Model of Sport Participation. It should be noted that inclusionary leniency allowed for studies in "youth sport" settings to be included even when athlete ages were not reported, or when the age range slightly exceeded the 17-year maximum. These 21 studies are highlighted here, and it is clear that many authors demonstrate a disregard for the classification choices within youth sport.

Table 2: Coaching Development in Youth Sport

	Number, age, sex of Coaches	Coaching Context	Age and sex of Athletes	Coaching Experience	Certification	Sport	Data Collection
Trudel et al., 2000	28 (gender not reported) Age not reported	“competitive hockey” (AA or CC)	14-15 Gender not reported	Not reported	Not reported	hockey	Intervention: meetings, video, content analysis, phone, observation
	Findings: While the coaches communicated their satisfaction with the training, player body checking and injuries were not reduced.						
Gilbert & Trudel, 2001; 2004b; 2005	6 : 1 woman, 5 men Range: 21-55 years Ave: 39 years	“Competitive” “model youth team sport coaches” All volunteers 4 coached own children	10-14 5 boys teams and 1 girls team	Ave: 10.7 years Range: 3-20 years	At least NCCP level 1	Hockey and soccer	Multiple observation and interviews
	Findings: Upon facing a coaching issue, model coaches used reflection (as directed by their role frame), in order to generate a creative strategy. Interactions with peers and experimentation proved to help coaches solve their issue which were eventually evaluated for their merits. The age and competitive level of the athletes guided the coaches’ approach.						
Lemyre & Trudel, 2004	24: 4 women, 20 men Range: not reported Ave: 40 years	“entraîneurs bénévoles” “volunteer coaches”	Not reported	At least 2 years experience	Not reported	Hockey and soccer	interviews
	Findings: Coaches fit into one of 3 profiles a) the inexperienced parent with little to no sport experience, b) the parent with sport and coaching experience and c) the young adult with plenty of sport experience and high technical knowledge.						

	Number, age, sex of Coaches	Coaching Context	Age and sex of Athletes	Coaching Experience	Certification	Sport	Data Collection
Conroy & Coatsworth, 2004	135 athletes* 83 girls, 52 boys (7 *coaches were not researched: 6 females, 1 male. Ave age: 20.29, SD: 1.5)	Youth coaches	7-18 Ave: 11.4	Ave: 2.43 seasons Range: 1-4 SD: 1.13	Not reported	Swimming	Randomized control, pre and post: Performance Failure Appraisal, Inventory (PFAI), observation
	Findings: The psychosocial coach training did not influence the fear of failure scores of youth in the experimental group.						
Campbell & Sullivan, 2005	213: 93 women 120 men Range: 15-65 years Ave age 27.6 years	“novice (novice = less than 3 years experience) coaches”	Not reported	three or less years of coaching experience	All enrolled in NCCP 1	Many different sports	Coaching Efficacy Scale: CES Scale
	Findings: Novice coaches, after taking an NCCP course, report higher levels of coaching efficacy.						

	Number, age, sex of Coaches	Coaching Context	Age and sex of Athletes	Coaching Experience	Certification	Sport	Data Collection
Wiersma & Sherman, 2005	25: 3 women, 21 men Range: 33-60 years Ave age 44.4 years	“Volunteer youth sport coaches”	7-14 11 girls teams and 14 boys teams	Ave: 6 years Range: 1-20 years	10: no formal coach training 9: attended at least 1 coaching clinic 4: certified /licensed coaches	Basketball, soccer, baseball, softball, & football	Focus groups
Findings: While appreciating formal training opportunities, coaches made recommendations on course content and advocated for more informal learning opportunities.							
Lemyre, Trudel, & Durand-Bush, 2007	36: 5 women, 31 men Coach age not reported	“youth-sport coaches” “recreational level (everyone is accepted, no standings) or at the developmental-performance level (only the best players are selected, statistics are kept, and standings are registered).” 23 coached own children	7-16 Sex not reported	At least 2 years experience 70% had 6 years or less Range: 2-25 years	30 had NCCP level 1 12 had NCCP level 2	Hockey, soccer, baseball	2 Interviews
Findings: Few coaches are afforded the opportunity to gain coaching experience before acting as a head coach, and thus rely on their own playing experience (if possible). Opportunities to interact with other coaches are limited.							

	Number, age, sex of Coaches	Coaching Context	Age and sex of Athletes	Coaching Experience	Certification	Sport	Data Collection
Vargas-Tonsing, 2007	366: 45 women, 281 men, 40 didn't say Range: not reported Ave: 39 years SD 8.06	"Youth sport volunteer coaches"	4-16 Sex not reported	31% for 0-2 years, 57% for 3 or more years	All recruited at introductory coaching education clinic	Baseball, basketball, football, soccer, softball, volleyball	Questionnaire
	Findings: Volunteer coaches expressed the need for coach education courses to focus on issues of parent and athlete communication, as well as offer more ideas about instructional drills for practice sessions.						
Wright, Trudel, & Culver, 2007	35: All men Range: 33-65 Ave: 45	"volunteer youth coaches" highest levels (A, AA, AAA)	8-17 Sex not reported	100 % at least 3 years and 80% had 6 + years	at least the first level of NCCP	Hockey	Interviews
	Findings: Coaches reported learning through a variety of mediated situations (NCCP, coaching clinics, mentoring), and through unmediated learning situations (books/video, experience, interactions with others, the internet).						
Smith, Smoll, & Cumming 2007	37: 4 women, 33 men (216 athletes also surveyed) Range: not reported, Ave: 45, SD: 6.17	Youth community coaches	10-14 Boys and girls	Ave: 6,1 years SD: 5.44	Not reported	Basketball	Sport Anxiety Scale (SAS-2), Motivational Climate Scale for Youth Sports (MCSYS)
	Findings: Athletes of coaches who received the Mastery Approach to Coaching (MAC) training intervention reported a higher coach-initiated mastery climate, than did those in the control group.						

	Number, age, sex of Coaches	Coaching Context	Age and sex of Athletes	Coaching Experience	Certification	Sport	Data Collection
Stephenson & Jowett, 2009	13: Sex: not reported Range: not reported Ave Novice: 24, SD: 2.16 Ave Exp.: 42, SD: 8	“elite youth athletes”	Not reported	Novice (6): average of 5.5 years Experienced (7): average of 18 years	all carried at least the “1 st level”	Soccer	Interviews
	Findings: While all coaches learned through a variety of sources (courses, observing and interacting with other coaches, reflection, and receiving feedback) the ways in which the coaches appreciated and used these sources of knowledge differed according to their experience.						
Feltz, Hepler, Roman, & Paiement 2009	492: 29 women, 463 men Range:15-65 years Ave: 37.7	“volunteer youth sport coaches”	6-14 Sex not reported	Ave: 3.5 years Range: 0-32 years	Not reported	Hockey, basketball, soccer, volleyball, football, softball, and other	Coaching Efficacy Scale: CES and demographic survey
	Findings: Coaches with more playing and coaching experience reported more coaching confidence, and perceived increased player improvement and support.						
Culver, Trudel, & Werthner 2009	5 coaches and 2 administrators (all male)	“Midget AAA”	15-17 males	Not reported	Not reported	Baseball	Interviews, observation, content analysis
	Findings: Under the leadership of a certain facilitator, the community of practice thrived and created a philosophy that permeated throughout the league. Upon his departure the CoP fell apart due to the loss and direction of the visionary leader.						

	Number, age, sex of Coaches	Coaching Context	Age and sex of Athletes	Coaching Experience	Certification	Sport	Data Collection
Barcelona & Young 2010	314 municipal recreation professionals* (*coaches were not researched)	“municipal recreation”	Not reported	Not reported	24.5% of respondents note that coaches in their jurisdiction require coach training	Not reported	Online questionnaire
Findings: It is suggested that stronger links be created between youth sport programs and municipal park and recreational agencies, and as such municipalities could better mandate/facilitate coach training							
MacDonald, Côté, & Deakin, 2010;	10 program admins* 109 Athletes* 56 women, 53 men (*coaches were not researched)	A mix of “competitive” and “recreational”	9-17 Some co-ed some single gender teams	Not reported	Some coaches required certain NCCP certification but the actual levels held by coaches was not reported.	Dance, Ringette, Basketball, Volleyball, Softball, Soccer, & Hockey	Demographic survey, Youth Sport Program Structure Survey, Youth Experience Survey for Sports (YES-S), Motivational Climate Scale for Youth Sport (MCSYS)
Findings: Athletes of coaches who participated in training reported higher levels of personal and social skills than athletes who played for the untrained coaches							

	Number, age, sex of Coaches	Coaching Context	Age and sex of Athletes	Coaching Experience	Certification	Sport	Data Collection
Montelpare et al., 2010	24 Coach gender and age not reported	“minor hockey”	Not reported	Not reported	Not reported	hockey	Focus group and workshop following on-line intervention
	Findings: Coaches participating in a focus group following a pilot launch of the on-line hockey safety program noted many strengths (on-line community of coaches take course at same time, user-friendly navigation, content for beginner and intermediate level hockey), weaknesses (some drills too complicated, drills too time-consuming, language unsuitable for child-players, as well as opportunities and threats.						
Glang et al., 2010	75: 23 women, 52 men 75% between 30-49 years Range/ave not reported	“youth sport coaches”	Not reported	Not reported	Not reported	Not reported	Randomized control trial with pre and post tests
	Findings: Coaches who participated in the on-line concussion training showed significantly greater improvements on their knowledge of concussions, and treatment actions.						

	Number, age, sex of Coaches	Coaching Context	Age and sex of Athletes	Coaching Experience	Certification	Sport	Data Collection
Griffiths & Armour 2012	6 mentors: 2 women, 4 men Range: not reported Ave age 36 18 coaches: 8 women, 10 men Range: not reported Ave: 26	“volunteer youth coach” Community sports clubs	Not reported	Mentors 5+ years Coach experience not reported	Mentors: level 3 certification Coaches: level 1 or 2 certification	Not reported	Interviews Surveys Focus Groups
	Findings: The formalized mentoring strategy was not valued by most coaches and mentors, and was unsustainable.						
Sullivan et al., 2012	172: 62 Community (15 women, 45 men, 2 unknown): 110 Competitive: (24 women, 86 men) Range: 16-70 Ave: 41.09 years	Competitive: “focuses on skill development for participating in local, regional, or national competitions” (is likened to “performance”) Community: “broad based participation” (is likened to “participation”)	12-16	Ave: 12.87 years Range: 2-45 years	35.4% of community coaches 91.8% of competitive coaches Completed at least one coaching certification course	Basketball, swimming, golf, hockey (ice & sledge), baseball	Coaching Efficacy Scale: CES, Revised Leadership Scale for Sports (RLSS) and demographic survey
	Findings: Coaching context did not predict coaching efficacy, however coaching education did predict coaching efficacy. Coaching efficacy predicted perceived leadership.						

Trudel and colleagues (2000) developed and wrote about the effects of an intervention strategy in ice hockey. Aimed at reducing dangerous body checking in minor hockey, they hosted an intervention for 28 coaches of hockey players in what was described as “competitive” youth hockey. It can only be guessed that this context is either developmental or elite, and very few details were offered about the coaches or players. While the coaches responded favourably to the training, the incidence of body checking and related injuries remained at levels similar to pre-intervention rates.

Gilbert and Trudel wrote three times about their same sample, (2001, 2004b, 2005), where they describe coaches working in ‘youth sport’, where ‘youth sport’ seems only to include ‘competitive’ hockey and soccer. Competitive youth sport is differentiated from recreational sport (2004b, p. 37), but they do not classify their coaches within developmental or elite contexts. They are clear in the fact that their coaches had a great deal of coaching experience (average of 10.7 years), and that they worked with a relatively small age range of athletes (aged 10-14). Their findings explore the varied use of reflection by model youth sport coaches to overcome coaching issues.

Lemyre and his colleagues (Lemyre & Trudel, 2004; Lemyre et al., 2007) offer insight into how youth sport coaches learn to coach, but the fact that recreational coaches and developmental coaches are lumped together in their sample is problematic. Even though the 2007 article offers definitions of recreational contexts: “everyone is accepted, no standings” (p. 194) and developmental-performance contexts: “only the best players are selected, statistics are kept, and standings are registered” (p. 194), the authors do not offer any further distinctions between the two groups of coaches, and so nothing is learned about the unique needs of either group. There is a wide age range of the

participants' athletes, as they worked with children aged 7-16, and all of the coaches had at least two years of coaching experience. Almost every coach in their sample had achieved at least a Level 1 NCCP certification, and one third of them had earned their Level 2. Findings nonetheless suggest that coaches in these contexts can generally fit into one of three profiles a) the inexperienced parent who, despite having little to no sport experience, signs up in order to facilitate their child's involvement, b) the parent with sport and even coaching experience and c) the young adult who, despite the younger age, has plenty of sport experience and high technical knowledge.

Conroy and Coatsworth (2004), aimed to extend research conducted by Smith, Smoll, and colleagues (e.g., 1979, 1993, 1995) about the effects of psychosocial coach training programs. It was hypothesized that the young swimmers coached by those receiving the training would demonstrate less fear of failure than those led by coaches who did not receive the training. Limited information was provided about the coaching context, and so it is not known if the swimmers participated in recreational, developmental, or elite swimming. The swimmers ranged in age from 7-18, and the seven coaches had an average of 2.43 seasons of swim coaching experience. Findings reveal that the training program did not have an impact on swimmers' fear of failure.

Campbell and Sullivan (2005) surveyed 'novice coaches' taking a NCCP level 1 course who had three or less years of coaching experience, yet the age and competitive context of their athletes is not discussed. It is thus not known if the athletes coached by the 213 coaches in their sample participated in recreational, developmental, elite or some combination of youth sport settings. They determined that coaches report higher levels of coaching efficacy after completing an introductory NCCP coaching course.

Wiersma and Sherman (2005) interviewed coaches at the “youth sport level” (p. 326), although this descriptor was not expanded to reveal if the children, aged 7-14, were in recreational, developmental, or elite level sport. Their coaches had an average of 6 years coaching experience and nearly one third of these coaches had not received any formal coach education. They found that while appreciating the formal learning opportunities available, the coaches listed many recommendations on how to improve the relevancy of formal coaching courses such as receiving more information about dealing with parents and establishing team cohesion.

The work of Vargas-Tonsing (2007) displays a similar shortcoming in terms of the classification of the context as the level of athletes of the 366 youth sport coaches working with children aged 4-16 is not revealed. In her sample, 31% had coached for 0-2 years, 57% had coached 3 or more years, and since they were recruited at a coaching education clinic, it can be assumed that they all had at least experienced this one introductory coach training session. She found that volunteer coaches wanted coach education courses to focus on issues of parent and athlete communication, as well as offer more ideas about instructional drills for practice sessions.

Wright et al. (2007) interviewed youth hockey coaches, yet researched only those coaching at the highest levels of competitive hockey (A, AA, AAA). Without more information about the precise coaching context of these coaches, it appears as though the coaches were working in developmental and elite youth sport settings. The coaches, who are all certified with at least the first level of the NCCP, worked with a broad age-range of children (aged 8-17), and all had at least 3 years experience, and 80% had 6 or more years. Findings suggested that while coaches learn through a variety of mediated and

unmediated learning situations, the hockey coaches did not want to collaborate with coaches outside of their immediate home club.

Extending upon their own body of work, Smith, Smoll and Cummings (2007) aimed to demonstrate that coaches trained in their mastery approach to coaching (MAC) program would change their behaviour such to promote a mastery-involvement motivational climate more so than would untrained coaches. They investigated 37 coaches and 216 athletes (aged 10-14) from “community basketball”. No further details were offered about the basketball program other than noting that the players had two practices and one game each week; and so it is not known if it was a recreational, developmental, or elite level program. The coaches had an average of 6.1 years of experience. Following the intervention, athletes of the trained coaches reported higher levels of mastery-involving motivational climates than did those coached by untrained coaches.

Stephenson and Jowett’s (2009) sample of coaches in youth sport had an average of 5.5 years coaching experience, all carried at least the 1st level of certification, and all worked in “professional football academies with elite youth athletes” (p. 6). While the age of the athletes was not reported, it is determined that these coaches and athletes participated within the elite youth sport context. While contrasting the “novice” youth sport coaches with the more “experienced” coaches, it was determined that while all coaches learned through a variety of sources (courses, observing and interacting with other coaches, reflection, and receiving feedback) the ways in which the coaches appreciated and used these sources of knowledge differed according to their experience.

Feltz and colleagues (2009) surveyed 492 coaches working with children aged 6-14 across a variety of sports. The coaches were described as “volunteer youth sport coaches” (p. 28), and no information was provided about the context within which the various sports were played. The coaches had a range of coaching experience (0-32 years), and former playing experience in their coached sport (0-20 years). These researchers determined that coaches with more playing and coaching experience reported more coaching confidence, felt that their players improved more throughout the season, and perceived more support than did the coaches with less experience.

Culver and colleagues (2009) examined an evolving community of practice within an elite youth sport setting. While not specifically delineating the study within elite youth sport, the authors noted that the baseball league was for AAA players who were the most talented ones within their age groups. The study explored a community of practice, and tracked its demise as the visionary leader left the position. It was demonstrated that skilled leadership with strong communication is essential to lead and maintain a community of practice within competitive youth sport.

Barcelona and Young (2010) investigated the role of municipalities within youth sport coach training and through their survey data suggested that stronger relationships ought to exist between youth sport programs and municipal parks and recreation agencies. As the gatekeepers of community facilities it was suggested that municipalities become more involved in facilitating/mandating coach training. Results from their survey also revealed that 40% of the respondents (municipal recreational professionals) note that coaches in their jurisdiction require criminal background checks, and 24.5% of respondents note that coaches in their jurisdiction require coach training. Detailed

information about the coaches and their coaching context were not provided. The reasons for this were claimed to be related to shortages in capacity to enforce, administer, or track coaching pre-requisites.

MacDonald and colleagues (2010) aimed to determine if informal training pertaining to positive youth development outcomes resulted in increased reports of such outcomes by athletes working under trained coaches. Athletes aged 9-17 from a variety of sports were targeted and it was noted that the competitive settings were deliberately mixed. That is, it appears as though the athletes participated in a mix of recreational, developmental, and elite settings. Information about the coaches, and the training that they undertook was not reported, although it was determined that athletes who played for trained coaches reported higher personal and social skills than did the athletes of untrained coaches.

Work by Montelpare et al. (2010) provides details on their on-line hockey safety program called Play it Cool, collaboratively developed by Ontario Neurotrauma Foundation, the Canadian Spinal Research Organization, the Canadian/American Spinal Research Organization and with the assistance of the Ontario Hockey Federation and National Hockey League players. After a pilot launch of the program, a focus group was conducted with 24 coaches. Details about the coaches and the context within which they volunteer are overwhelmingly absent, and so readers do not know anything about the biographies of the coaches, nor do we learn if the coaches are working in house-league or other levels of competitive minor hockey (or a mix). Coaches provided feedback about their experience with the on-line learning program and noted several strengths: they appreciated the on-line community that was forged with others taking the course at the

same time, they thought the web-based program was easy to navigate, and they recognized the benefit of having content for those working with beginner and intermediate players. They also noted limitations such as the drills being too complicated or time-consuming, the language being unsuitable for the child-players, and concepts such as ‘no touch icing’ were not understood by all coaches. They also provided feedback about further program opportunities and threats, but the research did not extend to examine any perceived or actual changes to their coaching behaviours with respect to program aims.

Work by Glang and colleagues (2010) involved using an on-line intervention on concussions with youth sport coaches. Inclusion criteria required coaches to work with athletes aged 10-14, but the coaching contexts for the 75 coaches were not further described. A comparison between pre and post training results indicate that the trained coaches demonstrated increased knowledge about concussion prevention, management, and self-efficacy to deal with concussions.

Research by Griffiths and Armour (2012) aimed to examine mentorship within youth sport settings. It was not made clear if the coaches were working in recreational, developmental, or elite youth sport settings; rather it was noted only that the coaches were “volunteer youth coaches” (p. 163). It was concluded that the large-scale mentoring program was not well received by most coaches and mentors, and resultantly was unsustainable.

Finally, the work of Sullivan and colleagues (2012) in which 172 coaches were surveyed examines coaching efficacy and relationships to coach education. The researchers did a good job of declaring the coaching context and purposefully chose

coaches from two distinct contexts which they labeled in ways to match with the Canadian NCCP steams: community and competitive. They liken the two contexts to participation and performance (Lyle, 2002), and examined coaches working in both from a variety of sports. It was determined that coaching contexts did not have a predictive effect on coaching efficacy, but that coaching efficacy did correlate with experience with coaching education. Further, they determined that coaching efficacy predicted perceived leadership skills as measured by their survey instrumentation.

A few notable exclusions are worth mentioning. The work of Erickson and colleagues (2008) sampled developmental level coaches, and while they distinguished this group from others by saying “as opposed to elite” (p. 530), at no time did the authors mention the age of the athletes coached, nor use the term “youth sport”. Work by Bertram and Gilbert (2011), Maleté and Feltz (2000), Winchester and colleagues (2011, 2012), and by Wilson and colleagues (2010), were also excluded as their studies investigated coaches working exclusively in high-school settings where it was reported that the students could be up to 20 years old.

A summary of the studies investigating the development of youth sport coaches, as summarized in Table 2, reveals that many more male coaches than female youth sport coaches have been researched, that the research varies between zero and 492 coach participants, and that there are similarly wide ranges in the: competitive level of the athletes, coach experience, and athletes’ ages. A significant amount of the available research lacks distinctions between recreational, developmental, and elite youth sport, and coaches working with athletes of very diverse age ranges, with and without coaching certification, and with large deviations of coaching experience must be better

differentiated. While research about how coaches learn (in a general sense) has been presented, “this information is of little use if we do not extend our search to explain the variations or idiosyncrasies that seem to prevail in the coaches’ learning paths within different coaching contexts” (Werthner & Trudel, 2009, p. 436)

The need for research that clarifies specific boundaries within youth sport is further made clear, as Hedstrom and Gould (2004) contend:

The development and background of the typical youth sport coach has not been easily identified. While some research has examined the general background and needs of these coaches, more research would aid in understanding the overall role and needs of the youth sport coach. (p. 13)

They further suggest that:

The background and perspective of youth sport coaches can vary from inexperienced parent-volunteers to highly skilled and paid coaches of elite youth programs. Within this spectrum are millions of individuals that coach youth programs of all types. Unfortunately, research has not extensively examined who the “youth sport coach” is so our knowledge in this area is limited. (p. 9)

It is clear that not only does the specific context of youth recreational sport warrant investigation, but the previous quote by Hedstrom and Gould (2004) suggests that the study of coach characteristics within this particular context is equally essential. Indeed this is echoed by Lacroix, Camiré, and Trudel (2008) who suggest that “coaching is not simply about what one does, it is about who one is” (p. 26). As such, it is important to know about youth coaches’ age, gender, experience, qualifications and so on. Unfortunately, the learning experiences of new coaches within youth sport are untold as

coaching samples almost exclusively examine coaches with at least several years of experience. It is suggested that it is at the youth recreational sport context where we are perhaps likely to observe coaches with very minimal or even no coaching experience (Hedstrom & Gould, 2004; Trudel & Gilbert, 2006). Considering that the expectations of coaches are the same regardless of coaching experience, and that “beginning coaches are expected to enter their professions the first day and perform like their more experienced colleagues” (Bell, 1997, p. 37) when in fact new coaches usually have troublesome first seasons (Lemyre et al., 2007), should trigger more concern for the needs of new coaches, particularly within the traditionally over-looked recreational context. Indeed, Jones (2007) suggests that “not much in depth work has been done at the recreative beginner level” (p. 165). Lemyre and colleagues (2007) support this idea when stating that “coaches at recreational and developmental-performance levels have different needs, [therefore] studying how they learn and develop their knowledge is as important and relevant to the science of coaching as studying elite or expert coaches” (p. 192). Research concerning youth recreational coaches is both timely and necessary, and many coaches and youth are involved within this context in the sport of soccer.

Expectations of Youth Sport Coaches

It has been previously stated that the expectations of coaches do not seem to differ according to the amount of coaching experience (Bell, 1997), and, even though most youth sport coaches are unpaid volunteers (Fraser-Thomas, Côté, & Deakin 2005; Vargas-Tonsing, 2007), there are significant expectations placed upon them. Coaches are expected to not only provide environments conducive of sport-specific development, but

to additionally create positive sporting environments in very holistic ways. For example, youth sport coaches are expected to be positive role models and valued members of their communities who promote healthy active living, and develop teamwork and character in their young charges, while at the same time incorporating long-term athlete development (LTAD) principles into their programs (Coaching Association of Canada, no date).

While specific expectations of coaches are named by many researchers and associations (Becker, 2009; Canadian Sport Centres, 2006; Coaching Association of Canada, no date; Fraser-Thomas & Côté 2006; Gilbert et al., 2006; Gilbert & Trudel 2004b, 2005; Miller & Kerr, 2002), it is perhaps the expectations deriving from the 4 C's that are the most comprehensive and demanding. Sport psychology researchers have suggested that coaches are responsible to nurture the '4 C's': Competence in sport-specific skills, Confidence and positive self worth, Connection with those in and outside of sport, and Character through having respect, morality, integrity, empathy, and responsibility (Côté & Gilbert, 2009). These authors suggest that in order to coach towards the 4 C's, coaches must acquire different types of knowledge, and that the knowledge is bound to specific coaching contexts. Expectations of coaches are categorized in Table 3. The expectations and demands on coaches form part of their social context which is tremendously important to consider.

Table 3: Expectations of Youth Sport Coaches

General Expectations of Youth Sport Coaches	
<p>LTAD</p> <p>Canadian Sport Centres, 2006</p>	<ul style="list-style-type: none"> • The 5 Basic S’s of Training and Performance <ul style="list-style-type: none"> ○ Stamina, Strength, Speed, Skill, Suppleness ○ Requires knowledge about developmental age, peak height velocity, • 4 added S’s <ul style="list-style-type: none"> ○ Structure (Stature), Sustenance, Psychology, Schooling • Periodization/phases • Ethics, fair play, and character building • FUNdamentals/Physical Literacy: Travelling Skills, Object Control Skills, Balance Movements <ul style="list-style-type: none"> ○ Comprised of no less than <u>45</u> physical skills ○ Emphasis on ABC’s of athleticism: agility, balance, coordination, and speed • Targeted outcomes of sport: higher educational standards, improved population health, environmental sustainability, community safety, economic development, improved quality of life • Encourage participation in wide range of sports, or encourage specialization <p>“To be successful, an athlete development model such as LTAD requires highly skilled, certified coaches who understand the stages of athlete development and the various interventions that should be made”</p>
<p>Coaching Association of Canada (no date), and NCCP Code of Ethics, 2007</p>	<ul style="list-style-type: none"> • “Coaches are viewed as teachers, mentors, role models, friends, and as leaders in the community in which they become involved. Coaches contribute to the community, have an enormous effect on the development of our youth, and participate in a great learning experience. • Good coaching is fundamental to community sport. By becoming a valued member of the community, good coaches can share the positive aspects of an active lifestyle. The role of a coach allows you to teach things such as teamwork, character building, and the fundamental skills of the sport to participants who are eager to learn.” • “Coaching at its core is an exercise in trust. Athletes depend on coaches for knowledge, guidance, inspiration, and motivation. They rely on coaches to set the parameters by which athletes can strive for their best without risking injury or harm. And they count on coaches to learn what is right: both the right way to perform technically and the right way to navigate through the ethical quandaries from the overriding pressure to win.” — John Dalla Costa

Principle	Standards of Behaviour Expected of Coaches
Physical safety and health of athletes	Ensure that training or competition site is safe at all times
	Be prepared to act quickly and appropriately in case of emergency
	Avoid placing athletes in situations presenting unnecessary risk or that are beyond their level
	Strive to preserve the present and future health and well-being of athletes
Coaching responsibly	Make wise use of the authority of the position and make decisions in the interest of athletes
	Foster self-esteem among athletes
	Avoid deriving personal advantage for a situation or decision
	Know one's limitations in terms of knowledge and skills when making decisions, giving instructions or taking action
	Honour commitments, word given, and agreed objectives
	Maintain confidentiality and privacy of personal information and use it appropriately
Integrity in relations with others	Avoid situations that may affect objectivity or impartiality of coaching duties
	Abstain from all behaviours considered to be harassment or inappropriate relations with an athlete
	Always ensure decisions are taken equitably
Respect	Ensure that everyone is treated equally, regardless of athletic potential, race, sex, language, religion, or age
	Preserve the dignity of each person in interacting with others
	Respect the principles, rules, and policies in force
Honouring sport	Strictly observe and ensure observance of all regulations
	Aim to compete fairly
	Maintain dignity in all circumstances and exercise self-control
	Respect officials and accept their decisions without questioning their integrity

Côté & Gilbert, 2009	<ul style="list-style-type: none"> • The five C’s – Competence, Confidence, Connection, Character, and Caring/Compassion <ul style="list-style-type: none"> ○ “coaches should have expertise in the development of athletes’ competence, confidence, connection, and character”. <p><i>Competence</i> Sport-specific technical and tactical skills, performance skills, improved health and fitness, and healthy training habits</p> <hr/> <p><i>Confidence</i> Internal sense of overall positive self-worth</p> <hr/> <p><i>Connection</i> Positive bonds and social relationships with people inside and outside of sport</p> <hr/> <p><i>Character</i> Respect for the sport and others (morality), integrity, empathy, and responsibility</p> <hr/> <ul style="list-style-type: none"> • “yield similar personal developmental outcomes in young athletes (i.e., 4 C’s) through appropriate, research-based coaching strategies”. • “meet their athletes’ needs and help them fulfill their goals, as defined by the specific coaching context”
Becker 2009	<ul style="list-style-type: none"> • “Coaches are responsible for developing athletes’ mental, physical, technical, and tactical abilities, and in addition to all of these responsibilities, they are also expected to win.”
Douglas & Carless, 2008	<ul style="list-style-type: none"> • “Miller and Kerr [4] are among those who suggest it is not only possible, but also an ethical and moral imperative that coaches address broader health, developmental and well-being issues.” • “As Miller and Kerr [4] suggest, coaches “have responsibilities that extend far beyond developing athletes’ physical skills” (p. 146)”
Fraser-Thomas & Côté 2006	<ul style="list-style-type: none"> • “Specifically, coaches should reinforce reasonable practice schedules to allow for other activity involvement, create fun and motivating climates, delay specialization until athletes are physically, psychosocially, and cognitively ready, provide individual attention to all program participants, and facilitate effective communication with parents”

Specific Expectations – Psycho-Social Skills

Côté & Gilbert, 2009	<ul style="list-style-type: none"> • “a large body of research shows that coaches play a crucial role in enabling athletes to develop their <u>character</u>, become a <u>constructive</u> and <u>caring</u> member of a sporting team, and ultimately, a <u>productive member of society</u>” • “Sport should be seen as a medium in which <u>citizenship</u> qualities are learned – this objective should be important for coaches of athletes of all ages and levels of competition”
Fraser-Thomas & Côté 2006	<ul style="list-style-type: none"> • “coaches and parents play a critical role in developing young athletes’ <u>competence beliefs</u>, which in turn are associated with athletes’ motivation for sport participation”
Gilbert & Trudel 2004b	<ul style="list-style-type: none"> • “coach’s role to include <u>affective and cognitive consequences</u>, <u>ethical issues</u>, and the goal of <u>developing autonomous learners</u>”
Gilbert & Trudel 2005	<ul style="list-style-type: none"> • “An effective coach at the youth level may be one who provides <u>optimal encouragement</u> and <u>learning opportunities</u> for participants.”

Specific Expectations – Skill Development

Côté & Gilbert 2009	<ul style="list-style-type: none"> • “All in all, athletes’ level of competence in their sport, as measured by different types of performance indicators, is the most obvious outcome of coaching.”
Gilbert, Côté & Mallett, 2006	<ul style="list-style-type: none"> • “Perhaps the most consistent theme found across the literature is the critical role of the coach in developing sport talent.”

Specific Expectations – Personal Knowledge Acquisition

Côté & Gilbert, 2009	<ul style="list-style-type: none"> • “In addition to the performance demands of the sporting environment, coaches must be aware of how the needs of athletes change across the developmental spectrum, from childhood to adulthood” <ul style="list-style-type: none"> ○ Knowledge of Developmental Model of Sport Participation (DMSP)
Gilbert & Trudel, 1999b	<ul style="list-style-type: none"> • “youth sport coaches are expected to understand and use an increasingly complex and specialized body of knowledge”. • “Like teachers, coaches are expected to possess knowledge across a wide range of domains.”
Stephenson & Jowett, 2009	<ul style="list-style-type: none"> • “coaches are expected to possess diverse knowledge that spans from physiology and nutrition to psychology and philosophy whilst understanding key principles of people management and leadership.”
Jones & Turner, 2006	<ul style="list-style-type: none"> • “to coach holistically is to draw on many knowledge sources and considerations, and to decide, with insight, how to amalgamate and utilise them in what fashion, when and where to the benefit of those being coached” • For example, according to Martens (1996), not only do coaches need expansive technological know-how of their sport but also the pedagogical skills of a teacher, the counselling wisdom of a psychologist, the training expertise of a physiologist and the administrative leadership of a business executive. Others have expanded this duty list to include responsibility over the general well being of athletes (Borrie, 1998), the universal management of the coaching process (Lyle, 2002), the quality and direction of each athlete’s individual sporting experience, in addition to the overall success or failure of team performance (DeMarco et al., 1993).

Youth Soccer

In Canada, it is reported that over half of all children aged 5-14 regularly take part in organized sport outside of school settings, and soccer is the most popular sport (Canadian Soccer Association, 2009; Clark, 2008). Soccer is an extremely popular sport both world-wide and in Canada, with over 265 million global participants as of 2006, and over 740 000 Canadian youth players registered during 2008 (Canadian Soccer Association, 2009, 2010). There are more children registered in soccer than in any other sport in Canada, and in terms of total registered players, Canada ranks 10th in the world (Canadian Soccer Association, 2010). Close to half of all registered Canadian soccer players reside in Ontario, and while registration for male players is experiencing a small decline, there is growth amongst female youth players across Canada, and there remains a 26 consecutive-year trend of overall participation growth (Canadian Soccer Association, 2009, 2010). Playing organized soccer is a popular choice in Canada and is supported by policies and systems designed for even the youngest players of three and four years old. The Canadian Soccer Association asserts that by “ensuring fun playing experiences for children, a suitable player development pathway for youth, and opportunities for lifelong participation for all players...growth and success of the Beautiful Game in Canada” will be achieved (Canadian Soccer Association, 2010, p. 8).

Soccer Canada has recently re-developed their NCCP courses in order to attend to the directed aims of Long Term Athlete Development (LTAD: in soccer however, it is named Long Term *Player* Development = LTPD). As such, new courses intended for “community coaches” have been developed, and implementation began during 2012. The first three courses (Active Start, FUNdamentals, and Learn to Train), are aimed for all

coaches within youth sport (recreational and/or competitive), while the fourth course, Soccer for Life, is designed for coaches working with recreational soccer players aged 13 and older (Canadian Soccer Association, 2012). It is interesting to note that while Soccer Canada plans for coaches to progress along their prescribed soccer coach education program, the National Soccer Coaches Association of America has quite different predictions for the future. In their article about coach education trends over the next ten years, it is speculated that there will be less emphasis on actual coaching courses (National Soccer Coaches Association of America, 2011). That is, it is hypothesized that:

Face-to-face courses will be only one of a number of tools used to educate coaches. The days of long residential courses will be numbered as course lengths decrease. Other more appropriate educational tools will be used more frequently to educate coaches, e.g., mentoring, work-based training, self-directed peer-to-peer learning and e-learning. There will, therefore, be a variety of routes to assessment rather than the traditional course-based route. (p. 62)

The pervasiveness of soccer within children's organized sport, and the attention to coach development therein cannot be disputed, and it thus makes sense to select the sport of soccer to examine youth recreational sport coaches and their development.

Summary of Literature Review

When it comes to coach development, many researchers have recognized the barriers of formal coach education programs, and yet the recommendations for change are either absent or misguided. A suggestion such as, "measures to increase the relevancy and impact of these settings by taking advantage of coaches' previously acquired knowledge

and incorporating more experiential perspectives to work cooperatively with coaches to generate knowledge should be explored” by Erickson et al. (2008, p. 535), is typical, but when pushing the issue further towards questions of ‘how’, the researchers provide few realistic hints. Cassidy et al. (2006) do offer ideas about a more comprehensive coach education program, yet the format of their current course is already very long in duration compared to other coach education programs, and they suggest that to be most effective it would need to be even longer. Similarly, Jones and Turner (2006) suggest a holistic coach education format featuring problem-based learning but admit that this approach requires significant time, highly skilled tutors, and a very homogeneous group of participants; factors rarely available within typical coach education. While Trudel and colleagues (2012) provide several straightforward suggestions related to how the facilitators of coach education can enhance the salience of coaching courses, it seems as though solutions to the many concerns about current coach education remain outstanding.

Additionally, while coaches tend to report that they favour learning through experience, simply stating that ‘coaches learn by doing’ or ‘actual coaching experience is how coaches learn’ does not expose the actual activities undertaken which elicit learning, nor are the elements of social context nor biography properly addressed (Bowes & Jones, 2006; Cushion, 2007; Gilbert, 2009; Gilbert & Trudel, 2005; Mallett et al., 2009). While the benefit of prior sport-related experiences have been well documented, the experiences that coaches have outside of sport settings and their impact on coach learning are less clear. Further to this, more attention needs to be paid to the overlap and interconnection between these eight contexts of coach learning (Werthner & Trudel, 2009).

Several researchers have suggested that in order for research on coach development to be more relevant, research questions must address real-life coaching needs. In order to accomplish this aim, researchers such as Bishop, Burnett, Farrow, Gabbett, and Newtown (2006), Nash and Sproule (2009), and Reade, Rodgers, and Hall (2008), suggest that sport scientists ought to collaborate more frequently within elite sport environments. In this case, recreational environments are overlooked, and it is perhaps assumed by these researchers that the needs of recreational coaches are unworthy of scientific enquiry.

Lastly, Stephenson and Jowett (2009) highlight several great questions regarding coach education and learning that deserve research attention. They suggest that we need to know more about *how* coaches learn from others, including their mentors, by examining more precisely where, when, and how coaches interact with each other. Perhaps the developmental activities undertaken by coaches cannot be classified into neat and tidy mutually exclusive categories, and possibly more attention needs to be paid to the overlap and interconnection between coach development activities.

To conclude, interest in coaching development is significant, and research investigating coaches' learning inside and outside of educational opportunities has developed. Literature in this domain has noted coaches' learning and development opportunities, preferences, and limitations, but it can also be said that these perspectives have been formed with imprecise delineations between coaching contexts. Rigorous research examining the learning needs of recreational coaches in youth sport is lacking, and questions that examine the "how" within interconnected learning contexts remain

unanswered. Given that soccer is a popular sport amongst Canadian children, it makes sense to examine the recreational coaches from this sport.

CHAPTER THREE – THEORETICAL FRAMEWORK

Jarvis’ Theory of Lifelong Learning

Jarvis’ (2006, 2007, 2008, 2009) comprehensive theory of lifelong learning is used as the theoretical framework for this research. Jarvis (2009) offers the following definition of lifelong learning:

The combination of processes throughout a lifetime whereby the whole person – body (genetic, physical, and biological) and mind (knowledge, skills, attitudes, values, emotions, meaning, beliefs and sense) – experiences social situations, the content of which is then transformed cognitively, emotively or practically (or through any combination) and integrated into the individual person’s biography resulting in a continually changing (or more experienced) person. (p. 25)

About lifelong learning, Jarvis contends that the following components must be present, “the person as learner; the social situation within which the learning occurs; the experience that the learner has of that situation; [and] the process of transforming it and storing it within the learner’s mind/biography” (2006, p. 198). Jarvis’ theory of lifelong learning can thus be examined in three main sections: (a) personal biography, (b) the social context, and (c) the varied experience.

Jarvis’s theory of lifelong learning pays special attention to the notion of *personal biography*, which “comprises bodily and emotive, as well as cognitive, dimensions” (2006, p. 73). Thus, each person has a different biography due to their varied experiences and this leads them to value, perceive, and prioritize different elements related to their experiences in the world over others. Our biographies are however “more than a sequence of episodes”, because even though each learning experience (learning episode) may carry

more or less influence over us, it is the cumulative effect of many episodes that create life experience and thus biographies (Jarvis, 2006, p.71). Personal biographies can change in relative amounts with each new learning experience, and subsequent learning opportunities are examined through this ever-changing lens. Biographies are additionally shaped by experiences and episodic events carrying lessons which may not be at the fore of consciousness. That is, “we do not always know how the unconscious acts upon the conscious in learning situations”, and yet it is important to recognize that individuals might draw learning out of unconscious episodes previously thought devoid of learning opportunity (Jarvis, 2006, p. 196). Biographies are important to consider when taking a lifelong approach to learning, because it is understood that learning happens throughout a lifetime, and personal biographies dictate, and are dictated by, personal approaches to learning. The conceptual framework of this research recognizes that all coaches involved with recreational sport have unique biographies as hinged by their experiences and learning in and outside of sport.

The *social context* within which we learn is complex and is comprised of many considerations such as individual autonomy, and learning within unique coaching contexts. As our lifeworlds (social contexts) have become increasingly complex due to capitalist markets, increasing information technology, and the speed within which information can be produced and distributed, individuals are expected to demonstrate autonomy and ingenuity in order to ‘keep up’ with the rapid pace of change (Jarvis, 2006, 2007). Jarvis (2006, 2007) reminds us that our relative power to act autonomously depends upon our relationship to the substructure (the powerful transnational corporations and governments represent and restrain individuals). The resulting problem

is that not everyone has the same access to information or learning opportunities and so they are denied the opportunity to learn even though the onus is on them to do so (Jarvis, 2007). It is thus important to remember that the social contexts of youth recreational soccer, as well as the varied social contexts of the coaches working therein, are multi-faceted.

The third component within a lifelong learning perspective is about acknowledging *varied learning experiences*. Lifelong learning takes place not only within a social context, but also in varied situations and places. About experience, Jarvis (2006) asserts, “our experience is not a mirror image of the external world; we perceive the world and thereby select from it those things that are relevant to our biographical development” (p. 72). It is therefore important to recognize that experience (the total experience over a lifetime) and experiences (episodic experiences), are personally and socially constructed, as is learning. Intrinsically linked to the concept of biography as previously discussed, is the fact that people find relevance in varied learning experiences. The breadth of these experiences should be acknowledged and allow for an appreciation of learning which takes place in formal, non-formal, and informal settings (Nelson et al., 2006). Because the experiences that we have are subjective and interpreted by our own unique biography, the variance of experiences that coaches will attend to, seek out, and learn from is wide and will depend upon individual needs, opportunities, and motivations.

Taking a lifelong learning perspective to this research means that I will equally prioritize the concepts of biography, social context, and varied experiences. Jarvis’ theory of lifelong learning is an especially strong fit for this research because an examination of the aforementioned concepts matches well with the three main research questions. That

is, Jarvis' theory of lifelong learning provides a holistic perspective about who coaches recreational youth soccer (their biography), the social context of youth recreational soccer, and how these coaches learn to coach.

Theoretical Framework Applicability

Jarvis's theory is apt for understanding coach development because of the holistic tenants recognizing how individual and varied learning takes place in social contexts. Many researchers have recognized this, and while some have not used Jarvis to frame their work, others have. Direct quotations from their work will demonstrate the similarity and congruence to the work of Jarvis.

As early as 1998, Abraham and Collins distinguished the importance of varied biographies when advocating that coaches taking coach education courses “go into a course with a set of beliefs about coaching before they even hear the first instruction from their tutor” (p. 70-71). Similarly speaking about biography without using the term, McKenna (2009) recognizes this concept when it comes to coach development in saying “Any learner's preferences for communication style and for rates or areas of progression, may differentiate leanings toward any approach (p. 354). Young (in press) advises fellow researchers of coach development to take more care in naming and accounting for biographical elements leading to either access or barriers to learning opportunities due to factors such as coaching position, time and place, gender, and ethnicity. Cushion et al. (2003) note that coaching is “both an individual and a social process...inextricably linked to both the constraints and opportunities of human interaction” (p. 216). Without saying so much, they note the varied biographies of coaches when explaining:

An established coach arrives at coach education courses with a long-standing and deep-rooted habitus, a set of beliefs and dispositions that guides actions and is tempered by years of experience in the sport. In the first instance, it would be naive for those involved with coach education to believe that these coaches are waiting to be filled with the professional dogma (Schempp & Graber, 1992) of coaching theory. It could also be argued that coaching courses, with their parceled and specific ways of knowing and communicating (Cushion, 2001; Saury & Durand, 1998), are unable to compete with an established habitus conceived from experience. As a result, with their experience acting as a filter, coaches may contest directly or indirectly some of the principles the coach education program attempt to instill (p. 221).

These same authors, in 2006, promote the idea that for coach education programs to improve, the “social contextual factors that influence and impinge upon the lives of the coach and athlete, and the relationship that exists between them, must be taken into account” (p. 96). Again, while not framing their perspectives within Jarvis’ work, they advance very similar considerations.

Likewise, in 2005, Gilbert and Trudel noted how a sporting practitioner’s stage of learning is influenced by his or her approach to learning, which in turn is mediated by experiences in sport as a coach and as an athlete. Jones and colleagues (2003) echo this sentiment in noting how coaches, when facing a new formal learning opportunity have already been “socialised into ways of acting prior to the advent of formal training” (p. 215). Lyle and colleagues (2009) when trying to note the idiosyncrasies within a discreet coaching context (elite coaches) suggest:

Although coaches at that level share a few common characteristics such as past experience as athletes, pressure to win, investment of time, and so on, these coaches still have their own biography which will influence what they want to learn and how they want to learn (p. 362).

Mallett and colleagues (2009) honour the importance of varied learning when they propose that “there is an ongoing issue about the most efficient and effective means of aggregating and accrediting the coach’s varied learning experiences” (p. 325). Without mentioning Jarvis in the text, they note the importance of taking a lifelong learning approach: “All education/learning situations should be valued for their contribution to coach development, which is a lifelong process” (p. 332). The varied and idiosyncratic pathway that coaches take within their development has also been acknowledged by Gilbert (2009) and by Werthner and Trudel (2009). Owen-Pugh appreciates issues of relative power and autonomy when she notes the importance of taking an individual coach’s “choice and aspirations into account” (p. 350). Along the same vein she notes that coaching “learning interventions need to be tailored to the power relations operating at both micro and macro levels within the profession” (p. 350).

On physical educators, Rink (1993) acknowledges concepts very similar to Jarvis when suggesting that new knowledge must be considered to be framed within pre-existing knowledge, and how learners find relevance according to their biography. Her manuscript concludes with this point by noting, “Just as an individual program may embrace one of the components to a greater or lesser degree, curriculum planners must also recognize that the individual student is likely to adopt one aspect of the program's orientation more than another (p. 318).

Those promoting the use of Jarvis as a conceptual framework within coach learning and development research include Trudel et al. (2010, 2012). Others include Callary and colleagues (2011, 2012), Winchester and colleagues (2011, 2012), and McMaster and colleagues (2012). The strength of Jarvis' theory of lifelong learning is that by acknowledging biography, social context, and varied learning one can appreciate a more holistic and realistic perspective of coach learning. These tenants, advanced by those both applying and not applying Jarvis as their theoretical framework, have been deemed as essential considerations when researching coach development. Jarvis' theory of lifelong learning is thus a most suitable theoretical perspective for this research endeavour.

CHAPTER FOUR - METHODOLOGY

Research Questions

To reiterate, the broad questions that directed this research are:

1. Who coaches recreational soccer?
2. What does the context of recreational soccer look like?
3. How do recreational soccer coaches learn to coach soccer?
4. Who holds responsibilities related to coach development within this unique context?
5. What are the implications for coach development within this unique context?

Method – Mixed Methods

Mixed methods studies involve “the collection of both quantitative and qualitative data in a single study, in which the data are collected concurrently or sequentially, and involves the integration of the data at one or more stages in the process of research” (Teddlie & Tashakori, 2003, p 34). Mixed methods research is said to be useful when it allows researchers to better answer their research question than would be achievable through a single approach design (Teddlie & Tashakori). Teddlie and Tashakori suggest that mixed methods research appears to be superior to single approach studies due to the fact that:

- Mixed methods research can answer research questions that the other methodologies cannot;
- Mixed methods research provides better (stronger) inferences;

- Mixed methods provide the opportunity for presenting a greater diversity of divergent views (p. 15)

Mixed methods research is particularly useful for research about coaching because “coaching is a complex, dynamic, and context-dependent process that requires a multidimensional focus to capture its essence and provide useful information for consumers of coaching science research” (Gilbert & Trudel, 2004a, p. 395). In coaching research, a mixed methods approach was used by Williams and Kendall (2007), who surveyed 222 coaches and 125 researchers, and then interviewed a smaller subset of coaches (n= 15), and researchers (n=10). Lastly, while there are various methodological design options within mixed method research, this project, as directed by the epistemological approach (discussed below), follows a sequential pattern (Hanson, Cresswell, Clark, Petska, & Cresswell, 2005).

Epistemological Approach

I have adopted a pragmatic approach within mixed methods research which assumes a ‘common-sense’ or ‘real-world’ understanding of social science (Maxcy, 2003). Pragmatism rejects the incompatibility thesis which posits that qualitative and quantitative methods cannot be combined due to the contradictory world views traditionally associated with their epistemologies. Instead, both post-positivist and social constructivist epistemologies were employed at different times in the study depending upon the question at hand.

When using a post-positive paradigm I have assumed that the collected data represent facts about measurable variables which are distinct from one-another. Under

this worldview, I have accepted that certain things are able to be appreciated without my own goals or values affecting the interpretation or measurement of such variables (Sparkes, 1992). The dualism intrinsic to the post-positive paradigm asserts that certain facts exist in the world, and that there is a separation between the existence of these facts from my own mindful interpretation of them. As a result, under this paradigm, I was able to objectively measure certain findings as real and separate from any outside assignments of socially constructed labels.

Under social constructivism meaning is not discovered, but is instead constructed. Creswell (2007) offers an expanded definition:

Meanings are varied and multiple, leading the researcher to look for the complexity of views rather than narrow the meanings in to a few categories or ideas. The goal of research then, is to rely as much as possible on the participants' views of the situation. Often these subjective meanings are negotiated socially and historically. In other words, they are not simply imprinted on individuals but are formed through interaction with others and through historical and cultural norms that operate in individuals' lives (p. 21-21).

Assuming this epistemology afforded me the possibility to acknowledge and recognize that each coach has a unique biography contextualized by his or her social context. I recognized that there is no one meaning or path of coach learning and development, and that the learning needs and practices of coaches varied across the participants.

This pragmatic approach was particularly useful for the mixed methods design in which there were two phases. That is, while the numerous survey responses of Phase 1 could be objectively measured along demographic variables such as units of time, the

interviews of Phase 2 were a better match for the social constructivism worldview where meanings were co-created during the course of the discussion with participants.

Research Design Phase 1

Context

The first portion of my research served to explore the profile of recreational youth soccer coaches and the context within which they coach. As previously mentioned, very little is known about coaches working in youth recreational sport settings, and so this first portion aimed to address this gap in the literature.

Data Collection – Survey

A survey was used to collect demographic information, as well as general information about their team, their role as a recreational coach, and their approach to learning. The survey was available in both English and French (see Appendices A and B). The survey consisted primarily of multiple choice questions, but contained a few open-ended questions where coaches were able to fill in their own answer, as opposed to having to select from pre-determined choices. Certain questions asked coaches to isolate the learning activities they undertook during the ‘Summer 2010 Season’, allowing for a very current snapshot of the coaching learning context of recreational soccer coaches. The survey was piloted by a group of research peers; most of whom have youth coaching experience. Modifications were made to the survey based on feedback from the piloting process in order to enhance clarity and flow.

Participants and Participant Recruitment

Participants were limited to those coaches working at the youth house-league level in Eastern Ontario, and who were at least 16 years old. 'Youth' recreational teams included all those at the 'house-league' level for players aged 19 and younger. Coaches from other contexts, such as competitive soccer or adult soccer were not contacted, and thus did not complete the survey. Surveys were electronically delivered to as many recreational youth soccer coaches as possible within the Eastern Ontario District Soccer Association (EODSA) as facilitated by a research relationship with a representative from EODSA, and with local soccer club members. That is, in partnership with EODSA, I made contact with all (n=25) local soccer clubs offering youth house-league teams, and asked that an invitation (available in English and in French) to participate in my survey be electronically delivered to relevant coaches through club e-mail distribution lists. Seventeen clubs agreed to participate, and the remaining eight either declined or did not reply to our requests. Representatives from each of the clubs, usually a director of house-league, office administrator, or club president agreed to forward the information letter containing the link to the survey and invitation to participate to all of their house-league coaches. The survey was available on-line through Survey Monkey (Survey Monkey LLC, 2010) during August-September 2010, and took approximately 20 minutes to complete.

In order to know the possible sample size, club representatives were asked to note how many coaches were sent the survey, but in some cases detailed records were not available. In those cases, the club representative provided an informed estimate (based on the number of teams they had). With that in mind, 433 coaches, out of a possible

approximately 1827 completed the survey for an acceptable rate of 23.7% (Sheehan & Grubbs-Hoy, 2001; Sills & Song 2002). In order to achieve this response rate, by means other than those required by the Research Ethics Board (university affiliation emphasized, anonymity guaranteed), I utilized the following strategies a) the survey was introduced and endorsed by EODSA and the club to which the coach belonged, b) the information letter noted how one's participation would provide meaningful information for coaching science, as well as how it would help me in my PhD studies, c) follow-up reminders were provided, and d) a small soccer related prize was offered in a draw for all who participated (Fox, Crask, & Kim, 1988; Kaplowitz, Hadlock, & Levine, 2004). It is believed that these strategies contributed towards the successful response rate. Please refer to Appendix C for the e-mail invitation script (English and French together) used to invite coaches to complete the survey.

Data Analysis

The data analysis for the on-line surveys was comprised of an analysis of descriptive statistics. That is, through the use of SPSS software (IBM SPSS 19), frequency counts to determine averages of demographic information about coaches such as their age, coaching experience, formal coaching education experience, and coaching context were calculated. Chi square calculations were done to measure frequency counts against normal distributions. Information gathered from the on-line survey was used to inform questions for Phase 2, and guided the purposeful sampling of Phase 2 participants.

Research Design Phase 2

Context

In order to explore with more richness how recreational coaches learn about coaching, and about their preferred means to learn how to coach, a second phase of the research was undertaken. While Phase 1 was able to provide clear, descriptive, and generalizable information about the profile of youth recreational soccer coaches, the context of house-league soccer, and the ways in which coaches learn, the mixed method design allowed for in-depth and rich information about coaches' approach to learning through Phase 2. Data were gained from both coaches and administrators.

Data Collection - Interviews

Semi-structured interviews were conducted during this phase of the research. It is clear that there are many different types of qualitative interviews, and oftentimes different labels are applied to the same interview type. What one might call in-depth, another might call open-ended, unstructured, informal, or conversational (deMarris, 2004). What is common amongst these terms is that they generally imply an "informal, conversational style of the interview process, which enables the participants to engage in the process more freely without merely responding to researcher-generated questions" (p. 53). In order to honour the importance of the research participants, and in line with the social constructivist approach mentioned above, interview participants were considered conversational partners, and as such the interviews were intentionally "shaped by both the researcher's and the interviewee's concerns" (Rubin & Rubin, 2005, p. 14).

From Patton's (2002) description of 'Informal Conversational Interviews', I borrowed the idea that interview questions evolve between each interview as "each new

interview builds on those already done, expanding information that was picked up previously, moving in new directions, and seeking elucidations and elaborations from various participants” (p. 342). While the description of this interview style does not include the use of a guide (even a very basic focusing guide), Patton (2002) himself recognizes the usefulness of combining interview strategies. It is noted that “a conversational strategy can be used within an interview guide approach with...specif[ie]d certain key questions” (p. 347). In order to have open flowing interviews, important questions to be covered during the course of the discussion were noted in a guide. In some cases, the key questions were addressed during natural conversation, and in other cases they were asked directly.

Lastly, it is worth noting that the compatibility between the data collection method of interviewing with Jarvis’ theory of lifelong learning as the conceptual framework is very strong. Jarvis (2006) asserts that “getting adults to discuss their own learning is the correct way of seeking to understand learning” (p. 10). Furthermore, through interviewing, I was able to probe participants (in their own words), about Jarvis’ concepts of biography, social context, and varied experiences. For the final guide used during the coach interviews, please refer to Appendix D. For the final guide used for the administrator interviews, please refer to Appendix E. Note that a pilot interview was conducted prior to the actual coach interviews, and feedback from this process was integrated into the final version of the working guides. All interviews were conducted in English, and took place during Spring 2011.

Participants and Participant Recruitment - Coaches

The interviewed coaches were recruited through their participation in the on-line survey. Coaches agreeing to complete the on-line survey were asked about their willingness to participate in a follow-up interview. Approximately 140 coaches agreed to be considered for an interview and of those interested, 30 were purposefully targeted and interviewed. Patton (2002) notes how purposeful sampling, allows for “information-rich cases” to be chosen and studied and that these cases are “those from which one can learn a great deal about issues of central importance to the purpose of the study” (p. 230). Remaining consistent with Jarvis’ theory of lifelong learning, coaches were targeted based on their varied biographies, experiences, and social contexts. In order to know who to target, significant differences between the coaches were compared by conducting chi square cross-tabulations on their survey data. In doing so, factors such as coach age, sex, playing experience, coaching experience, and qualification were able to be compared to a normal distribution so that typical coaches, as well as those who stood out (on either end) could be targeted. All 30 coaches who were contacted for an interview via email and/ or phone reconfirmed their willingness to participate. All but one of the interviews were conducted in person. One coach asked for her interview to be conducted over the phone due to her limited availability to meet in person. Coach interviews had an average length of 68 minutes, with a range of 35-111mins, and were all audio recorded. They were each transcribed verbatim and were on average 16 single-space pages in length, resulting in over 480 pages of typed interviews.

Participants and Participant Recruitment - Administrators

In order to gain more information about the context in which recreational coaches volunteer and the learning opportunities available to them within that context, I also interviewed seven soccer administrators. Representatives from three different clubs were asked to participate, as were representatives from the regional (n=2), provincial (n=1), and national (n=1) soccer offices. The administrators were selected based on their ability to discuss house-league soccer (either at their club, or at the regional, provincial, or national level), and they were contacted by e-mail and/or by phone. All interviews were conducted in person with the exception of one, which, due to geographic limitations, was conducted over the phone. The seven administrator interviews ranged in length from 23-89 mins, with an average length of 52mins. They too were audio recorded and transcribed verbatim resulting in an additional 81 pages of script.

Data Collection – Additional Contextual Information

After the survey was completed, but prior to the interviews, non-participant observation took place in order to confirm my familiarity with the context of house-league soccer. Specifically, I visited a handful of local soccer fields during house-league games and/ or practices in order to appreciate the context with my own eyes. Having prior familiarity with the context meant that I visited the soccer fields on only 4 occasions (see Positionality section for more details) . I additionally gained access to several (n=3) club's e-mail distribution lists in order to become aware of the electronic dissemination of information from club administrators to coaches. In these instances, the data was not used for analysis; rather it helped inform the interpretation of the other data.

Data Analysis

Creswell (2007) contends that the core elements of qualitative data analysis involve: “coding the data (reducing the data into meaningful segments and assigning names to these segments), combining the codes into broader categories or themes, and displaying and making comparisons in the data” (p. 148). More specifically, thematic analysis as offered by Braun and Clarke (2006) is “a method for identifying, analysing and reporting patterns (themes) within data”, and it was this data analysis method which was used for this research project (p. 79). A primarily theoretical thematic analysis was done in order to examine the data through the lifelong learning lens, however inductively created themes were produced when emergent meaningful topics fell outside of the pre-existing coding frame. The pre-existing coding themes were based on the theoretical framework: Jarvis’ theory of lifelong learning, as well as knowledge derived from the scientific literature on coach learning. For example, the sources of coach learning, as noted in the literature, provided preliminary level themes. After all the interviews were coded, themes were then re-viewed, re-grouped, and re-defined in order to illustrate hierarchical relationships, overlaps, and opposition. After searching and reviewing themes within and across all the coded transcripts, the themes became better defined in order to illustrate “the essence of what each theme is about...and what aspect of the data each theme captures” (Braun & Clarke, 2006, p. 92). That is, new ways of coach learning were integrated with those previously mentioned by the literature. NVivo 9 data management software (Qualitative Solutions and Researching, 2010) was used to facilitate the coding and storage of the qualitative data.

Ethics

This research was conducted ethically and in accordance to all rules and expectations of University of Ottawa's Research Grants and Ethics Services (see Appendix F). Easily understandable information letters outlining the research project, the commitment being requested by the participants, potential participant benefits and harm, the rights of the participants, handling of data and results, contact information, and a request for informed consent was distributed to all potential participants. This was firstly achieved by including the information letter as the first page of the actual on-line survey (see Appendices A and B). Interviewed participants received, reviewed, and signed the information letter and informed consent form prior to the start of each interview. Please see Appendices G and H for the information letter and consent forms for the interviewed coaches and for the interviewed administrators.

Anonymity was guaranteed and honoured by the use of pseudonyms and the removal/recoding of personally identifying descriptors. Due to the lack of confidentiality associated with the administrative positions at the regional, provincial, and national level, decisions have been made to purposefully blur the identities of all administrators. That is, the administrators have not been distinguished as either club, regional, provincial, or national representatives, because this would threaten the anonymity of some of these individuals. The voice recordings from the interviews were transcribed, and are protected on a personal computer under password. All participants have been asked if they would like to receive a summary of the results, and final reports will be distributed to all those indicating their interest.

Positionality and Validity

I remain positioned to conduct and present this research because of my dual role of active coach and researcher, and this positively influences the validity of the research. After over ten years of coaching experience in recreational and competitive soccer and synchronized skating, I have amassed significant primary experience and knowledge about the culture of youth sports. It has been suggested that wide gaps exist between the practitioner coach and the researching academic, and in order to reduce this gap, it has been recommended that researchers act as coaches (Bishop et al., 2006). My role as an active coach places me within the ‘swampy’ complexity of real-life coaching and privileges my academic work over those who conduct research from the position of “impartial spectator attempting to stand above the world rather than being immersed in and preoccupied by it” (Cushion et al., 2006, p. 96). Also supporting the benefits of being both an active coach and researcher are former coach research participants who claim that “researchers with coaching experience would have a better appreciation of the issues facing coaches” (Williams, & Kendall, 2007, p. 1581). While I did not act as a youth soccer coach during the duration of this research, I did so for many years prior, and played on a women’s soccer team. The fact that I have amassed over ten years of coaching experience is relevant, as my familiarity and involvement within the youth sport context is significant. The benefit of having an insider’s perspective on coaching youth sport must be balanced alongside concerns that such experience leads to bias.

Patton (2002) makes clear that researchers have the potential to have “findings and reports [that] are explicitly informed by attention to praxis and reflexivity, that is, understanding how one’s own experiences and background affect what one understands

and how one acts in the world” (p. 546). A bracketing interview was conducted before any pilot research was performed in order to facilitate reflection about how my experiences inform my research (Rolls & Relf, 2006). In order to responsibly attend to my subjectivity and positionality throughout the research project, I maintained a conceptual baggage diary as recommended by Kirby and McKenna (1989). By making personal assumptions known, I was better able to understand how my own biography fit within the research process, and could also become alerted to biases that were not shared by research participants.

The maintenance of the conceptual baggage diary allowed for a constant reflection about the interview process. Rubin and Rubin (2005) warn that “the interviewer has to be self-aware, examining his or her own biases and expectations that might influence the interviewee” (p. 30), and they recommend that the researcher engage in self-reflection. In my conceptual diary, I was able to address a review of interview transcripts to see if my “questions are inappropriately leading the interviewee to specific answers or if [I was] avoiding following up in places that warrant additional questioning because [I did] not want to hear what might be said” (Rubin & Rubin, 2005, p. 32). By engaging in reflection during the bracketing interview and by using a conceptual baggage diary, the validity of this study was enhanced by taking deliberate steps to avoid interference and assumptions.

Kvale (1996) offers a helpful seven-point template which notes how validity must be maintained before, during, and after the research project takes place. Please see Appendix I for my own adapted version of ‘Validation at Seven Stages’. This chart illustrates how validity was addressed before, during, and after the research project.

While the chart provides a helpful overview, I will next detail some of the specific ways that the project's validity was maintained.

Validity was addressed by ensuring that participants were aware of their role in the research process. The research purpose was clearly explained to potential participants who then needed to offer informed consent in order to participate in the research.

Interview participants were made aware of the fact that an audio device was used, and they knew that they had multiple opportunities to review their contributions. That is, at the end of each interview, participants were given the chance to remove or add to any portions of the interview. Interview participants also received a copy of their interview transcript and were able to make additional changes before the analysis began. Six of the 30 coaches made changes to their transcripts, while only one of the seven administrators made changes to his or her transcript.

The validity of the research was additionally augmented by several forms of triangulation (Patton, 2002). The triangulation of methods involves collecting data by more than one method and this research included both surveys and interviews. Doing so meant that I was able to check for consistency of findings between and across these two methods, yet it is understood that both methods were threatened by self-report bias (Maxwell, 2004). As a result of this limitation, other forms of triangulation were pursued in order to strengthen the validity of the research. The triangulation of sources occurred by speaking with both soccer administrators and with coaches, and by surveying and interviewing coaches from different soccer clubs from across the region to see if and how participants differed from one-another. Analyst triangulation was achieved by ensuring that interpretations were reviewed and discussed amongst researchers (sometimes called

peer debriefing). That is, during the analysis of the data, I spoke regularly with my supervisor, and with other researchers about the soundness of my interpretations, and my organization of hierarchical themes.

In addition to the methods of triangulation noted above, validity was also attended to during the analysis process by being aware of, and avoiding ‘anecdotalism’ which is a threat to qualitative work (Braun & Clarke, 2006). As such, I did not insinuate that one or a few instances of a certain phenomenon represented a pattern or theme. I honoured the idiosyncrasies in ways that represented the fullest picture available to me.

The external validity of the primarily quantitative survey was maintained through several specific means. In order to increase the generalizability of the findings relevant to recreational soccer coach profiles, a large sample of available coaches was targeted. Each soccer coach belonging to a soccer club in EODSA had the opportunity to participate in the survey given that his/her club agreed to distribute the survey to them. The fact that participant volunteers might differ from non-volunteering soccer coaches (those who decline the opportunity to complete the study) is thus made explicit. The reliability and validity of the survey itself is addressed by the fact that the survey was piloted, and all participants received and read the exact same information letter and survey questions on their own personal computer screen.

CHAPTER FIVE – FINDINGS

The findings of this dissertation have been presented in four parts, roughly divided by the research questions. While the findings will be interpreted and discussed, conclusions will be drawn within the final dissertation conclusion.

Part 1 – Survey Data

The findings of Part One are divided into two main sections which correlate with the two following research questions: 1) Who coaches youth recreational soccer? and 2) What does the context of recreational soccer look like? Findings from Part One stem from Phase One; the on-line survey.

I - Who coaches youth recreational soccer?

Findings for data on coach gender, education, playing and coaching experience, certification, and parenthood, are presented in Table 4, which is organized according to coach age. Overall data (not explained by age-range) are also discussed.

Table 4: Coach Demographics

Age Ranges	Freq' (N) (%)	Gender (%)	Highest Education (%)	Soccer Playing Ex (%)	Coach experience (%)		Certification (%)		Children (%)
					Soccer	Other sport?	NCCP	NCCP Intention	Have children?
16-18	N= 14 3.2	Male: 35.7 Female: 64.3	Elem: 57.1 High: 42.9	Yes: 100	1 st : 78.6 2-3: 21.4	Yes: 21.4 No: 78.6	No: 100	Yes, prob: 27.3 Undecided: 27.3 No, prob not: 27.3 No, def not: 18.2	No: 100
19-24	N= 2 0.5	Female: 100	Elem: 50 High: 50	Yes: 100	1 st : 50 4-5: 50	Yes: 50 No: 50	Yes: 50 No: 50	Yes, prob: 50 Undecided: 50	No: 100
25-34	N= 36 8.4	Male: 44.4 Female: 55.6	High: 13.9 Cert/dip: 38.9 Bach: 41.7 Master: 5.6	Yes: 66.7 None: 33.3	1 st : 70.6 2-3: 11.8 4-5: 11.8 6-7: 2.9 8-10: 2.9	Yes: 31.4 No: 68.6	Yes: 11.8 No: 88.2	Yes, prob: 23.5 Undecided: 26.5 No, prob not: 38.2 No, def not: 11.8	Yes: 97.2 No: 2.8
35-44	N= 247 57.3	Male: 69.3 Female: 30.7	High: 4.9 Cert/dip: 26.7 Bach: 50.6 Master: 15.8 PhD: 2	Yes: 75.7 None: 24.3	1 st : 30.6 2-3: 24 4-5: 21.5 6-7: 12.8 8-10: 6.6 11+: 4.5	Yes: 52.9 No: 47.1	Yes: 25.7 No: 70.8 I don't know: 3.5	Yes, prob: 24.6 Undecided: 27.2 No, prob not: 39.0 No, def not: 9.2	Yes: 99.6 No: 0.4

45-54	N= 119 27.6	Male: 86.6 Female: 13.4	High: 10.1 Cert/dip: 26 Bach: 44.5 Master: 16.8 PhD: 2.5	Yes: 73.1 None: 26.9	1 st : 10.3 2-3: 20.7 4-5: 16.4 6-7: 17.2 8-10: 14.7 11+: 20.7	Yes: 56.8 No: 43.2	Yes: 34.8 No: 61.6 I don't know: 3.6	Yes, prob: 15 Undecided: 28.3 No, prob not: 42.5 No, def not: 14.2	Yes: 99.2 No: 0.8
55+	N= 13 3	Male: 100	Cert/dip: 16.7 Bach: 41.7 Master: 25 PhD: 16.7	Yes: 76.9 None: 23.1	2-3: 7.7 4-5: 15.4 8-10: 23.1 11+: 53.8	Yes: 53.8 No: 46.2	Yes: 61.5 No: 30.8 I don't know: 7.7	Yes, prob: 15.4 Undecided: 23.1 No, prob not: 53.8 No, def not: 7.7	Yes: 100
Total :	n = 431	n = 428	n = 430	n = 431	n = 431	n = 426	n = 401	n = 401	n = 431
Total Sample		Male: 71.6 Female: 28.4	Elem: 1.9 High: 8.3 Cert/dip: 26.2 Bach: 46.5 Master: 14.8 PhD: 2.3	Yes: 75.3 None: 24.7	1 st : 28.8 2-3: 21.3 4-5: 18.9 6-7: 12.3 8-10: 8.8 11+: 9.9	Yes: 51.4 No: 48.6	Yes: 27.5 No: 69.3 I don't know: 3.3	Yes, prob: 21.6 Undecided: 27.3 No, prob not: 40.2 No, def not: 10.9	Yes: 95.6 No: 4.4

Coach Age. Most coaches in this sample were between 35-44 years old and this is similar to findings about coaches in other studies within youth sport (Gilbert & Trudel, 2001, 2004b; Lemyre & Trudel 2004; Vargas Tonsing 2007; Wiersma & Sherman 2005; Wright et al., 2007). The coaches in this study have however, an age-range that includes an unusual number of younger coaches. Only the work by Campbell and Sullivan (2005) is similar in terms of finding school-aged teenagers acting as coaches. So while most coaches of house-league soccer are middle-aged, it is clear that this is a context where not only university-aged, but high-school students can contribute.

Perhaps not coincidentally, and since 1999, Ontario high-school students have been required to fulfill a minimum of 40 hours of community volunteer work in order to receive their Ontario Secondary School Diploma (Ontario Ministry of Education, 2011). The purpose of this requirement “is to encourage students to develop an awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities” (p. 60). Fortunately, research has confirmed that such a requirement, while not negatively impacting classroom learning, has contributed towards prolonged and increased involvement in community engagement by students who held one enjoyable primary volunteer role (Brown, Pancer, Henderson, & Ellis-Hale, 2007). It would seem that the role of a volunteer coach in youth recreational soccer is a potentially ideal match for Ontario students. Additionally, when asked about motivation towards volunteerism, it is younger volunteers (aged 15-24) who note that the recognition that they receive is important (Dorsch, Riemer, Sluth, Paskevich, & Chelladurai, 2002), suggesting that receiving credit through the school systems is important for young volunteers. Lastly, the Coaching

Association of Canada offers a leadership training program geared specifically towards high-school students' development as sport leaders (Fundamental Movement Skill High-School Leadership Program), allowing the integration of more student-coaches all the more feasible (Coaching Association of Canada, 2009).

The current sample also included a small number of older coaches (those aged 55+). While there is very limited information about sport volunteerism amongst older adults, or seniors, it is suggested that seniors approach volunteerism for reasons dissimilar to younger adults (Chappell & Prince, 1997). That is, it appears as though senior citizens are motivated to volunteer out of sense of obligation and social value (Chappell & Prince, 1997), which may match with youth sport coaching needs, although on average, seniors tend only to volunteer for a few hours each week, which may help to understand their relative absence from youth sport coaching.

Coach Gender. As reported by Trudel and Gilbert (2006), and most other researchers examining youth sport coaches, the coaches in this research study are overwhelmingly male with findings indicating that coaches were 71.6% male, and 28.4% female. Figures from 2008 of all *certified* coaches in Canada note that women comprise a very similar 30% (Coaching Association of Canada, 2012). If we compare this to the work of Reade, Rodgers, and Hall (2008) who surveyed 205 varsity level coaches in Canada, we can appreciate that the gender gap in recreational sport is quite similar to coaches in high performance settings. That is, Reade and colleagues found that only 18.5% of the coaches in their survey were female, and thus there are roughly only 10% more females at the (most?) recreational level of youth sport when compared to university level settings. One might expect a far greater number of female coaches at the

youth recreational context, and yet, this is not the case. Research investigating coaches from all contexts of sport in the United Kingdom report that males account for 69% of all sport coaches – a figure quite similar to what we find here with recreational Canadian coaches (sports coach UK, 2011).

The disproportional number of female coaches is said to result from a number of factors including the lack of female role-models and mentors (Demers, 2004), general and pervasive gender discrimination (Kilty, 2006; Norman 2010), the inflexibility and rigorous commitment required by coaches (Kilty, 2006; Robertson, 2010), and the androcentric nature of the sporting world which assumes that male coaches are naturally more competent than females (Werthner, Culver, & Mercier, 2010). Since recreational youth soccer is inherently less demanding and requires very little commitment when compared to other sport settings, it is disheartening to see that the other barriers seem to prevail. When looking at the gender proportions by age (Table 4), we can appreciate an over-representation of young female coaches. This is encouraging, as perhaps if these young women remain in coaching roles they will be able to serve as role models and mentors for other future female coaches.

Coach Formal Education. Data about the educational profile of other youth recreational coaches is not available for comparison, however, the survey data by Reade and colleagues (2008) offers an interesting comparison. While the coaches in his survey were required to hold a bachelor degree (and in some cases a Master's degree), he found that 53% held bachelor degrees, 35% held Master's degrees, and 9% held PhDs. In the current sample, where neither degree nor formal education minimums are required, 46.5% of the coaches hold bachelor degrees, 15% hold Master's degrees, and 2% hold

PhDs, making this a relatively well educated group of coaches. Unsurprisingly, research on volunteerism suggests that increased levels of education tend to correlate with higher levels and commitment in volunteer roles (Lammers, 1991).

Coach Playing Experience. As far as the coaches' own playing experience is concerned, a comparison could be made to older data from Silvestri (1991) whose survey on youth volunteer baseball coaches revealed that 92% of those coaches had previously played competitive-level baseball or softball. This is contrasted to the coaches of the current study where a much larger 24.7% of the coaches have never participated in any form of organized soccer at all. Similarly, many more soccer coaches from Lemyre and colleagues' (2007) study were inexperienced as players, as compared to the baseball and hockey coaches. Feltz and colleagues' (2009) suggestion that when volunteer youth sport coaches lack in coaching experience, they must rely heavily on their own playing experience "to provide the sport-specific knowledge of the skills, rules, vocabulary, and strategy of how the game is played", cannot apply for one quarter of the coaches of the current study who have absolutely no soccer playing experience (p. 37). Like Feltz and colleagues, Busser and Carruthers (2010), suggest that coaches lacking playing experience are likely to lack coaching efficacy.

Coaching Experience. The coaching experience (within the sport at hand) of the coaches in the current study differs from most other research in the sense that brand new coaches have been captured in this study. Most research on youth sport coaches have included only coaches with at least a few years of experience (Gilbert & Trudel 2001, 2004b; Lemyre & Trudel 2004; Lemyre et al., 2007; Wright et al., 2007). In the case of this current project, 28.8% of the coaches were in their very first season of coaching.

Surprisingly however, nearly 10% of coaches reported having experience in coaching recreational soccer for ten or more seasons. While the coaching context of youth recreational sport does seem to feature a great deal of turnover, the fact that a significant number of coaches remain within this context should be noted. Some have speculated about the potential disruption caused by high turnover rates of coaches in youth sport (Paiement, 2007; Sale, 1991; Shuttleworth 1994). Others (Rundle-Thiele & Auld, 2009), have instead examined the reasons why volunteer coaches in youth sport decide to remain involved and note that it has largely to do with a) positive team dynamics, b) intrinsic motivation to continue coaching, c) clear and open communication with clubs, and d) coaches feeling well supported.

The fact that such a significant number of coaches have coaching experience outside of soccer is an important consideration. That is, 51.4% of all the coaches report coaching another sport either prior to becoming a soccer coach, or concurrently. It has been speculated that coaches working in multiple sports are sampling different sports much in the same way that children sample sports (Timson-Katchis & North, 2010). In the case of these recreational coaches, it would appear as though the coaches are coaching the sports that their children are sampling.

Coach Certifications. On the issue of coaching certifications, comparisons to other samples are sometimes difficult because researchers sometimes recruit coaches at coaching education programs (e.g., Campbell & Sullivan, 2005; Vargas-Tonsing, 2007). This study reveals however, that 69% of the coaches have not taken part in the National Coaching Certification Program (NCCP). While 21.6% of all coaches in this study note that yes, they will probably take NCCP training, 27.3% are undecided. Larger numbers of

coaches have negative intentions to pursue NCCP training, as 39% note that they will probably not take NCCP training, and 9.2% indicate that they definitely will not take NCCP courses. For the coaches in this study, it was revealed that NCCP training was not required to act as a volunteer recreational level coach, and so the small rates of NCCP training are better understood. Research by Misener and Danlychuk (2009) indicates that when coaches take NCCP courses, a significant number of them (over 40%) do so because it is a requirement of their club, league, or association. It was also revealed that the coaches in this survey were not required by their club to demonstrate proof of first aid training or certification. We did not collect data on how many coaches carried these certifications on their own accord, but a comparison to youth hockey standards in Canada marks startling differences. All youth hockey coaches are required to complete a program about the prevention of abuse and harassment (Speak Out Program), and at least one coach with every team is required to carry first aid certification through the Hockey Trainers Certification Program (Hockey Canada, 2011). It was revealed that all of the youth hockey coaches in Wright and colleagues' (2007) study carried NCCP training; with 33 of them having at least a level 2 certification.

Coach Parenthood. It was determined that 95.6% of the coaches in this sample are parents. The survey was limited in not being able to capture how many coaches were currently coaching their children, although it was determined that for those coaches outside of their first season of coaching (n=311), 94.7% are or have coached their child. Similar findings were revealed in smaller samples within various youth sport settings (Gilbert & Trudel, 2001; Lemyre et al., 2007). Survey research by Busser and Carruthers (2010) highlight similar findings where 90% of their youth volunteer soccer coaches

coached their own child. This is dissimilar to the coaches from more competitive contexts in the UK Tracking Study (sports coach UK, 2011) where only 62% of the coaches are parents, demonstrating that many coaches within that study who are working in more competitive youth sport environments are not coaching their children.

In summary, it is clear that the coaches in this study are not a homogeneous group. Large variations in age, education, playing and coaching experience, certification, children, citizenship, and employment reveal that even within the specific coaching context of youth recreational sport, coaches differ from one another in many ways. The implications for coach learning within this context are great. For one, coach educators cannot assume that recreational coaches are seeking or gaining formal coach certification. With approximately only one third of these coaches engaged with the NCCP, it is safer to assume that recreational coaches are, for the most part, outside of this learning context. The role of small-scale club or league-led clinics or workshops should then be considered for formal coach educational opportunities. Organizers of these learning opportunities need then to appreciate the diversity of the coaches, and must be thoughtful when determining the aims of their learning opportunities. For example, a session on basic drills for young soccer players will likely be highly valuable for the parent with limited or no soccer experience, but might be perceived as a waste of time by those with extensive playing and/or coaching experience. Likewise, a session about the growth and development of youth might be of extreme interest to new parent coaches, or student coaches with limited expertise in the area, but might be of no interest to coaches who work as teachers, social workers, or physicians. Thus the variation of the coaches must

be considered alongside the desired learning outcomes in order for coach educators to appreciate the relevance coaches will perceive in the learning opportunities.

II - What does the context of recreational soccer look like?

In this section, the second research question is addressed. That is, findings about the context within which recreational youth soccer coaches work will be revealed and discussed. Findings from the previous section indicate that the coaches in youth recreational soccer are diverse, and so it is important to determine whether the context of youth recreational soccer, demonstrates similar diversity. Please see Table 5 for an overview of the coaching context as expressed by the coaches about their 2010 recreational soccer season.

Table 5: Recreational Soccer Context

Valid Percent	How became coach (%)	Age of players (average) (%)	Season			Practices		Administrative duties	
			Duration (%)	Games: how many (%)	Tournaments: how many (%)	How often (%)	Duration (%)	Part of role?	If yes, what duties (%) (can pick multiple answers)
	Initially volunteered: 69.3	5: 9.3	1 month: 0.5	None: 6.2	None: 31.3	None: 19.9	15mins or less: 0.6	No: 36.3	Planning: 55
	Was asked to coach: 30.7	6: 16.4	2 months: 12.7	1-5: 0.7	1: 61.1	1/week: 73.2	16-30mins: 33.6	Yes: 63.7	Communication: 8.3
		7: 5.6	3 months: 60.6	6-10: 13.3	2: 5.6	2/week: 6.9	31-45mins: 12		Finance/Social: 4.8
		8: 10	4 months: 23.2	11-15: 62.4	3+: 1.9		46-60mins: 15.4		On-line: 3.7
		9: 12.2	5+ months: 3	16-20: 11.4			61-75mins: 21.3		Travel: 1.4
		10: 8.8		21+: 5.9			76-90mins: 14.2		Fundraising: 0.7
		11: 11.5					91mins+: 2.9		
		12: 2.9							
		13: 6.6							
		14: 2.4							
		15: 6.4							
		16: 3.4							
		17: 2.9							
		18: 1.0							
		19: 0.5							
Total:	n = 423	n = 409	n = 406	n = 405	n = 409	n = 405	n = 324	n = 433	

Becoming a Coach. The participants in this study entered coaching for the 2010 season of soccer through one of two ways; they either initially volunteered to coach by contacting the club or upon registering their child (69.3%), or they were contacted by the club and asked to coach because of a coaching shortage (30.7%). The problems associated with securing volunteer coaches have been documented by Cuskelly, Taylor, Hoye, and Darcy (2006), and it is clear that it is the coaches' child who provides the "original impetus for parental involvement" (Busser & Carruthers, 2010, p. 138). The work of Busser and Carruthers (2010) revealed that only 12% of their coaches volunteered because no one else would, and yet here it appears as though nearly one third of the coaches in the present study were at least somewhat unwilling to coach since they were not the ones to initiate the offer.

Age of Players. Coaches in this study worked with children aged 5-19 years old. It is clear that the varied ages of youth participating at a recreational level of sport lends support to some developmental models, and raises questions with others. Côté and colleagues' (2008) model suggests that all children (after sampling different sports), can remain at the recreational level of sport. Similarly, the work of Lyle (2002) is also supported, as the coaches in this study are certainly working with youth in the 'participation' sphere of youth sport. An adaptation of Trudel and Gilbert's (2006) sport classification which considers there to be a unique context of youth recreational sport is also supported. The data from this study raise questions however about the applicability of LTAD, and Canadian Soccer Association's 'Wellness to World Cup' Long-Term Player Development (LTPD) (no date). Playing soccer at a recreational level seems only to be recognized in the 'Active for Life' stage, when in fact, this study reveals that youth of all ages can and do remain at the recreational level instead of climbing the ranks of competitive soccer as proposed by the LTAD and LTPD.

Characteristics of the Soccer Season. The coaches of this study were all involved with summertime house-league soccer programs. The survey results revealed that most (60.6%) seasons are three months long which roughly corresponds with elementary and secondary students' school break (Ontario Ministry of Education, no date). During that season most (62.4%), teams play between 11-15 games, which corresponds to one game per week for these teams. While a significant number of house-league teams do not participate in any tournaments (31.3%), the majority (61.1%) play in one tournament. In order to prepare for games and tournaments, it appears as though most (73.2%), of the teams practice once a week. Alarming a significant number of teams do not practice at all (19.9%). Data were not collected on the reasons explaining practice frequency (or lack thereof), although data from the section to follow may shed light on this issue. Lastly, there is a wide variety of practice length, with most teams practicing either between 16-30mins (33.6%) or between 61-75mins (21.3%).

As previously mentioned, recreational soccer for children and youth is difficult to find within Canadian Soccer Association's LTPD (no date). The 'Active for Life' stage aimed at "soccer for health & grassroots growth", and for players "who do not want to pursue high-performance play", yet instead are looking for soccer "as a purely recreational sport" recommends practices sessions that last between 75-90mins, and seasons that last year-round (p.10). There is clearly disengagement between the reality of the recreational soccer context and the desired outcomes as determined by the National Sport Organization.

Administrative Duties. Despite being in a recreational context, most (63.7%) coaches reported having administrative duties as part of their volunteer coaching role. Of those having administrative responsibilities, most noted that this involved planning (55%) which included preparing practice sessions, and determining player line-ups and shifts for games. Other duties

included: communication (8.3%), which included preparing newsletters or emails for families; financial or social tasks (4.8%), such as collecting fees or organizing team parties; and managing on-line information (3.7%), which included uploading scores or maintaining team websites. Very few coaches had travel (1.4%) or fundraising (0.7%) obligations. The fact that 36.3% of the coaches did not acknowledge any administrative duties might be explained by these coaches not perceiving game and practice preparation, communication, and related on-line duties as 'administrative'.

In summary, it is important to consider the diversity within the context of youth recreational soccer, and the many implications. Clubs and associations ought to recognize that a significant number of their coaches (one third who did not volunteer to coach, but were asked), might have some reluctance to coach. Any forum where new coaches are grouped together should also serve to ensure that the coaches who were asked to step forward in the absence of other willing individuals, are made to feel welcome, appreciated, and capable. Related considerations within coach development become apparent when such a large number of coaches need to be asked to volunteer. Learning to be a coach certainly includes learning to identify as one, and so specific measures to help new and or coaches who did not initially step forward to volunteer are important (Busser & Carruthers, 2010; Callary et al., 2012).

Within recreational contexts some coaches work with pre-schoolers, while others coach teenagers with part-time jobs and cars. Some coaches work with teams who do not have any practices, and for those who do hold practices, it seems as though there is great variations in the training duration. Likewise, differences in numbers of games, tournament attendance, and the overall length of the season all have implications on how coaches prepare. Specifically, knowing how to prepare a group of pre-schoolers for a weekend-long tournament, requires different

preparation than a coach taking a team of high-school students. While some coaches might require guidance on practice preparation, it would appear that for coaches working with teams who do not hold practice sessions, this information would be irrelevant. Coach learning opportunities need to reflect these, and other differences, for effective coaching is most certainly context-dependent (Côté, 2006; Côté & Gilbert, 2009).

Part 2 – Interview Data

The findings of Part Two are divided into two main sections which correlate with the two following research questions: 1) What does the context of recreational soccer look like? and 2) How do recreational soccer coaches learn to coach? Findings from Part Two stem from Phase Two; the semi-structured interviews. Before delving into the findings of these research questions it is primarily important to present an overview of the participants of this phase of the research. Please see Table 6 for the overview.

Table 6: Interviewed Coach Participants

Coach	Sex	Age	Highest Education	Past Soccer Playing Experience	Children	Other Coaching Experience (past or current)	No. of seasons of rec soccer coached	No. of rec teams	Club	Role	Practices / week	Taken NCCP for soccer	Age of House League Team	Gender of team
1	female	45-54	college	yes	2	Yes	16	1	D	Head Coach	1	unsure	14.5	girls
2	male	45-54	undergrad	yes	3	Yes	15	1	D	Head Coach	1	No	13.5	boys
3	male	45-54	undergrad	none	2	none	1	1	G	Head Coach	1	No	6	mixed
4	male	35-45	undergrad	none	2	Yes	6	1	D	Head Coach	1	Yes	12	girls
5	female	25-34	undergrad	none	3	Yes	1	1	C	Head Coach	none	Yes	6	mixed
6	male	35-44	masters	yes	3	Yes	1	1	G	Head Coach	1	No	6	mixed
7	female	35-44	undergrad	yes	2	Yes	9	1	C	Head Coach	1	Yes	12.5	girls
8	male	45-54	PhD	yes	2	none	11	1	G	Co-coach	none	No	14.5	boys
9	male	35-44	undergrad	yes	3	none	1	1	G	Head Coach	1	No	6	mixed
10	female	45-54	undergrad	yes	3	Yes	13	1	C	Head Coach	1	Yes	6	mixed
11	female	35-44	undergrad	yes	3	Yes	4	1	C	Head Coach	1	Yes	7	mixed
12	male	35-44	masters	yes	2	Yes	20	2	J	Head Coach	2	Yes	8.5	mixed and boys
13	male	35-44	college	none	1	none	2	1	K	Group of coaches	1	No	6.5	boys
14	female	45-54	undergrad	yes	2	none	1	1	K	Head Coach	none	No	15	girls
15	female	25-34	high school	none	2	none	1	1	K	Head Coach	none	No	11	boys

16	male	35-44	college	none	2	none	2	1	A	Head Coach	1	Yes	14	girls
17	female	45-54	undergrad	yes	1	Yes	3	1	L	Head Coach	1	No	6.5	mixed
18	female	16-18	high school	yes	none	none	1	1	L	Head Coach	1	No	10.5	girls
19	male	35-44	undergrad	yes	3	none	1	1	H	Head Coach	1	No	7	mixed
20	male	25-34	college	none	2	Yes	1	1	F	Head Coach	1	No	3-5yrs	mixed
21	female	25-34	college	yes	1	none	4	1	C	Head Coach	none	No	7.5	boys
22	male	16-18	high school	yes	none	none	1	1	G	Head Coach	1	No	6.5	boys
23	male	55+	undergrad	none	2	none	4	1	G	Head Coach	1	No	10.5	girls
24	male	35-44	undergrad	yes	1	Yes	2	1	H	Co-coach	1	No	8.5	boys
25	male	35-44	undergrad	yes	2	Yes	6	2	G	Head Coach	1	No	13	girls
26	male	35-44	masters	none	2	Yes	4	2	E	Head Coach	1	Yes	8	boys and girls
27	female	35-44	undergrad	yes	2	Yes	2	1	F	Head Coach	1	unsure	5	mixed
28	male	25-34	undergrad	none	2	Yes	5	1	I	Group of coaches	none	Yes	5	mixed
29	male	25-34	high school	yes	2	Yes	2	1	B	Head Coach	1	No	7	boys
30	female	35-44	masters	yes	4	Yes	8	2	B	Head Coach	1	Yes	9.5	girls

I – What does the context of recreational soccer look like?

It is firstly important to define, in the participants' words, what community house-league soccer is all about:

- “House-league is the foundation of all of soccer” (admin 1)
- “It’s not about winning in house-league, it’s about participating” (coach 3)
- “House-league is for kids who want to play and have fun” (coach 8)
- “It’s the perfect sport for kids to get some exercise, and it’s quite affordable too” (coach 14)
- “House-league soccer is essential because it provides a place for kids to play soccer who don’t have the skills or who don’t want to play competitive soccer” (coach 16)
- “It’s so important because not every player is going to play competitive soccer, and so house-league is perfect for everyone else who still wants to play. If it was only the competitive stuff, my daughter wouldn’t have ever played!” (coach 17)
- “I don’t think the point of house-league is to be faster, stronger, the best. That’s what competitive soccer is for. We’re here to make sure all the kids who just want to play have a place to participate, learn, and have fun” (coach 18)

House-league soccer does however present some very real and unique challenges to coaches. They are divided into two main areas 1) club-level system challenges, and 2) player-related challenges.

1. *Club-level system challenges* included issues with coach recruitment, team sizes and referees.

Coach Recruitment. Coaches and administrators explained that following the initial call

for volunteer coaches, there remains great shortages which often are not able to be filled until the very last second. An administrator explains the process as such:

We have a few on-site registration days. There is a table for parents to volunteer as coaches. Once those days come and go, and we make the teams, there are *never* enough coaches. Then we have to start e-mailing everyone. I do that every week until the week the games actually start in order to find more volunteers. This is such a big job, and everyone volunteering at the office are already up to their ears in soccer. (admin7)

The same administrator explains how the issue gets compounded resulting in coaches missing important learning opportunities:

Our club offers a soccer clinic for house-league coaches, but the problem is that we are always filling coaching positions until the hours before the 1st games. So those courses come and go, but then there are all these brand new people who don't know anything about soccer who are pretty much forced into coaching. They need the courses most I bet – but they missed them. (admin 7)

One of the coaches can attest to this, as she missed the coaching clinic offered by her club the season that she began coaching, “when I started volunteering it had already passed” (coach 15).

The problem to secure enough coaches, and the consequence of recruiting coaches at the last minute who inevitably miss coaching clinics put on by the club, results in less than desirable coaching methods as perceived by some:

We had an email saying there are lots of teams that don't have a coach, and if none of the parents volunteer then you can't have a team. So they were definitely struggling to find people. So a lot of the teams last year were coached by a lot of people who had never played soccer or maybe had only coached hockey or something, so they kind of merged

over to soccer. So it made for some interesting games last year for sure (laughs) (coach 21).

A coach notes how within this process, even when an inexperienced individual takes up the challenge, they may face scrutiny from other parents who were unwilling to coach the team themselves. She explains how she has witnessed many coaches who appear lost or misguided:

And you had other people, who don't have a clue what to do, because they've been told 'your kid's not going to play if one of you don't volunteer'. So a random parent or a few parents sort of come together to figure it out, but then other parents might get upset because they're not doing it right. That's how it goes" (coach 1).

There is a clear challenge for coaches here in the sense of the timing and efficiency of the recruitment. Current practices result in coaches who were at least somewhat reluctant to volunteer in a coaching role missing opportunities to develop coaching skills.

Referees. There are club-level systematic concerns about the referees provided for house-league soccer who are purported to be young and inexperienced. Coaches and administrators explain that the referees in community house-league soccer are usually teenagers lacking experience. According to these coaches, it is not uncommon to have young referees, sometimes only several years older than the players themselves, refereeing recreational soccer.

One coach explains:

You have a 13 year-old maybe, referee, on the field that's reffing, and she's probably her first year reffing. Sometimes I feel like I end up protecting the refs from crazy parents.

That's also part of the job in house-league I guess? (coach 25)

It is clear that this coach appreciates responsibilities about shielding young referees from aggressive parents, and although he feels like this ended up being part of his job as a coach, he did not know that this would be part of his coaching duties.

Another coach makes mention of how within youth recreational soccer ‘everyone’ is learning:

The refs are so young. They don’t know how to be assertive. Sometimes we have to encourage them to blow their whistles and to use their voice louder – otherwise the kids don’t know what’s going on. Everyone, and I mean everyone, is learning. (coach 2)

Here we can appreciate another example of where, in addition to the responsibilities of coaching a team in a game setting, (keeping the children focused, coaching children from the sidelines, organizing and implementing line changes and player position), coaches are feeling obligated to coach the young referees too.

Team Size. The third issue within club-level challenges is that of team size. In a context where there is a clear shortage of coaches, and multiple calls need to be made to fill in the vacancies, coaches in this study noted that oftentimes club dealt with this issue by creating teams that were too large. In addition to addressing the coaching shortfall, it was mentioned that in creating large teams, clubs can also save money:

I think there were enough kids to play on 3 teams but they didn’t want to do that because they thought it would be too expensive to get another set of jerseys. So, instead we had these two huge teams in our area. Every time we could do a substitution we would try to get that done so that all the kids would play. The teams were just too big. (coach 17)

Another coach, facing the same dilemma of having too many players on her roster tried to solve the problem on the club’s behalf, but was met with resistance:

The problem with last year was I had a roster of 24 girls. If I had every girl show up to every game and I'd have 11 playing, we'd still have 3 girls who hadn't touched the ball after 2 shifts! At the beginning of the year I worked with the league organizer and asked for a third coach so that we could make a third team. We went back and forth for close to a month. I sent out an e-mail to all parents on my team, and 2 parents stepped up saying they would take on the new team. The league wouldn't do it. So there were 2 huge teams of 24 and it would have made more sense to have 3 teams of 16 or whatever. It was more than a little difficult. At practices I'd make sure we really split up the girls. (coach 4)

Despite being unsuccessful in dealing with the club about adding a third team, this coach instead had to be extra resourceful in order to involve all of her players at practices and during games.

The aforementioned three areas related to club-level and systematic challenges have real consequences for community volunteer coaches. There is an obvious problem with the recruitment of coaches and the timing of club-level coach training sessions. Many coaches report not having enough time to attend coaching development opportunities, (Gilbert et al., 2006; Hedstrom & Gould, 2004), and yet it seems that too many coaches are not even in place as coaches in time to attend the session hosted by their club. By missing these club coach sessions, not only do some coaches miss the chance to be oriented in the club structure, and miss the learning opportunities covered at the session, but they also miss out on the chance to meet other coaching colleagues. Attendance at such an event is a great way for coaches to network and meet individuals with whom they can discuss coaching issues (Gilbert et al., 2009; Gilbert & Trudel, 2005), and it is thus unfortunate that many recreational coaches are denied this opportunity.

Whereas a team that is too large creates additional considerations for coaches, it seems as though community recreational soccer coaches have no say in the formation of their team. Teams

are organized by the club, and handed to the coaches who must learn not only how to coach the players on the team, but must also learn how to deal with large team sizes. As teams increase in size, it is suggested that player enjoyment and cohesion decreases, and that players on larger teams feel too crowded (Widmeyer, Brawley, & Carron, 1990), and so another layer of complexity is added on to the responsibilities of recreational coaches, many of whom are in their first season of coaching.

About the issue of young and inexperienced referees, it would seem as though the development of referees begins with their placement in community recreational settings. Often young referees are not only learning the written rules, but are also learning how to enforce them (Dorsch & Paskevich, 2007). When coaches feel like they have the extra tasks of encouraging or sheltering referees lacking assertiveness, it adds to the duties of coaches, and thus adds to the complexity of their role. From the discussions with the coaches, it seems as though this is something they were not anticipating when they agreed to coach, nor was it something that they ever received guidance about. Research by Kaissidis and Anshel (1993) highlights the fact that younger referees, as compared to adult referees, are significantly more susceptible to stress caused by verbal abuse from spectators or coaches, and so we ought to applaud coaches who aim to assist young referees to deal with this pressure.

2. *Player-related challenges* is the second theme of recreational coach challenges, and includes issues faced by coaches related to player ability, motivation, and position. As alluded to previously, and unique to community recreational settings, the coaches are not responsible for selecting the players on their teams. Rather it is the clubs' administrators who place players on teams based on some combination of geographic location (neighbourhood),

friend requests, and sometimes the use of player assessments from previous summers (when available) to aim for balanced teams. Within community recreational youth soccer it should go without saying that all children who register will be offered a spot. This however, effects team composition, and causes player-related challenges for community coaches.

Player Ability. The first player-related challenge facing community recreational coaches is that of player ability. Coaches and administrators noted that unlike competitive soccer where players can be selected based on their abilities, the community house-league players have a wide variety of experience and skills, and that this range can be incredibly large. One administrator explains his perspective on team formation:

Even though we try to have even teams, new kids come into the league and so we don't know how strong they will be. That messes up the balance of the teams. Also, when there are friend requests, or two parents who want to coach together and both their kids are quite strong, that too messes it up. We try to be balanced so that it's fair and more fun – but it's a nightmare. (admin7)

Another administrator explains how, in addition to house-league players having a wide spectrum of skills, when former competitive players decide to play at the recreational level, there are even wider gaps between those with the weakest and strongest skill levels:

At the teenage level, a lot of house-league players are former competitive kids who, for many reasons, have decided that competitive soccer is no longer a good match. That means there is such a wide range of skills. (admin 3)

Coaches were eager to explain the wide range of skill levels and noted that this range was hard to deal with. One coach suggests,

I definitely had a varied group of athletic abilities. I had kids who you could tell could have moved to a competitive team to kids who probably spent most of their time on a couch, all on the same team. It was drastic. (coach 11)

The range of player ability is not only affected by children and youth moving “down” from the competitive ranks, but also by the players’ experience within recreational soccer. Thus, some children may have played community recreational soccer for many years, and as a result will have gained and developed some skills as soccer players that brand-new soccer players have yet to develop. Again, since all children who register for community recreational soccer will be offered a spot according to their age, the teams can be quite unbalanced, even at age groups that are quite young, as is explained by this coach, “They were U7 boys, all different skill levels. Most of them had just started last year, but the ones who had already played a few seasons were already quite a lot better. That made it hard” (coach 13).

Another coach was able to contrast this issue to her experience as a coach with competitive soccer teams:

The boys ranged from very skilled to really introductory, as some of them were in their first year of playing. Others had played for probably 6 years, and so had a lot better skills. You don’t get that range in competitive...it was easier when I coached competitive.

(coach 21)

The difficulties associated with having players of different abilities extended not only to coaches needing to adjust their line-ups (player position), drills, and games, but also in how they dealt with the feelings of their players:

You have kids who couldn't make contact with the ball if they tried, and then other ones who take the ball from anyone and can take it down the field. If you start treating them differently, the other kid will think 'wow, why am I even here?'. (coach 17)

Finally, player ability arose as an issue as coaches expressed how they might have children on their teams with special needs. One coach admits, "We had three children with special needs, and that was tough. We didn't score a goal the entire first month of the season" (coach 12).

It is revealed then, that while coaches need to learn how to handle the logistics of having teams with players of varying ability, they are also having to learn how to deal with the feelings associated with this issue. Making modifications to drills, or adjusting the line-ups to account for large variations in skills is reportedly being noticed by players, and so coaches need to also figure out how to react sensitively to this issue so not to make any players feel more or less valued.

Player Motivation. The second player-related challenge facing house-league coaches is that of player motivation. Although the challenge of team size has already been discussed as a challenge stemming from club-level concerns, it appears again here when it relates to player motivation. Coaches noted that since community house-league players are not selected based on their attitude or dedication, in many cases the motivation of their players varied widely. It was not uncommon to have a child with no interest in participating:

One kid on the team: he just didn't want to be there. He'd cry quite often and wouldn't want to go on the field, and his dad was fairly disengaged in the games - he'd sit there and read a book. This kid did not want to get onto the field at all. (coach 6)

Coaches were able to explain that some children might not want to participate in soccer, but that it was their parents who wanted them to be on the team. The child's unwillingness to engage as an active participant was particularly challenging for new coaches:

Some of the children are there only because their parents registered them; they aren't doing it because they want to become a better soccer player. So there was nothing to help us deal with kids who didn't want to be there as much as others. That was actually really hard as a new coach. (coach 3)

Coaches poignantly discussed their struggle when player motivation varied so much, and when a significant number of the players demonstrate poor attendance. One coach notes the very specific concern he had about players receiving sufficient warm-up time: "It's a challenge for me because of kids showing up late for the practice and just showing up for the game and you wanted to ensure that they did warm ups before, but they aren't really committed" (coach 9). Another coach goes on to explain the dilemma facing coaches who, on one hand have a large spectrum between their committed and non-committed players, but on the other hand, feel like their duty as a house-league coach is to ensure even playing-time:

Because it's recreational, you're faced with the player who doesn't come to every practice but they have to go on the field, and then the player who comes to every practice and they're getting the same field time as the one who doesn't come to practice. That was always a touchy area. You don't want to discourage the girls who always come to practice, so there was a fine line where we carefully created that dance where we included the girls who were at practice to have a little bit more time but it wasn't done overtly – it wasn't told to the girls but it was subtle. Like I said, this was touchy; it took energy to deal with. (coach 7)

Not only does this coach feel obligated to find a creative solution to reward her most dedicated players, but she does it in such a way that maintains the perception of even playing-time for all the girls.

Another coach notes the lack of dedication of some of his players, drawing a comparison with his experience with hockey teams, and speculating about competitive soccer settings:

I find it really different from hockey, and it's probably quite different in competitive soccer. I mean these house-league kids don't really have a sports attitude; they aren't committed. They know and their parents know that they will all get to play even if they don't show up. When the kids are motivated you can potentially do more. As it is, you have to really gauge the day/the kids/their attitude and figure out how much you're going to try and teach them and how much you're just going to give them: a bit of exercise and keep them from killing each other, and if you get to the game of soccer it's a bonus"

(coach 24)

This quote demonstrates that in addition to dealing with the issue of even playing-time for all players, community recreational coaches are tasked with dealing with unmotivated or unfocused players during practice or game sessions. One coach notes his realization that if his practices are too rigorous, the players simply will not come in saying, "The girls were at the age where they weren't going to come to practice if you were going to drill them hard, because it's only house-league" (coach 16). A second coach echoes this perspective and suggests a reprioritization from hard work and skill development to simple fun:

These boys are less interested in improving their skills. If they wanted to work hard they would have joined the competitive program. They didn't. They were here to have fun with their buddies. So that is what we did – we had fun. (coach 8)

Finding fun, engaging soccer-related activities that were not perceived by the players as boring or requiring too much effort, were not always within these coaches' reach, and so many coaches dealt with this coaching challenge by cancelling ill-attended practices.

As mentioned, player motivation impacted attendance, and so while some coaches were dealt team sizes that were very large, most coaches noted that it was the weekly shifts in team size that caused them to struggle. Coaches reiterated that since so many families go away on summer holidays, and the general wavering motivation by some players, they have highly variable team sizes. This was illustrated by one coach, "Sometimes we had all 12 players and sometimes we'd only have the 5 players. It's tough, but I guess that's the nature of it" (coach 13). One coach even alleged that it was easier for her when she could count on a certain number of players being away:

We had 2 ½ lines when everyone was there, that was the difficulty when it came to subbing people when you had that many. When people were on holidays, then kids liked it more because they'd get more field time. It's strange that we had to rely on kids missing to make it work. It shouldn't be that way – but in house-league it is. (coach 11)

Similarly, while coaches try to plan their line-ups in advance, they quickly realize that with unpredictable rosters, they need to sort it out 'on the fly':

You never how many kids you were going to have. There were nights we had a full team and the other team had only 8 players – that was awkward for everyone. It's so hard to make sure they all get fair playing time when you never know which ones will show up" (coach 24)

Clearly, the coaches would have an easier time if they had a consistent number of players each week because they would be able to better figure out player substitutions:

The easiest situations are where you have only 2, 3, 4 subs. That's easy to manage. When the full team was there, it is harder to manage. When there's 18 it's hard, because you've got 7 on the sideline, that's again harder to manage. (coach 25)

The issues stemming from player motivation are complex. Coaches of recreational soccer teams are tasked with knowing how to deal with unmotivated and unfocused players. On top of that, they deal with unpredictable rosters in a setting where they feel expectations to provide fair playing time to all their participants. More complicated still are the issues they face when aiming to host practices that appeal to the motivational level of their players.

Player Position. Lastly, when it comes to player-related challenges, it seems that many coaches struggle to find players willing to play as goal-keeper. Unlike competitive soccer contexts where a specific goal-keeper will be selected; community house-league coaches struggle to find players interested in playing this position. For some coaches, this is the first hurdle to overcome each game day, “The first problem at the game is figuring out who is going to be the goalie” (coach 30). It appears as though, as a chronic problem, some experienced coaches know to deal with it early on in their season:

We had no keeper, there was nobody on the team who came forward and stated that they wanted to be keeper for the season. So, we were faced with having every girl going to the net. Everybody was going to practice, and it was a good 15 minutes each week so that everybody got some goalie skills. They all agreed that this was the way we were going to do it, and they were going to take that on. But this was hard on me – it was something extra that I wasn't expecting, and some of the girls, while they agreed, I could tell – they really didn't want to be goalie” (coach 7)

Even though this experienced coach knew to have her players come to an arrangement about sharing the goal-keeping duties, she struggled knowing that her solution was less than ideal. The fact that the goal-keeping position can be very undesirable to some players is confirmed by this second experienced coach, who notes some players' disdain for the spot.

Even in house league, for the most part, not everybody plays goalie, but at the younger ages yes, I think they all must give it a try. Or, we kind of make them give it a try. As much as we can: at least everyone is going to play goalie once. But, for the older girls there's no way. Cause, there's no chance; they've played goalie before and they don't want to be there at all. They hate it. And that's fine. As long as we can find 2 kids or even 1, who want to play there all season. But that's not always easy. We've been luckier than most teams. (coach 25)

Whilst appreciating their luck in securing a goalie, this quote makes clear the awkwardness associated with encouraging all players to experience the goal keeping position.

Considerations for coaches are vast considering these player-related challenges facing community recreational coaches. First of all, while coach education opportunities might provide coaches with some ideas on age-based drills to incorporate into training sessions (Côté, 2006), coaches might not receive much (if any) guidance on how to adjust their drills to meet the needs of skilled and unskilled players on teams of varied sizes. Furthermore, dealing with varied skill levels of players requires coaches to walk a delicate line; on one side keeping skilled players adequately challenged, while on the other hand ensuring less-skilled players feel equally worthy. All the while they are to master this balance whilst conducting their practice session or game; requiring skills which might also be underdeveloped. This study has thus revealed new considerations for coach development, as not only do coaches need to know how deliver

coaching sessions (fill the content), but they should also be aware, and be prepared on how to make many adjustments to their plans according to the abilities of their players which might not align with age-based average guidelines, in ways that are sensitive to the players involved.

Variations in player motivation have revealed many implications for coaches. It was revealed that within community recreation soccer settings players with reduced motivation to participate cause great fluctuations in team size. Coaches in this setting must learn how to deal with making equitable substitutions when one week they have three substitutions to make at each change opportunity, and other weeks it may be far more. Compounding this issue, is that coaches in recreational settings feel compelled to offer even playing-time for all their players; even for those with mediocre attendance records. How then are coaches to learn how to handle this? The coaches in this study noted these as unanticipated challenges, and so it would seem that current club frameworks and coach development opportunities are not adequately dealing with these issues. Work by Wiersma and Sherman (2005) has also identified player motivation as a coaching challenge, but while most research on player motivation focuses on coach responsibilities in setting appropriate motivational climates (e.g., Mageau & Vallerand, 2003; Reinboth & Duda 2006), more needs to be known about how coaches can deal with youth players who enter the sporting context with low motivation to participate. In turn, this information needs to be translated for community recreational coaches, who it appears, are the coaches dealing with such players.

Lastly, learning how to deal with the shortage of players interested in being the goal keeper, coupled with players' unwillingness to play in this position is certainly a challenge for community youth recreational coaches. While scholarly references about soccer positions tend to deal with position-related injury (e.g., Bjordal, Arnøy, Hannestad, & Strand, 1997; Engström,

Forsssblad, Johansson, & Törnkvist, 1990) or physiological considerations by position (e.g., DiSalvo et al., 2007), it would seem that coaches might be best able to learn about this challenge by speaking with other coaches. Increased opportunities to network and discuss this challenge with other coaches seems appropriate (Gilbert & Trudel, 2005; Griffiths & Armour, 2012).

II – How do recreational soccer coaches learn to coach?

The sources of coach learning are discussed under the headings proposed by Nelson and colleagues (2006), yet will be explored with specificity. That is, the actual sources of learning as expressed by the coaches are presented. The ways in which recreational coaches reported to learn, as evidenced by this study, are presented in Figure 2 which, like Figure 1, situates the eight contexts/sources of learning within Nelson and colleagues' (2006) framework. Those mentioned by recreational coaches in this study are marked with an asterisk.

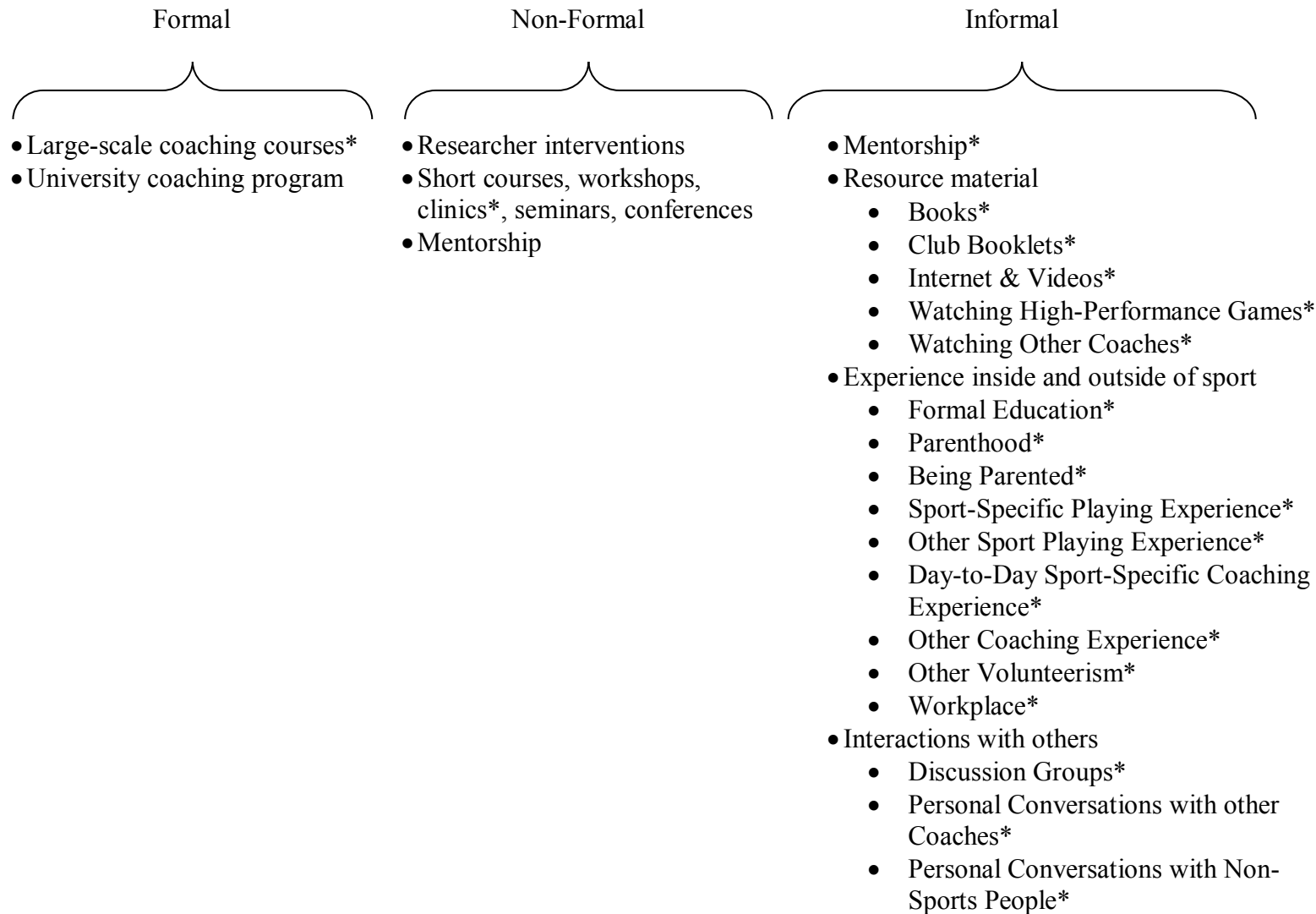


Figure 2: Updated categorization of coach development contexts and sources (*applies to youth recreational soccer coaches)

Formal Coach Development

Large-Scale Coaching Courses. Ten coaches had taken part in the National Coaching Certification Program (NCCP). Noting general satisfaction, it seems as though coaches had nuanced views about the specifics of their NCCP experiences:

I think the most valuable thing I did early were the coaching clinics. What they provided me with was a structure on how to coach and what to work with. I left there with concrete ideas that I could apply directly. So absolutely if I didn't have that I would have been struggling for a while because there is so much information out there when you're first becoming a coach...I'm disappointed however with some of the choices about content. There's little on how to contact the ball in a kick, nor on how to position the kids for success. Most kids toe-kick the ball at first, and this often continues until they are teenagers in rec soccer. (coach 2)

Some coaches noted less favourable views about the NCCP, "The course was useful for me, but it was overwhelming as they were asking questions about development skills. I felt like I was in psychology first-year all over again" (coach 4). Similarly, this coach expressed mixed views:

If you want to be a very good coach, you go to the courses. Take them, listen, use what you can from it. Not everything they give you will you be able to use, but you take what you can and you grow from that...I also coach competitive teams, and so I've taken quite a few courses..they can be quite repetitive however. (coach 1)

Other coaches were able to note the barriers they faced; acknowledging why they were not able to pursue NCCP training, "unfortunately I couldn't participate in the clinics that they had because it didn't work in terms of work and the kids" (coach 5). Along the same vein this coach offered, "the course was on a long-weekend, and so I couldn't attend. Another year, we weren't

given enough notice, so again I couldn't attend" (coach 27). Others still, while not engaged with the NCCP, credited other formal coach education programs as helpful with their soccer coaching:

The hockey training was very useful. It was the Speak Out course, and I learned things about applying your coaching philosophy, about treating the kids fairly, and always remaining positive. This has been useful as a soccer coach too... also you see other coaches and then you talk to them and see why they became coaches and what their experience has been. So that's helped me a lot. Also you don't know what your place is in this whole system as a youth rec coach until you attend the official coaching courses. These courses help you to see the big picture and where you and your team fit in – well in hockey anyway (coach 26)

Indeed, another coach, in addition to praising the Speak Out program, claimed that the training he received during a special hockey clinic put on by the local NHL team, and the clinics he attends as a lacrosse coach “are all transferable to soccer too” (coach 24). While not all coaches in this study accessed large-scale coaching courses, of those who did, there was a range of perceptions about the value of these learning opportunities.

Non-Formal Coach Development

Club-Level Clinics. Many coaches discussed the fact that their clubs host clinics for house-league coaches. It is clear that these clinics, while not offered by all clubs, ranged in structure and purpose, as is noted by coaches who found the clinics to be more like meetings:

At the beginning of the year there's a 2-hour meeting that they hold and it's 'here are the rules', a meeting they have every year with a boring slide-show saying you'll get socks and shorts, and shirts for your team. It's that kind of thing, very administrative. (coach 4)

Similarly, this coach found the purpose of the coaching clinic to be mostly administrative:

It's called 'coach's night'. Sadly, it's not very well attended. That's where we get our outline for the year, our expectations from the board of directors, our convenors, and this is where we put a face to the name and we get to know each other right away. (coach 7)

Some coaches really enjoyed certain portions of their clinics. Several coaches expressed that they appreciated club clinics because the content is focused on small age-groups, "So when you go to the clinics, you obtain specific drills for specific age groups and that was really good. From there, you build, but the clinic: that's the foundational block" (coach 2). Several coaches, like this one, were appreciative for the question and answer sessions and the opportunity to work on practical skills:

We went outside and did some practice drills with one of their pros. That was really helpful too and being a first time coach, it certainly was useful, might not be quite as useful this year if they ask me to go back but it was good when I was still a new coach. There were some interesting questions, for example – what happens if a parent is upset, what's the best way to deal with that confrontational situation as a coach, or if someone is getting a little bit too competitive – so we addressed those in a group setting. There were some coaches who have been there for many years and they had some good feedback, so it was useful. (coach 9)

Others were frustrated with their experience, as expressed by coaches who said, "a lot of the time these sessions go like this: 'here are the balls, the cones – have a good year'" (coach 12), or, "they would get us all there but then they gave us only the contact list for our players, a list of tournament, and photo dates – with no direction in how they want us to coach" (coach 16), and "I was hoping they'd be able to give us pointers and information on coaching, but that wasn't

covered” (coach 17). Analogous to some coaches’ concerns about NCCP courses, certain coaches felt overwhelmed at club-level clinics:

The first one I went to I was completely out of my element. I was sitting beside a full-time coach who was kitted out in a full soccer outfit, and I’m thinking ‘I’m only here for my kid; I don’t watch soccer on tv; I’m not as serious as these people’. (coach 4)

Many coaches reported that while their clubs do not offer any coaching clinics for house-league coaches, they themselves have asked the club administrators to offer them in the future. Certain coaches missed the clinics offered by their club due to the fact that they had not yet agreed to be a coach by the time the clinic was offered. Similar to NCCP courses, time acted as barrier to coaches who explained that they chose not to attend club clinics because they felt like they did not have enough time. Others reported that they would have attended (and would attend in the future) if they knew what the content would be in advance, or if certain guest speakers (who they respect) would be there. Other criticisms about the club-seminars revolved around the lack of opportunity to meet and discuss with other coaches. This coach noted how there was no encouragement for coaches to get to know one-another, “Most of the time they’d pack up and leave. So the interactions between coaches were pretty limited. It’s a shame because it’s an opportunity lost” (coach 5). Although not all coaches were afforded the opportunity to attend a club-run coaching clinic, there is a clear variety of perspectives from those who were able to attend such a clinic.

Informal Coach Development

Mentorship. All of the coaches who discussed how mentorship developed their coaching, noted that the relationship was informal, and that they found mentors from different spheres of

their lives. One coach remembered how when she was in high school, certain teachers were influential in her decision to become a teacher and a coach:

When I was in high school, I was asked by the school to represent them at the Provincial Athletic Leadership Camp, which was a huge honour. I was to learn how to run the program, and bring it to our school when I got back. Eventually those teachers became my mentors and led me into teaching and coaching (coach 7).

Another coach recalled how it was one of his former soccer coaches, who he called his ‘main mentor’, who introduced him to “random foreign-language VHS tapes that hadn’t been translated, but they happened to be the older Coever Soccer Training tapes. They are such excellent resources, and I’m lucky that I found out about them back then” (coach 12). He said that he consistently integrates the principles of this training method into his coaching. A different coach, while reflecting on the fact that she had never had any female coaching mentors, praised a mentor who taught her about positive reinforcement:

He told me that unless the kid is doing something super bad, to catch them when they were doing something good, and point out when they do something really well. It works for me every time. Those kids want attention, while they might be used to negative attention, they learned to enjoy positive attention when it was given to them. (coach 18)

Now an experienced soccer coach, this participant discusses his approach to mentorship:

When I was a new coach I didn’t have any mentors but now I do mentor a lot of other new coaches. There are people showing up at work saying ‘I didn’t know you coach soccer’ and then we’d talk about drills. I spend as much time as possible with these new coaches to help them out. (coach 2)

Similarly, a teacher-coach reflected on how she gets asked for tips and tricks about coaching from teachers at her school who respect her coaching experience. In mentoring others, she is able to think more often and more clearly about her coaching. Thus, while some coaches discussed their experiences with mentorship, there are clear differences in their perspectives, and notably, one coach not only learned through his former mentor, but continued to learn by being a mentor himself.

Resource Material – Books. Some coaches illustrated how their coaching development has been enhanced by their use of books. When it comes to drills, this resource seems particularly helpful as evidenced by this coach, “I go to the soccer store and buy drill books. Some have cards, like playing cards, that have ‘dribble’, ‘passing’, ‘goalie drills’ etc, and I’ll pick one and say ‘ok that works for my plan” (coach 1). Another coach suggested:

I’ve come across some good books, but now what I like to rely on is very small. There’s one particular author that I like - how he’s presented his stuff is great– it’s not always new, but I like how he does it. His books, there are only a couple of them – I think they’re great.
(coach 12)

One coach was able to find what he needs from the books at the local library, as he told me how he had just returned a book to the library the week prior. He asserted, “There were lots of good drills in there. They are stored in my head, and the nice thing about the library is I can go back and get it again if I forget” (coach 13).

Some coaches were however critical of the books they have acquired, noting that they still had not found the right book to help them learn the desired strategy:

I’m always on the lookout for ways to rearrange the kids, as they mature and get older.

There are new challenges, and the teams are getting better and better, you think ‘what am I

going to do to help them be better'. I'm always on the lookout for a good book. It's very difficult to find good material to bring your kids to success. You can find lots of material on drills, lots of material on basic 'this is how you play the game/rules' but 'how do you make your team successful' is hard to find. (Coach 2)

Likewise, other coaches found the drills in certain books to be unhelpful, citing that they were too boring, not suitable, or not enough fun for their players as expressed here, "The drills were for competitive or highly motivated players – they just don't work in our setting" (coach 8). The different views on books as a source of coach learning, reflects the different needs of the coaches in this study.

Resource Material – Club Booklets. A significant number of coaches reported receiving coaching booklets from their clubs. Their perspectives however, on the helpfulness of the booklets were mixed. One coach, while appreciating the purpose of the booklets, and the effort to create and distribute them, found them unfortunately unhelpful:

The club actually provides a booklet with drills that you're supposed to work from. It's a systematic learning booklet where you take drills from it each week, and by the end of the season they're supposed to be advanced enough to do the ones at the end of the book. Like a progressive learning system. However, I didn't really find it helpful. I don't find that the players had fun doing it, and to me beginner's soccer can only be played if you're having fun. The drills they gave you in the book all seemed to be the same pattern and they were too repetitive and monotonous. (Coach 22)

Another coach found the booklets to be problematic, but for a different reason:

The first few drills were easy – so it wasn't too hard to figure them out. As we went further they were getting more difficult for me to understand. I didn't find that they were very well

explained. They are not always easy to understand if you don't see it happening or if you have never played soccer or never coached soccer like me. (coach 3)

As mentioned, other coaches found the booklets to be helpful in their development. One coach described the booklet as “a pretty good manual, with some ideas for drills, and the basics on how they want the kicks taught” (coach 6). The following coach found that the booklet from his club offered a wealth of valuable information:

The most important resource I have would be the coaching manual that they gave us. I was able to download it off their website, and that's where I pretty much learned the rules, the positions, where people are supposed to play, and that sort of thing. (coach 23)

Again it would appear as though the usefulness of the club booklets depends largely on the background of the coach. Clearly, their biography influences their perspectives as these sources of coach development.

Resource Material – The Internet and Videos. Coaches certainly affirmed that they use the Internet and watch videos for their coach development. One coach explained, “Even though I have other recourses, I will still go on the web to see what's new” (coach 1). One coach excitedly recalled a website he had recently discovered:

We just found a great website, and it has a whole section on soccer. It had proper juggling techniques, how to take a shot with more power and with great technique, it's from US soccer, and what's great - there are YouTube videos – I bookmark all of that cause it's so helpful. (coach 4)

While using the Internet frequently to find ideas for drills, this coach explained that he is leery when it comes to on-line content which is for sale:

Unfortunately I have found a lot places where they say 'sign up for whatever, \$30' in order to get more drills, but I never ever do that because I don't know what I am getting . It's not so much about the \$30; it's that I don't want to waste my time. Maybe I'm better off figuring out something myself. I find that's the biggest problem: you just don't know. I mean that's like anything on the Internet. I don't think there is a good catalogue of those kind of things. It would be helpful to have certain ones recommended. (coach 25)

Finding websites that are free and useful can be challenging for some coaches as expressed here:

I Google-searched for U6 soccer drills and there were only a couple of sites you could register where it was free but without a lot of spam. I signed up to get regular updates from those sites either daily or weekly. It's interesting to read some of the commentary, and the information I did find is useful. No one suggested websites for me, I just found them.

(coach 9)

Luckily, another coach (17), noted that her team covered the cost to sign up for a website that she was able to access in order to get ideas for drills and activities for her players.

Some coaches knew exactly where to go to find the on-line content that they were looking for as explained by this coach "While our club's website is terrible, I go to other clubs' websites for technical information. That is where I get the best dills" (coach 2). Many other coaches reported having a few 'go-to' sites:

There's one website that I go to a lot called 'Coach Steve' and it's pretty good. There is another great website that's called 'Coach's Clipboard'. So I have these sites bookmarked, and I bookmark other good ones I find. I'll also write out the drills that I've just found that I like in my practice plan and write a couple notes and make a diagram. (coach 6)

Finding what he was looking for through a British soccer website, this coach noted that he really appreciates the “free downloadable templates –where you can tailor the activity to what you need for your players” (coach 28).

Whether on-line or in hard-copy, coaches described that they have learned how to coach by watching videos. One inexperienced coach reported borrowing, “all the soccer tapes from the library. I watched probably 20 tapes. I learned quite a bit” (coach 26). Another very experienced coach claimed that one single video was pivotal for him during the previous season:

I didn't know how difficult it was to actually kick the ball. I didn't understand the technical side of it. It's like a golf swing – there's a lot to it. I was never trained as a kid so I initially didn't give it much attention but after looking into it on-line, I found and bought a 3 hr video focused solely on how to kick a ball and how to fix bad habits. It explained exactly what I was looking for like ‘how to approach the ball, what parts of the foot contacts the ball for a successful kick, what happens to your hips, what happens to your knees, what's your stride like, how do you aim’ – there are so many things that make up kicking a ball, and the more I learned, the more I realized the things I didn't know. (coach 2)

Favouring videos to certain other types of learning resources, this coach stated, “for me, I really like my DVDs. Clinics have been alright, but my time is really precious. With a DVD I can fast-forward to the relevant part” (coach 12). Also enjoying the flexibility of DVDs, this coach made clear, “DVDs are fantastic because you can play the part you need over and over again and examine a really specific movement – that's helpful” (coach 25). When learning new drills, videos are preferred by these coaches because, “I need to watch a video to see it and to understand, instead of having a drawn or written version” (coach 28); and “Sometimes I go on YouTube to look up drills, and it's good because it actually shows you how the drills works instead of just

reading about it” (coach 30). Despite the fact that so many coaches consulted the Internet and videos, they did so in different ways and for different reasons. Their reasons varied according to their different needs.

Resource Material – Watching High-Performance Soccer. A few coaches revealed that they learn about coaching soccer by watching elite soccer games live or on television. One coach said, “I had the opportunity to go to some of the Fury games and picked up some fun ideas that I could adopt for my team” (coach 7). A different coach admitted that while watching soccer on television she rarely watches “the game”, but rather I’m noticing all the triangles of the players’ formations” (coach 1). As a new coach, with no soccer playing nor coaching experience, this coach learned quite a bit by watching the World Cup:

My son was especially into it, and so we watched the World Cup all the time. It was very helpful for me to have the helicopter view of what’s going on. That perspective was very good for me, and actually enabled me to learn more about the sport. (coach 16)

Another coach found other benefits by watching:

It was a good time to watch soccer on television with the World Cup happening. I picked up inspiration, and even conversation-starters for the kids. I could ask ‘did you see that game? Did you see how they pass? How they run really fast?’ (coach 5)

Some clubs laid the foundation for an involvement with the World Cup by naming house-league teams according to the participating countries. One coach observed, “we were Brazil last summer, so every time ‘we’ played, we would watch and talk about the game. I learned about inspiring them through those top players” (coach 7). Lastly, acknowledging that the level of play was far above those of her young players, one coach, instead watched and copied some of the simpler warm-up exercises she saw World Cup players doing. She expressed “the kids thought it

was neat to be doing what the pros were doing” (coach 30). Whilst relatively few coaches reported learning about coaching soccer by watching high-performance games, it is clear that different lessons can be derived from this learning opportunity.

Resource Material –Watching Other Soccer Coaches. Because of their coaching role, many participants started to pay attention to and learn by watching what other coaches were doing. A number of coaches with multiple children, paid attention to the practice sessions run by different coaches:

I went with my son on Saturdays, and there was a coach there running the games and drills. I would watch and figure out what he was doing, and then adapt some of those drills for my own practices, for my daughter’s team. (coach 3)

Taking the opportunity to watch a practice session on a near-by field, one coach was particularly impressed by what she saw:

I saw them more than once: these two dads – they were amazing and working really well. Drills were always right on, the kids were always moving, and I found myself thinking ‘oh my gosh I wish I could have that’ - so I borrowed some of what I saw. (coach 5)

Many other coaches expressed similar experiences where they were able to see what was going on at neighbouring fields. For example, this coach explained, “sometimes I’d watch the coach at the other end of the field and see how he’d run his drills and say ‘oh next week I’ll do that too.’ I could tell that his kids were having fun” (coach 11). One coach got what he thought was a particularly good idea by watching another team. He explained, “you had to say the team member’s name before you passed it to them – it was great to have them learn names early on” (coach 19).

Leveraging his artistic talents, this coach reported how he was able to learn by watching other coaches:

I was a nerd, I'd go to the premier-level tryouts and I'd sit there with my pad and I'd write down all the drills that they were doing. I'm a painter, so I'd draw out what they were doing and write notes on the side. I'd do that a couple times and I'd have 40 different drills. It's easier to go watch for me because I'm very visual and I could also pick up on when the kids didn't understand what was being asked of them. I'd have notes and say 'make sure you do it this way, that way'. I would go every week to the indoor winter soccer practices of my kids and I'd watch the highest level practices. After a couple years I had a stack of drills and would three-hole-punch them and put them into my soccer binder.
(coach 4)

Game settings, and not just practices, were another opportunity for coaches to observe what other coaches were doing; especially when it came to playing strategy:

We hadn't won a single game and it was probably the 6th week of the season. Then we played this team where the coach had such a good handle on the kids and how to get them to stay in their positions. I took his method, and I doubt he even knew it, but we actually didn't lose another game that season! He just really simplified it. It was something I hadn't done, about keeping the kids in corridors – not because I didn't want to – because I didn't know. Once I learned that, and taught it to the kids, it was great. (coach 22)

Sometimes by watching what other coaches were doing, participants learned about things they wanted to avoid. This coach explained that after watching nearby coaches spending time “just talking and talking and talking”, that she became more aware of how long she took to explain herself (coach 7). Likewise, another coach illustrated how, “sometimes you'd see the kids on other

teams doing drills around the same one cone – you could tell they were so bored. That helped remind me to keep it exciting” (coach 17). Lastly, this coach acknowledged how he became motivated to learn more drills after seeing that “some of the coaches were trying to get the kids to play serious actual soccer – but they were so bored. It made me want to come up with even more fun drills for my station” (coach 20). Clearly then, coaches can learn a large variety of lessons by watching other coaches during games or practices. At the same time, it appears as though some coaches were able to draw upon examples of coaching behaviours that they wanted to learn to avoid.

Experience – Formal Education. None of these coaches were involved with university or college education focused on coach development. A few coaches had completed physical education, human kinetics, or education degrees, and perceived their university schooling as more relevant to coaching than did those who took other programs. Having a holistic understanding of movement was helpful to this coach who completed a physical education degree:

I honestly and confidently can say that I understand the mechanics behind a lot of sports, and this is helpful in correcting the positioning. It was the training in university that helped with the understanding of the mechanics, and the whole development. (coach 7)

A coach currently completing a degree in education asserted how her formal schooling informs her coaching:

In my program I’ve learned about language. I don’t swear anymore: I say ‘dang’ a lot. I watch my language for sure. More importantly, I’ve learned that when you’re teaching a group of people, you have those kids who are stimulated by a spectrum of different things. I’ve learned how to approach that, and how to deal with satisfying every kid’s needs. I’ve

been learning how to stimulate a whole class. This transfers to my coaching for sure.

(coach 18)

More coaches however, suggested that only one or two particular courses were helpful to their coaching. For example, one coach announced how he took one course in the physical education department of his university, and remembered learning about static and dynamic stretching, “That was definitely something I learned during my degree. Also, I learned some first aid in that course and brought that knowledge to the field” (coach 2). Similarly, another coach recalled learning about growth and development during his university studies, which became helpful when he re-visited the material during a coaching course. He explained, “It was like I was already primed in that topic. I was familiar with the concepts about how different kids learn differently and at different paces” (coach 6). University-level schooling as a source of coach development is thus dependent upon the nature of the school program, and the perspectives of the coach. While some coaches named this as source of coach development, many others did not, and so it would seem that one’s own journey within coaching, within formal education, and one’s own coaching needs, will help determine the relevance of post-secondary education to recreational coaching.

Experience – Parenthood. All but two of the coaches in this study were parents, and many spoke about how being a parent helped them in their coaching. For instance, in addition to helping him know what to expect with children of different ages and how to control misbehaviour, this coach reported on some of the other lessons he has learned from parenthood:

Because I’m a parent, I’m probably more lenient. I let things go. I’m not as strict as someone who is a fresh coach. Also, as a parent, you are able to get their attention and talk to them at their level. (coach 2)

About communicating with children, several parent coaches disclosed how they have learned to use the tone and volume of their voice to direct actions, and one parent-coach affirmed that by being a parent she knew how important it is to communicate in a certain way with young children:

I've learned about being really clear and really using a lot of body language and being enthusiastic, things like that. A lot of it was the way I would demonstrate something for them and making sure they really got it before we started the drill. I know sometimes kids don't ask for clarification, so being very clear, making sure everything is over the top in terms of clarity. Also it's in how you demonstrate – to show the motion of what you're doing, to show where you're standing, where you're planting your feet - things like that. That is probably something I've learned by being a parent and interacting with the little ones: demonstrating and communicating in a “over the top” sort of way. (coach 21)

The ability to be able to predict the behaviour of children at a certain age was discussed by many parent coaches, citing how this helped them formulate expectations and age-appropriate challenges. One coach noted how her familiarity with her own children's behaviour allowed her to “recognize certain cues that tell you how a child is feeling that day” (coach 5). Likewise, this father described how knowing: “what kids are like through my kids or my friend's kids, allows me to understand them better - just knowing how kids react when they're tired from lack of sleep, how their moods can change – it helps” (coach 6). Another coach recounted how being a parent has helped him recognize different “types of tears” (coach 9). He was better able to know if a child is injured, embarrassed, or simply disappointed in his or her own performance. With a sense of humour, one mother joked that if she was not familiar with her own teenage daughter and all her friends she would think:

‘Geez that’s really weird’! Sometimes the way they talk or interact with each other could be strange to you if you aren’t used to it. I hear them so I know what’s appropriate or not appropriate, and have almost come to appreciate their humour. As a parent, I see that they’re being normal teens, and how during breaks they want to text and all that stuff. Whereas if you don’t have kids, you’re thinking ‘wow – these kids aren’t focused’. But that’s their life right now – I know what is important to these girls. (coach 14)

A few parent-coaches mentioned how being a parent has taught them how to be more patient with children. One coach admitted, “That's something that I've had to learn with kids, because I never had patience before. You definitely need that when you're dealing with 15 little kids.” (coach 23). Another mother explained her changed approach to coaching since having children:

I do remember before having kids being harsh with kids, and now, seeing my own kids have someone be harsh to them, I think ‘I don’t want them to feel that way’. That did give me a lot of insight. I’ve learned to coach differently because of my kids. (coach 7)

Indeed, another parent highlighted a similar change:

I used to play the good players; I've probably changed in direction. I definitely did not do ‘fair play’ years ago. It's only since I've had my own kids that I've developed this type of mentality. I now try to develop more kids as opposed to when I first started when I played probably only the best players and stuff like that. (coach 30)

By being a parent, this coach realized the potential of a team experience. She reflected on the impact of extra-curricular activities on her own children and suggested:

You see how much more that they can actually get out of their summer. It becomes a whole lot more than the basics of soccer. Because you have children, you want the experience to be more for all the children. (coach 10)

In the same way, many coaches found it extremely important to help develop children's self-esteem, and credit their role as parents in helping to appreciate this. One mother's familiarity with bullying led her to prioritize, "the importance of encouraging the boys to know they were a part of a team and they were all important" (coach 15). Another mother credited resources and lessons she accumulated as a parent:

Parenting books stress a lot about trying to always accentuate the positives and praise them for doing the right thing. I aim to do this with my children, and now with the children on the team. Being a parent I can say has helped as I'm doing this transfer of knowledge and skills. (coach 11)

By being a parent, coaches have acquired many different skills that have helped them to know how to coach recreational soccer. Their varied experiences as parents, and their varied experiences as coaches has resulted in different lessons being drawn from parenthood as a source of coach development.

Experience – Being Parented. Similar to the lessons coaches draw from being parents, several coaches offered examples of how their coaching is influenced from lessons taught to them by their own parents. For example, this coach stated "The qualities of a coach, I learned a lot from my mom – especially patience" (coach 18). Moreover, this coach praised his dad for teaching him that life-skills are more important than soccer skills:

His perspective has helped me to see that what you learn in one domain of your life you transfer to the others. As a soccer coach we can teach discipline, hard-work, and things like

that, and we should care about how the kids apply these good principles into other settings. I love the game of soccer don't get me wrong, but the person playing the sport I believe, is much more important than the sport itself. I've never been coached by my father, but he has taught me this. (coach 22)

This was echoed by another coach who asserted:

The nice thing about coaching U7 is that it's not just about soccer skills, it's about doing the right thing, listening, getting out there and learning how to focus on one thing. You're not really coaching soccer, you're coaching kids to be kids. I learned about doing this from my parents. These were values emphasized in my home, and so I emphasize them when I coach (coach 13).

Lastly this coach divulged, "It'd be harder for me to coach if I didn't have what I got from my dad. He didn't play a lot of sports, but it's the love for children and having fun that were valuable lessons" (coach 16). Values, and the transformative potential of sports involvement were taught to coaches by their parents. They thus learned to become coaches, and about their approach to coaching even before they had ever assumed the role.

Experience – Soccer Playing Experience. There were 19 coaches with soccer playing experience who illustrated how their familiarity with the game helped them in their coaching. One coach noted how knowing how to strategically place his players was something he knew because of his own playing experience:

There are very few recommendations on what makes a good defender, what makes a kid a good midfielder, what to look for position-wise, no one tells you that. Through my own soccer playing and because I do play adult soccer currently – so through the vast experience that I have now, I've come up with my own strategies to make the team

successful in this regard. (coach 2)

By recalling a very specific strategy she experienced as a soccer player, one coach, in the absence of assistant coaches, was still able to effectively manage her substitution system. She explained how “each child would get a number – it was a number-based substitution system, and it was easy to keep track” (coach 5). Another very specific lesson acquired through soccer playing experience is that of on-field communication. This coach acknowledged, “it’s hard to understand the value of talking on the field if you’ve never had someone take a ball away from you!” (coach 10). She expanded on this to explain how, having experienced a lack of player communication during games, taught her to value this element of soccer and to teach it to her players. One coach favourably recalled a coach’s strategy on giving feedback, “I found it helpful when coaches gave pointers to the players individually, like ‘stick to that person’ – and I do that now” (coach 14).

Many coaches spoke more broadly about how their soccer playing experience taught them elements of the game that were relevant to coaches. A typical example is offered by the coach who stated, “Through playing I know the rules of the game, and I know how the game works. I can relate to the players and know the basic skills.” (coach 8). Quite a few coaches noted how they had confidence in their coaching when it came to demonstrating skills; they were thankful for their playing experience in this regard. A few coaches questioned how others would know how to teach heading the ball if they had not experienced it themselves. Poignantly, one coach acknowledged “As a player you realize it’s hard to be running and dribbling with the ball at the same time. If little kids are having trouble, it’s because it’s hard to do (laughs)” (coach 17). She credited her playing history in helping her to know how to execute skills such as dribbling.

Some coaches reported learning coaching philosophies from their former soccer coaches, and explained how they attempt to emulate certain value-based coaching strategies. One coach

claimed that he became a soccer coach because of the positive soccer coach role models he had as a child. He expanded:

There are probably 2-3 coaches who really stood out to me, and motivated me to become a coach. A couple of them didn't know jack squat about soccer, and that's what I tell other coaches, I say 'enthusiasm is contagious, as long as you make it fun the kids will have a good experience'. (coach 12)

A different coach wondered how he would be able to coach had it not been for his playing experience:

If I had never played the game or had it taught to me, I don't feel like I would be able to teach it. Just like the same way my dad taught me how to tie my shoes. I know how to teach someone else because the way he taught me. *How* I was taught to play soccer and the values that went with it are really important in my coaching. (coach 22)

Conversely, several coaches remembered instances where former coaches gave more playing-time to their own children, and they confessed how they avoid this behaviour. One coach recalled a former coach with a very impressive resume. Even though he played at the World Cup, and at the Olympics, she conceded "I learned a lot of what *not to do* from him" (coach 18). So while some coaches did not have soccer playing experience to draw upon others did. Of those with playing experience, their coaching was influenced by a range of different experiences. While some were thankful for their ability to execute specific skills, others were pleased that their playing experience gave them a general sense of the game. Others still, learned from coaching philosophies of things to do, and things to avoid; noting a significant variety of the possible lessons generated from playing experience.

Experience –Playing Experience Outside of Soccer. While some coaches had a background

including soccer playing experience, many more had experiences with other sports. Coaches expressed that their participation in a variety of sports, that might have excluded soccer, allowed them to understand broad principles of sport. One coach explained:

Having played lots of sports taught me that there needs to be some structure and discipline in sport, and about respecting rules. So when you have a wide range of sporting experience, not just soccer, if you've been able to play a wide range, you gain an appreciation for those other elements. (coach 9)

Correspondingly, this coach asserted the benefits of her varied athletic background:

I could draw from that as well, of all the different coaches and teams that I've been exposed too. I can ask myself 'what did I enjoy the most?' Every person has their own style, strengths, and weakness, and I had that many more examples to draw on. In terms of handball, in particular, it's almost the same rules – so the warm-ups are quite similar, and it was helpful for me to apply what I learned into my soccer coaching. (coach 11)

Several coaches, with no soccer playing experience, explained how they have drawn lessons from other sports. While one coach said that his past experience as an ice hockey player helps him to “understand the mindset of athletes”, (coach 16), another noted how her varied team sport experiences allow her “to get the feel for working on a team and working together with others” (coach 17). As a former competitive swimmer, one coach illustrated how he draws upon the oppositional examples set out by former coaches; one, the “guy who was wonderful with kids”, and the other, who was “the disciplinarian” (coach 20). Creatively, and perhaps due to his lack of familiarity with soccer, one coach detailed how he broke away from soccer traditions in his coaching:

Most kids are so used to using their right leg in kicking, so I decided to change it up, and I

said ‘you’re going to use your opposite leg for five minutes’. So, we did something different. In kayaking things like this are more balanced than soccer – so I thought I would try this. (coach 19)

Drawing from experiences in field hockey, this coach said that his coaching was influenced by his great memories in that sport, “those particularly good experiences are really good memories, and weren't always just because I was on the top team. I remember this when I’m coaching” (coach 25). As did coaches with former soccer-playing experience, those with sporting experiences outside of soccer were able to leverage their skills and knowledge within their roles as recreational soccer coaches. The diversity of the lessons drawn from their sporting histories includes developing a broad sport base of understanding, having exposure to a variety of coaches and coaching behaviours, and having familiarity with practical practice components, such as warm-ups. Clearly, there were different ways in which having playing experience outside of soccer contributed towards recreational coaches development.

Experience – Day-to-Day Soccer Coaching Experience. Many coaches were to clear to point out how they learned to coach soccer by the very process of accumulating actual soccer coaching experience and reflecting upon that experience. One coach explained how she learned to deal with players who are not interested in participating in practice sessions:

Some of the girls are playing because their parents force them to and I’ve discovered that I don’t want to act as a babysitter. I had to learn how to accept that some of the girls are not here to work hard and I’ve needed to figure out how to bring them into the action. On the other hand, I will not put up with players fooling around, I’ve discovered how distracting this can be. It’s trial and error. (coach 1)

Another coach suggested how through his soccer coaching experience he knew to allow the girls

some time to socialize, “I now know that it’s a large part of why they are there. Other coaches might get mad – but that doesn’t work. I have learned to just let them have some chatting time” (coach 25). A new coach recalled with humour an incident where he asked his players to jog around the field, “Big mistake! They didn’t go around our micro-field, they went around the entire park! It took forever. I learned that we aren’t going to do that again” (coach 13). Chalking it up to the “school of hard knocks” one coach told a story of how he learned about the rules of possession as they relate to the goalie:

I thought the ball was out of play until the goalie got rid of it. But that's not true, as it turns out. So she got the ball, put it on the ground, and backed up so she could kick it. A player from the other team just went in and scored the goal right then and there. Oops! (coach 23)

Another newer coach confirmed how he had to quickly abandon earlier strategies once he saw that they were not working:

At first I didn’t keep the list of players noting when and where they were playing, and it became obvious to me that I couldn’t keep track of this in my head. So that is when I developed this strategy. I now use a spreadsheet. I wanted to make sure that each child was getting fair playing time. (coach 3)

This same coach noted how during his first season of coaching soccer there would be times when the drills he prepared did not work as anticipated. He explained how he learned to adapt the drill, or to change activities altogether. In learning how to deal with these issues he also adjusted his planning:

I would read and prepare more. I would prepare myself earlier. It was usually between 6 and 6:30 when the kids got there – so I didn’t have much time. So this year I will try to do it the week before, and maybe even I could call someone if I don’t understand one of the

drills. If I prepare early enough in advance I would have time to get help. (coach 3)

Issues with drills were something that many coaches had to overcome. This coach expressed how she would abandon drills that the players did not like or understand, and also learned to dismiss certain drills, “Anything where kids were waiting was where we were running into more trouble – so if there was too much standing around, we left it out” (coach 5). Similarly, another coach explained how, “We knew which ones were popular with the boys – and so we did those ones again” (coach 8).

Another coach conceded how his approach changed between seasons of coaching:

My wife would say ‘how’s practice?’ and I’d say ‘I don’t know what these kids did today, but they were out of control’. These are only 10 year old boys! I thought to myself and said ‘if I’m doing this for a full season, I’m coming up with a plan for these boys’. I came up with a practice structure, gave them time-outs when needed, and the next year my speech for the parents got a little bit better because they understood where I was coming from. I also developed a way better way of handling the subs by using a white board. (coach 4)

Another coach maintained that he kept track of specific challenges that arose during practices and games so that he could remember to address them during his planning, “I’d be able to improve or change things as needed. That’s what I would do on Sunday mornings. I’d have my notes and create a game plan or a practice plan that addressed the shortcomings” (coach 9).

Unique situations such as learning how to deal with children with special needs, or children who do not speak English, forced coaches to learn. Having gained experience with the former, this coach learned that it was a matter of trying new things to see “how to best make this work” (coach 12). Another coach suggested that it was through experiences with certain referees that she learned some of the rules:

I'd call for a sub, and the referee would say 'not right now coach', and they'd explain it for me. I'd try to remember it for next time. It was a lot of learning that way. Last year was my first summer and so each game I would be learning the rules a little bit better (coach 15).

Certain coaches spoke about reflection quite directly, and made reference to how it helped them learn to adapt their coaching. One coach asked himself, at the end of each session "have I done anything today that will screw up the children?" (coach 12). Another coach explained how through her years of soccer coaching she has learned how to reflect about team needs by asking herself "what do they *really* need to work on individually and as a team", and formulating her practice strategy from there (coach 11). Offering a candid explanation of his reflection, this coach admitted that after most games he would "sit back and try to figure out what was good, what went wrong, why they did what they did". After some games however, he would be satisfied with, "ya, they played a good game, so I don't care that we lost'. We walk it off, and they're smiling, so that's good enough" (coach 16). Another coach articulately identified her use of reflection in claiming "self-awareness is a precious quality. For me, it's about recognizing that something I may have thought would be a good idea, isn't" (coach 21). Another coach mentioned his use of note-taking to facilitate his reflection and learning. He indicated that he asked himself, "what did we do well and what did we not do so well? Or, what drills are they having trouble with? Can they dribble a ball? What do I need to change?" (coach 24). Through reflection about their own actual coaching experiences, the coaches described the multiple ways they have learned throughout one, or multiple seasons.

Experience – Coaching Experience Outside of Soccer. Some coaches, with varying levels of familiarity with soccer, had coaching experience in other sports that proved to be useful to them in their role as house-league soccer coaches. For instance this coach asserted, "A lot of drills that

you can do for basketball and any other ball sports really, transfer over to soccer, especially when they are little. Even tag games or things like that, you just add a ball” (coach 6). Another participant explained that other coaching experience helped him know how to “encourage participation and how to run warm-ups” (coach 9). Having a great deal of coaching experience in speed skating, this coach offered how she applies what she has learned in one sport to the other:

Basic skill and coordination is pretty much the same, so drills we use for dry land with the skaters, I’ll use for coordination drills for soccer. You need balance and speed for skating and you need it for soccer, same with strength. A lot of the stuff I’ve learned from one sport, I’ll use with the kids in another sport, obviously not the techniques and tactics, but the basics; they are the same. (coach 10)

Another coach related his prior swim coaching experiences to his new role as a soccer coach in saying, “Dealing with the pre-schoolers, it doesn’t matter what sport you’re doing, it requires the same skills, so that’s where I got it. I learned to deal with the young ones as a swim coach” (coach 20).

Borrowing from his ice hockey coaching experience, this coach was able to transfer even very simple things, “like the spread-sheet we used to sign-up for the orange rotation. I guess other coaches have to figure that kind of stuff out. I already had it” (coach 24). As far as drills go, this coach drew parallels between field hockey and soccer:

From coaching field hockey I understand the tactics and movement. Some of the fundamentals are the same: run for a pass, follow your pass, those kinds of things. I definitely was able to modify my drills for soccer. It's funny because we had some experienced soccer coaches saying 'where did you get that drill- it's so bizarre?' They just had never seen those sorts of a drills, and after watching, thought they were neat. And they

were textbook traditional field hockey drills that I just slightly modified, and they completely worked in the soccer environment. (coach 25)

Lastly, with little soccer player or coaching experience, this coach was grateful for his experience as an ice hockey coach:

I don't fully understand the plays and the practice drills and all this other kind of stuff, but being a hockey coach made the coaching transition real easy. Also, we're in a small community so it's many of the same boys who were on my hockey team. That makes it extra easy. (coach 29)

Whether it was being able to modify drills from other sports, knowing how to work with children, or already having on-hand the required coaching administrative documents, the participants with coaching experience outside of soccer were able to articulate how these experiences informed their soccer coaching.

Experience – Other Volunteerism. Some coaches illustrated how other former or current volunteer responsibilities contributed to the development of their skills as soccer coaches. One coach in particular, noted how his involvement with Big Brothers taught him about consistency and energy when saying, “From that I learned that if you’re going to volunteer for something, you go in with everything you’ve got. If you’re not going to do that, then don’t begin” (coach 2). Another coach offered an explanation about his experience as a volunteer in his child’s school, “I would help out as needed, and sometimes it was working directly with the kids. So I was able to learn more about how to interact with them and I saw how the teacher did it” (coach 3). Another coach appreciated how her experience as a volunteer music teacher taught her strategies about flow and intensity:

Knowing that and being able to take that to the soccer field: I knew I had to keep things

short, keep them changing. I knew these principles and applied them to my soccer coaching. (coach 11)

As a municipal volunteer involved with building a new skateboard park in his community, this coach learned skills valuable to his coaching when he started working with the youth in his community who would later use the skateboard park. He said, “it was helpful getting to know how kids are, and what they like” (coach 9).

As a volunteer in his church, this coach (22) had experience leading youth groups, and named many skills that he said transferred well into soccer. He suggested that skills such as establishing authority, creating rules and expectations, appropriate discipline strategies, getting groups organized and coordinating their movement, using his voice, and knowing different ways of motivating reluctant children were all transferable. Another coach (27) said that her volunteer role at a local recreational facility helped her to hone certain administrative skills that were useful for coaching, while another coach’s (29) responsibilities as a volunteer board member taught him about negotiation and persuasion. Lastly, by being involved on the local fair committee, this coach (30) noted how she has learned how to better deal with people, and that this helped her resolve differences when they arose during soccer games. While not all participants claimed to have developed as soccer coaches by being involved as community volunteers, the variety of the lessons drawn from those with such experience are as vast as the roles themselves. That is, while some gained skills in commitment and dedication, others learned about working with children. Others still learned skills related to leadership and administration; noting a spectrum of possible transferable skills from one volunteer role to another.

Experience – Workplace. Many of the coaches articulated how certain skills and knowledge they gathered through their workplace, were helpful to them as volunteer soccer

coaches. Coaches who were also teachers were able to name many transferable skills such as having a familiarity with children, knowing age-appropriate behaviours and activities, and being comfortable in front of a group. One coach also named the specific skill of being able to talk to parents about their children. He elaborated, “Having done parent-teacher interviews for probably 9 years or 10 years now, I’ve become really comfortable talking with parents” (coach 28). Managing a group of children, “having eyes at the back of your head” (coach 5), and “using count-down strategies to gather everyone together” (coach 7), were some of the other transferable skills mentioned by the teachers.

Managerial skills such as “organization, patience, and listening to others” were named as helpful skills for one of the coaches (coach 27). Another manager noted that his career path has allowed him to be very comfortable in front of crowds and said, “how I prepare for a meeting or a sales call, well it's the same as thinking about 'what do I have to do for tomorrow's soccer practice?' And so that's definitely a transferable skill” (coach 24). Basic administrative skills “like keeping track of ‘who replied what’ when I survey them about something” are also transferable from the workplace to the soccer field (coach 21). Being responsible for other workers is likened to leading a team by this coach who suggested, “I’m comfortable leading my work team, and my soccer team. Also, I’ve gained experience dealing with customers – that’s like dealing with parents” (coach 22). Applying his career-oriented expertise was also helpful for this coach:

I’m an engineer, and I like things to be clear and organized. I made a website for the team so that everyone can clearly see the practice and game locations and times, and who is to bring the snack. I figured that this would be the best way for me to communicate this information. (coach 26)

Many coaches explained how the professional communication skills required in their jobs were relevant to their coaching role. One coach illustrated, “I heard comments from parents saying the amount of communication was great. I know how to craft an effective e-mail, and not to send too many because that’s so important at work” (coach 6). This coach noted “I have to be patient in my job – if I don’t have patience with clients, nothing will work. In soccer I get to practice this skill all the time!” (coach 19).

As a doctor, this coach explained that he felt comfortable dealing with emotional people: I have dealt with patients who are frustrated, mad, or very upset, and I have to deal with those situations in ways that prevent heightened emotions. In soccer, I have used this skill when parents from other teams are emotional and are yelling about something or other. I know how to keep my cool. (coach 8)

Working as a nurse, this coach affirmed that she had skills that were helpful to her as a coach:

Part of coaching is dealing with the kids and their feelings. As a nurse I already know how to turn something negative or uncomfortable around so that it’s not so bad: like getting a needle or scoring on your own net. I don’t have to learn the skills to make the kids feel better – I already know that. (coach 17)

In a working environment where she was involved with children and youth from varied kinds of home lives, this coach kept in mind the fact that children arrive at soccer from different experiences:

Knowing that kids can come from homes that aren’t very stable, I want to make it a really good, fun experience for them and like I said, I always bring extra stuff if they don’t have it or forget it –like water and equipment. At the end of the season, bringing ice cream

sandwiches and celebrating wherever we end up finishing is important to me. I'm realizing that part of knowing how to coach is about these skills too. (coach 14)

Teaching, managerial, administrative, leadership, communication, or very specific job-related skills were all mentioned by coaches who were able to explain how their coaching was enlightened by the transfer of workplace skills.

Interactions with Others – Discussion Groups. While rare amongst recreational soccer coaches, one coach explained how in her earlier coaching days she participated in a coaching discussion group:

Where I learned the most was when we had a weekly coaching seminar in the classroom – we shared drills that worked and those that didn't. That was where I learned the most, from other coaches who were a little bit more experienced than me. It was every Monday night during the week from 7:30-9pm and we'd chat with all the coaches. That was separate from the night we were with the athletes. (coach 10)

Certainly less formal, but nonetheless an example of a coach discussion group, is this coach's explanation of how he learns about soccer from others:

Since I play adult soccer, and since most of my fellow players are coaches too, we often discuss ideas. At work too, I often find other coaches, we talk about difficulties that they have and share drills that we like. It's awesome to have groups of people to talk to. (coach 2)

While seemingly not a common way of learning amongst all recreational coaches, these two coaches demonstrate how discussion groups can positively influence coach development.

Interactions with Others – Personal Conversations with Other Coaches. Certainly coaches noted how, when faced with a novel coaching situation, they relied on more experienced, or more

knowledgeable coaches to help them learn. One coach described a situation where she was unprepared to deal with a parent's dramatic reaction, "so I just found someone else who had more experience than me, and asked them what to do if that should happen again. That coach helped me out" (coach 10). Likewise, after describing a coaching issue with a friend with coaching experience, this participant revealed, "by talking to her I learned as a coach because she had her own ideas about why the kids were doing this or that" (coach 17). Having a neighbour and close friend who was also a coach, although not in soccer, was really helpful for this coach because he would regularly run into him and could ask questions. He expanded, "yes, my neighbour is very involved with all three of his children's sports, and so he has lots of experience and can offer me good advice. We can chat and I learn from his experience" (coach 24). As a new soccer coach, this participant was glad to be able to seek guidance from a particular co-worker:

He coaches his wife's team which is very competitive, and he plays in a competitive league himself as a goalie. I would talk to him all the time. We'd sit for lunch or coffee and we'd talk about different drills. He got me on the idea of a World Cup drill and he got me thinking about it, and modifying it for different age groups. If he wasn't there at the beginning, things would have been really different for me – more difficult. (coach 4).

Although his friend does not coach soccer, this coach explained how he learned from his experience nonetheless:

My friend is a baseball coach and gave me some tips like about how to be fair, things like that, and telling me that the kids really just need to have fun. He reminded me that it's okay if some of the kids can't play very well. He said 'don't worry about it. Don't worry about them getting as strong as the others. They are still learning - just make sure they are having fun'. (coach 2)

Another coach acknowledged how discussions with coach friends are often quite informal:

There was this other dad who I coached hockey with, and he has a lot of coaching experience. When we got together we would often talk about coaching. You know: how the teams were doing, what issues came up, ideas to solve them, that sort of thing – really casually over beers, nothing official. (coach 29)

Through discussions with other coaches, the recreational soccer coaches were able to generate new coaching ideas, get assistance with coaching issues, and learn about different approaches to coaching.

Interactions with Others – Personal Conversations with Non-Sports-People. Coaches reported learning how to coach soccer through their interactions with people without sporting knowledge. That is, recreational coaches learned about coaching through interactions with their family members, friends, or co-workers. As expressed by this coach, “I often talk to my wife about coaching. While she isn’t athletic or soccer-oriented, she’s a teacher, and has good ideas” (coach 2). Similarly, this coach sought advice from her husband about the lack of support she was feeling from the parents of her players:

He reminded me, and helped me learn that I can’t expect everybody to be like us and to step up. Also, that some people might drop off their kids and stay out of it. You don’t know what type of day they’ve had. He helped me to realize that. (coach 5)

This coach admitted that his wife, who was not familiar with soccer, would offer advice whenever she watched practices:

She would tell me, 'whatever that drill is about, I didn't like it – there are too many kids who were just standing around.' And sometimes you don't see that, right. So she is able to give me real feedback, and that is helpful. Even though I wouldn’t ask for her advice, I was

glad to get it, and could ask follow-up questions, 'did you think that other drill looked better?'(coach 25)

Almost identically, this coach contended:

My wife, she's never played soccer before and doesn't really understand it, nor wants to understand it. And I'll ask her 'are the kids having fun out there?' And she has a non-biased opinion on it. (coach 28)

He claimed that her answers and opinions were very useful because it helped him to think about how to be more creative, fun, and engaging. Having a sister with many children of her own, one coach was able to ask her for help in gaining skills to work with reluctant players, "my sister gave me some ideas about positive reinforcement, and this little player did get better" (coach 13). In a similar manner, this coach was able to seek advice about various coaching issues from his father. He explained, "my father is a minister, so he deals with many different issues, and he's very good at problem solving. He would help lead me down the right path to solve an issue" (coach 22).

Coaches also suggested that they can enhance their development by speaking with the parents of their players. It was revealed that coaches can learn about how to deal with children with special needs by speaking with those children's parents. One coach explained that he would ask for the parents "for key words, and to help me recognize some of their main reactions" (coach 12). In a similar case, a coach asked the parent of a player with special needs to help her to think of strategies that would enhance the experience "we figured out that we needed an extra helper, and that made a big difference" (coach 10). Sometimes parents of players with particular skills sets, albeit not sport-related, become important resources for coaches:

Even though the child's parents were unhelpful, I also had 2 family physicians on my team. I asked them if I was way off-base and if they could observe this child to see what

they thought. I asked for ideas. They said ‘yes there are some obvious differences in learning and listening and he’s going to be difficult’. They each gave me a few tips. (coach 11).

One coach explained how the process of talking about her coaching with her work colleagues helped her to reflect and learn about her coaching:

My colleagues were very encouraging – they knew it was my first time coaching, and they were really supportive. They wanted to know how the boys were playing. They weren’t coaches but they would ask about the games and practices and say ‘oh are you going to try this, or try that’, and it would get me thinking more about my plan. Their support helped me to figure out some things about the team. (coach 15)

Despite the fact that his co-workers were not coaches, this coach was able to learn about dealing with difficult players:

I talked about coaching at work and a lot them have kids the same age in sports or other activities. We’d discuss how funny it is, and how girls would go pick flowers. I had one or two trouble-makers and also asked, ‘how should I handle that?’ (coach 20)

Coaches who reported how their soccer coaching skills were developed through conversations with non-experts revealed tremendous variety in the nature of their development. That is, through interactions with non-experts, coaches were able to seek feedback on a variety of topics, and, as a result, were able to have their reflection facilitated through this process.

Discussion

Firstly, it is important to note the variety and number of sources though which participants reported coach development. That is, this research demonstrates that recreational coaches learn to

coach through more sources than previously discussed in the literature on coach learning. While a discussion of the application of the particular sources is forthcoming, it is critical to appreciate this variety. The extreme range of learning opportunities sought, and varied lessons therein, demonstrates quite clearly how coach learning is idiosyncratic, and dependent upon one's personal biography (Jarvis, 2006, 2009). While Jarvis (2006, 2009) contends that in living, we are always in the process of becoming, these coaches exemplify the statement in the truest sense. Their diverse biographies have resulted in different experiences within their education, home-lives, athletic experience, work-lives, community involvement, and each of these experiences has the potential to influence their coaching. That is, in *being*: parented, participants or non-participants of sport, students, workers, coaches, in discussion with others, they are not only becoming themselves within that particular role, but are *becoming* themselves – the whole person. The applicable lessons drawn through other experiences and roles are part and parcel of becoming coaches. This research highlights the diversity of possible learning sources and experiences for recreational coaches.

The fact that many coaches had not engaged with the NCCP, though partially explained because the certification was not a requirement for them as house-league coaches, is also understood by examining the barriers. When coaches feel like the training will lack relevancy to their actual coaching situation (Gilbert et al., 2009; Jones & Turner, 2006; Vargas-Tonsing, 2007), or is perceived to take up too much time (Gilbert et al., 2006; Hedstrom & Gould, 2004, sports coach UK, 2011, Wiersma & Sherman, 2005) it has been demonstrated that coaches, even those in higher-performance levels of sport, choose not to participate in such learning opportunities. It has been suggested however, that new coaches can gain helpful foundational knowledge through

participation with formal coach education programs (Misener & Danylchuk, 2009), as was noted by some of the recreational soccer coaches here.

Club-run coaching clinics have received far less research attention but, like those attended by the coaches in this study, such gatherings can act as efficient mechanisms to disseminate administrative information (Jones et al., 2003). The ability to target the needs of the participants through age or skill-based material has been previously demonstrated to be valuable to coaches (Nash & Sproule, 2009), as has providing coaches with connections with relevant and respected speakers (Mallett et al., 2009; McCullick, Belcher, & Schempp, 2005). While some coaches in the present study appreciated the ability to network with other club coaches or administrators, others were disappointed by the lack of networking opportunities. Indeed, like more formal coaching education environments (Irwin, Hanton, & Kerwin, 2005; Misener & Danylchuk, 2009; sports coach UK, 2011), it would seem that locally organized clinics would be an ideal place to encourage coach interactions.

Unsurprisingly, the coaches in this study who explained how mentorship enhanced their development as coaches were not part of official mentorship programs. While certainly coaches have been known to cite mentors as valuable sources of coach development (Bloom & Salmela, 2000; Callary et al., 2012; Erickson et al., 2008; Jones et al., 2009), it is suggested that successful mentorship relationships, such as those described here, are likely to be more sustainable than those derived from formalized mentorship programs (Griffiths & Armour, 2012; Trudel & Gilbert, 2006). It is revealed here however that having a mentor, or even acting as a mentor can have a significant impact on coach development.

Using books as a resource for coach development has been cited by others who note high-level coaches often seek coach autobiographies (Bloom & Salmela, 2000). Like the novice

coaches in other studies, (Gilbert & Trudel, 2005; Lemyre et al., 2007) the coaches in this project also consult the library for relevant coaching material. Unlike findings from previous research, some coaches of this study reveal that sometimes the drills that they seek in resources such as books are too complicated for them as new coaches, and/ or the drills therein are too advanced for their recreational players. Another difference is that while Gilbert and Trudel (2005) suggest that it is unrealistic for volunteer youth coaches to build themselves a library of resources, it appears as though some of the current coaches have done just that. With a significant number of the current coaches having multiple years of coaching experience in the recreational soccer context (and five coaches with over ten years of experience), it is perhaps for this reason that coaches have collected their own collection of books and binders of drills.

Club-generated booklets as a source of coach learning seem absent from the current available literature. It would seem then that these are a significant, and yet imperfect source of knowledge for recreational soccer coaches. While some of the current coaches found booklets to offer helpful information about the rules of the game, and basic player positioning, others were frustrated with the complexity and the lack of fun inherent in the drills contained in club coaching booklets.

Like more competitive coaches (Irwin, Hanton, & Kerwin, 2004; Reade, Rodgers, & Spriggs, 2008), some recreational coaches here claim to find videos quite helpful. With the proliferation of YouTube, it appears as though coaches are able to more easily find what they are looking for in their coaching development. To be sure, research in the field of health sciences confirms that YouTube is able to provide relevant and targeted information for those seeking answers (Burke & Snyder, 2008), and its place as a learning tool is clear amongst researchers (Snelson, 2011). While some coaches here have noted their dissatisfaction with pay-per-use

coaching websites, or on-line learning programs requiring paid memberships, it has been previously suggested that clubs and community sport associations ought to cover such fees for volunteer coaches (Gilbert & Trudel, 2005). Lastly, while it has been suggested that experienced youth coaches tend to use videos for “advanced topics such as sport psychology, nutrition, and physical fitness” (Wright et al., 2007, p. 134), the current coaches, and those with experience assert that videos remain helpful throughout their coaching experience in order to keep fresh with drills, and to clarify technique.

Many coaches in the current study noted that they have learned to coach soccer in part by observing high-performance soccer either live or on television, and this is consistent with other researching revealing that coaches working with elite athletes (Irwin et al., 2004; Josgrilberg, 2008; Schempp et al., 1998), and competitive youth athletes (Wright et al., 2007) learn in similar ways. It has been suggested, and warrants further emphasis, that local coach attendance at high-performance matches and/or tournaments ought to be facilitated by sport administrators in order to enhance this pathway of coach development (Trudel et al., 2012). Likewise, while not watching the example from high-level soccer, and similar to the findings of many other researchers across sport contexts (Erickson et al., 2008; Irwin et al., 2005; Nelson, 2011; Stephenson & Jowett, 2009; Wright et al., 2007), certain coaches here report that they learn about coaching by observing their coaching peers. Writing specifically on youth soccer coaches, Stephenson and Jowett (2009) suggest that coaches, and especially novice soccer coaches:

observe their peers, [and] mould what they have observed into their own coaching almost unquestionably. Evidently this practice of applying someone else’s practices in one’s own simply because it sounds or looks better may have negative ramifications for their development. (p. 13)

Interestingly, some coaches of the present study, even those with little to no experience, did demonstrate a critical eye when observing the examples of others, noting that they could discern drills that, at the very least, involved too much standing around, or lacked fun. It appears then, that by watching other coaching peers, recreational soccer coaches are able to extract lessons about good ideas, as well as activities to avoid.

The role of formal education was deemed important by recreational soccer coaches. Like coaches from elite sport contexts (Carter & Bloom, 2009; Schinke et al., 1995) teacher-coaches (Wilson et al., 2010), those from diverse sport settings (Santos et al., 2010a) and full-time coaches (Callary et al., 2012), recreational coaches in the present study with kinesiology or physical education degrees credit their formal education as a source of coach development.

Similar to the research by Callary and colleagues (2012), it was learned that upon becoming parents, recreational coaches, like full-time coaches, gain new insights about their role as coaches. That is, it seems that in having children of their own, some coaches become more sensitive to their tone and approach in the sense that they become less severe. Unlike a parent participant in the Callary and colleagues research who perceived, upon having children, that less importance ought to be placed on the given sport, several recreational coaches here, upon having children, discovered how they wanted to emphasize the potential of soccer experiences even more so than before. In having children, they became more aware of the positive and holistic benefits that children can derive under mindful leadership (Fraser-Thomas et al., 2005).

Learning to be a coach by drawing upon experiences of being parented is far less prevalent in the available body of literature in coach development. Mainly it is the work of Callary and colleagues (2011), who offer similar links between being parented and developing as a coach, although the relationship is mentioned by Carter and Bloom (2009) and by Wright and colleagues

(2007). Indeed understandings of how coaches learn to be a coach by drawing upon familial experiences from their past are marginally discussed or lacking from most examinations of coach development. It is suggested that parents', and more particularly fathers' sport-related support, is linked to children valuing sports and wanting to pursue a career in sport (Jodl, Micheal, Malamchuk, Eccles, & Sameroff, 2001). While certainly acting as a volunteer recreational coach is far from a sports-related career, coaches within this study do however mention similar support from their parents and apply the instilled sport-related values into their coaching.

Gaining experience in one's sport has certainly been discussed by prior researchers who note that it can be a significant source of knowledge in the development of coaching skills across coaching contexts (Côté, 2006; Erickson et al., 2007; Koh et al., 2011; Wilson et al., 2010). In addition to gaining familiarity with practical skills, it is noted by the current coaches and by others, that a history as a player in the sport at hand offers exposure to different coaching strategies and philosophies (Cushion et al., 2003; Wright et al., 2007), and allows coaches to know how to better relate to their athletes (Irwin et al., 2004). Unfortunately, the assumption that Feltz and colleagues (2009) make that in the absence of coaching experience volunteer youth coaches are able to rely on their former playing experiences, does not hold true for this context, as not all coaches had soccer playing experience to rely upon. Just like high-performance coaches, it would seem that having playing experience in the sport at hand is not an essential developmental tool (Werthner & Trudel, 2009).

Like the high-performance coaches in Erickson and colleagues' (2007) sample, many recreational soccer coaches participated in several different sports. Yet unlike the coaches in their sample, some coaches participated in many sports with the exclusion of the sport at hand, in this case: soccer. Furthermore, while some coaches explained how experiences in varied sports helped

provide lessons in broad sport principles, not all the coaches participated in sport as youngsters. This contradicts research by Trudel and Gilbert (2006), and Gilbert and colleagues (2009) who suggest that those involved in youth sport coaching “were almost always youth-sport athletes” (p. 429). Interestingly, like the coaches in disability sport lacking familiarity with that context, some recreational soccer coaches lacking soccer knowledge mixed their other sport experiences with creativity and ingenuity to adapt into their new role (McMaster et al., 2012).

Some recreational coaches, like those in other settings (Carter & Bloom, 2009; Irwin et al., 2004; Reade, Rodgers, & Spriggs, 2008; sports coach UK, 2011; Wilson et al., 2010; Wiman et al., 2010), suggested that trial and error within their day-to-day or season-to-season coaching was extremely important to their development as coaches. The necessity of reflection, while not always mentioned as the conduit through which coaches are able to learn through their coaching experiences, was articulated by many of the present coaches. As suggested by Cushion and colleagues (2003), and as evidenced by recreational coaches of this study, “unless coaches reflect on and reinterpret past experiences, they remain in danger of leaving their practice untouched by new knowledge and insight” (p. 224). While some student-coaches undertaking formal education in coaching could not maintain a reflective journal once no longer required to do so (Knowles et al., 2006), it seems as though some recreational soccer coaches do just that. Moreover, it has been suggested that reflective skills be better incorporated into coaching education (Côté, 2006; Trudel et al., 2012)

The recreational coaches of this study also claim to have enhanced their coach development by non-soccer coaching, through other volunteer work, and through their careers. The scarcity of research exploring these settings as possible sites for coach development is surprising, yet Wright and colleagues (2007) do mention that workplace related teaching skills (as

developed by teacher-coaches), and career-generated leadership skills (by others), were helpful for their competitive youth ice hockey coaches. Others mention that coach development might take place ‘outside of the sporting arena’, and yet insufficient information is provided in order to understand the specific contexts of coach development (Gilbert et al., 2006; Timson-Katchis & North, 2010). Certainly, for high-performance coaches, it has been established that there is a potential to transfer knowledge from their sport-related daytime position to their own coach development, but these represent atypical coaches (Reade, Rodgers, Hall, 2008; Rynne et al., 2006, 2010).

Finally, many recreational coaches illustrated how they learned through interactions with others. Only two coaches claimed to have had the opportunity to learn from coaching discussion groups; a medium where coaches can learn from the experience and perspectives of others all at once (Callary et al., 2012). Much more common, were personal one-on-one interactions with others coaches, from the same sport of soccer or otherwise. Described by others as “informal networking opportunities” (Nash & Sproule, 2009, p. 132), coaches were certainly able to develop their coaching skills and knowledge when they contact others with direct questions, or when they chat casually with coach friends (Occhino, Mallett, & Rynne, 2012; Thompson, Bezodis, & Jones, 2009; Wilson et al., 2010). Remarkably however, is that these recreational coaches often learned from conversations with their non-expert (even completely soccer-ignorant) partners and friends. This source of coach development seems completely absent from the literature, although research in the health sciences reveals that when comparing experts and non-experts, experts can sometimes be handicapped by their knowledge and bias; unable to see problems and solutions with a large perspective (Chi, 2006). It seems that recreational coaches are able to benefit from

another set of eyes; from those who can perceive, provide feedback, and facilitate reflection about their coaching.

Part 3 – Interview Data (Emergent RQ 1)

The findings of Part Three address the following emergent research question: 1) Who holds responsibilities related to coach development within this unique context? Since this was an emergent research question, the introductory literature review does not sufficiently cover all of the associated concepts. Findings from Part Three, again stemming from Phase Two; the semi-structured interviews, will be presented following an introduction of the related concepts.

Lifelong Learning, Human Learning and Power

Learning, like coaching, does not occur in a social vacuum, and so learning to coach must be considered in light of the social context within which it occurs. Jarvis (2007) insists that “human beings are social actors and our understanding of learning must be social. It is therefore necessary to pursue sociological perspectives on learning” (p. 20). He further argues that while individuals are the authors of their own biographies, the influence of our social context cannot be understated (2006). Jarvis (2006) contends that our ability to act and learn with autonomy and freedom is only relative and is dependent upon our relationships with others within our social context. It is thus worthwhile to take a step back to examine the genesis of lifelong learning theory, and the implications surrounding one’s social context.

The idea of lifelong learning began in the 1970’s and stemmed out of the need for a new paradigm to inform educational policy focusing on the individual (Rubenson & Walker, 2006). Personal development was emphasized, and individuals were expected to demonstrate initiative in their learning. This perspective on lifelong learning prevails, and Jarvis (2007), who at one point contends that lifelong learning encompasses *all learning* throughout a lifetime, offers a definition of lifelong learning to acknowledge the priority given to learning which contributes towards

societal development. He states that “another way of understanding lifelong learning...[is]: Every opportunity made available by a social institution for, and every process by which, an individual can acquire knowledge, skills, attitudes, values, emotions, beliefs and sense within global society” (2007, p. 99). As our social contexts have become increasingly complex due to capitalist markets, increasing information technology, and the speed within which information can be produced and distributed, individuals are expected to demonstrate autonomy and ingenuity in order to ‘keep up’ with the rapid pace of change (Jarvis 2006, 2007, 2008).

Within learning and education literature, Jarvis’ (2007) definition of lifelong learning reflects neoliberalism discussed by Rubensen and Walker (2006) and Fenwick (2006), a post welfare-state discussed by Martin (2003), and postmodernism discussed by Edwards and Miller (2000). Taken together these authors examine the dialectical issue of individualism in which each person is at the same time responsible for their success and failure without much regard for the social context in which they live. The resulting problem is that not everyone has the same access to knowledge, nor the same learning opportunities, thus they are denied the opportunity to learn even though the onus is on them to do so. When understandings and discourses about learning and individualism are shaped within the aforementioned boundaries, “issues get represented in ways that mystify power relations and often create individuals responsible for their own ‘failures’, drawing attention away from the structures that create unequal outcomes” (Bacchi, 2000, p. 46). Providing true and equitable access to learning opportunities and knowledge means “adapting information to take into account other social and cultural factions – including language, gender, age, socio-economic status and cultural background” (Ontario Public Health Association & Frontier College, 1989, p. 43). Rubenson (2007) makes reference to the ‘Matthew Effect’ in which those who already have education are able to get more, whereas those who lack education are

likely to get less; compounding the problems of those trying to advance themselves through learning.

The disparity between economic understandings of lifelong learning (career related learning), and lifelong learning for non-vocational purposes, such as community coaching, is significant. Jarvis (2007) speaks to this in saying:

Learning, then, is a valuable human process and the more that we learn, the richer we will be as human beings, and the recognition of this has led to many campaigns to encourage learning. Although the main motivator of these campaigns has not always only been a concern to enrich the human person so much as to ensure that society's needs are met. (p. 123)

Jarvis (2008) is clear however that learning for human development is essential, and he condemns the systems of power which privilege some learners over others in saying:

Questions need to be asked about the morality of refusing to offer opportunities to learn unless the educational enterprise will make a substantial profit, since such a refusal denies the potential learners opportunity to enrich their lives, develop their humanity and even to enhance community living. (p. 156)

Similarly, Merriam, Caffarella, and Baumgartner (2007) suggest that humanistic understandings of lifelong learning are about fostering citizenship, and it is understood that community-based learning, when people join together “to overcome a specific problem or issue they believe to be important in improving life in their community” (p.32) is an example of ‘human’ lifelong learning. Clearly, community youth coaching could and should be considered as a community-building project that has the potential to improve the lives of those involved (Fraser-Thomas et al., 2005). In summary, a sociologically informed, lifelong learning perspective of coach development

recognizes that learners are at once learning and becoming themselves, honours the social context in which coach learning takes place, exposes the imbalances of power and freedom within learning, and is concerned with issues of human development (such as community coaching).

Researchers in coach development have however been inconsistent in their explanations of the aforementioned considerations when discussing the role of those within a coach's social context. While adopting Jarvis' (2006) theory of lifelong learning, Trudel, and colleagues (2010), suggest the responsibility to develop as a coach remains with the individual coach, and yet the role and responsibilities of the other actors involved within a coach's social context are only minimally discussed. While they offer a few examples of how sport administrators could facilitate several non-formal and informal learning opportunities, a discussion about the dynamics of power within the social context, and the implications for learning are absent. Likewise, the work of Trudel and colleagues (2012), suggests that while it will be the coach who will decide if a learning opportunity is personally relevant or not, coach development administrators ought to facilitate network building and reflective skills. They also offer specific suggestions about how formal coach education courses or clinics could be enhanced from the learner's point of view. Despite this, an examination of access, and the dynamics of social context are not discussed. In opposition, and taking a somewhat paternalistic tone, Stoszkowski and Collins (2012) contend that coach developers ought to challenge deep-seated and inappropriate epistemological discourses about the 'why' and 'what for' of coaching, and can do so through facilitated communities of practice which would provide structures and standards for coaching. While aiming to exploit social learning, these authors imply that coaches, and especially new coaches, require corrective interventions in order to prevent the assumedly negative status quo of coaching from being repeated. Issues of

power are discussed such that it is understood that coach developers hold all the power and are responsible to correct inappropriate coaching beliefs.

Somewhat similarly, Trudel and Gilbert (2004), provide ideas about how communities of practice could help change coaches' thinking about body checking in youth hockey. It is suggested that facilitators be involved in organizing coaching pods, discussion groups, and online chatting mechanisms. They note that the facilitator may have only relative power to influence the production of the communities of practice, and warn that facilitators should anticipate conflict in this regard. Work by North (2010), explores how a formalized mentorship program, through the deployment of coach development officers, yields mixed results. The pragmatic and logistical barriers of the large-scale program highlight the inequities of those receiving one-on-one support, and those who were not afforded the opportunity.

In sum, while some researchers have acknowledged the role of other actors within the social context of coach learning, most have done so without an examination of one or more of the following issues: a) the learner as an individual; influenced by his/her biography, b) the social context of learning (which can be perceived from wide or narrow viewpoints), c) the dynamics of power within the social context, and d) the exploration of learning as an endeavour of human development.

Who holds responsibilities related to coach development within this unique context?

While not always in agreement with one-another about the details, participants did agree that the social context of coach development included three levels: the individual coach, the club, and the association, and that power and responsibility in terms of learning or providing learning

opportunities ought to be shared. Direct quotes are used to illustrate the differing perspectives about the responsibilities of recreational soccer coaches to learn.

Individual Coach Responsibilities

Coaches acknowledged their own responsibilities to learn. One coach poignantly suggested:

The day that I decide that I no longer need to learn is the day that I fail as a coach. There is just no way that you cannot continue to learn. Every time I go to a session, even if I only learn one thing, I become a better coach. You always have to look for opportunities to learn because things are always changing, and so I have to keep learning. (coach 1)

Similarly, another coach revealed, “There’s always more that you can learn. The more I learn as a coach, the more resourceful I become. I’ve learned how to adapt, and I’ve learned how to learn” (coach 12). Disclosing her own abilities and shortcomings in terms of coaching knowledge, this coach admitted, “I don’t have any training as a goal-keeper so I decided to bring in a friend who is a keeper. She ran the drills and I learned from her” (coach 18). Another coach was motivated to take action in order to improve his coaching skills:

After last summer’s season I decided to join a men’s [soccer] team. Since I was coaching the kids, I figured I better improve my own skills and learn how to execute different things. I played in an indoor men’s league and really enjoyed it. I learned a lot about coaching by playing. (coach 19)

Some coaches nuanced their need to direct their own coach learning activities due to an absence of guidance from their club. One coach stated, “I feel that I am the one who has to go out and learn to support myself. I have to go and get the tools that I need. Besides, there isn’t anyone

saying ‘do you need help?’” (coach 2). Along the same vein, and in acknowledgement that outside support may be lacking, this coach conceded, “well since no one else is doing it, it’s up to each coach to figure out how to realize the potential of their team” (coach 8). Not knowing how the drills might or might not work, this new coach explained, “since I had the equipment with me anyway, I would test out all the drills on my own three kids first. The drills hadn’t been taught to me – so I needed to see if they would work” (coach 11).

Unable to find the support she was looking for from the Canadian Soccer Association’s website, this coach took matters into her own hands:

The Canadian Soccer website is unreliable. Sometimes there are resources for me as a coach, and sometimes there aren’t. I went and found this other website where you could order badges and stickers for the kids in order to reward their achievements on different skills. It wasn’t Soccer Canada that had these – it was this other random website. I ordered the stickers for my players and the kids were so excited. The green and yellow balls were the most coveted – those stickers were for getting an assist. (coach 5)

Several coaches explained how a booklet of drills were provided to them by their club, but that it only took them so far as noted by this coach:

The booklet was pretty helpful. It had suggested practice plans and was divided by ages. Certain skills weren’t introduced until later into the season – and I could see that this made sense. Some of the drills were however, too dry. The kids were saying ‘I don’t want to do this’, and so it forced me to learn some new drills on my own that would be more fun. (coach 6)

When it comes to players’ social development, this coach suggested that she intervenes when she hears inappropriate conversations amongst the players and asks them to reflect by asking

“how would you like it if someone said that to you?” (coach 5). She also explained how she modelled the behaviour that she expected out of the children, and encouraged the players to praise one-another for making good plays. When asked how she learned these coaching skills, she said,

No one teaches you these things in coaching clinics or manuals. Demonstrating respect, being well-rounded and learning about citizenship –that should be part of all sports at all levels. I guess it is because I played sports all my life that I’ve learned to value and teach these things. Perhaps it would make sense for the clubs to cover these sorts of things however, because not everyone has playing experience like me. (coach 5)

Another coach with playing experience noted that she makes sure to give each child at least one piece of positive feedback each session because of the lessons she learned from previous coaches. She remarked that “no, no one taught me how to do this, but it’s very important to learn. Those without playing experience might have to learn about differently” (coach 21). Also, noting that coaching development opportunities did not discuss player development in this way, another coach illustrated how her own experiences as a player taught her how soccer can teach children about honesty and other life-skills. She suggested that she teaches the children to be honest about if they kicked the ball out of play or not, regardless of how the referee calls the play. She encourages them to tell the truth and to admit when they are at fault. She explained, “Little things like this transfer over into real life. They did for me, and so I want these kids to benefit from that by learning about making honest choices” (coach 30). Similarly, another coach explained how when it came to offering individual feedback and praise, she had to figure it out on her own:

Motivating the boys individually and encouraging them each individually really helped them to play better as a team. I wish I had known some strategies for this, but I didn’t get that advice from anyone or anywhere. I learned it on my own and I am glad I did. Kids

need to know they are valued, and as much as this is about soccer, it's actually about life.
(coach 15)

One club-level administrator suggested that “if coaches want to learn they don't have to go far. It's up to them to go to the web, to watch other games – that sort of thing” (admin 6). The national-level administrator noted that in addition to the NCCP courses coaches ought to “consult the Web. There is lots of information available for coaches” (admin 5). To be sure however, he made it quite clear that all soccer coaches, including house-league coaches ought to take it upon themselves to take NCCP courses, for in his mind:

Every child deserves to have a coach who has been trained in the proper course, based on the proper information for that child's age and stage. Coaches need to understand that one weekend of training is worth a child's life. You know? They can make or break children. They need to take the time to do it, for the sake of the children. (admin 5)

Club Responsibilities

Coaches noted their desire to have more coach development support from their clubs, as expressed by coaches who said things like, “it would be good to have contact with a head coach – someone to get feedback from on our practices” (coach 4), “I was hoping they'd be able to give us pointers and information about coaching” (coach 17), and “we were only given the rules of the game, it would have been good to get something about drills” (coach 15). As well as, “I think they should have offered a clinic. Some coaches were acting like drill sergeants. Maybe if they had been taught more appropriate drills, and learned that this was for fun, it would have been different” (coach 23). One coach elaborated by saying “I expected a lot more training. It was like this ‘thanks for volunteering to coach. Here are your supplies. Bye’” (coach 19), and another said,

“I requested a training session but there hasn’t been one yet” (coach 13). Quite a few coaches noted that while their clubs’ offered coaching clinics for recreational coaches, the timing was such that they were not yet in their coaching role, and so did not know about the clinic. Also on clinics, coaches added “it would have been good to get advice about managers. I didn’t know anything about that, and did it all myself the first year. I learned on my own to delegate the next year” (coach 2). Similarly, coaches said, “I wish they had explained the difference between the micro and mini fields better. All the coaches were confused and for weeks no one could agree” (coach 13), and, “finding a goalie is stressful – I wish they had given us guidance about that” (coach 30). Ultimately, most coaches requested more resources about drills as this coach observed, “I wish our club had some guidelines saying ‘here are a bunch of drills that actually work for this age-group’” (coach 2). Another found it unfortunate that the training sessions offered by her club were not intended for recreational coaches in saying “they offer sessions for the competitive coaches, but I know I would have enjoyed it. It’s unfortunate as I would like to learn more in a clinic” (coach 14).

Quite a few coaches noted how they would like to see a greater connection between the recreational and competitive branches of their clubs, and explained how with better rapport, the recreational coaches would benefit by learning from more experienced coaches and players. One coach proposed:

I have often thought it would be good to have the competitive players involved with the recreational program. A few players who are the same age as my boys, but who are incredibly skilled could have come out to show the boys some of the skills. Our boys would have appreciated how well they can execute even simpler things like dribbling, and

we all could have picked up a few tricks. We adult coaches – we didn't play at the same level as the competitive kids do, and we could have learned from them. (coach 8)

Others noted how they thought the club ought to have provided more opportunities for coaches to get to know one another. One coach explained “I didn't know any of the others coaches. There weren't any get-togethers or anything. If there had been, we could have chatted and learned from each other's experiences” (coach 6). Most said that before and after games they were too rushed to meet anyone as field bookings were such that as one team left the field, another immediately took their place.

A few coaches noted complete satisfaction with the level of coach development support they received from their clubs, as did this coach:

The club has a list of website suggestions which is helpful – I've visited those to get ideas. They also hand out a book of photocopied drills. Also, the convenors are very helpful – they come to practices sometimes and are well identified. They all wear the same blue shirt and offer to help out. I've even received emails saying that they've 'heard good things', and so it's encouraging to get that kind of feedback. I have always felt completely supported by my club. (coach 7)

Likewise, this coach (coach 9) explained that he too was happy with the booklet of drills as it helped him to learn which activities were developmentally appropriate for his players. He also observed how the booklet listed “easy access points. They named and identified people that we could contact with coaching questions – that was great” (coach 9).

According to the coach participants, there are clear inconsistencies between clubs, as a few coaches were able to contrast their experiences at two different clubs. One coach explained the differences:

At my former club, they had sessions where we were divided by age group – so there were only coaches working with two age levels. This was good because how you work with one age is certainly different than older kids. Then they actually handed us a practice by practice workbook with what skills they wanted us to teach. That was really helpful because not everyone is an experienced coach, and so the workbook told us the order of the skills – which ones should be introduced first and so on. We were spoon-fed all the information and it was beautiful. So helpful! At the sessions they even covered how to get those kids involved who are shy, and how to get the parents to help out on the field, and how to make it more fun and silly – all of that stuff. It was so good. At this club, well, they don't have any of that. (coach 11)

Another coach shared his encounter with a coaching colleague from another local club:

My friend who is a house-league coach in another club was supplied with a booklet that has a lot of details and tips for this age-group. But for us, it was as though the club was saying 'you're just a babysitter. Let the kids run around'. He was given whistles, booklets, ideas for activities, and all that I received was a printout of my roster and a sheet of paper listing our game times and locations. Two extremes, and it was the same price for our kids. I was expecting a lot more. (coach 19)

Club-level administrators acknowledged what their clubs offered in terms of coach development. One administrator explained, "we don't have a manual or booklet per se, but we have links to other websites from our own, and we have flyers in the office for those who want to stop by" (admin 3). He then explained another coach development strategy that the club offered:

Over the course of the season, we get all the directors out in their matching golf shirts, to walk around the house-league fields. They each have an age-group that they are

responsible for, and so essentially they just make the rounds. They are supposed to say ‘hey, how is it going, any issues, do you need any help?’. The problem is that not all the directors have much coaching experience themselves so it gets tough. (admin 3)

The national-level administrator suggested that it is up to the clubs to provide developmental opportunities for their own coaches. He said, “Just like the players should be developed by their coach, the coach should be developed by their club’s technical director” (admin 5). He later suggested that clubs should organize visits by higher level coaches to house-league practice sessions, “these people should be out circulating on the fields all the time in order to see the coaches and to help them out. Within the club structure, there is a lot more help that could be provided”. The provincial-level administrator asserted, “the club head coach could be the one to point their coaches towards valuable resources and appropriate websites where coaches can find session plans” (admin 4).

Association Responsibilities

Club-level administrators expressed their belief that more support from the regional, provincial, and national-level associations ought to have been provided. About the lack of support at his club, but without naming where he thought the support ought to come from, this administrator suggested:

They ought to be coming out to the clubs to show us what we can do for coach development. We are volunteer-driven, and they aren’t. Plus, they are the experts. They should host events for all the local clubs so that directors of coach development can come together and brainstorm, and share stories. They need to be the ones to facilitate these kinds of things. (admin 3)

Likewise, another club-level administrator criticized the regional, provincial, and national associations for having little regard for recreational soccer:

It's always focused on competitive. That's all they care about even though there are likely 8 times more kids involved in recreational soccer and it's where all kids start out. I developed a coaching manual for our club, and I know it would be beneficial to video-tape a training session to show all those drills, but we are talking about 150 hours of work, lots of money, and audio-visual expertise that we don't have. The associations should be doing this. It would be useful to all clubs to help their coaches learn the appropriate drills. (admin 2)

Almost identically, another club-level administrator said,

Why aren't the governing associations producing their own literature? Also, technology is available – why aren't they making DVDs of all the drills they want us to do. Certainly they have ideas about what our coaches should be doing, and have lots to say about soccer kids lacking skills...so why don't they teach us? (admin 6)

The club-level administrators also communicated how they would be better able to serve their recreational soccer coaches if they were provided with written or electronically available resources about practice plans containing appropriate drills, warm-ups, cool-downs, and engaging activities.

With palpable frustration, this club-level administrator admitted,

The Canadian Soccer Association obviously wants kids to learn certain things in a certain order – but what are they doing about it? The coaching courses are for competitive coaches and cost money. They are pushing this Long-Term Athlete or Player Development from the top, but aren't doing anything here at the bottom to make it happen. Our recreational

coaches don't know anything about it – I don't have anything to give them. Where is the leadership from the top? It's focused on competitive. (admin 3)

Coaches too, suggested that associations above their club ought to carry responsibilities to help coaches learn. One coach noted, "I don't see why the clubs should have to produce manuals. House-league soccer is played all over Canada. Why can't the National office produce and hand out these kinds of things?" (coach 25). Similarly, and by comparing to his coaching experience in other sports, this coach illustrated similar frustration:

It's not the club's fault. It's Soccer Canada – they don't do a good job compared to Hockey Canada. As an organization they [Hockey Canada] have so much information out there, and resources, and they offer sessions for the various levels. I think Soccer [Canada] needs to focus more on the lower levels, and the coaches here in house-league. I've never seen a booklet or handout that's written by Soccer [Canada], but I have tons from Hockey [Canada]. In hockey the expectations are far more clear. (coach 24)

The association representatives acknowledged some of their responsibilities to provide learning opportunities that would serve recreational coaches. The regional-level administrator conceded, "I would like our district to become more involved in organizing coaching conferences suitable for house-league coaches" (admin 1). He went on to reveal:

When you think about it, it makes no sense. As a region we put far more resources into referee development than coach development. And, the money we do put into coach development is actually for the competitive coaches. For some reason we value the refs more, but then again our volunteer board positions are hard to fill. The decision-making seems hap-hazard. However, it's not even our mandate to provide clinics; it's the provincial association that does that. (admin 1)

It was also explained that while a certain portion of each recreational player's registration fee is passed along to the regional, provincial, and national associations that no records are kept on these players. It was revealed "yes, we all take a bit of their money, but because they don't need an ID card, we don't register them" (admin 1). He lastly suggests that it was the Canadian Soccer Association who ought to demonstrate more initiative in terms of coach development in saying, "leadership should come from the top. From Charlottetown to Victoria, it should be the same. The same fun and developmentally appropriate drills should be created and shared" (admin 1).

Admitting that in his view the provincial-level association was not fulfilling enough of its responsibilities to help recreational coaches learn to coach, but suggesting that neither was the national-level office, this administrator revealed:

I'm fully aware of the fact that we don't do enough to support them right now...but the Canadian Soccer Association will tell you that they deal with the National Teams.

Recreational soccer is not at all on their radar, and so the development of those coaches is also off the radar" (admin 4).

He also acknowledged the disconnect he perceived there to be between the recreational program participants and the administrative system, and how this affects coach learning:

If you were to ask most coaches in recreational soccer they probably don't even know the Ontario Soccer Association or the Canadian Soccer Association. They likely don't know that they are part of a district, and some might not even know they are part of a club because they think their child is playing for Timbits or the neighbourhood section of their club. We don't do a good job of connecting the dots, and if parents and coaches knew more about who we were they would be challenging us for more information. They would be

able to say ‘where’s the reliable information and where can I find good drills’? They should be able to question us, but frankly they likely don’t even know us. (admin 4)

The national-level administrator explained, “It’s a huge country and just like there are levels of government, there are levels of soccer. We don’t control the little ones, the house-league programs” (admin 5). He expanded as follows:

Ideally, we would like all coaches to be NCCP trained; that is the vision. But it is up to the communities to do this. We can only enforce coach certification for national level competitions. It should be the districts who maintain the responsibility for coach education, because some clubs are large and others are too small to be in charge of this on their own. (admin 5)

Discussion

While the coach and administrative participants understand that coach development should be facilitated at different levels, finger-pointing and disagreement exist between the various participants about how recreational coaches ought to learn about coaching, and who holds responsibility for their development. The landscape of soccer, like many sports, is complicated by club, district, provincial, and national jurisdictional issues. Who, if anyone, holds responsibilities related to coach development is not obvious. Like some of the participants in this study, others too suggest that learning to coach is the responsibility of the coach. Trudel and colleagues (2010) contend that “the responsibility to develop as a coach should stay in the hands of the coaches” (p. 146). This point is challenged by those who contend that coaches, and especially inexperienced or under-resourced coaches, cannot be entirely responsible to learn how to coach on their own. It is suggested that while “coaches are at liberty to consult any or all sources of information to help

them address their own specific coaching issues...coaches cannot search for information on that which is unknown” (Mallett et al., 2009, p. 331). To be sure, other researchers have noted that youth coaches ask for guidance in their learning, and that they are uncomfortable and dissatisfied to be left to figure things out on their own (Hedstrom & Gould, 2004). Further to this, the fact that researchers have over many years determined that coaches are interested in receiving guidance on drills (Gilbert & Trudel, 2005; Lemyre et al., 2007; Wilson et al., 2010; Wright et al., 2007) begs the question: Why are coaches not readily supplied with these resources?

Recreational coaches aside, it has been suggested that even high-performance coaches struggle to access the information they require to know how to coach their athletes (Nash & Sproule, 2009; Reade, Rodgers, & Hall, 2008). Indeed, if coaches are searching for information about how to enhance the motivation of their players, or any other information from sport science research, they are likely going to have a hard time finding it. Reade and colleagues (2008) concede, “If this group of highly educated university-based coaches have difficulty accessing sport science knowledge, then the situation may be much worse for high-performance coaches not located in a university environment” (p. 333). The reality for recreational coaches is then certainly more bleak, as their biographies likely result in even less access to sport science knowledge.

While coaches might have some degree of autonomy to learn about coaching in ways that are personally relevant and driven by their unique biographies, it is clear that not all coaches have the same array of choices, nor the same access to learning opportunities. In some cases within this research, clubs hosted coach development clinics prior to securing all coaches, thus making it impossible for some coaches to attend. Other developmental opportunities were restricted to competitive team coaches. It must therefore be asked: Are coaches actually free to learn in whichever way they choose if they are unaware or denied access to such opportunities? It would

seem that within certain social contexts within youth sport, recreational coaches lack the power and freedom to pursue a full range of developmental opportunities.

While several coaches noted how they relied on their own experiences to learn about psycho-social development and the applicability of life-skills to their soccer coaching, it appears as though this dimension of coaching is lacking from all learning opportunities, either through clubs or associations, available to these coaches. While coaches are expected to provide holistic lessons, and some expect them to deliver upon the 4 C's (Côté & Gilbert 2009), it is unclear if and how coach development includes information about the potential for psycho-social development of young players. Where Jarvis (2006) argues that lifelong learning with others should help us "reach towards the fullness of our humanity" (p. 135), the responsibilities to learn and promote human development through life-skills within youth sport, seem to rest with each individual coach. While clubs and associations disagree about the inequity and relative distribution of resources, the issue of human development appears to be missing from their concerns. Whether it is to coach age and skill-appropriate drills, or to promote self-esteem and citizenship, it seems unfair and unrealistic that coaches carry the expectations of others to deliver on these demands while feeling unsupported in their learning to do so.

The social context and dynamics of power are also influenced by the fact that the material of learning, or the content of coach education, may be too disconnected from the needs of the coach learners. Gilbert and Trudel (2004) suggest that a lack of organized and summarized body of research within coaching science prohibits coach educators from integrating coaching science into their educational programs, and hinders coaches from accessing the research themselves. Similarly, Vargas-Tonsing (2007) is critical of the body of research that, while intended to impact coaching practices, is actually inaccessible to coaches. She contends that coaching research must

be translated into more practical formats so that coaches can reap the benefits of knowledge intended for their use. Furthermore, as Williams and Kendall (2007) explain that even if coaches are to be the beneficiaries of sport science research, the researchers themselves are externally motivated through promotion and tenure to publish in peer-reviewed scientific journals with limited readership, resulting in the aforementioned gap. So, while coaches in this study and in others (Reade, Rodgers, & Spriggs, 2008; Williams & Kendall, 2007) report the desire to attend coaching clinics in order to learn, sport scientists are more likely to present their research to peer researchers over practitioner audiences. It would seem then that the social context of coaches, and their freedom to learn, is influenced not only by those involved with clubs, or associations, but also by researchers who are influenced by systems of power within their own social contexts.

While Jarvis (2006) reminds us that when considering lifelong learning, the responsibility to learn rests with the learners, he also says that when considering education, there are responsibilities to provide such education to the learners. He further suggests:

We are the authors of our own biographies, but it would be a mistake to assume that we are its sole authors. We are not islands but we live in socio-cultural surrounds and interact with a wide variety of people, all of whom impinge upon our freedom to act and learn. (2006, p. 119)

This highlights the struggle between being personally responsible to learn within social contexts where one's ability to learn is facilitated or hindered by factors related to power. That is, coaches of recreational soccer seem to have very little power when it comes to influencing the dynamics of coach development within club, district, provincial, or national systems. Competing priorities of more competitive players and coaches, mean that recreational coaches, and their development, are given little consideration.

Unfortunately, in a time when individuals are more than ever responsible for their own learning (Jarvis, 2007), “the demands of our life-world also determine to a great extent the opportunities that we have to learn” (Jarvis, 2006, p. 6). The social context of youth recreational soccer is such that power relationships favour those who have expertise and deeper investments in high-performance soccer. The power to learn often lies with those who control the creation and dissemination of knowledge (Jarvis, 2007), and is exercised “through the way that the learning materials are delivered or by the design of the educational syllabus/curriculum (agenda) and so on” (p. 15). While recreational coaches can be expected to engage with variable learning opportunities that might be accessible to them, they are limited in their power to find, create, or demand such resources.

Part 4 – Interview Data (Emergent RQ 2)

The findings of Part Four address the following emergent research question: 1) What are the implications for coach development within this unique context? Since this research question, like the former research question, were emergent research questions, the introductory literature review does not sufficiently cover all of the associated concepts. Findings from Part Four, again stemming from Phase Two; the semi-structured interviews, will be presented following an introduction of the related concepts.

Youth Sport Participation, Volunteer Recruitment, Context-Dependent Coach Development

Participation in youth recreational sport is widespread (Clark, 2008), and yet calls to increase research attention to this coaching context persist (Jones, 2007; Stephenson & Jowett, 2009). Indeed, it is suggested that since “only a small percentage of youth athletes ever reach elite status, greater weight should be placed on the masses of youth involved in youth sport programming rather than the few who make it to the top of their sport” (Fraser-Thomas & Côté, 2006). It is contended here that a focus on the needs of the coaches within this coaching context is beneficial to the participants of youth sport. To be sure, attention and improvements to coach development will ultimately lead to the sustainable improvement of quality sport programs for the children and youth involved (Rynne et al., 2009).

While many children participate in youth sport, recruiting and retaining volunteer coaches remains difficult (Busser & Carruthers, 2010; Misener & Doherty, 2009). In fact, it has been suggested that most first-time youth sport coaches fall into coaching roles because of a lack of interested others, and many end up as coaches because ‘no one else would’ (Busser & Carruthers, 2010; Lemyre & Trudel, 2004). This is problematic since it is the countless volunteer coaches who

“provide a workforce which allow communities and clubs to offer sport programs at a low cost” (Duffy et al., 2011, p. 110). In no uncertain terms, it has been warned that without sufficient volunteers “the delivery of community sport would be severely compromised, sport complexes would close, and physical activity levels would fall sharply with severe consequences for community health, especially for [the] youth” (Rundle-Thiele & Auld, 2009, p. 2). Previous research has determined that community volunteerism works best when it promotes social interaction, when volunteers learn new things and explore their personal strengths, and when it allows individuals to “feel important, needed, and better about themselves” (Busser & Carruthers, 2010, p. 130). It is thus essential to provide coaching developmental opportunities that allow volunteer coaches to learn, to interact, and to feel valued.

Coach developmental activities must be catered to the needs of coaches working within particular coaching contexts (Cushion et al., 2010; Gilbert et al., 2009). Since coaches found at the elite level often did not coach at the recreational level (Erickson et al., 2007) it makes little sense to guide coach developmental activities for recreational coaches as if they were bound for high-performance coaching settings. Instead, developmental opportunities need to be based on the understanding that the recreational coaching context is unique, and presents its own set of specific and sometimes complex knowledge requirements (Capstick, 2012a, 2012b).

Contemplating coach development opportunities requires an understanding that places coaches as individuals; each with his or her own set of experiences and histories. When we consider coaches as individual learners and honour their histories, or as Jarvis (2006) suggests, their biographies, we are best able to appreciate that each coach learns in idiosyncratic ways (Werthner & Trudel, 2009). It also allows us to appreciate how their differences impact upon how coaches perceive and would like to learn about coaching. Differences in their location, gender,

sport and coaching experience, the age and level of their athletes are just some of the factors that come to the fore when we recognize the needs of coaches as individual learners (Capstick, 2012a; Côté 1998; Gilbert et al., 2006; Gilbert & Trudel, 1999a, 1999b). Despite some suggestions that expertise amongst recreational youth sport coaches is unattainable due to high turn-over rates (Côté & Gilbert, 2009), current research suggests that while not many, a significant minority of coaches accumulate ten or more years of experience within the recreational youth sport context (Capstick, 2012a). The biographies, including accumulated coaching experience, of youth volunteer recreational coaches thus varies widely (Hedstrom & Gould, 2004), and must remain a top consideration when planning developmental opportunities.

The call to examine how coach learning can be better fostered and facilitated has been made, and continues to be made (Gilbert & Trudel, 2005; Gilbert et al., 2009; Lemyre & Trudel, 2004), and further to this it has been suggested that resources are scarce for such endeavours (Gilbert et al., 2009). Likewise, the need to recruit sufficient coaches is critical. Guided primarily by studies situated directly within the youth recreational soccer context (Capstick, 2012a, 2012b, 2012c, 2012d) and by others investigating the learning preferences of coaches (Erickson et al., 2008), suggestions for practitioners are offered here. That is, these findings are intended to offer practical ideas to soccer administrators at sport clubs and associations at varying levels of governance about recreational coach recruitment and development. While some suggestions are best implemented at the neighbourhood or club level, other suggestions apply to sport administrators at regional, provincial, or even national levels of jurisdiction. In offering these practical suggestions, I attempt to close the gap between the needs of sport practitioners such as coaches and administrators, and sport researchers (Jones & Wallace, 2005). Overall however, these suggestions are situated in a context where the expectations of youth sport coaches are high;

as coaches are asked to delivery on outcomes associated not only with sport-related performance, but on life-skill development too (Becker, 2009; Canadian Sport Centres, 2006; Coaching Association of Canada, no date; Fraser-Thomas & Côté 2006; Gilbert et al., 2006; Gilbert & Trudel 2004, 2005; Miller & Kerr, 2002). That said, and in order to strive to attain the many outcomes expected of coaches, their opportunity for development and supporting resources ought to be significant.

What are the implications for coach development within this unique context?

National Level Contributions to Facilitate Coach Recruitment & Development

Recruitment Material

- *Must provide Clubs with material to help them promote the values and benefits of coaching.* Clubs should be provided with a simple resource that celebrates and advertises the benefits of coaching. Documents targeting various audiences would be appropriate (parents, students, current soccer players etc).

Developmental Opportunities

- *Resource material must contain drills that are age and level appropriate.* Developers are reminded that the skills and motivations of similarly aged children participating in recreational sport can differ from those in competitive sport, and so activities must be fun and engaging. Recreational soccer coaches seek session-planning documents and drills that appeal to children and youth who are recreationally (and not competitively) involved in soccer.

- *Resource material must be available in a variety of formats.* In addition to the National Coaching Certification Program (NCCCP - which is rarely accessed by recreational soccer coaches), clubs and coaches should be able to access nationally-sanctioned coach development material in a variety of formats such as booklets, electronic documents, on-line sources, and videos. Many recreational coaches report favourable reactions to visual representations of drills; and so it is recommended that video-taped drills be available on-line. A list of recommended soccer websites would also help clubs and coaches navigate through the many online resources. Likewise, a list of recommended books, DVDs, or other training programs would also be helpful to coaches.
- *Communication of national level games, tournaments, camps, and exhibition matches.* When National Teams play at local sports venues for whatever reason, the local clubs should be targeted and informed so that coaches, including recreational coaches, can take advantage of the opportunity to attend and learn.

Provincial or Regional Level Contributions to Facilitate Coach Recruitment & Development

Recruitment Material

- *Must provide support to Clubs with coach recruitment.* Provincial or Regional administrators should collect information and ‘best practices’ from their clubs in order to disseminate information about successful coach recruitment strategies. In the absence of recruitment material from the national office, provincial and regional administrators should help clubs by creating recruitment documents detailing the benefits of coaching youth soccer.

Developmental Opportunities

- *Communication of provincial or regional level games, tournaments, camps, and exhibition matches.* When high-performance regional or provincial teams (youth or otherwise) play at local sports venues for whatever reason, the local clubs should be targeted and informed so that coaches, including recreational coaches, can take advantage of the opportunity to attend and learn.
- *Must facilitate opportunities for coach interaction.* Following a high-performance soccer event, regional or provincial administrators should organize a social for local coaches to meet one-another. The participating high-performance coach(es) could be in attendance to offer a few words or to take questions.
- *Resource material must be available in a variety of formats.* Clubs and coaches should be able to access Regional or Provincially-sanctioned coach development material in a variety of formats such as booklets, electronic documents, on-line sources, and videos. A list of recommended soccer websites would also help clubs and coaches navigate through the many online resources. Likewise, a list of recommended books, DVDs, or other training programs would also be helpful to coaches. In the absence of nationally-created or sanctioned developmental material for recreational coaches, regional administrators are encouraged to aggregate and synthesize coach learning material from their region. That way, all coaches, regardless of the size or affluence of their club, will have access to similar learning material.

Club Level Contributions to Facilitate Coach Recruitment & Development

Recruitment Material

- *Must begin recruitment for coaches early, and in multi-faceted way.* Coaches must be in place and assigned to teams with enough time for coaches to prepare for their season, and to attend any pre-season clinics offered by the club. Shortcomings from initial uptake, must be dealt with immediately and creatively. Clubs are encouraged to look for potential recreational coaches out of their pool of older competitive players, many of whom may require official volunteer commitments in order to receive their high-school diplomas. Potential new coaches, especially those without soccer experience, may step forward to coach if partnered with an experienced player – and so each club is tasked with thinking creatively about recruiting the required number of coaches early in their pre-season.
- *Must draw links between skills required for coaching, and relevant experiences.* When making the call for volunteer coaches, clubs must do a better job of demonstrating to potential volunteers that they likely already possess some of the required skills. That is, skills like organization, speaking in front of groups, handling questions, and working with children are all skills that many potential coaches may already possess through their parenting and/ or workplace experiences. Links can also be drawn to other sport experience. Potential volunteers with other coaching or playing experience (in soccer or otherwise) should be encouraged to appreciate how their sport experience has provided them with lessons about team work, sport strategy, communication and so on.
- *Must promote the values and benefits of coaching.* When recruiting new coaches, clubs must celebrate and advertise the benefits of coaching. If targeting parents, clubs should communicate to potential coaches that through coaching, they can have newfound

relationships with their child. Coach parents can develop a special rapport with their child and have a milieu that allows for engagement separate from discussions about homework or chores.

Developmental Opportunities

- *Must provide several club-level clinics for coaches.* Clinics must be timed such that recreational coaches are in place (have been assigned to a team), and can receive sufficient notice about clinics. A variety of free clinics are recommended such as those for: a) new coaches working with children, b) new coaches working with teenagers, c) returning coaches working with children, d) returning coaches working with teenagers. Clubs are urged to take advantage of experienced recreational coaches volunteering within their club by asking these coaches to speak at the clinics. Coaches report a desire for learning from those with relevant “in the trench” experience, and so those with experience can share practical tips and tricks. In the absence of highly experienced recreational coaches, clubs are encouraged to think creatively about possible guest speakers. Respected teachers, and others (community swimming instructors, camp directors, relevant researchers) who work with children (or teenagers), are also able to offer helpful insights about working with youth. Highlights of all clinics should be posted on the club’s website so that those coaches not able to attend can benefit.
- *Must facilitate opportunities for coach interaction.* There are many different ways of doing this, and clubs are encouraged to imagine what might work best in their community. For example, coach meetings or clinics should be followed by some time to socialize/ meet and greet one another. With consent, coach contact information sheets should be distributed so

that coaches can call or email one-another (amongst coaches within same recreational age-group, but also across age-groups). A pot-luck or BBQ could be organized for coaches during the season. An open invitation could stand to meet at a given coffee shop, restaurant, or pub for coaches to meet weekly, biweekly, or monthly. Lastly, if the club has a head coach, or technical director, it is imperative that the recreational coaches (and not just the competitive coaches) have access to this person. In addition to this leader, contact information for other resource people should be provided to all recreational coaches so that they know where to turn to have their questions answered. Post-meeting events or socials like those mentioned above are also valuable opportunities for coaches to meet key resource people within the club.

- *Resource material must be available in a variety of formats.* Club-generated booklets, should be available electronically and in print version, and clubs are encouraged to pursue on-line and video resources as well. In the case of specialized club equipment such as pop-type nets, new coaches would benefit by having short instructional videos posted on-line about the use of such equipment.
- *Must promote opportunities to watch high-performance coaches and players.* If guest coaches are invited to the club to offer developmental sessions, recreational coaches, in addition to the competitive coaches, should be welcomed. If a camp or session for high-performance players is taking place, recreational coaches should be invited to watch. If the club is aware of a national, provincial, or regional matches taking place locally, they ought to inform their recreational coaches of this opportunity.
- *Playing opportunities must be communicated.* Since many coaches express learning about the game, and about coaching through playing, the club ought to communicate information

about teams/leagues suitable for coaches. Whether it be teams and leagues for beginners, or for players with more experience, clubs might think about offering incentives (reduced playing fees) to their club coaches who also decide to play on a team of their own.

Discussion

Recreational sport provides an opportune environment for children and youth to participate in team sport. Certainly, while soccer is the most popular sport in Canada, with more youth registered in soccer than any other sport (Canadian Soccer Association, 2010), not all players will choose to play at the competitive level. Thus, there must be a more comprehensive understanding of the essential role played by recreational-level soccer and the coaches who provide these opportunities. Players at the recreational level have different motivation than their competitive counterparts (Fortier, Vallerand, Brière, & Provencher, 1995), and like their coaches, have different needs that must be better met by sports administrators from all levels of governance. Associations are challenged to recognize not only that most elite players began at the recreational level, but that the large majority of their membership is in fact recreational (and not competitive) players. An investment in recreational coach recruitment and development is clearly warranted.

Despite enjoying such large participation rates, soccer in Canada demonstrates deficiencies in terms of the coordination of coach development strategies (Capstick, 2012d). While most clubs are volunteer-run, it is Regional, Provincial, and National Associations who have resources (through player fees, including those from recreational players) that should be earmarked for recreational coach development initiatives as described here. Integration between the various levels of soccer governance will ensure that more, and more suitable coach development opportunities are available to recreational coaches from across the country. The Canadian Soccer

Association is challenged to think of coach development beyond formal coach education programs (NCCP), since many coaches report that this is one of the least meaningful learning opportunities, and evidence to support the effectiveness of these programs is lacking (Lyle, 2007; Trudel et al., 2010). Armed with some of the aforementioned examples, and with their own creativity, it is time for sport administrators to re-imagine, and prioritize coach development, especially at the youth recreational level. In a context where recreational coach development opportunities and resources are currently lacking, the repetition of some suggestions is deliberate. That is, administrators at the national, provincial, and regional level are all encouraged to create and disseminate relevant developmental material. For example, when contrasted to the situation where no suggested coach reading lists currently exist, suggestions for recommended coach reading from various levels of governance will provide for more choice, and might even take advantage of relevant regional differences.

Rigorous recruitment strategies, based on best-practices from successful clubs, will provide coaches with the necessary pre-season time to prepare their coaching responsibilities. On the contrary, when recruiting efforts are unsupported, hap-hazard, and result in coaches being placed with teams at the very last second, the important role served by volunteer coaches is discredited. Clubs should be able to rely on higher-level associations to provide them with resources, strategies, and guidance on recreational coach recruiting. When it comes to developmental opportunities, not every coach will take advantage of each offering. That is, while one recreational coach might be new to the area, and would welcome the opportunity to meet other coaches (and potential new friends) at the neighbourhood pub on Friday nights, other coaches might find this less appealing if they already feel well connected and well supported. As each coach has a different biography and learns differently, they are likely to value and prioritize

different learning opportunities accordingly. Each individual learning opportunity does however have the potential to be quite significant for certain coaches, and so that is why having a wide range of developmental options is critical. It is hoped that increased attention to recreational coach development will result in more satisfied coaches who will be able to translate their satisfaction and development towards the fulfillment of youth sport participants.

CHAPTER SIX - CONCLUSION

Research Questions Answered

This dissertation had five research questions. The first three questions were derived from the specific research objectives, while the final two emerged as key follow-up research questions through the process of carrying out the research. They were:

1. Who coaches recreational soccer?
2. What does the context of recreational soccer look like?
3. How do recreational soccer coaches learn to coach soccer?
4. Who holds responsibilities related to coach development within this unique context?
5. What are the implications for coach development within this unique context?

Addressed in the first discussion section, the question of *who coaches recreational soccer* can be answered with varying levels of detail. In sum, it can be said that the coaches of youth recreational soccer are diverse. However, most are men (71.6%), most are middle-aged (57.3% are 35-44 years old), most have completed at least a bachelor degree (46.5%), most have soccer experience as a player (75.3%), most are in their first season of coaching soccer (28.8%), most do not carry NCCP certification (69.3%), and almost all are parents (95.6%). To ignore however, those outside of these averages would mean excluding a significant number of coaches. While averages can be useful when illustrating quick scans or simplified descriptions, too much focus on averages undermines the unique biographies of all those involved. The exploration of this question in the first findings section provides more thorough details about the range of coaches in recreational soccer.

Also addressed in the first discussion section, but additionally discussed in the second section; *the context of youth recreational soccer* can similarly be discussed at many layers. Taken

together the context involves children and youth up until the age of adulthood, and a season of recreational soccer involves significant variance in the frequency of games, practices, and tournaments. Most seasons last 3 months (60.6%), most teams have 11-15 games (62.4%), most have one year-end tournament (61.1%), most practice once per week (73.2%), with the practice session lasting 16-30mins (33.6%). Again, while averages are useful when speaking generally, they can act to disguise the immense variation found within the context of youth recreational soccer.

Findings from the first two research questions demonstrate the heterogeneity within a very specific coaching context. While youth sport might be an appropriate descriptor to differentiate from adult sport, it is insufficient and untidy when describing the context within which children and youth participate in sport. Rather, these findings make clear the fact that youth recreational sport is distinctive from developmental and elite youth sport contexts. Coaches in this context are by no means analogous, for they have great variations in their demographic profile, and the responsibilities they face as coaches. That is, the pragmatic variations within the youth recreational context result in different coaching responsibilities within this context. While some coaches willingly volunteer to coach a team, others are made responsible for coaching a team that may or may not involve practices, feature a varying number of games and/ or tournaments, and may involve a number of different administrative responsibilities. Coaching house-league soccer is clearly more than meets the eye. There exist tremendous variations amongst the coaches themselves and the context within which they operate.

Also, when discussing the context of youth recreational soccer, findings revealed that coaches in this setting faced numerous challenges. An awareness of the context-specific nature of the various coaching challenges is necessary in order to begin to address the issues. Sport

administrators, and more importantly those facilitating coach development, are tasked with helping coaches to overcome these challenges. Indeed, it has been suggested that coach development needs to be context-dependent in order to be meaningful (e.g., Côté, 2006; Cushion et al., 2003; Lynch & Mallett, 2006; Werthner & Trudel, 2009). Opportunities for coach development therefore need not only to consider traditional content inclusions such as basic sport-specific theory and technique, but these findings demonstrate that community recreational coaches need also to learn about challenges stemming from club-level decisions and from the players themselves.

The second findings section also addresses *how recreational coaches learn to coach* and reveals that, like coaches from other settings, these coaches learn through a variety of formal, non-formal, and informal learning opportunities. While not all coaches access the same developmental opportunities, those named as contributing towards coach learning include:

Formal Learning Context:

- large-scale coaching courses

Non-Formal Learning Context:

- club clinics

Informal Learning Context:

- mentorship
- resource material: books, club booklets, internet and videos, watching high-performance games, watching other coaches,
- experience: formal education, parenthood, being parented, sport-specific playing experience, other sport playing experience, day-to-day sport specific coaching experience, other coaching experience, other volunteerism, workplace

- interactions with others: discussion groups, personal conversations with other coaches and with non-sports people.

In comparison to coaches from other coaching contexts however, the particular learning sources only correspond to some degree. That is, while recreational coaches learn in some of the same ways as do coaches from previously researched contexts, it appears as though novel sources of learning emerge from this group. This is in part explained by the fact that coaches in recreational soccer face unique challenges as previously discussed.

Even though these coaches lived within a relatively close geographic area, and all coached the last season of youth recreational soccer at the same time, their learning varied widely. While not intended to be representative of all recreational coaches these coaches were purposefully selected in order to offer rich descriptions of their differences, and it is clear that their learning is indeed varied and personally mediated. Jarvis (2006) reminds us how “experience is always subjective and therefore, so must be our learning” (p. 85). It is however insufficient to say that coaches learn from formal, non-formal, and informal, learning contexts. The sources of coach development within those contexts tell a more complex story of coach learning in youth recreational sport. Beyond this, it is clear that to say, ‘coaches learn through experience’ is too imprecise. These findings bring to the fore the many experiential learning experiences that contribute to coach development. Likewise, increased appreciation for coach development arising out of past experiences is required. As suggested by Jarvis (2006), sometimes experiences that have resulted in learning are not realized as such until afterwards; when the experience and lesson become relevant. That is, learning how to coach can begin before one even assumes the role as a coach. Nonetheless, it is contended that “our learning from the past always occurs in the present”,

and so it is vital to consider experiential learning of all kinds when assessing coach development (Jarvis, 2006, p. 66).

The responsibilities held regarding youth recreational coach development are discussed in the fourth discussion section. While coaches carry some responsibility to develop themselves as coaches, their responsibilities are shared with clubs and associations. While some clubs currently offer developmental opportunities, many others do not, and it appears that the breadth of the learning activities is insufficient. Likewise, contributions from the regional, provincial, and national soccer associations are currently underwhelming and do not meet the learning needs of recreational coaches.

Given the expectations placed upon coaches, it seems reasonable that while it is one's responsibility to engage with potential learning opportunities, those imposing the expectations should be responsible to provide such learning opportunities. Soccer clubs and associations should match their expectations with opportunities to learn, and always minding that coaches' development is idiosyncratic (Erickson et al., 2008; Werthner & Trudel, 2009). That is, it would be insufficient to offer only one form of coach development, such as coaching courses, for not all coaches will learn through this single method of development. Certainly, not all coaches, even in the same context of recreational youth soccer, are in the same place as learners. Some have more coaching experience, some are without playing experience, and differences such as these influence their readiness and ability to learn (Gilbert & Trudel, 2005; Lyle et al., 2009; Mallett et al., 2009; Nelson & Cushion, 2006).

The implications for coach development within this unique context are explored during the first three discussion sections, but also in more detail in Discussion Section Four. Namely, in consideration of the varied biographies of the coaches, the varied sources of learning undertaken

by coaches, as well as the challenges specific to youth recreational soccer coaches, the main implication is that coach development at the recreational level is currently under-realized. Facilitated learning opportunities as offered by clubs or associations are sorely missed, as are opportunities of facilitated coach interactions. Specifically, while a broad array of learning opportunities ought to be presented in order to appeal and be accessible to the varied needs of the coaches, learning opportunities that are targeted towards this group of coaches is also lacking. That is, learning opportunities that deal specifically with the challenges faced by youth recreational coaches are overwhelmingly absent.

Deviations from Initial Plan

An important part of the research process is reflecting upon the proposed research plan and examining when and where deviations arose. Ultimately, most of this research was carried out precisely as it was projected and presented during the proposal stage, and yet an examination of where departures from the original plan were taken will be discussed. While the research proposal placed an emphasis on an examination of one single season of recreational soccer, in conducting the research, it did not always seem to make sense to understand the findings according to such boundaries. Delimiting participants to those having coached in the same prior season of soccer made sense, as it allowed coaches to discuss their unique perspectives within a shared similar social context. However, as coaches discussed how they have learned, they rarely discussed the process of learning along a season-by-season continuum. Certainly, the brand new coaches had only the one season of soccer to draw upon, but the other coaches found examples from varying instances in their biography, in such a way that it did not make sense to place special emphasis on

their most recent coaching season. Rather, a more holistic interpretation of their coaching experience and coach development came to the fore.

During the proposal phase it was anticipated that approximately 400 coaches would have access to the survey, and it was hoped that 30% would complete the survey. In fact, approximately 1827 coaches had the opportunity to complete the survey and approximately 24% of the coaches completed it (n=433). The higher than expected access and completion rate can be explained by rigorous efforts to engage with all regional clubs, and with the assistance received from the EODSA administrators. It is assumed that official support from the regional (EODSA) office, increased the credibility of the request to participate, and perhaps encouraged club administrators to follow-up on my requests to distribute the survey (and the reminders).

It was proposed that I would interview 20 coaches, and instead, I interviewed 30 coaches. Answering questions about 'how many is enough' in qualitative work is fraught with debates about saturation, as well as the practicalities of data management. Thirty coaches became the appropriate number of coaches to interview because after examining some of the biographical differences as evidenced by the survey data, the number presented a) a reasonable amount of data to deal with, and b) allowed me to explore the range of coaches and the differences between and amongst them. Furthermore, it was anticipated that I would interview an administrator from EDOSA as well as 3-5 administrators from various clubs. I in fact interviewed the following administrators: three from the club-level (three different clubs), two from EODSA, one from the provincial office, and one from the national soccer association. The decision to interview the administrators from the higher-level associations was made after the interviews with the club and EODSA participants. Information from those interviews suggested that coach development at the local recreational level should be impacted by those at more senior levels of soccer administration,

and so I 'followed the data'. That is, the participants alerted me to the fact that I could enrich my understanding of coach learning and development by speaking with a wider range of participants, and their advice was followed.

Lastly, the proposed research plan indicated that I would gain additional contextual information through non-participant observation of various recreational practices and/ or games. While I did four times visit the local soccer fields during recreational field time, and did subscribe to three clubs' electronically distributed regular newsletter, it must be acknowledged that no additional contextual information was reckoned through these means. That is, through the survey and interview data, the coaches and administrators were able to paint a very comprehensive picture of the context. Otherwise, the dissertation research project was carried out as anticipated and proposed.

Limitations

As discussed in the introduction, one of the limitations of this study includes the fact that there was a reliance on volunteer participants, and so the data is limited in the fact that only the views of those wishing to participate are presented. Also, participation bias suggests that those who volunteer to be involved with research may not be entirely representative of the entire population. That is, perhaps it was coaches who had quite favourable or quite unfavourable coaching experienced who were most motivated to share their perspectives. Furthermore, although extensive, my research does not comprehensively cover the entire eastern Ontario region, as there were some clubs that could not be engaged into the research process. Since the response rate of the survey was so much better than anticipated, extra efforts such as presenting myself in person, or searching for alternative entrées into the missing clubs were not taken. Also, as previously

discussed, coach development was exclusively investigated through the perspectives of coaches and administrators. That is, perspectives from other actors involved with youth recreational soccer such as officials, players, or facilitators of NCCP courses were not involved. Also, I did not attend any club coaching clinics myself, and so I am limited to the perspectives of these and other developmental opportunities as offered by the participants.

Due to the fact that the coach participants of the interviews were purposefully sampled, they do not reflect a random objective representation of youth recreational coaches. The degree of their variance can be partially explained through their recruitment, and so the ability to generalize from findings from the second phase of the research is quite limited. Also, the study is limited by the fact that the participants were each interviewed once. Longitudinal information such as changes in developmental opportunities offered to the coaches since 2010 have thus not been captured.

Recommendations for Future Research

Based on the findings from this research, recommendations for future related work became apparent. Firstly, this research extends upon the work of others in making the call for a holistic and lifelong view of coach learning and development. Jarvis' (2006, 2007, 2008, 2009) theory of lifelong learning is an appropriate choice for a number of reasons. Firstly, it examines learning from perspectives that regard individuals as unique learners. Next, it accepts many contexts and sources of learning, and lastly, there is an understanding of the implications of one's social context. It is also imperative for researchers to pay increased attention to varied coaching contexts. That is, it is essential that researchers define and delineate their coach participants so that others can garner context-specific knowledge from their findings. In this case, research that deals

particularly with the youth recreational context is required. While this project addresses some questions about this context, many other questions remain.

About coach development in the youth recreational context, future research should address best practices, which would open the door for participatory action research, and the dissemination of model coach development strategies throughout clubs and regions. Examples could be drawn from successful practices in soccer, but also from other youth recreational sport settings.

Longitudinal research could explore the outcomes associated with successful coach development strategies within certain clubs or leagues. While many possible outcomes exist, researchers could explore outcomes of coach satisfaction and retention, player satisfaction and retention, as well as the countless measures of player development. Along the same lines, those interested specifically in the promotion of life-skills through sport ought to investigate if and how this occurs at the recreational level of sport.

More specific studies with coach development sources could examine the use of informal knowledge networks, or discussion groups within youth recreational coaches. Interventions, similar to the participatory action research noted above, could be provided and measured for coach learning strategies such as increased coach interaction opportunities. That is, upon offering more and varied opportunities for recreational coaches to interact, it would be worthwhile to explore coaches' perceptions about these coach development options, as well as investigating if and how they impact coach learning. Likewise, some might be particularly interested in access, uptake, and satisfaction with the newly designed NCCP courses for community coaches.

Those sources of coach learning not previously mentioned in research on coach development are also worthy of further exploration within recreational settings and perhaps otherwise. That is, more thorough understandings of 'learning through experience' are warranted

in order to better understand coach development through learning transfer from the workplace or other volunteer roles. Similarly, this research revealed that learning through interactions with others includes discussions with non-sports people; a novel source of coach learning within the framework of the literature. Thus, it is recommended that future researchers examine how coaches from various coaching contexts can leverage this kind of learning for their development.

Aside from coach development but within the under-studied youth recreational sport context, other future research is warranted. Studies are required to examine the recruitment, retention, and attrition of coaches in this setting. Again, while sport-specific best practices are worthwhile of investigation, so too are examinations of best practices from other recreational sport settings. Furthermore, this research project revealed many coaching challenges specific to youth recreational soccer. Future research should aim to address these challenges through interventions, or the sharing of best practices. Lastly, it would be remiss not to mention that future researchers ought to continue to challenge dominant ideologies that privilege elite, competitive, or high-performance sport which relegates recreational or house-league sport into the margins. Along this vein, future researchers could position recreational sport as an end in and of itself, and could perhaps make use leisure studies to justify recreation as a valuable goal towards personal self fulfillment. Researchers must continue to justify, celebrate, and aim to have positive practical implications for this critical sporting context.

Further Recommendations for Stakeholders in Youth Recreational Sport

While findings from the fifth research question outlines suggestions for improved coach development from the efforts of club and association administrators, as well as from coaches themselves, there are certainly more stakeholders in youth recreational sport who can increase

their collective effort for the sake of this coaching context. Parents, for one, are encouraged to be advocates for their young participants of recreational sport. As the ones making decisions about where to enrol their children, parents are encouraged to ask questions to prospective clubs about how registration money is distributed within the club, and if and how resources are allocated for recreational coach development. On the other hand, upon registering their child, parents should offer to contribute towards the successful functioning of the team and club. According to their own biographies, and where their areas of expertise lie, parents should volunteer to help coach, manage, or to assist with any regular or one-off tasks that would make the job of the coach easier. For example, if the coach does not have to spend time learning how to upload team schedules onto the team website because another parent has volunteered to do so, perhaps he or she can devote more of their time towards coach development strategies that impact the players a bit more directly.

Teenage players are encouraged to give back to their sport, and/or to apply their high-school volunteerism requirements (if any), as coaches or assistant coaches. In many cases, experienced recreational or competitive players would be whole-heartedly welcomed by new recreational coaches. That is, partnerships between parents and student-players could be forged in order to compliment the perhaps divergent biographies. In doing so, arrangements of shared coaching duties could take advantage of each person's experience and expertise. Certainly clubs have a role in the recruitment and partnering of coaches, but they are also encouraged to think of ways to incent greater coach involvement. As a suggestion, perhaps student-players who volunteer to coach could be formally thanked and recognized by their club at an award banquet or in the local paper.

While the role that researchers should play in advancing ideologies that prioritize recreational youth sport was previously discussed, this too is a shared responsibility. Members of the media, whether they be story-writers or editors, should ask themselves which parts and which stories of youth sport are worth celebrating. Certainly competitive youth teams who successfully represent their city or town deserve recognition, but members of local media organizations are challenged to expose and share the stories of youth recreational sport too. Stories that go beyond trophies, victories, and dramatic upsets are likely to be found in community recreational sport, and members of the media are tasked with finding the human interest stories therein in order to put some well-deserved focus on this context. Certainly, club administrators, coaches, and parents can help in this endeavour by submitting story ideas. If and when coaches are invited to a ‘meet and greet’ social following a local high-performance sporting event, organizers should ensure that the local media know about this so that in addition to covering the result of the match, the sports writers can mention how local coaches were involved. Positive media representations of local recreational coaches, and coverage of their learning opportunities will ensure that recreational coaches, and their development, become and remain priorities.

Final Words

This dissertation provides theoretical and practical implications. Theoretically, it adds to our understanding of recreational youth sport and the coaches therein. By advancing a lifelong learning perspective to understand coach development, this research project contributes to the study of coach development more broadly. Furthermore, this dissertation contributes towards our understanding of Jarvis’ (2006, 2007, 2008, 2009) theory of lifelong learning itself. While Jarvis (2007) offers an understanding of lifelong learning which exposes issues of power and autonomy,

this research demonstrates where and how this happens within sport society. In this research, the uneven balance of power within youth sport was shown to have an influence on coach development, and so this dissertation serves as an example for other researchers to examine power within coaching development.

Within the field of coaching sciences, and more specifically within coach development, the coaching context of youth recreational sport is fertile ground for researchers. While the limitations of this dissertation were named, so too were suggestions for future researchers. Likewise, because this mixed-methods research project was able to capture so many recreational coaches (through the survey), and to learn in depth about their development (through coach and administrator interviews), very practical suggestions have been provided for a range of stakeholders. I have attempted to make this research accessible and relevant to the actual practitioners, as I desire to initiate informed action in the field. May my efforts here contribute towards greater understandings and more informed choices surrounding the development of youth recreational coaches. In closing, I must thank the participants who were willing to share their personal and poignant experiences surrounding recreational coach development. Their contributions are deeply valued, for I believe they are of the first accounts of coach development in this coaching context.

STATEMENT OF CONTRIBUTIONS OF COLLABORATORS

I would first like to thank my supervisor, Pierre Trudel, for his effort and contribution to this dissertation. In the following paragraphs, I will clearly distinguish my own work from the contributions of all collaborators.

I, Lauren Capstick, wrote all parts of this dissertation. Pierre Trudel edited every part of this dissertation – and revisions were made based on his suggestions. Some sections of the dissertation were also proof-read by committee members, colleagues and friends for clarity, grammar, and flow. Pierre Trudel also conducted the bracketing interview that I analyzed to determine my assumptions prior to conducting the research.

I created the content of the online survey with assistance from my supervisor, Pierre Trudel and committee members: Brad Young, and Diane Culver. I was assisted with the analysis of the statistical data from the on-line survey by Brad Young, and by colleague Meredith Rocchi. The purposeful sampling strategy, based on the data analysis from one-line survey, was done in consultation with my supervisor, Pierre Trudel and committee members: Brad Young, and Diane Culver. The semi-structured interview guide was created in consultation with my supervisor and committee members as named above. I conducted and analysed all interviews. The decision to add more participants to the interview phase of the research project was made in consultation with my supervisor Pierre Trudel.

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1. Information and Consent

Project Title: Recreational Youth Soccer Coaches: Uncovering their profile & exploring how they learn.

Investigators:

A. Lauren Capstick, MA
PhD Candidate
School of Human Kinetics
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and

Pierre Trudel, PhD
Research Supervisor
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INVITATION

You are invited to participate in the abovementioned research study conducted by PhD candidate A. Lauren Capstick, and Dr. Pierre Trudel of the University of Ottawa. The purpose of the study is to find out the profile of youth recreational soccer coaches, and to explore how they learn to be a coach.

WHAT'S INVOLVED

As a participant, you will be asked to complete the following on-line survey. You will be asked questions about your demographics, your coaching context, and about how you learn to coach. Participation will take approximately 15 minutes of your time.

POTENTIAL BENEFITS AND RISKS

Possible benefits of participation include having a better appreciation of your own learning activities related to coaching. There are no known risks associated with participation in this study.

CONFIDENTIALITY

The information that you share will remain strictly confidential. Please note that while SurveyMonkey stores collected data indefinitely on their protected servers, it remains private and confidential, and is accessed only by the researchers, A. Lauren Capstick, or Dr. Pierre Trudel. Furthermore, SSL (Secure Sockets Layer) encryption is used for the secure transfer of data. SSL is a protocol initially developed for transmitting private documents or information via the Internet. It means that the survey pages will be safely encrypted during transmission.

Please be aware that if you choose to complete this survey in a public location there is the risk that someone may be able to see your responses over your shoulder. Please be mindful of your privacy by choosing to complete this survey in a location where you are comfortable with your surrounding level of privacy.

The data and analyses of the data will be kept at the University of Ottawa in both A. Lauren Capstick and Dr. Pierre Trudel's locked offices on password protected computers and will be kept for ten years beginning once all data has been collected. At the end of the ten years all the data will be deleted or destroyed.

As a thank-you for your participation, coaches can choose to be entered into a random draw a soccer prize gift basket. To be eligible for this draw, you must submit your contact information at the end of the survey. Giving this information is voluntary. This information will not be associated with your responses to the survey and will not be kept after the draw for the prize.

Study 2 of this research will involve interviews, and coaches can choose if they would like to participate in that portion after they have completed the survey. To be eligible for this second portion of the research, you must submit your contact information at the end of the survey. Indicating your interest to participate in the interviews is voluntary. If you choose to submit your contact information in order to be considered for the interview portion of the study, your contact information will be associated with your responses.

VOLUNTARY PARTICIPATION

Your participation in this research is voluntary and you are free to withdraw or refuse to answer any questions at any time and without any negative consequences.

PUBLICATION OF RESULTS

Results of this study may be published in academic and professional journals, and presented at conferences. Feedback about this study will be available through A. Lauren Capstick at the phone number and email address given above. At the conclusion of the survey you will be asked if you would like to receive a summary of the results. To be eligible to receive a summary of the results, you must submit your contact information at the end of the survey. Giving this information is voluntary. This information will not be associated with your responses to the survey, and will not be kept after you have received the summary of the results.

CONTACT INFORMATION AND ETHICS

If you have any questions about this study or require further information, please contact A. Lauren Capstick or Dr. Pierre Trudel using the contact information provided above. If you have any comments or concerns about your rights as a research participant, please contact the Protocol Officer for Ethics in Research, University of Ottawa. Email: ethics@uottawa.ca

CONSENT

I agree to participate in this study described above. I have made this decision based on the information I have read in this Information-Consent Letter. I understand that clicking on "next" will be interpreted as my consent.

2. Demographic Information

1. Your sex

- Male
- Female

2. Your age

- 16-18
- 19-24
- 25-34
- 35-44
- 45-54
- 55+

3. Your highest level of formal education

- Grade 8
- High School diploma
- Cégep
- College diploma or certificate
- Undergraduate degree
- Master's degree
- Doctoral degree

4. Do you have soccer playing experience? Please select all that apply.

- No, I have never played organized soccer
- Yes, I played organized soccer as a child
- Yes, I played organized soccer as a teenager
- Yes, I played organized soccer as an adult
- Yes, I currently play organized soccer

5. How long have you been a Canadian citizen?

- All my life
- 15+ years
- 8-14 years
- 2-7 years
- Less than 2 years
- I am not a Canadian citizen

6. What is your primary occupation?

7. How many children do you have?

- None
- 1
- 2
- 3
- 4
- 5 or more

3. Background Coaching Experience

1. Between August 2009 and now, in addition to soccer, have you coached (or do you coach) any other sports?

- No
- Yes - please indicate which sport(s)

I also coach

2. Before August 2009, did you ever coach any sports other than soccer?

- No
- Yes - please indicate which sport(s)

I also used to coach

3. If you indicated that you have current or past coaching experience in a sport (or sports) other than soccer – what is your combined coaching experience (in years)?

e.g. if you coached for 2 years, then didn't coach for 10 years, but than began coaching again for 2 years, you would have 4 years of coaching experience.

- Not applicable
- Less that 1 year
- 1 – 2 years
- 3 – 4 years
- 5 – 6 years
- 7 – 8 years
- 9 – 10 years
- Over ten years – please indicate below

Over ten years - please indicate

4. Prior to this summer, have you ever coached your child's soccer team?

- Yes
- No, I am a parent but I have never coached my child's soccer team
- No, I am not a parent

5. Please consider your entire soccer coaching career and note which of the following age groups you have coached. Please select all that apply.

- Under 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20+

6. Please consider your entire soccer coaching career and note which gender of players you have coached.

- males
- females
- both

7. In a typical year, how many soccer teams (of any age or level) do you coach?

- 1
- 2
- 3
- 4
- 5
- 6 or more

8. What is your summer soccer coaching experience?

please use the drop-down menu

if 11 or more summer seasons - please indicate how many seasons

9. Do you have fall/winter soccer coaching experience?

- yes
- no

4. Fall/Winter Coaching

1. What is the typical duration (in months) of your fall/winter season?

Please use the drop-down menu

2. How many fall/winter seasons have you coached?

Please use the drop-down menu

if 11 or more fall/winter seasons - please indicate how many seasons

5. Current House-League Coaching Experience

1. How did you become a house-league soccer coach this summer season?

- I contacted the club and volunteered
- The club contacted me and asked me to volunteer
- Other – please explain

Other (please explain)

2. How many house-league soccer teams do you currently coach this summer season?

- 1
- 2
- 3
- 4
- 5
- 6 or more

6. Your MAIN House-League Team

For the questions in this section please consider the MAIN house-league soccer team that you coach this summer season. Your main house-league team is the house-league team that you spend the most time/effort with as a coach.

1. This summer season, at which soccer club do you coach your house league team?

- Almonte
- Capital United
- Carleton Place
- City of Ottawa Parks & Rec
- Cumberland
- Glebe Neighbourhood Activities Groups
- Glengarry
- Gloucester
- Goulbourn
- Kanata
- Kemptville
- Merrickville
- Nepean City
- Nepean Hotspurs
- Ottawa Hellenic
- Ottawa Internationals
- Ottawa Royals
- Ottawa South United
- Ottawa St Anthony
- Perth United
- Prescott & Distirct
- Rockland United
- Russell
- Seaway Valley (Kinsmen)
- Smith Falls & District
- West Carleton
- Other – please specify

Other (please specify)

2. What is your coaching role with your house-league team this season?

- Head coach
- Co-coach
- Assistant coach
- We are a group of coaches
- I don't know

3. How old are the players on your house-league team this season?

Select all that apply.

- Under 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20+

4. How many scheduled league games does your house-league team have this season?

- None (if none, please comment about the context of your league)
- 1-5
- 6-10
- 11-15
- 16-20
- 21-25
- 26-30
- 31-35
- 36-40
- more than 40

If your team doesn't play games, please tell us what they do

5. How many tournaments does your house-league team have this season?

- None
- 1
- 2
- 3
- 4
- 5
- 6 or more

6. Please respond to the statement below

not at all competitive slightly competitive moderately competitive very competitive extremely competitive

Compared to other soccer leagues for players of this age, the league where my house-league team plays this season is...

7. How long, in months, is your house league team's season (including play-offs or end-of-year tournaments)?

please use the drop-down menu

8. As a coach with your house-league team, please indicate which administrative duties you are involved with this season - please select all that apply.

- None - I don't have administrative duties
- The organization of fundraising
- Scheduling (informing families of schedules: which fields at which times, who is bringing oranges etc.)
- Out of town travel-related organization
- Creating newsletters
- Maintaining a website or on-line team resource page
- Other - please specify

Other (please specify)

9. As a coach with your house-league team, please indicate the estimated time (in hours) that you will have spent on administrative duties over the course of this entire season. Please think about the time you have already spent, and add this to the time you will spend until this summer season is over.

Please don't include the time you spend on coaching duties such as planning for practices and games (we will ask you about that in another question). This question is about administrative tasks such as those listed in the previous question.

please use the drop-down menu

60 or more hours (please specify)

10. Before the season began, how much total time (in hours) did you spend planning non-administrative tasks? Planning includes things like: preparing drills, strategies, and figuring out how you would run your practices and games.

please use the drop-down menu

if 60 or more hours, please specify

11. On average, how long do you spend preparing for games for your house-league team?

Please answer this question as it applies to 1) the beginning of the season, 2) mid-season, and 3) toward the end of the season

Beginning of the season

Mid-season

Towards the end of the season

please use the drop-down menus

12. How often does your house-league team practice?

- No practices
- 1 practice/ week
- 2 practices/ week
- 3 practices/ week
- 4 practices/ week
- 5 practices/ week
- 6 or more practices/ week

7. Your MAIN House-League Team Practices

1. How long, on average, is a typical practice?

- 15 min or less
- 16 mins - 30 mins
- 31 mins - 45 mins
- 46 mins - 60 mins
- 1 hour - 1 hour and 15 mins
- 1 hour and 16 mins - 1 hour and 30 mins
- 1 hour and 31 mins - 1 hour and 45 mins
- 1 hour and 46 mins - 2 hours
- more than 2 hours

2. On average, how long do you spend preparing for practices for your house-league team? Please answer this question as it applies to 1) the beginning of the season, 2) mid-season, and 3) toward the end of the season

Beginning of the season

Mid-season

Towards the end of season

please use the drop-down menus

8. Coaching Certification

1. Did you require any certification to become a coach with your house-league team? Please select all that apply.

- I was required to attend a coaching workshop or training session offered by my club
- I was required to take a coaching course as offered by the National Coaching Certification Program (NCCP)
- I was required to provide proof of first aid training
- I was required to provide proof of a criminal background check
- No certifications were required
- No certifications were required, but some were recommended by my club (please specify below)
- Other – please specify

Other (please specify other certifications and note if they were required or simply recommended)

2. Were there any costs associated with obtaining any of these certifications?

- Not applicable
- No
- Yes – if yes, how much were you required to spend for one season of coaching to obtain the required qualifications (please specify)

If yes, please specify

3. Were you reimbursed for any of the money you spent on obtaining required certifications?

- Not applicable
- I was not reimbursed at all
- I was reimbursed for less than half of what I was required to spend
- I was reimbursed for half or more of what I was required to spend
- I was reimbursed in full

4. Have you ever taken a National Coaching Certification Program (NCCP) course for soccer?

- yes
- no
- I don't know

5. Please note which National Coaching Certification Program (NCCP) course you have taken for any sport (including soccer).

Please select all that apply.

- none
- NCCP: Making Ethical Decisions
- NCCP: Active Start
- NCCP: Fundamentals of Soccer
- NCCP: Learn to Train Soccer
- NCCP: Children's License
- NCCP: Youth License
- NCCP: Senior License
- NCCP: B License
- NCCP: A License
- NCCP: Pro HP License
- NCCP: Community Sport – Initiation
- NCCP: Community Sport - Ongoing Participation
- NCCP: FUNdamental Movement Skills
- NCCP: Level 1 Theory
- NCCP: Level 1 Technical
- NCCP: Level 1 Practical
- NCCP: Level 2 Theory
- NCCP: Level 2 Technical
- NCCP: Level 2 Practical
- NCCP: Level 3 Theory
- NCCP: Level 3 Technical
- NCCP: Level 3 Practical
- NCCP: Instruction- Beginners
- NCCP: Instruction- Intermediate performers
- NCCP: Instruction- Advanced performers
- NCCP: Competition Introduction Part A
- NCCP: Competition Introduction Part B
- NCCP: Competition Development multisport modules
- NCCP: Level 4 & 5 tasks
- I don't know

6. Do you intend to take a National Coaching Certification Program (NCCP) course, or another course, for your role as house-league soccer team coach?

- Yes, probably
- Undecided
- No, probably not
- No, definitely not

9. Sources of Coaching Knowledge

You will first be asked to rate the usefulness of various sources of coaching knowledge that you may have encountered over the course of your lifetime. You will next be asked to note which sources of knowledge you have experienced during this current summer season.

1. Please indicate the extent to which the following sources of knowledge have been helpful for you as a house league summer soccer coach.

You would pick “not applicable” if the described learning opportunity has never happened to you.

	Has never happened to me - N/A	strongly disagree	disagree	somewhat disagree	neither agree nor disagree	somewhat agree	agree	strongly agree
Attending a coaching course/ clinic or seminar(s) offered by my club or league has been helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending a coaching course offered by the NCCP (National Coaching Certification Program) has been helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending a conference about coaching or about soccer has been helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having a mentor or acting as a mentor has been helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading books or magazines about coaching or about soccer has been helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching videos about coaching or about soccer has been helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading research articles about coaching or about soccer has been helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading pamphlets or handouts about coaching or about soccer has been helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visiting my club's website has been helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visiting my league's website has been helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visiting the Eastern Ontario District Soccer Association website has been helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visiting the Canadian Soccer Association's website has been helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visiting other websites about coaching or about soccer has been helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My day-to-day experience as a coach (this includes 'trial and error' and 'learning by doing') has been helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My day-to-day experience in my current or past career(s) has been helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My day-to-day experience as a current volunteer in a non-coaching role has been helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Same as above: Please indicate the extent to which the following sources of knowledge have been helpful for you as a house league summer soccer coach.

	Has never happened to me - N/A	strongly disagree	disagree	somewhat disagree	neither agree nor disagree	somewhat agree	agree	strongly agree
Self-monitoring about my coaching by having a coaching journal has been helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-reflection about my coaching by other means has been helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacting with other coaches face-to-face has been helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacting with other coaches over the phone has been helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacting with other coaches over the internet has been helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacting with sport scientists by any means has been helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacting with others (who aren't coaches or sport scientists) by any means has been helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching elite soccer live or on TV has been helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking certain highschool, college, university, or cegep courses has been helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being on a soccer team as a player has been helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being on any sport team as an athlete has been helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being a coach of a different soccer team has been helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being a coach of any sport has been helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being an activity leader for youth in a non-sport environment (eg. church, scouts, music) has been helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching other coaches run their practices or games this has been helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching videos of my own team's practices or games this has been helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being part of a coaching discussion group has been helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Please list any other ways you have learned to be a house-league summer soccer coach.

4. Now please indicate which sources of knowledge you have experienced during THIS SEASON of summer soccer.

	yes	no	unsure
Attending a coaching course/ clinic or seminar(s) offered by my club or league	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending a coaching course offered by the NCCP (National Coaching Certification Program)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending a conference about coaching or about soccer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having a mentor or acting as a mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading books or magazines about coaching or about soccer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching videos about coaching or about soccer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading research articles about coaching or about soccer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading pamphlets or handouts about coaching or about soccer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visiting my club's website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visiting my league's website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visiting the Eastern Ontario District Soccer Association website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visiting the Canadian Soccer Association's website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visiting other websites about coaching or about soccer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My day-to-day experience as a coach (this includes 'trial and error' and 'learning by doing')	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My day-to-day experience in my current career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My day-to-day experience as a volunteer in a non-coaching role	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. same as above: please indicate which sources of knowledge you have experienced during THIS SEASON of summer soccer.

	yes	no	unsure
Self-monitoring about my coaching by having a coaching journal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-reflection about my coaching by other means	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacting with other coaches face-to-face	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacting with other coaches over the phone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacting with other coaches over the internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacting with sport scientists by any means	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacting with others (who aren't coaches or sport scientists) by any means	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching elite soccer live or on TV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking certain highschool, college, university, or cegep courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being on a soccer team as a player	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being on any sport team as an athlete	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being a coach of a different soccer team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being a coach of any sport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being an activity leader for youth in a non-sport environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching other coaches run their practices or games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching videos of my own team's practices or games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being part of a coaching discussion group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Please list any other ways you have learned during this season to be a house-league soccer coach.

7. Are there any learning opportunities that you would like more of? Please specify below.

10. Comfort as a Youth Coach

1. Please consider your house-league team from this summer season and respond to the following statements.

	strongly disagree	disagree	somewhat disagree	neither agree nor disagree	somewhat agree	agree	strongly agree
a) I believe that stamina training is relevant to my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable coaching stamina training with my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I believe that strength training is relevant to my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable coaching strength training with my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) I believe that speed training is relevant to my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable coaching speed training with my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) I believe that flexibility training is relevant to my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable coaching flexibility training with my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) I believe that soccer skills training is relevant to my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable coaching soccer skills training with my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) I believe that soccer strategy training is relevant to my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable coaching soccer strategy training with my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) I believe that physical literacy skills (general movement skills applicable to all physical activities) is relevant to my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable coaching physical literacy skills with my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. same as above

	strongly disagree	disagree	somewhat disagree	neither agree nor disagree	somewhat agree	agree	strongly agree
a) I believe that encouraging positive social relationships is relevant to my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable encouraging positive social relationships with my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I believe that psychological sport skills training is relevant to my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable coaching psychological sport skills training with my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) I believe that being a positive role model is relevant to my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable being a positive role model to my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) I believe that motivating players is relevant to my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable motivating players on my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) I believe that increasing players' sense of positive self-worth is relevant to my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable in increasing players' sense of positive self-worth on my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) I believe that treating all players equally is relevant to my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable in treating all players equally on my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) I believe that creating fun practices is relevant to my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable coaching fun practices with my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. same as above

	strongly disagree	disagree	somewhat disagree	neither agree nor disagree	somewhat agree	agree	strongly agree
a) I believe that winning as many games as we can is relevant to my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable with my ability to coach my house-league team to win as many games as we can	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I believe that having effective communication with the players is relevant to my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable in my ability to have effective communication with the players on my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) I believe that having effective communication with the parents is relevant to my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable in my ability to have effective communication with the parents of the players on my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) I believe that teaching players about citizenship/ social responsibility is relevant to my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable in my ability to teach players about citizenship/ social responsibility on my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) I believe that coaching according to child development principles (needs of children at different cognitive, psycho-social, and chronological stages) is relevant to my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable coaching according to child development principles for my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. same as above

	strongly disagree	disagree	somewhat disagree	neither agree nor disagree	somewhat agree	agree	strongly agree
a) I believe that encouraging players to be good students is relevant to my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable encouraging players to be good students on my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I believe that encouraging players to participate in sports other than soccer is relevant to my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable encouraging my house-league players to participate in sports other than soccer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) I believe that teaching players about respect for officials is relevant to my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable teaching my house-league players about respect for officials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) I believe that emergency preparedness is relevant to my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable dealing with emergency preparedness on my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) I believe that teaching players about health & safety is relevant to my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable teaching my house-league players about health & safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) I believe that sport nutrition is relevant to my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable coaching sport nutrition to my house-league team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. LTAD

1. My awareness of Sport Canada's Long Term Athlete Development (LTAD) model is best described as:

- I've never heard of it
- I've heard of it, but don't really know what it's about
- I've heard of it and am somewhat familiar with the principles
- I've heard of it and am very familiar with the principles
- I've heard of it and implement the principles into my coaching

2. According to Long Term Athlete Development (LTAD) stages, what kind of players do you currently coach when working with your main house-league soccer team? Select all that apply

- I'm not familiar enough with these groupings to know for sure
- Active Start
- FUNdamentals
- Learning to Train
- Training to Train
- Training to Compete
- Training to Win
- Active for Life

12. Follow-up

1. Would you like to receive a summary of the research results?

If yes, please provide your e-mail address. Please note that even if you provide your e-mail address, your replies will remain anonymous and will not be linked to your personal identity

yes

no

e-mail address

2. Thank you for completing the survey! As our thanks, we are offering a draw where you could win a soccer gift package. Would you like to be entered into a draw to win a soccer gift package?

If yes, please provide your e-mail address. Please note that even if you provide your e-mail address, your replies will remain anonymous and will not be linked to your personal identity.

yes

no

e-mail address

3. Would you be interested in participating in a follow-up individual interview? (The interviews will last approximately 1 hour and will take place during fall 2010 at a place and time that is convenient to you)

If yes, please provide your email, and a phone number. Indicating your interest to participate in a follow-up interview is voluntary. If you choose to submit your contact information in order to be considered for the interview portion of the study, your contact information will be associated with your responses. That is, we will select those coaches matching our required criteria (coaches from different clubs, coaching athletes of different ages, coaches with varied amounts of experience, etc), and as a result, there is possibility that not all coaches indicating interest will be contacted to participate in an interview.

yes

no

e-mail and phone number

1. Information et Consentement

Titre du projet: Entraîneurs et entraîneuses de jeunes joueurs et joueuses de soccer récréatif: Connaître leur profil et explorer comment ils et elles apprennent à entraîner.

Chercheurs:

A. Lauren Capstick, MA

Candidate au doctorat

École des sciences de l'activité physique

Université d'Ottawa

et

Pierre Trudel, PhD

Superviseur du projet

École des sciences de l'activité physique

Université d'Ottawa

INVITATION

Vous êtes invité(e) à participer à l'étude mentionnée ci-dessus menée par la candidate au doctorat A. Lauren Capstick et le professeur Pierre Trudel de l'Université d'Ottawa. Le but de l'étude est de connaître le profil des entraîneurs et entraîneuses de jeunes joueurs et joueuses de soccer récréatif et d'explorer comment ils et elles apprennent à entraîner.

PARTICIPATION

En tant que participant(e), nous vous demanderons de compléter le sondage en ligne qui suit. Nous vous demanderons des questions au sujet de votre démographie, votre contexte d'entraînement et comment vous avez appris à entraîner. Votre participation sera d'une durée d'environ 15 minutes.

BÉNÉFICES POSSIBLES ET RISQUES

Il est possible que votre participation mène à des bénéfices tels avoir une meilleure appréciation de vos activités d'apprentissage en lien avec l'entraînement. Il n'y a toutefois pas de risques connus associés à la participation dans cette étude.

CONFIDENTIALITÉ

L'information que vous partagez demeurera strictement confidentielle. Veuillez s'il vous plaît noter que même si SurveyMonkey sauvegarde indéfiniment les données recueillies, celles-ci demeureront privées et confidentielles. Seuls les chercheurs, soit A. Lauren Capstick ou le professeur Pierre Trudel, auront accès à ces données. De plus, le chiffreur SSL (Secure Sockets Layer) est utilisé afin d'assurer la sécurisation du transfert de données. SSL est un protocole initialement développé pour échanger des documents ou des informations privées par Internet. Cela signifie que les pages du sondage seront chiffrées de façon sécuritaire pendant leur transmission.

Veuillez s'il vous plaît reconnaître que si vous choisissez de compléter ce sondage dans un lieu public, une personne pourrait voir vos réponses par-dessus votre épaule. Veuillez s'il vous plaît être soucieux de votre vie privée en choisissant de compléter ce sondage dans un endroit où vous êtes à l'aise avec votre niveau d'intimité.

Les données et les analyses des données seront conservées à l'Université d'Ottawa dans les bureaux verrouillés de A. Lauren Capstick et du professeur Pierre Trudel sur des ordinateurs protégés par un mot de passe. Les données seront conservées pendant dix ans, et ce, à partir de la date à laquelle toutes les données sont recueillies. À la fin de ces dix années, toutes les données seront détruites.

Afin de vous remercier pour votre participation, tous les entraîneurs et toutes les entraîneuses pourront choisir de participer à un tirage au sort. Le prix du tirage au sort sera un panier-cadeau de soccer. Pour être éligible à ce tirage, vous devez soumettre volontairement vos coordonnées à la fin du sondage. Vos coordonnées ne seront pas associées à vos réponses au sondage et ne seront pas conservées après le tirage.

La deuxième étude de ce projet comprendra des entrevues. Les entraîneurs et les entraîneuses ont le choix de participer dans cette portion du projet à la fin du questionnaire. Afin d'être admissible à cette portion du projet, vous devez soumettre vos coordonnées à la fin du sondage. Ceci s'avère un choix volontaire. Si vous décidez de soumettre vos coordonnées afin d'être considéré(e) comme participant(e) à l'étude comprenant des entrevues, vos coordonnées seront associées à vos réponses.

PARTICIPATION VOLONTAIRE

Votre participation dans ce projet de recherche est volontaire et vous êtes libre de vous retirer de l'étude ou de refuser de répondre à des questions à tout moment, et ce, sans subir de conséquences négatives.

PUBLICATION DES RÉSULTATS

Les résultats de cette étude peuvent être publiés dans des revues académiques et professionnelles et/ou présentés à des conférences. Les rétroactions au sujet de cette étude seront disponibles à l'adresse courriel et le numéro de téléphone de A. Lauren Capstick mentionnés ci-haut. À la fin du sondage, nous vous demanderons si vous désirez recevoir un sommaire des résultats. Afin d'être admissible pour recevoir un sommaire des résultats, vous devez soumettre vos coordonnées à la fin du sondage. Ceci s'avère un choix volontaire. Vos coordonnées ne seront pas associées à vos réponses et ne seront pas conservées une fois que vous avez reçu le sommaire des résultats.

COORDONNÉES ET ÉTHIQUES

Si vous avez des questions ou si vous désirez des renseignements additionnels concernant cette étude, veuillez s'il vous plaît communiquer avec A. Lauren Capstick ou le professeur Pierre Trudel en utilisant les coordonnées ci-dessus. Pour des commentaires ou renseignements au sujet de vos droits comme participant(e) dans cette étude, veuillez s'il vous plaît communiquer avec le Responsable de l'éthique en recherche, Université d'Ottawa, adresse courriel : ethics@uottawa.ca

CONSENTEMENT

J'accepte de participer à l'étude décrite ci-dessus. J'ai pris cette décision en me basant sur les informations que j'ai lues dans cette lettre d'information et de consentement. Je comprends qu'en cliquant sur « suivant », ceci signifie que je consens à participer à cette étude.

2. Information Démographique

1. Votre Sexe

- Masculin
- Féminin

2. Votre âge

- 16-18
- 19-24
- 25-34
- 35-44
- 45-54
- 55+

3. Votre plus haut niveau d'éducation formelle

- 8e année
- Diplôme d'études secondaire
- Cégep
- Diplôme ou certificat d'étude collégiale
- Diplôme d'études de premier cycle (Baccalauréat)
- Diplôme d'études de deuxième cycle (Maîtrise)
- Diplôme d'études de troisième cycle (Doctorat)

4. Avez-vous de l'expérience en tant que joueur ou joueuse de soccer? Indiquez tous les choix applicables.

- Non, je n'ai jamais joué au soccer de façon organisée
- Oui, j'ai joué au soccer de façon organisée quand j'étais enfant
- Oui, j'ai joué au soccer de façon organisée quand j'étais adolescent
- Oui, j'ai joué au soccer de façon organisée quand j'étais adulte
- Oui, je joue actuellement au soccer de façon organisée

5. Depuis combien de temps êtes-vous un(e) citoyen(ne) canadien(ne)?

- Toute ma vie
- 15 ans ou plus
- 8-14 ans
- 2-7 ans
- Moins de 2 ans
- Je ne suis pas un(e) citoyen(ne) canadien(ne)

6. Quel est votre emploi principal?

7. Combien d'enfants avez-vous?

- Aucun
- 1
- 2
- 3
- 4
- 5 ou plus

3. Expérience Antérieure en tant Qu'entraîneur ou Entraîneuse

1. De août 2009 à maintenant, en plus du soccer, entraînez-vous dans d'autres sports?

- Non
- Oui - veuillez s'il vous plaît indiquer le(s) sport(s)

J'entraîne aussi

2. Avant août 2009, avez-vous déjà entraîné dans d'autres sports que le soccer?

- Non
- Oui - veuillez s'il vous plaît indiquer le(s) sport(s)

J'ai aussi entraîné

3. Si vous avez indiqué que vous entraînez actuellement (ou que vous avez déjà entraîné) un ou plusieurs sports autres que le soccer - combien d'années d'expériences cumulatives avez-vous en tant qu'entraîneur ou entraîneuse dans ce ou ces sports?

Exemple : Si vous avez entraîné un sport pendant 2 ans, puis si vous n'avez pas entraîné pendant 10 ans, mais que vous avez recommencé pour deux autres années, alors vous avez 4 années d'expérience en tant qu'entraîneur.

- Non applicable
- Moins d'une année
- 1 - 2 années
- 3 - 4 années
- 5 - 6 années
- 7 - 8 années
- 9 - 10 années
- Plus de 10 années - veuillez s'il vous plaît indiquer ci-dessous le nombre d'années

Plus de 10 ans - veuillez s'il vous plaît indiquer le nombre d'années

4. Avant cet été, avez-vous déjà entraîné l'équipe de soccer de votre enfant?

- Oui
- Non, je suis un parent, mais je n'ai jamais entraîné l'équipe de soccer de mon enfant
- Non, je ne suis pas un parent.

5. Veuillez s'il vous plaît considérer toute votre carrière d'entraîneur ou entraîneuse de soccer et noter quel(s) groupe(s) d'âge vous avez entraîné(s). Veuillez s'il vous plaît indiquer tous les choix applicables.

- 5 ou moins
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20+

6. Veuillez s'il vous plaît considérer toute votre carrière d'entraîneur ou entraîneuse de soccer et noter le genre des joueurs que vous avez entraînés

- masculin
- féminin
- les deux

7. Au court d'une année typique, combien d'équipes de soccer (de tous les âges et de tous les niveaux) entraînez-vous?

- 1
- 2
- 3
- 4
- 5
- 6 ou plus

8. Quelle est votre expérience en tant qu'entraîneur ou entraîneuse de soccer estival?

Veillez s'il vous plaît utiliser le menu déroulant

S'il s'agit de votre 11e saison estivale ou plus - veuillez s'il vous plaît indiquer le nombre de saisons

9. Avez-vous de l'expérience en tant qu'entraîneur ou entraîneuse de soccer automnal/hivernal?

- oui
- non

4. Saison automnale/hivernale

1. Quelle est la durée typique (en mois) de votre saison automnale/hivernale?

Veillez s'il vous plaît utiliser le menu déroulant

2. Combien de saisons automnales/hivernales avez-vous entraînées?

Veillez s'il vous plaît utiliser le menu déroulant

Si vous avez entraîné plus de 11 saisons automnales/estivales - veuillez s'il vous plaît indiquer le nombre de saisons

5. Expérience Actuelle en tant Qu'entraîneur ou Entraîneuse de Ligue Maison

1. Comment êtes-vous devenu(e) un entraîneur ou entraîneuse de soccer de ligue maison pour l'actuelle saison de soccer estivale?

- J'ai communiqué avec le club et je me suis porté(e) volontaire
- Le club a communiqué avec moi et m'a demandé de me porter volontaire
- Autre - veuillez s'il vous plaît expliquer

Autre (veuillez s'il vous plaît expliquer)

2. Combien d'équipes de soccer de ligue maison entraînez-vous pendant l'actuelle saison de soccer estivale?

- 1
- 2
- 3
- 4
- 5
- 6 ou plus

6. Votre équipe PRINCIPALE de Ligue Maison

Pour les questions de cette section, veuillez s'il vous plaît considérer l'équipe PRINCIPALE de soccer de ligue maison dont vous entraînez cette saison de soccer estivale. Votre équipe principale de ligue maison est l'équipe de ligue maison pour laquelle vous dévouez le plus de votre temps et de vos efforts en tant qu'entraîneur ou entraîneuse.

1. Pendant l'actuelle saison de soccer estivale, dans quel club de soccer entraînez-vous votre équipe de ligue maison?

- Almonte
- Capital United
- Carleton Place
- Ville D'Ottawa Parcs & Loisirs
- Cumberland
- Glebe Neighbourhood Activities Group
- Glengarry
- Gloucester
- Goulbourn
- Kanata
- Kemptville
- Merrickville
- Nepean City
- Nepean Hotspurs
- Ottawa Hellenic
- Ottawa Internationals
- Ottawa Royals
- Ottawa South United
- Ottawa St Anthony
- Perth United
- Prescott & District
- Rockland United
- Russell
- Seaway Valley (Kinsmen)
- Smith Falls & District
- West Carleton
- Autre - veuillez s'il vous plaît spécifier

Autre (veuillez s'il vous plaît spécifier)

2. Quel est votre rôle en tant qu'entraîneur ou entraîneuse avec cette équipe de ligue maison cette saison?

- Entraîneur-chef ou entraîneuse-chef
- Co-entraîneur ou co-entraîneuse
- Entraîneur assistant ou entraîneuse assistante
- Nous sommes un groupe d'entraîneurs ou d'entraîneuses
- Je ne sais pas

3. Quel âge ont les joueurs de cette équipe de ligue maison? Indiquez tous les choix applicables.

- 5 ou moins
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20+

4. Combien de parties programmées votre équipe de ligue maison a-t-elle cette saison?

- Aucune (si aucune, veuillez s'il vous plaît commenter au sujet du contexte de votre ligue)
- 1-5
- 6-10
- 11-15
- 16-20
- 21-25
- 26-30
- 31-35
- 36-40
- plus de 40

Si votre équipe ne joue pas de parties, veuillez s'il vous plaît nous indiquer ce qu'elle fait

5. Combien de tournois votre équipe de ligue maison a-t-elle cette saison?

- Aucun
- 1
- 2
- 3
- 4
- 5
- 6 ou plus

6. Veuillez s'il vous plaît répondre à l'énoncé suivant

	pas du tout compétitive	quelque peu compétitive	modérément compétitive	très compétitive	extrêmement compétitive
Comparée à d'autres ligues de soccer pour des joueurs de cet âge, la ligue dans laquelle mon équipe de ligue maison joue cette saison est...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Quelle est la durée (en mois) de la saison de votre équipe de ligue maison, incluant les séries éliminatoires ou les tournois de fin d'année (si applicable)?

Veuillez s'il vous plaît utiliser le menu déroulant

8. En tant qu'entraîneur ou entraîneuse de votre équipe de ligue maison, veuillez s'il vous plaît indiquer dans quelles tâches administratives vous êtes impliqué(e)s cette saison - s'il vous plaît, indiquez tous les choix applicables.

- Aucune - Je n'ai aucune tâche administrative
- Organisation des levées de fonds
- Horaire (informer les familles à sujet des horaires : quels terrains à quelles heures, qui apporte les oranges, etc.)
- Organisation reliée au voyage à l'extérieur de la ville
- Créer des lettres d'information
- Maintenir un site internet ou une page en ligne de ressource pour l'équipe
- Autre - veuillez s'il vous plaît spécifier

Autre (veuillez s'il vous plaît spécifier)

9. En tant qu'entraîneur ou entraîneuse de votre équipe de ligue maison, veuillez s'il vous plaît indiquer le temps estimé (en heures) que vous allez passer à faire des tâches administratives au cours de la saison entière. Veuillez s'il vous plaît penser au temps que vous avez déjà passé et ajouter à ce temps le temps que vous allez passer jusqu'à ce que la saison estivale soit terminée..

Veuillez s'il vous plaît ne pas inclure le temps que vous passez sur les tâches relatives à l'entraînement telles que la planification des pratiques et des parties (nous vous posons des questions à ce sujet plus tard). Cette question ne concerne que les tâches administratives telles que celles mentionnées à la question précédente.

Veuillez s'il vous plaît utiliser le menu déroulant

Si 60 heures ou plus, veuillez s'il vous plaît spécifier

10. Avant le début de la saison, quelle quantité de temps (en heures) avez-vous passé dans la planification non-administrative? Cette planification inclut des tâches comme: la préparation des exercices ("drills") et des stratégies, et comment vous allez diriger vos entraînements et parties?

Veuillez s'il vous plaît utiliser le menu déroulant

Si 60 heures ou plus, veuillez s'il vous plaît spécifier

11. En moyenne, combien de temps passez-vous à préparer les parties pour votre équipe de ligue maison?

Veillez s'il vous plaît répondre à cette question en ce qui concerne 1) le début de la saison, 2) la mi-saison et 3) vers la fin de la saison.

	Début de la saison	Mi-saison	Vers la fin de la saison
Veillez s'il vous plaît utiliser les menus déroulants	<input type="text"/>	<input type="text"/>	<input type="text"/>

12. À quelle fréquence votre équipe de ligue maison s'entraîne-t-elle?

- Aucune séance d'entraînement
- 1 séance d'entraînement/semaine
- 2 séances d'entraînement/semaine
- 3 séances d'entraînement/semaine
- 4 séances d'entraînement/semaine
- 5 séances d'entraînement/semaine
- 6 séances d'entraînement ou plus/semaine

7. Votre équipe PRINCIPALE de Ligue Maison - Séances

1. Quelle est la durée moyenne d'une séance d'entraînement typique?

- 15 min ou moins
- 16 min - 30 min
- 31 min - 45 min
- 46 min - 60 min
- 1 heure - 1 heure et 15 min
- 1 heure et 16 min - 1 heure et 30 min
- 1 heure et 31 min - 1 heure et 45 min
- 1 heure et 46 min - 2 heures
- plus de 2 heures

2. En moyenne, combien de temps passez-vous à préparer les séances d'entraînement de votre équipe de ligue maison? Veuillez s'il vous plaît répondre à cette question en ce qui concerne 1) le début de la saison, 2) la mi-saison et 3) vers la fin de la saison

Début de la saison

Mi-saison

Vers la fin de la saison

Veillez s'il vous plaît
utiliser les menus
déroulants

8. Certification d'entraîneur ou entraîneuse

1. Aviez-vous besoin d'une certification pour devenir entraîneur ou entraîneuse de votre équipe de ligue maison? Veuillez s'il vous plaît indiquer tous les choix applicables.

- J'avais besoin d'assister à un atelier d'entraîneur ou à une session de formation offerte par mon club
- J'avais besoin de prendre un cours d'entraîneur tel qu'offert par le Programme national de certification des entraîneurs (PNCE)
- J'avais besoin de fournir une preuve de formation en premiers soins
- J'avais besoin de fournir une preuve de vérification de mon dossier des antécédents judiciaires
- Aucune certification n'était exigée
- Aucune certification n'était exigée, mais certaines ont été recommandées par mon club (veuillez s'il vous plaît spécifier)
- Autre - veuillez s'il vous plaît spécifier

Autres (veuillez s'il vous plaît spécifier d'autres certifications et indiquer si elles étaient exigées ou simplement recommandées)

2. Est-ce qu'il y avait des coûts associés à l'obtention de ces certifications?

- Non applicable
- Non
- Oui - si oui, combien avez-vous eu à déboursé pour une saison en tant qu'entraîneur ou entraîneuse pour obtenir les qualifications requises (veuillez s'il vous plaît spécifier)

Si oui, veuillez s'il vous plaît spécifier

3. Est-ce qu'une somme d'argent vous a été remboursée en ce qui a trait aux coûts reliés à l'obtention des certifications requises?

- Non applicable
- Je n'ai pas du tout été remboursé(e)
- J'ai été remboursé(e) pour moins de la moitié des coûts que j'ai dû payer
- J'ai été remboursé(e) pour la moitié ou plus des coûts que j'ai dû payer
- J'ai été remboursé(e) en totalité

4. Avez-vous déjà pris un cours du Programme National de Certification des Entraîneurs pour le soccer?

- Oui
- Non
- Je ne sais pas

5. Veuillez s'il vous plaît indiquer le cours du Programme national de certification des entraîneurs (PNCE) que vous avez appris, et ce, pour n'importe quel sport.

Veuillez s'il vous plaît indiquer tous les choix qui s'appliquent.

- Aucun
- PNCE : Prise de décisions éthiques
- PNCE : Enfant actif
- PNCE : S'amuser grâce au soccer
- PNCE : Apprendre à s'entraîner au soccer
- PNCE : Licence Enfants
- PNCE : Licence Juvénile
- PNCE : Licence Senior
- PNCE : Licence 'B'
- PNCE : Licence 'A'
- PNCE : Pro HP License
- PNCE : Sport communautaire - Initiation
- PNCE : Sport communautaire - Participation continue
- PNCE : Habiletés liées aux fondements du mouvement
- PNCE : Niveau 1 théorique
- PNCE : Niveau 1 technique
- PNCE : Niveau 1 pratique
- PNCE : Niveau 2 théorique
- PNCE : Niveau 2 technique
- PNCE : Niveau 2 pratique
- PNCE : Niveau 3 théorique
- PNCE : Niveau 3 technique
- PNCE : Niveau 3 pratique
- PNCE : Instruction - Débutant(e)s
- PNCE : Instruction - Intermédiaires
- PNCE : Instruction - Avancé(e)s
- PNCE : Compétition Introduction Partie A
- PNCE : Compétition Introduction Partie B
- PNCE : Modules multisports Compétition Développement
- PNCE : Tâches du niveau 4 et 5
- Je ne sais pas

6. Planifiez-vous prendre un cours du programme national de certification des entraîneurs (PNCE) ou un autre cours, pour votre rôle en tant qu'entraîneur ou entraîneuse de soccer de ligue maison?

- Oui, probablement
- Indécis(e)
- Non, probablement pas
- Non, définitivement pas

9. Sources de connaissance reliée à l'entraînement

Dans la première partie vous aurez à indiquer l'utilité des sources de connaissance auxquelles vous avez été exposé depuis le tout début de votre implication en coaching. Dans la seconde partie vous aurez à indiquer l'utilité des sources de connaissance auxquelles vous avez été exposé durant l'actuelle saison estivale.

1. Veuillez s'il vous plaît indiquer l'utilité des sources suivantes de connaissance pour vous en tant qu'entraîneur ou entraîneuse de soccer de ligue maison de soccer estivale.

Choisissez « non applicable » si l'opportunité d'apprentissage ne s'est pas présentée à vous.

	L'opportunité ne s'est jamais présentée - N/A	Totalement en désaccord	En désaccord	Un peu en désaccord	Ni d'accord, ni en désaccord	Un peu en accord	En accord	Totalement en accord
Assister à un cours/clinique/séminaire d'entraînement offert par mon club ou ma ligue a été utile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assister à un cours d'entraînement offert par le PNCE (Programme national de certification des entraîneurs) a été utile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assister à une conférence au sujet de l'entraînement ou du soccer a été utile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Avoir un mentor or agir en tant que mentor a été utile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lire des livres ou des revues au sujet de l'entraînement ou du soccer a été utile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regarder des vidéos au sujet de l'entraînement ou du soccer a été utile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lire des articles de recherche au sujet de l'entraînement ou du soccer a été utile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lire des dépliants au sujet de l'entraînement ou du soccer a été utile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visiter le site Internet de mon club a été utile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visiter le site Internet de ma ligue a été utile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visiter le site Internet de l'Eastern Ontario District Soccer Association a été utile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visiter le site Internet de l'Association canadienne de soccer a été utile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visiter d'autres sites Internet au sujet de l'entraînement ou du soccer a été utile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mon expérience au jour le jour en tant qu'entraîneur (ceci inclut 'essaie et erreur' et 'apprentissage par la pratique') a été utile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mon expérience au jour le jour dans ma carrière professionnelle actuelle ou précédente(s) a été utile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mon expérience au jour le jour en tant que bénévole dans un rôle non relié à l'entraînement a été utile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. comme ci-dessus: Veuillez s'il vous plaît indiquer l'utilité des sources suivantes de connaissance pour vous en tant qu'entraîneur ou entraîneuse de soccer de ligue maison au cours de soccer estivale.

	L'opportunité ne s'est jamais présentée - N/A	Totalement en désaccord	En désaccord	Un peu en désaccord	Ni d'accord, ni en désaccord	Un peu en accord	En accord	Totalement en accord
L'autoréflexion au sujet de mon entraînement par le biais d'un journal d'entraînement a été utile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L'autoréflexion au sujet de mon entraînement par le biais d'autres moyens a été utile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interagir face à face avec d'autres entraîneurs a été utile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interagir au téléphone avec d'autres entraîneurs a été utile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interagir sur Internet avec d'autres entraîneurs a été utile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interagir avec des scientifiques du sport par divers moyens a été utile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interagir avec d'autres personnes (qui ne sont pas des entraîneurs ou des scientifiques) par divers moyens a été utile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regarder du soccer élite en direct ou à la télévision a été utile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suivre certains cours au secondaire, au collégial, à l'université ou au cégep a été utile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faire partie d'une équipe de soccer en tant que joueur ou joueuse a été utile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faire partie d'une équipe sportive de n'importe quel autre sport en tant que joueur ou joueuse a été utile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Être entraîneur ou entraîneuse d'une différente équipe de soccer a été utile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Être entraîneur ou entraîneuse d'une équipe sportive d'un autre sport a été utile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Être un leader d'activités pour les jeunes dans un environnement non sportif (e.g. église, scouts, musique) a été utile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regarder d'autres entraîneurs ou entraîneuses diriger leurs pratiques ou parties a été utile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regarder des vidéos des pratiques ou des parties de ma propre équipe a été utile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faire partie d'un groupe de discussion relié à l'entraînement a été utile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Veuillez s'il vous plaît indiquer toutes les autres façons qui ont contribué à votre apprentissage en tant qu'entraîneur ou entraîneuse de soccer de ligue maison de saison estivale.

4. Veuillez maintenant indiquer lesquelles de sources suivantes de connaissance vous avez utilisées pendant CETTE SAISON de soccer estivale.

	oui	non	incertain
Assister à un cours/clinique/séminaire d'entraînement offert par mon club ou ma ligue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assister à un cours d'entraînement offert par le PNCE (Programme national de certification des entraîneurs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assister à une conférence au sujet de l'entraînement ou du soccer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Avoir un mentor or agir en tant que mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lire des livres ou des revues au sujet de l'entraînement ou du soccer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regarder des vidéos au sujet de l'entraînement ou du soccer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lire des articles de recherche au sujet de l'entraînement ou du soccer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lire des dépliants au sujet de l'entraînement ou du soccer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visiter le site Internet de mon club	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visiter le site Internet de ma ligue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visiter le site Internet de l'Eastern Ontario District Soccer Association	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visiter le site Internet de l'Association canadienne de soccer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visiter d'autres sites Internet au sujet de l'entraînement ou du soccer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mon expérience au jour le jour en tant qu'entraîneur (ceci inclut 'essaie et erreur' et 'apprentissage par la pratique') a été utile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mon expérience au jour le jour dans ma carrière professionnel actuelle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mon expérience au jour le jour en tant que bénévole dans un rôle non relié à l'entraînement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. comme ci-dessus: Veuillez indiquer quelles sources suivantes de connaissance vous avez éprouvées pendant CETTE SAISON de soccer estivale.

	oui	non	incertain
L'autoréflexion au sujet de mon entraînement par le biais d'un journal d'entraînement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L'autoréflexion au sujet de mon entraînement par d'autres moyens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interagir face à face avec d'autres entraîneurs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interagir au téléphone avec d'autres entraîneurs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interagir sur Internet avec d'autres entraîneurs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interagir avec des scientifiques du sport par divers moyens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interagir avec d'autres personnes (qui ne sont pas des entraîneurs ou des scientifiques) par divers moyens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regarder du soccer élite en direct ou à la télévision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prendre certains cours au secondaire, au collégial, à l'université ou au cégep	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faire partie d'une équipe de soccer en tant que joueur ou joueuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faire partie d'une équipe sportive de n'importe quel autre sport en tant que joueur ou joueuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Être entraîneur ou entraîneuse d'une différente équipe de soccer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Être entraîneur ou entraîneuse d'une équipe sportive de n'importe quel autre sport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Être un leader d'activité pour jeunes dans un environnement non sportif	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regarder d'autres entraîneurs ou entraîneuses diriger leurs pratiques ou parties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regarder des vidéos des pratiques ou des parties de ma propre équipe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faire partie d'un groupe de discussion relié à l'entraînement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Veuillez s'il vous plaît indiquer toutes les autres façons qui ont contribuées à votre apprentissage en tant qu'entraîneur ou entraîneuse de soccer de ligue maison pendant cette saison.

7. Est-ce qu'il y a des opportunités d'apprentissage que vous aimeriez davantage rencontrer? Veuillez s'il vous plaît les indiquer ci-dessous.

10. Niveau de confort en tant qu'entraîneur ou entraîneuses de jeunes

1. Veuillez s'il vous plaît prendre en considération votre équipe de soccer de ligue maison de cette saison estivale et répondre aux énoncés suivants.

	Totalement en désaccord	En désaccord	Un peu en désaccord	Ni d'accord, ni en désaccord	Un peu en accord	En accord	Totalement en accord
a) Je crois que l'entraînement en endurance est pertinent à mon équipe de ligue maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je suis à l'aise à entraîner en endurance mon équipe de ligue maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Je crois que l'entraînement en force est pertinent à mon équipe de ligue maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je suis à l'aise à entraîner en force mon équipe de ligue maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Je crois que l'entraînement en vitesse est pertinent à mon équipe de ligue maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je suis à l'aise à entraîner en vitesse mon équipe de ligue maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Je crois que l'entraînement de la flexibilité est pertinent à mon équipe de ligue maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je suis à l'aise à entraîner la flexibilité à mon équipe de ligue maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Je crois que l'entraînement des habiletés de soccer est pertinent à mon équipe de ligue maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je suis à l'aise à entraîner les habiletés de soccer à mon équipe de ligue maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Je crois qu'enseigner aux joueurs ou joueuses les stratégies du soccer est pertinent à mon équipe de ligue maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je suis à l'aise à enseigner aux joueurs ou joueuses de mon équipe de ligue maison les stratégies du soccer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Je crois que le savoir-faire physique (habiletés motrices générales applicables à toutes les activités physiques) est pertinent à mon équipe de ligue maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je suis à l'aise à entraîner le savoir-faire physique à mon équipe de ligue maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. comme ci-dessus

	Totalement en désaccord	En désaccord	Un peu en désaccord	Ni d'accord, ni en désaccord	Un peu en accord	En accord	Totalement en accord
a) Je crois qu'encourager les relations sociales positives est pertinent à mon équipe de ligue maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je suis à l'aise à encourager les relations sociales positives à mon équipe de ligue maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Je crois que l'entraînement des habiletés psychologiques relatives au sport est pertinent à mon équipe de ligue maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je suis à l'aise à entraîner les habiletés psychologiques relatives au sport à mon équipe de ligue maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Je crois qu'être un modèle positif est pertinent à mon équipe de ligue maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je suis à l'aise à être un modèle positif pour mon équipe de ligue maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Je crois que motiver les joueurs ou joueuses est pertinent à mon équipe de ligue maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je suis à l'aise à motiver les joueurs ou joueuses sur mon équipe de ligue maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Je crois qu'accroître le sentiment d'estime de soi positive des joueurs et des joueuses est pertinent à mon équipe de ligue maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je suis à l'aise à accroître le sentiment d'estime de soi positive des joueurs et joueuses de mon équipe de ligue maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Je crois que traiter également tous les joueurs ou toutes les joueuses est pertinent à mon équipe de ligue maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je suis à l'aise à traiter également tous les joueurs ou toutes les joueuses sur mon équipe de ligue maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Je crois que créer des séances d'entraînement amusantes est pertinent à mon équipe de ligue maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je suis à l'aise à diriger des séances d'entraînement amusantes avec mon équipe de ligue maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. comme ci-dessus

	Totalement en désaccord	En désaccord	Un peu en désaccord	Ni d'accord, ni en désaccord	Un peu en accord	En accord	Totalement en accord
a) Je crois que gagner le plus grand nombre de parties possible est pertinent à mon équipe de ligue maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je suis à l'aise avec mes habiletés d'entraîner mon équipe de ligue maison à gagner le plus grand nombre de parties dont nous le pouvons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Je crois qu'une communication efficace avec les joueurs ou joueuses de mon équipe est pertinente à mon équipe de ligue maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je suis à l'aise avec mes habiletés d'avoir une communication efficace avec les joueurs ou les joueuses de mon équipe de ligue maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Je crois qu'une communication efficace avec les parents est pertinente à mon équipe de ligue maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je suis à l'aise avec mes habiletés d'avoir une communication efficace avec les parents des joueurs ou joueuses de mon équipe de ligue maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Je crois qu'enseigner la civisme aux joueurs ou joueuses est pertinent à mon équipe de ligue maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je suis à l'aise avec mon habileté à enseigner la civisme aux joueurs ou joueuses sur mon équipe de ligue maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Je crois qu'entraîner selon les principes du développement de l'enfant (les besoins des enfants aux différents stades cognitifs, psychologiques et chronologiques) est pertinent à mon équipe de ligue maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je suis à l'aise à entraîner selon les principes du développement de l'enfant mon équipe de ligue maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. comme ci-dessus

	Totalement en désaccord	En désaccord	Un peu en désaccord	Ni d'accord, ni en désaccord	Un peu en accord	En accord	Totalement en accord
a) Je crois qu'encourager les joueurs ou joueuses à être de bon(ne)s étudiant(e)s est pertinent à mon équipe de ligue maison étudiant(e)s est pertinent à mon équipe de ligue maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je suis à l'aise à encourager les joueurs ou joueuses à être de bon(ne)s étudiant(e)s sur mon équipe de ligue maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Je crois qu'encourager les joueurs ou joueuses à participer dans d'autres sports que le soccer est pertinent à mon équipe de ligue maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je suis à l'aise à encourager les joueurs ou joueuses de mon équipe de ligue maison à participer dans d'autres sports que le soccer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Je crois que d'enseigner aux joueurs ou joueuses le respect des officiels est pertinent à mon équipe de ligue maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je suis à l'aise à enseigner aux joueurs ou joueuses de mon équipe de ligue maison le respect des officiels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Je crois que la préparation aux urgences est pertinente à mon équipe de ligue maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je suis à l'aise à gérer la préparation aux urgences de mon équipe de ligue maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Je crois qu'enseigner aux joueurs ou joueuses la santé et la sécurité est pertinent à mon équipe de ligue maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je suis à l'aise à enseigner aux joueurs ou joueuses de mon équipe de ligue maison la santé et la sécurité	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Je crois que la nutrition sportive est pertinente à mon équipe de ligue maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je suis à l'aise à enseigner la nutrition sportive à mon équipe de ligue maison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. DLTA

1. Ma familiarité avec le modèle de Développement à long terme de l'athlète (DLTA) de Sport Canada se décrit ainsi:

- Je n'ai jamais entendu parler du DLTA
- J'ai entendu parler du DLTA, mais je ne sais pas exactement de quoi il s'agit
- J'ai entendu parler du DLTA et je suis en quelque sorte familier ou familière avec les principes
- J'ai entendu parler du DLTA et je suis très familier ou familière avec les principes
- J'ai entendu parler du DLTA et j'applique les principes dans mon entraînement

2. Selon les stages du Développement à long terme de l'athlète (DLTA), quel type de joueurs ou de joueuses entraînez-vous présentement lorsque vous travaillez avec votre équipe principale de ligue maison de soccer. Sélectionnez tous les choix applicables.

- Je ne suis pas suffisamment familier ou familière avec ces regroupements pour en être certain ou certaine
- Enfant actif
- S'amuser grâce au sport
- Apprendre à s'entraîner
- S'entraîner à s'entraîner
- S'entraîner à la compétition
- S'entraîner à gagner
- Vie active

12. Suivi

1. Aimeriez-vous recevoir un sommaire des résultats de recherche?

Si oui, veuillez s'il vous plaît inscrire votre adresse courriel. Veuillez s'il vous plaît noter que même si vous inscrivez votre adresse courriel, vos réponses demeureront anonymes et ne seront pas liées à votre identité personnelle.

Oui

Non

Adresse courriel

2. Merci d'avoir complété le sondage! Pour vous remercier, nous organisons un tirage dans lequel vous pourriez gagner un ensemble-cadeau de soccer. Aimeriez-vous faire partie de ce tirage pour gagner un ensemble-cadeau de soccer?

Si oui, veuillez s'il vous plaît inscrire votre adresse courriel. Veuillez s'il vous plaît noter que même si vous inscrivez votre adresse courriel, vos réponses demeureront anonymes et ne seront pas liées à votre identité personnelle.

Oui

Non

Adresse courriel

3. Seriez-vous intéressé (e) à participer à une entrevue individuelle de suivi? (Les entrevues seront d'une durée d'environ 1 heure et se dérouleront à l'automne 2010 à un endroit et un temps qui vous conviennent)

Si oui, veuillez s'il vous plaît inscrire votre adresse courriel et votre numéro de téléphone. Indiquer votre intérêt à participer à une entrevue de suivi est volontaire. Si vous choisissez de soumettre vos coordonnées afin d'être considéré(e) pour la partie de l'étude comprenant des entrevues, vos coordonnées seront associées à vos réponses. Cela dit, nous choisirons les entraîneurs répondant à nos critères (entraîneurs de différents clubs, entraîneurs qui entraînent des athlètes de différents âges, entraîneurs ayant des montants variés d'expériences, etc.). Ainsi, il y a une possibilité que des entraîneurs ou entraîneuses ayant indiqué leur intérêt ne soit pas contacté(e)s pour participer à une entrevue.

Oui

Non

Adresse courriel et numéro de téléphone

Thank you again for agreeing to forward my survey info and link to all your house-league coaches. Below is a message that you can send to them (which includes a link to the survey). If enough coaches from your club complete the survey I will be able to prepare an individualized report for your club (on top of the general one that I will send to all clubs) - so please do what you can to encourage your coaches to fill it in. Also note the early-bird prize! THANKS!

Hello Coach!

I am conducting research about house-league soccer coaches and I would greatly appreciate if you took a little bit of time to complete my on-line survey. Your help will not only help me to complete my PhD at the University of Ottawa – but you will be contributing towards scholarly knowledge in the field of coaching science. In partnership with your club, and with the Eastern Ontario District Soccer Association, I am hoping to reach as many house-league soccer coaches as possible. Please pass on this invitation to complete the survey to any other house-league soccer coaches in Eastern Ontario.

Please note that this is first study of its kind to investigate the house-league context in youth sport. Your participation in this research will contribute to important findings about this under-researched portion of youth sport!

Coaches must be at least 16 years old in order to complete the survey.

Please note that the survey takes about 15-25 minutes to complete. The first sections go by quite quickly, and it is the last few pages that are more time consuming. Please keep this mind, and remember that all of your responses are valuable. I would sincerely appreciate if you completed the entire survey.

As a thank-you, all those who complete the survey will be entered in to a draw to win a soccer gift basket. Additionally, if you complete the survey by September 3rd you will also be entered into an early-bird draw to win tickets and transportation for two to a Team Canada soccer game in Montreal! The seats are great: right behind Canada's bench, and I will draw two winners! The game takes place on Sept 7th and is against Honduras. Please complete the survey early for a chance to win!

Thank you in advance!

Please click on the link below to complete the survey.

<http://www.surveymonkey.com/s/FHR5XYD>

Lauren

Cher Entraîneur! Chère Entraîneuse!

Je mène une recherche au sujet des entraîneurs et entraîneuses de ligue maison et je serais grandement reconnaissante si vous preniez un peu de votre temps pour compléter mon sondage en ligne. Votre aide m'aidera non seulement à terminer mes études doctorales à l'Université d'Ottawa -vous contribuerez aussi à l'avancement des connaissances scientifiques dans le domaine des sciences de l'entraînement. En partenariat avec votre club et l'Eastern Ontario District Soccer Association, j'espère rejoindre le plus d'entraîneurs et d'entraîneuses de soccer de ligue maison possible. Veuillez s'il vous plaît faire suivre l'invitation aux entraîneurs et entraîneuses de soccer de ligue maison de l'Est Ontario.

Veillez noter, qu'à notre connaissance, c'est la première étude d'une telle envergure portant sur la pratique sportive chez les jeunes dans les ligues maisons.

Les entraîneus(e)s doivent être âgé(e)s d'au moins 16 ans afin de participer au sondage en ligne.

Veillez noter que le sondage prendra entre 15-25 minutes à compléter. Nous tenons à spécifier que les premières sections se répondent plus rapidement que les dernières sections. Aussi, nous vous encourageons à répondre à toutes les questions autant que possible.

Afin de vous remercier pour votre participation, tous les entraîneurs et toutes les entraîneuses pourront choisir de participer à un tirage. Le prix du tirage sera un panier-cadeau de soccer. En plus, si vous répondez au sondage avant le 3 septembre vous serez éligible pour le tirage 'réponse rapide' dont le prix est : une paire de billets et le transport pour deux personnes à un match de soccer d'Équipe Canada à Montréal! Les sièges sont très bons: juste derrière le banc du Canada. Ce match entre le Canada et le Honduras aura lieu le 7 septembre. Veuillez compléter le sondage tôt pour une chance de gagner!

Merci à l'avance!

Veillez s'il vous plaît cliquer sur le lien ci-dessous pour compléter le sondage.

<http://www.surveymonkey.com/s/YTY6G2K>

Lauren

After thanks, informed consent and any other questions, explain that I have brought a summary of some of their replies from the survey because it will help us in our discussions. I will refer to it for some questions, and may end up asking a few questions that sound quite similar to those they already answered, but that in doing so, I can gather more depth.

- How long have you been coaching soccer?
- Do you have any coaching experience in sports other than soccer?
 - Which sport(s)
 - What kind of teams (age/level)?
 - How many years?
 - Are you still involved – why/why not?
- Did you ever play organized soccer?
 - If so, when did you play? Why did you stop?
 - If not, did you ever play soccer outside of organized settings (so just kicking the ball with your friends in a gym or outside?)
 - if yes, tell me about when you did that, and for how long?
- Did you ever play other organized sports?
 - If so, when did you play? Why did you stop?
- Other than this coaching role, have you ever had any jobs (paid or volunteer) where you worked with children?
 - Please explain.
 - Any others?
- Can you please describe your current primary occupation?
- Why did you become a soccer coach?
 - Did you volunteer, or were you recruited (by whom)?
- Are you coaching your child(ren)? (if not made clear in previous)
- Other than your career, and your coaching role from last summer, what other roles and responsibilities do you have?
 - Do you have any other volunteer or paid obligations?
- Compared to all your other roles and responsibilities in your life, how large or small was your house league soccer coaching role from last summer?

If this isn't his/her 1st season coaching soccer

- Tell me about the soccer teams you have coached in the past.
 - What kind of teams (age/level)?
 - How many years?
 - How many fall/winter sessions? (if any)
- Tell me about your role as a soccer coach this past summer season?

- Do you coach more than one team?
- What kind of teams (age/level)?
- Why do you coach this particular team (these particular teams)?
- How much time each week do you spend as a coach (preparing for and at practices/games etc) (discuss answers from survey as prompts)
- Do you receive any compensation for your role as coach? (reduction in your child's fees, repayment for coaching course costs etc)
- Can you tell me specifically about the house-league team from this past summer season?
 - How many players?
 - Ages? Sex?
 - Were you the head coach? Co-Coach? Were other parents or volunteers involved?
 - How many games did they play? (discuss answer from survey as prompt)
 - Did your house league team attend any tournaments? (If so, how did you find out about those opportunities)? (discuss answer from survey as prompt)
 -
- Have you coached any soccer since last summer? If so, please expand on context.
- How did you learn to be a soccer coach?
 - What did you do?
 - Which learning activities?
 - When did these take place?
- Can you think of some things that you did this past season in order to learn how to coach soccer? (ask for specific examples and prompt *based on their answers to survey*)
- This past summer, did you seek information related to coaching soccer?
 - On-line? At the library? Books or resources about leadership or teamwork?
 - Other sources? (ask for specific examples and prompt *based on their answers to survey*)
- How did you get ideas for drills you used this past summer?
- How did you figure out how to do “subs” at your games, and how did you organize playing time for your players this past summer?
 - How did you learn how to do this?
- This past summer, did you talk to others about your role as a soccer coach?
 - Who?
 - What do you talk about?
 - Do you think that through talking with this person/these people that you are learning more about how to be a soccer coach?
 - How and why?
 - Can you provide an example?

- While coaching your team this past summer, did you ever have a problem arise that caused you trouble or stress?
 - Where would you look for possible solutions?
 - How did you resolve the issue?
- While coaching your house league team this past summer, did you ever see another coach do something and think to yourself, wow – that is something I should consider?
- Did you attend any meetings or training sessions this past summer either during the pre-season or during the season itself?
 - If yes, Did you ever have an experience where you thought “oh, now that is a good idea for my team”?
- What about in your regular life? Have you ever been going about your regular work or family obligations and realized that you just had a good idea for soccer?
 - What were the circumstances and what triggered that good idea?
- Can you tell me about any resources or training sessions that your club provided for you this past season?
 - Did you attend? Did you pick up your copy? Why or why not?
 - If there was a training session, what topics were covered?
 - How long was it?
 - Tell me about your satisfaction with that training?
 - If there were handouts or other types of resources give to you – what were they about?
 - Tell me about your satisfaction with these – did you refer to them later on?
- Were there ever times this past summer when you wish that you had more access to coaching information?
 - When and why? – What were the circumstances?
 - If so, how would you have liked to retrieve that information?
 - Would you have been willing for more pre-season training?
 - What about training during the soccer season?
 - What format would have been best for you?
 - What topics should have been covered?

Compare and contrast learning opportunities from this past summer to those from before generally (*based on their survey data*). Why were some sources of learning not used this past summer? Review each one that is different.

- Have you undertaken any coach learning SINCE the end of last season? (books? videos? Watching soccer on TV etc)?
 - If yes, why? Did someone suggest it to you?
- Were/are coaches in your club *required* to complete any kind of coach training or certification?
- Please tell me about any coaching related certifications that you have.

- Are coaches required to demonstrate proof of 1st aid, or criminal background checks or anything like that in your club?
- Tell me about any skills or experiences that you transfer from your life to your role as a coach?
 - Work-related?
 - Can you think of a few examples?
 - Parenting? Working with children?
 - Can you think of a few examples?
 - Can you think of any examples from this past summer when you found yourself transferring a skill from yet another domain of your life into coaching soccer?

When you think about all the ways you have learned to coach soccer (and over the course of the interview we have highlighted many different ways), which ones stand out as being most important? [Perhaps show them a print out of the sources of knowledge they entered in survey with additions to it from interview]

- Why is/are that one (those ones) most important
- Which ones are next important? Why?
- Do you intend to coach house league soccer again this summer?
 - If so:
 - Why?
 - For how long do you intend to stay with this group of players/ this team?
 - If not:
 - Why not?
 - Will you be coaching soccer at another level instead? Coaching another sport instead? Involved in (your) children's other activities instead?
 - What would need to be different for you to have chosen to be a house league soccer coach again this summer?
 - What else, would have needed to have happened?
 - Are there certain learning opportunities that might have been missing that would have influenced your choice to return?
- According to you, what are the expectations of recreational soccer coaches?
 - By the parents of your players?
 - By the club and/or league?
 - By the wider society?
 - Are you supported to meet these expectations?
- According to you, what are reasonable expectations of recreational soccer coaches? In other words, what expectations do you have for yourself as a house-league coach?
- Can you tell me what you have heard about Long Term Athlete Development (LTAD for short), also known as the Long Term Player Development (LTPD) and the 7 associated stages for Canadians?

Preliminary Interview Questions for EODSA/OSA/CSA Administrators

- What is your role with EODSA/OSA/CSA?
- How does the EODSA/OSA/CSA support coach learning?
- Please tell me about EODSA's/OSA's/CSA's role with respect to house-league soccer.
- How many clubs offer house-league soccer?
- Approximately how many youth (aged 17 and under) are involved in house-league soccer in EODSA?
- From your perspective, how should house-league soccer coaches learn about coaching?
- What opportunities existed for house-league soccer coaches in terms of learning and/or development this summer?
- What are the expectations of EODSA/OSA/CSA house-league coaches?
- Who is responsible for ensuring that EODSA/OSA/CSA house-league soccer coaches know how to coach soccer?

Preliminary Interview Questions for Soccer Club Administrators

- What is your role with your soccer club?
- Please tell me about how your club runs house-league soccer.
 - How are teams formed?
 - How are coaches obtained/chosen?
 - Do coaches apply? Or are they recruited?
 - Are there enough coaches? Is it easy/difficult to find coaches?
 - What ages of house-league soccer are offered?
 - Do house-league teams participate in tournaments?
- From your perspective, how should house-league soccer coaches learn about coaching?
- This summer, how did your soccer club support coach learning?
 - Do you offer any clinics? Meetings?
 - How was attendance?
 - Was this for house-league specifically, or for all coaches?
 - Do you inform coaches about opportunities outside of your club that have to do with coaching or about soccer?
 - Do you have any handouts or resource material for coaches?
 - In your experience, do coaches look for these resources? Are they seen as a valuable tool?
- This summer, what opportunities existed for house-league soccer coaches in terms of learning and/ or development?
- What are the expectations of house-league coaches in your club?
- Who is responsible for ensuring that house-league soccer coaches in your club know how to coach soccer?



Université d'Ottawa University of Ottawa
Service de subventions de recherche et déontologie Research Grants and Ethics Services

Ethics Approval Notice
Health Sciences and Science REB

Principal Investigator / Supervisor / Co-investigator(s) / Student(s)

<u>First Name</u>	<u>Last Name</u>	<u>Affiliation</u>	<u>Role</u>
Pierre	Trudel	Health Sciences / Human Kinetics	Supervisor
Lauren	Capstick	Health Sciences / Human Kinetics	Student Researcher

File Number: H05-10-10

Type of Project: PhD Thesis

Title: Recreational Youth Soccer Coaches: Uncovering their Profile & Exploring How they Learn

Approval Date (mm/dd/yyyy)	Expiry Date (mm/dd/yyyy)	Approval Type
07/16/2010	07/15/2011	Ia

(Ia: Approval, Ib: Approval for initial stage only)

Special Conditions / Comments:
N/A



Université d'Ottawa University of Ottawa

Service de subventions de recherche et déontologie

Research Grants and Ethics Services

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

During the course of the study the protocol may not be modified without prior written approval from the REB except when necessary to remove subjects from immediate endangerment or when the modification(s) pertain to only administrative or logistical components of the study (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, information/consent documentation, and/or recruitment documentation, should be submitted to this office for approval using the "Modification to research project" form available at:

http://www.rges.uottawa.ca/ethics/application_dwn.asp

Please submit an annual status report to the Protocol Officer 4 weeks before the above-referenced expiry date to either close the file or request a renewal of ethics approval. This document can be found at:

http://www.rges.uottawa.ca/ethics/application_dwn.asp

Germain Zongo

Protocol Officer for Ethics in Research

For Dr. Daniel Lagarec, Chair of the Health Sciences and Sciences REB



Université d'Ottawa | University of Ottawa

Faculté des sciences de la santé | Faculty of Health Sciences

École des sciences de l'activité physique | School of Human Kinetics

Project Title: Recreational Youth Soccer Coaches: Uncovering their profile & exploring how they learn.

Investigators:

A. Lauren Capstick
PhD Candidate
School of Human Kinetics
University of Ottawa

Pierre Trudel, PhD
Research Supervisor
School of Human Kinetics
University of Ottawa

INVITATION

You are invited to participate in the abovementioned research study conducted by PhD candidate A. Lauren Capstick, and Dr. Pierre Trudel of the University of Ottawa. The purpose of the study is to find out the profile of youth recreational soccer coaches, and to explore how they learn to be a coach.

WHAT'S INVOLVED

As a participant, you will be asked to participate in an interview lasting approximately 60 minutes. You will be asked questions about your demographics, your experiences in sport, your coaching context, and about how you learn to coach. You might be contacted for a follow-up interview in order to gain clarifications.

POTENTIAL BENEFITS AND RISKS

Possible benefits of participation include having a better appreciation of your own learning activities related to coaching. There are no known risks associated with participation in this study.

CONFIDENTIALITY

The information that you share will remain strictly confidential.

The data and analyses of the data will be kept at the University of Ottawa in both A. Lauren Capstick and Dr Pierre Trudel's locked offices on password protected computers and will be kept for ten years beginning once all data has been collected. At the end of the ten years all the data will be deleted or destroyed.

VOLUNTARY PARTICIPATION

Your participation in this research is voluntary and you are free to withdraw or refuse to answer any questions at any time and without any negative consequences.

PUBLICATION OF RESULTS

Results of this study may be published in academic and professional journals, and presented at conferences. Feedback about this study will be available through A. Lauren Capstick at the phone number and email address given above.

CONTACT INFORMATION AND ETHICS

If you have any questions about this study or require further information, please contact A. Lauren Capstick or Dr. Pierre Trudel using the contact information provided above. If you have any comments or concerns about your rights as a research participant, please contact the Protocol Officer for Ethics in Research, University of Ottawa: ethics@uottawa.ca

CONSENT

I agree to participate in this study described above. I have made this decision based on the information I have read in this Information-Consent Letter.

If I choose to withdraw from the study, I give my permission for the researchers to analyze the data related to me collected up until that moment.

YES

NO

I will have several opportunities to re-examine and modify, if necessary, the information that I have given. That is, at the end of my interview, I will be given the chance to remove or add to any portions of the interview. I will also receive a copy of my interview transcript and will be able to make additional changes before analysis begins. Lastly, preliminary findings will be shared with me before final research conclusions are drawn in order to understand the consistency between the researchers' interpretation and my perspectives.

I would like to receive the material:

via e-mail or hard-copy traditional mail

e-mail address _____

or mailing address:

Please note that no additional security measures will be taken during this exchange of information. That is, the material will be exchanged as a regular e-mail attachment or in a regular standard lettermail service through Canada Post.

I, _____, agree to participate in this research led by A. Lauren Capstick and Dr. Pierre Trudel of the School of Human Kinetics from the Faculty of Health Sciences at the University of Ottawa.

Participant's signature: (Signature) Date: (Date)

There are two copies of the consent form, one of which is mine to keep



Université d'Ottawa | University of Ottawa

Faculté des sciences de la santé | Faculty of Health Sciences

École des sciences de l'activité physique | School of Human Kinetics

Project Title: Recreational Youth Soccer Coaches: Uncovering their profile & exploring how they learn.

Investigators:

A. Lauren Capstick
PhD Candidate
School of Human Kinetics
University of Ottawa

Pierre Trudel, PhD
Research Supervisor
School of Human Kinetics
University of Ottawa

INVITATION

You are invited to participate in the abovementioned research study conducted by PhD candidate A. Lauren Capstick, and Dr. Pierre Trudel of the University of Ottawa. The purpose of the study is to find out the profile of youth recreational soccer coaches, and to explore how they learn to be a coach.

WHAT'S INVOLVED

As a participant, you will be asked to participate in an interview lasting approximately 45 minutes. You will be asked questions about your administrative role as it pertains to coach learning and development, learning opportunities for coaches, and about the context of recreational soccer. You might be contacted for a follow-up interview in order to gain clarifications.

POTENTIAL BENEFITS AND RISKS

Possible benefits of participation include having a better appreciation of the context and learning activities related to coaching. There are no known risks associated with participation in this study.

CONFIDENTIALITY

The information that you share will remain strictly confidential.

The data and analyses of the data will be kept at the University of Ottawa in both A. Lauren Capstick and Dr Pierre Trudel's locked offices on password protected computers and will be kept for ten years beginning once all data has been collected. At the end of the ten years all the data will be deleted or destroyed.

VOLUNTARY PARTICIPATION

Your participation in this research is voluntary and you are free to withdraw or refuse to answer any questions at any time and without any negative consequences.

PUBLICATION OF RESULTS

Results of this study may be published in academic and professional journals, and presented at conferences. Feedback about this study will be available through A. Lauren Capstick at the phone number and email address given above.

CONTACT INFORMATION AND ETHICS

If you have any questions about this study or require further information, please contact A. Lauren Capstick or Dr. Pierre Trudel using the contact information provided above. If you have any comments or concerns about your rights as a research participant, please contact the Protocol Officer for Ethics in Research, University of Ottawa, Email: ethics@uottawa.ca

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Validation at 7 stages (based on Kvale 1996)

1. Thematizing - soundness of theoretical presuppositions	<ul style="list-style-type: none"> • Strong rationale for Jarvis' theory of lifelong learning provided • Match to lifelong learning and research questions well established
2. Designing – dependency on adequacy of design and methods which involves beneficence (knowledge useful to participants)	<ul style="list-style-type: none"> • Design is strong due to mixed methods (triangulation of methods) • Multiple soccer clubs (triangulation of sources) • Administrators and coaches interviewed (triangulation of sources) • Significant sample size • Positionality of researcher made clear • Researcher has strong knowledge of context • Informed consent will be obtained • Positive implications for fieldworkers made explicit
3a. Interviewing – quality of the interview itself b. Surveying – the quality of the survey itself	<ul style="list-style-type: none"> • Survey and interview guide piloted • Survey questions borrowed from tested surveys • Use of conceptual baggage journal for reflection about interview questions and skills as interviewer • Interview questions deriving from theoretical framework and from ideas emerging from surveys
4. Transcribing – manner of transcription	<ul style="list-style-type: none"> • Verbatim • Tone/emphasis noted in brackets on transcription
5. Analyzing – sound logic of interpretations	<ul style="list-style-type: none"> • Use of conceptual baggage journal for reflection about bias that may be present during analysis • Peer debriefing (analyst triangulation)
6. Validating – application of direct validation procedures	<ul style="list-style-type: none"> • Member checking before and after analysis • Peer debriefing
7. Reporting – valid report of main findings	<ul style="list-style-type: none"> • Generalizations only as applicable • Idiosyncrasies honoured