

Université d'Ottawa | University of Ottawa

Au-delà de la performance :
Quels apports des entraîneurs à leurs sportifs ?

Beyond Performance:
How can Coaches Facilitate Positive Youth Development?



Martin Camiré Ph.D.
School of Human Kinetics
Faculty of Health Sciences



www.uOttawa.ca

Ottawa 2008



ARIS Rodez 2008



ARIS Rodez 2008

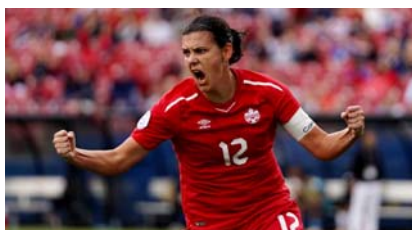


Outline

1. Looking Beyond Performance
2. What is positive youth development (PYD) through sport?
3. Important Role of Coaches
4. Making the Case for PYD/Life Skills Coach Education
5. Two Example Programs
6. Concluding Thoughts




Performance




High School Sport (Ages 13-18)

8,000,000

National Federation of State High School Associations



750,000



SCHOOL SPORT CANADA
SPORT SCOLAIRE CANADA

Sport = Educational Mandate

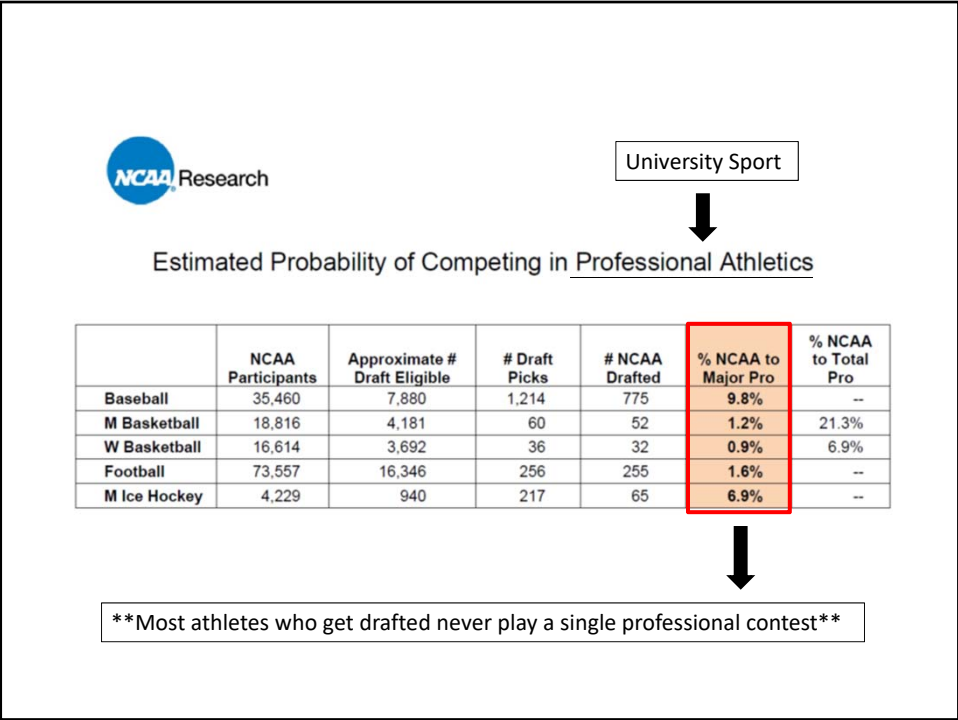
“Promote and advocate for positive sportsmanship, citizenship and the **total development of student-athletes** through interscholastic sport”

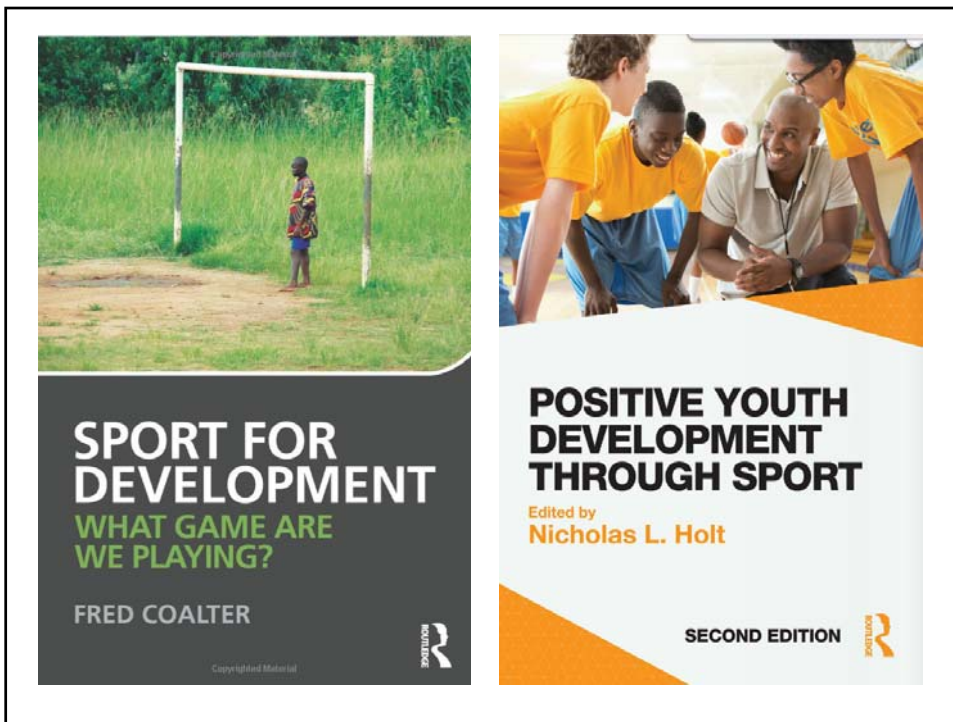
High School



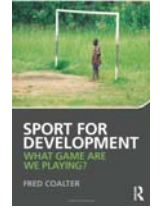
NCAA Research

Estimated Probability of Competing in College Athletics

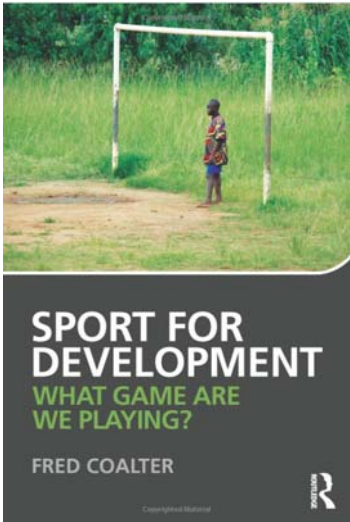
| | High School Participants | NCAA Participants | Overall % HS to NCAA | % HS to NCAA Division I | % HS to NCAA Division II | % HS to NCAA Division III |
|---------------|--------------------------|-------------------|----------------------|-------------------------|--------------------------|---------------------------|
| Men | | | | | | |
| Baseball | 487,097 | 35,460 | 7.3% | 2.2% | 2.2% | 2.9% |
| Basketball | 551,373 | 18,816 | 3.4% | 1.0% | 1.0% | 1.4% |
| Cross Country | 270,095 | 14,270 | 5.3% | 1.8% | 1.4% | 2.1% |
| Football | 1,036,842 | 73,557 | 7.1% | 2.8% | 1.8% | 2.5% |
| Golf | 144,024 | 8,609 | 6.0% | 2.0% | 1.6% | 2.3% |
| Ice Hockey | 35,060 | 4,229 | 12.1% | 4.8% | 0.6% | 6.6% |
| Lacrosse | 113,313 | 14,310 | 12.6% | 3.0% | 2.4% | 7.2% |
| Soccer | 456,362 | 25,072 | 5.5% | 1.3% | 1.5% | 2.7% |
| Swimming | 138,935 | 9,697 | 7.0% | 2.7% | 1.1% | 3.2% |
| Tennis | 158,151 | 7,838 | 5.0% | 1.6% | 1.0% | 2.3% |
| Track & Field | 600,097 | 28,698 | 4.8% | 1.9% | 1.2% | 1.7% |
| Volleyball | 60,976 | 2,163 | 3.5% | 0.7% | 0.6% | 2.2% |
| Water Polo | 22,501 | 1,047 | 4.7% | 2.7% | 0.8% | 1.2% |
| Wrestling | 245,564 | 7,239 | 2.9% | 1.0% | 0.8% | 1.2% |
| Women | | | | | | |
| Basketball | 412,407 | 16,614 | 4.0% | 1.2% | 1.2% | 1.6% |
| Cross Country | 223,518 | 15,632 | 7.0% | 2.7% | 1.7% | 2.6% |
| Field Hockey | 59,856 | 6,103 | 10.2% | 3.0% | 1.4% | 5.8% |
| Golf | 78,781 | 5,375 | 6.8% | 2.8% | 2.0% | 2.1% |
| Ice Hockey | 9,609 | 2,400 | 25.0% | 8.9% | 1.2% | 14.9% |
| Lacrosse | 96,904 | 12,061 | 12.4% | 3.8% | 2.7% | 6.0% |
| Soccer | 390,482 | 27,811 | 7.1% | 2.4% | 1.9% | 2.8% |
| Softball | 367,861 | 20,316 | 5.5% | 1.7% | 1.6% | 2.2% |
| Swimming | 175,594 | 12,848 | 7.3% | 3.3% | 1.2% | 2.9% |
| Tennis | 190,768 | 8,608 | 4.5% | 1.5% | 1.0% | 2.0% |
| Track & Field | 488,592 | 30,018 | 6.1% | 2.7% | 1.5% | 1.9% |
| Volleyball | 446,583 | 17,471 | 3.9% | 1.2% | 1.1% | 1.6% |
| Water Polo | 21,054 | 1,216 | 5.8% | 3.6% | 1.0% | 1.1% |






- **Sport:** Traditional sport programs focusing on the development of physical, technical, and tactical skills aimed towards performance/winning. → 
- **Sport Plus:** Sport programs adapted to maximize psychosocial development through the acquisition of life skills and other developmental assets. → 
- **Plus Sport:** Sport used as a vehicle for development, with precedence on non-sporting outcomes. → 

Plus Sport





| | | | | | |
|-------------------------------|-----------------------------------|---|---|---------------------------------------|---|
| 1 NO POVERTY | 2 ZERO HUNGER | 3 GOOD HEALTH AND WELL-BEING | 4 QUALITY EDUCATION | 5 GENDER EQUALITY | 6 CLEAN WATER AND SANITATION |
| 7 AFFORDABLE AND CLEAN ENERGY | 8 DECENT WORK AND ECONOMIC GROWTH | 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE | 10 REDUCED INEQUALITIES | 11 SUSTAINABLE CITIES AND COMMUNITIES | 12 RESPONSIBLE CONSUMPTION AND PRODUCTION |
| 13 CLIMATE ACTION | 14 LIFE BELOW WATER | 15 LIFE ON LAND | 16 PEACE, JUSTICE AND STRONG INSTITUTIONS | 17 PARTNERSHIPS FOR THE GOALS | SUSTAINABLE DEVELOPMENT GOALS |

Whitley et al. BMC Public Health (2019) 19:89
<https://doi.org/10.1186/s12889-019-6387-z>

BMC Public Health

RESEARCH ARTICLE
Open Access



Sport-based youth development interventions in the United States: a systematic review

Meredith A. Whitley^{1*}, William V. Massey², Martin Camiré³, Mish Boutet⁴ and Amanda Borbee³

Abstract

Background: The growing number of sport-based youth development interventions provide a potential avenue for integrating sport meaningfully into the U.S. public health agenda. However, efficacy and quality must be reliably established prior to widespread implementation.

Methods: A comprehensive search of databases, peer-reviewed journals, published reviews, and both published and unpublished documents yielded 10,077 distinct records. Title and abstract screening, followed by full-text screening using 6 criteria, resulted in 56 distinct studies (coalescing into 10 sport-based youth development intervention types) included in the synthesis. These studies were then independently assessed and critically appraised.

Results: Limited efficacy data were identified, with the quality of methods and evidence largely classified as weak. Processes likely to contribute to the outcomes of sport-based youth development interventions were identified (e.g., predictors of ongoing engagement, alignment between target population and intervention, intervention design), although more rigorous research is needed on these and other processes. Physical health outcomes were only studied in 3 of the 10 intervention types.

Conclusions: The evidence base does not yet warrant wide-scale implementation of sport-based youth development interventions for public health goals within the U. S., although there is promising research that identifies areas for further exploration.

Keywords: Youth development, Physical activity, Program, Research, USA

Sport Management Review 22 (2019) 181–193



Contents lists available at [ScienceDirect](#)

Sport Management Review

journal homepage: www.elsevier.com/locate/smr



Review

A systematic review of sport for development interventions across six global cities



Meredith A. Whitley^{a,*}, William V. Massey^b, Martin Camiré^c, Lindsey C. Blom^d, Megan Chawansky^e, Shawn Forde^f, Mish Boutet^g, Amanda Borbee^a, Simon C. Darnell^h

^aAdelphi University, Department of Exercise Science, Health Studies, Physical Education, & Sport Management, 1 South Avenue, Woodruff Hall, Room 172, Garden City, NY 11530, United States
^bOregon State University, Milam Hall 118L, 2520 SW Campus Way, Corvallis, OR 97331, United States
^cUniversity of Ottawa, School of Human Kinetics, Faculty of Health Sciences, 125 University Private, Room 345, Ottawa, K1N 6N5, Canada
^dBall State University, 2000 W. University Drive, Muncie, IN 47036, United States
^eUniversity of Kentucky, College of Education, 127 Seaton Building, Lexington, KY 40506-0219, United States
^fUniversity of British Columbia, Auditorium Annex, 1924 West Mall, Vancouver, BC V6T 1Z2, United States
^gUniversity of Ottawa, Geographic, Statistical and Government Information Centre, 65 University Private, Morisset Hall, 309D, Ottawa, ON K1N 6N5, Canada
^hUniversity of Toronto, 55 Harbord Street, Toronto, ON M5S 2W6, Canada

ARTICLE INFO

Article history:
Received 1 September 2017
Received in revised form 15 June 2018
Accepted 18 June 2018
Available online 23 June 2018

ABSTRACT

Recently published reviews have begun the process of synthesizing the knowledge within the growing Sport for Development (SfD) field, but there is a need to critically evaluate the research on which these findings are based. This systematic review is a critical appraisal of both quantitative and qualitative evidence in academic and grey literature in the SfD field. The strength and quality of the research is assessed to provide a more nuanced understanding of

JOURNAL OF GLOBAL SPORT MANAGEMENT
<https://doi.org/10.1080/24704067.2019.1671776>





Systematic Reviews of Sport for Development Literature: Managerial and Policy Implications

Simon C. Darnell^a , Meredith A. Whitley^b , Martin Camiré^c, William V. Massey^d , Lindsey C. Blom^e, Megan Chawansky^f, Shawn Forde^g and Laura Hayden^h

^aFaculty of Kinesiology and Physical Education, University of Toronto, Toronto, ON, Canada; ^bDepartment of Health & Sport Sciences, Adelphi University, Garden City, NY, USA; ^cSchool of Human Kinetics, Faculty of Health Sciences, University of Ottawa, Ottawa, ON, Canada; ^dCollege of Public Health and Human Sciences, Oregon State University, Corvallis, OR, USA; ^eSchool of Kinesiology, Ball State University, Muncie, IN, USA; ^fDepartment of Health and Sport Sciences, Otterbein University, Westerville, OH, USA; ^gSchool of Human Kinetics, University of British Columbia, Vancouver, BC, Canada; ^hCollege of Education and Human Development, University of Massachusetts Boston, Concord, MA, USA

“When considered against the current state of the literature... the evidence shows that sport-based development interventions will likely have ***some benefits for some people in some circumstance***”. (p.16)

Sport Plus




10

COACHING FOR POSITIVE YOUTH DEVELOPMENT IN HIGH SCHOOL SPORT

Martin Camiré and Kelsey Kendellen

Sport is one of the most popular activities for youth, and school represents a particularly attractive setting in which to practice sport given that it is where youth spend the greater part of their day (Danish et al., 2005). High school sport participation is deemed a meaningful activity for youth because of the prevailing belief that it enhances physical activity, increases connection to school, and develops athletic talents (Gould and Carson, 2008). In addition to these outcomes, there has been increased attention paid to the notion of high school sport being a context facilitating positive youth development (PYD). For instance, the mission statement of School Sport Canada, the governing body for high school sport in

Kinesiology Review, (Ahead of Print)
<https://doi.org/10.1123/kr.2019-0015>
 © 2019 Human Kinetics, Inc.

Human Kinetics 
 SCHOLARLY ARTICLE

Making High School Sport Impactful

Stéphanie Turgeon, Kelsey Kendellen, Sara Kramers, Scott Rathwell, and Martin Camiré

The practice of high school sport is, in large part, justified based on the premise that participation exposes student-athletes to an array of situations that, when experienced positively, allow them to learn and refine the life skills necessary to become active, thriving, and contributing members of society. The purpose of this paper is to examine how we can maximize the developmental potential of high school sport and make it impactful. Extant literature suggests that high school sport participation exposes student-athletes to a variety of experiences that can positively and negatively influence their personal development, with coaches playing a particularly influential role in this developmental process. However, within this body of evidence, issues of research quality have been raised, limiting the inferences that can be drawn. Future research directions are presented that address methodological limitations. Furthermore, in efforts to (re)consider the desired impact of high school sport, a critical discussion with policy and practical implications is offered.

Keywords: coaching, life skills, psychosocial outcomes, student-athlete

Sport is one of the most popular extracurricular activities for high school students in Canada and the United States. In Canada, high school sports are practiced by over 750,000 student-athletes throughout the country (School Sport Canada, 2018). In the United States, high school sport participation rates reached an all-time high during the 2017–18 school year, with over 7.9 million student-athletes (National Federation of State High School Associations, 2018). In this paper, *high school sport* refers to school-sponsored sports practiced outside regular class hours in which students compete in organized interscholastic leagues that lead to end-of-season championships (Camiré & Kendellen, 2016). In North America, high school sport represents a developmental-level context characterized by a strong commitment from student-athletes

influence (i.e., be impactful) on student-athletes, as well as other actors such as coaches, in the high school system.

In the sections that follow, we first share a brief history of high school sport in North America, followed by the mission statements guiding the practice of high school sport. We then review the literature, examining the positive and negative psychosocial outcomes associated with high school sport participation and how coaches play key roles in influencing such outcomes. Based on the conclusions drawn from the literature review, we explore the role of coach education as a catalyst for impact. We conclude the paper by sharing future research directions, as well as policy and practical implications.

Promoting Positive Youth Development and Life Skills in Youth Sport: Challenges and Opportunities amidst Increased Professionalization

Martin Camiré¹ and Fernando Santos²

¹School of Human Kinetics, University of Ottawa, Canada; ²Higher School of Education, Polytechnic Institute of Porto, Portugal; Higher School of Education, Polytechnic Institute of Viana do Castelo, Portugal; inED, Center for Research and Innovation in Education.

Keywords

Coach, Athlete, Implicit, Explicit, Transfer.

ABSTRACT

Positive youth development represents a strength-based approach to development in which life skills are recognized as desired assets that prepare youth to function as productive members of society. In many countries around the world, there is increased attention paid to the teaching of life skills through sport, but researchers have cautioned against the dangers of blindly evangelizing the virtues of sport participation. The purpose of this paper is to offer a brief commentary on the challenges and opportunities that exist in promoting positive youth development and life skills amidst the increased professionalization of youth sport. In the first part of the paper, a case is made for tempering our expectations about sport's intrinsic developmental value and instead focus on being intentional in exposing youth to life skills messaging and experiential learning opportunities. In the second part of the paper, coach education and the professionalization of youth sport are examined as contemporary challenges in relation to the dilemmas they create and the opportunities they present.

What is positive youth development (PYD) through sport?



Asset Building



Deficit Reduction



Being problem-free does not necessarily equate to being fully prepared for life.
Youth are not problems to be managed but rather resources to be developed.

Developing Life Skills Through Sport

Perseverance



Leadership



Teamwork



Transfer



For a skill learned in sport to be considered a *life* skill,
it must be applied beyond sport

Why Sport?



Most Children are Intrinsically Motivated to Play Sport



Sport has a Global Reach



Sport is Social

Allows participants to develop their social networks and build social capital in manners that extend beyond the opportunities available to non-participants.



Coaches have Much Potential for Influence

Complementary Influence: Positive influence on students with **good** family situations

Compensatory Influence: Positive influence on students with **poor** family situations



Consensus statement



International Olympic Committee consensus statement on youth athletic development

Michael F Bergeron,^{1,2} Margo Mountjoy,^{3,4} Neil Armstrong,⁵ Michael Chia,⁶ Jean Côté,⁷ Carolyn A Emery,⁸ Avery Faigenbaum,⁹ Gary Hall Jr,¹⁰ Susi Kriemler,¹¹ Michel Léglise,¹² Robert M Malina,^{13,14} Anne Marte Pensgaard,¹⁵ Alex Sanchez,¹⁶ Torbjørn Soligard,¹⁷ Jorunn Sundgot-Borgen,¹⁸ Willem van Mechelen,^{19,20,21} Juanita R Weissensteiner,²² Lars Engebretsen^{17,23}

For numbered affiliations see end of article.

Correspondence to
Dr Michael F Bergeron, Youth Sports of the Americas, Lemak Sports Medicine, 500 Office Park Drive, Suite 200, Birmingham, AL 35223 USA; mbergeron.phd01@gmail.com

Accepted 18 May 2015

ABSTRACT

The health, fitness and other advantages of youth sports participation are well recognised. However, there are considerable challenges for all stakeholders involved—especially youth athletes—in trying to maintain inclusive, sustainable and enjoyable participation and success for all levels of individual athletic achievement. In an effort to advance a more unified, evidence-informed approach to youth athlete development, the IOC critically evaluated the current state of science and practice of youth athlete development and presented recommendations for developing healthy, resilient and capable youth athletes, while providing opportunities for all levels of sport participation and success. The IOC further challenges all youth and other sport governing bodies to embrace and implement these recommended guiding principles.

contributing factors such as overuse, overtraining and burnout.

There is also an urgent need to extend our views of youth athlete development to include the ‘culture’ of specific sports and youth sports in general, including the underlying philosophy for developing youth athletes, the systems of specific sports and interactions between athletes, coaching styles and practices, the effects on youth athletes from parental expectations and the view of youth athletes as commodities, which is often intrusive with a fine line between objectivity and sensationalism.

In an effort to advance a more unified, evidence-informed approach to youth athlete development, the IOC convened a consensus meeting of experts in the field in November 2014. The group was charged with two tasks:

1. Highlight key considerations and challenges in competitive youth sport, and critically evaluate

Important Role of Coaches

“Coaches of youth athletes play a pivotal role in determining whether sport systems promote lifelong participation, provide opportunities for peak athlete performance, and shape personal development.” (p.6)

↓
Sport Skills



↓
Life Skills





Quest, 66:495–511, 2014
Published with license by Taylor & Francis
ISSN: 0033-6297 print / 1543-2750 online
DOI: 10.1080/00336297.2014.952448

 **Routledge**
Taylor & Francis Group

Youth Development in North American High School Sport: Review and Recommendations

MARTIN CAMIRÉ

School of Human Kinetics, University of Ottawa, Ottawa, Ontario, Canada

“There is currently a lack of strong empirical evidence demonstrating the precise contributions of coaches, through their actual behaviors, in fostering developmental outcomes”. (p.503)

The Sport Psychologist, 2005, 19, 63-80
© 2005 Human Kinetics Publishers, Inc.

A Framework for Planning Youth Sport Programs That Foster Psychosocial Development

Albert J. Petitpas, Allen E. Cornelius,
Judy L. Van Raalte, and Tiffany Jones
Springfield College

“The vast majority of adults who facilitate youth sport programs have no formal training in coach education or youth development” (p. 64).

International Journal of Sports Science & Coaching Volume 8 • Number 3 • 2013

513

A Pilot Test of Transformational Leadership Training for Sports Coaches: Impact on the Developmental Experiences of Adolescent Athletes

Stewart A. Vella¹, Lindsay G. Oades² and Trevor P. Crowe³

¹School of Psychology, University of Wollongong, Northfields Avenue, Wollongong, NSW, Australia, 2522.

E-mail: stvella@uow.edu.au

²Sydney Business School, University of Wollongong, Innovation Campus, North Wollongong, NSW, Australia, 2522.

E-mail: loades@uow.edu.au

³School of Psychology and Illawarra Institute for Mental Health, University of Wollongong, Northfields Avenue, Wollongong, NSW, Australia, 2522.

E-mail: tcrowe@uow.edu.au

“Mainstream coach education programs lack content that is relevant to positive youth development, instead maintaining a focus on technical and tactical skills” (p. 526).

Making the Case for PYD/Life Skills Coach Education



1. What the Coaches are Telling Us



Profiling the Canadian High School Teacher-Coach: A National Survey

Martin Camiré, Meredith Rocchi, and Kelsey Kendellen

University of Ottawa

Each academic year, a large number of teachers voluntarily assume coaching positions in Canadian high schools and thus undertake the dual role of teacher-coach. To date, much of the scholarship on teacher-coaches has been conducted with small samples of participants and as such, the conclusions that can be drawn about the status of the Canadian teacher-coach are limited. The purpose of the current study was to profile the Canadian high school teacher-coach using a national sample. A total of 3062 teacher-coaches (males = 2046, 67%) emanating from all Canadian provinces and territories completed a questionnaire examining personal background and work conditions. Results indicated that aspects of teacher-coaches' personal background significantly influenced the benefits and challenges they perceived from coaching as well as the recommendations they suggested to improve their coaching experience. The recommendations put forth by the teacher-coaches to improve their work conditions must be earnestly considered by school administrators to ensure the long-term viability of the Canadian high school sport system, which is largely sustained by dedicated volunteers.

Keywords: coaches, youth sport, development, working conditions

Coaches play an integral role in the personal development of young athletes, a notion recently emphasized in the International Olympic Committee's consensus statement on youth athletic development (Bergeron et

al, 2013). As such, a high school teacher-coach is defined as a teacher, by profession, who voluntarily



Coaches want greater access to coach education.

Table 5 Descriptive Statistics for Teacher-Coach Recommendations

| Initiative | Usefulness of Recommendation | |
|---|------------------------------|------|
| | M | SD |
| Having Schools Cover Coach Education Fees | 6.45 | 1.08 |
| Recognizing Coach Education as PD | 6.28 | 1.27 |
| Having PA Days for Coach Education | 6.26 | 1.27 |
| Being Compensated in Time | 6.00 | 1.58 |
| Receiving more Resources from School Boards | 5.87 | 1.59 |
| Designating Sport Administrative Assistants | 5.61 | 1.74 |
| Integrating Sport in the School Curriculum | 5.47 | 1.74 |
| Accessing Internet Coach Education | 5.40 | 1.82 |
| Reducing Administrative Duties | 5.35 | 1.78 |
| Being Compensated Financially | 5.31 | 1.99 |
| Having a Daycare on School Premises | 3.54 | 2.39 |

Note. PD = Professional Development; PA = Professional Activity; Range (1.00–7.00).

Article

Informing priorities for coaching education: Perspectives from youth sport leaders


**Tarkington J Newman^{1,2}, Robert M Ortega²,
Leeann M Lower³ and Lauren M Paluta¹**

Abstract
 Central to the ability of successfully facilitating sport participation toward positive developmental outcomes is the youth sport leader. Youth sport leaders are responsible for addressing the many stressors and risk factors that youth encounter in both sport and life. However, a majority of youth sport leaders do not receive coaching education or training, especially in regards to youth development. The purpose of this study was to gain a greater understanding of the various factors, which affect youth sport leaders, their team, and the community in which they coach. The four key areas of team building/teamwork, parental influence/involvement, sportsmanship, and teaching life skills emerged. By better understanding the issues within youth sport, researchers will be more aware of the most relevant issues to guide future research and to inform the development of coaching education. Moreover, youth sport leaders will be better equipped and prepared to maximize youth development through sport participation.

Keywords
 Coaching education, coaching, youth sport, sport-based positive youth development, youth sport leader

International Journal of
**Sports Science
 & Coaching**

International Journal of Sports Science
 & Coaching
 0(0) 1–10
 © The Author(s) 2016
 Reprints and permissions:
sagepub.co.uk/journalsPermissions.nav
 DOI: 10.1177/1747954116645207
spo.sagepub.com



Coaches want to learn about life skills and PYD in coach education.

| Youth sport topic | n | f | % |
|--|-----|----|-------|
| Team building/teamwork | 119 | 65 | 54.62 |
| Parental influence/involvement | 119 | 57 | 47.90 |
| Sportsmanship | 119 | 49 | 41.18 |
| Teaching life skills | 119 | 48 | 40.34 |
| Coach–athlete relationship | 119 | 42 | 35.29 |
| Communication effectiveness | 119 | 42 | 35.29 |
| Individual goals/egos | 119 | 40 | 33.61 |
| Positive youth development | 119 | 35 | 29.41 |
| Time management | 119 | 27 | 22.69 |
| Peer pressures | 119 | 23 | 19.33 |
| Quest for autonomy | 119 | 22 | 18.49 |
| Social media | 119 | 21 | 17.65 |
| Empowering the concept of academics before athletics | 119 | 20 | 16.81 |
| Societal influences | 119 | 18 | 15.13 |
| Socioeconomic status differences/poverty | 119 | 16 | 13.45 |
| Strengths-based coaching | 119 | 12 | 10.08 |
| Substance abuse | 119 | 11 | 9.24 |
| Conflict resolution | 119 | 9 | 7.56 |
| Attitudes toward women | 119 | 8 | 6.72 |
| Mental health | 119 | 8 | 6.72 |
| Life transitions | 119 | 4 | 3.36 |
| Race/ethnicity/diversity issues | 119 | 3 | 2.52 |
| Crisis intervention | 119 | 2 | 1.68 |
| Disabilities | 119 | 1 | 0.84 |
| LGBT | 119 | 0 | 0.00 |

2. What the Research is Telling Us



QUEST
2018, VOL. 70, NO. 4, 456-470
<https://doi.org/10.1080/00336297.2018.1451348>

 **Routledge**
Taylor & Francis Group



The Implicit/Explicit Continuum of Life Skills Development and Transfer

Corliss Bean ^a, Sara Kramers^b, Tanya Forneris^a, and Martin Camiré^b

^aSchool of Health and Exercise Sciences, University of British Columbia Okanagan, Kelowna, British Columbia, Canada; ^bSchool of Human Kinetics, University of Ottawa, Ottawa, Ontario, Canada

ABSTRACT

There is an ongoing discussion as to how life skills development and transfer should be addressed. Previously, researchers have proposed an implicit/explicit dichotomy to explain how life skills teaching occurs. As research within the area of sport-based youth development continues to progress, a model is needed to delineate the varying levels of implicitness/explicitness at which coaches can facilitate life skills development and transfer. Within this article, an implicit/explicit continuum of life skills development and transfer is presented and distributed across six levels: (a) structuring the sport context, (b) facilitating a positive climate, (c) discussing life skills, (d) practicing life skills, (e) discussing transfer, and (f) practicing transfer. The levels found within the continuum are grounded in existing sport psychology literature. Conceptually, researchers can use the continuum to empirically situate how coaches teach life skills. Practically, the continuum can help coaches frame their approach to life skills development and transfer.

KEYWORDS

Positive youth development;
life skills; youth sport;
coaching; intentionality;
sport; coaches

Implicit Approach

- The *inherent features* (ex: competition) and *social dimensions* (ex: peer interactions) of sport, if experienced in a positive manner, can implicitly foster some desired outcomes.
- Coaches are not intentional in their efforts to teach life skills.



Explicit Approach

- Coaches that focus on the *concurrent and integrated teaching of sport skills and life skills*.
- Building upon implicit processes, coaches make *intentional efforts* to teach life skills.



A grounded theory of positive youth development through sport based on results from a qualitative meta-study

Nicholas L. Holt^a, Kacey C. Neely^a, Linda G. Slater^a, Martin Camiré^b, Jean Côté^c,
 Jessica Fraser-Thomas^d, Dany MacDonald^e, Leisha Strachan^f and
 Katherine A. Tamminen^g

^aFaculty of Physical Education and Recreation, University of Alberta, Edmonton, Alberta, Canada; ^bFaculty of Health Sciences, University of Ottawa, Ottawa, Ontario, Canada; ^cSchool of Kinesiology and Health Studies, Queen’s University, Kingston, Ontario, Canada; ^dSchool of Kinesiology and Health Science, York University, Toronto, Ontario, Canada; ^eFaculty of Applied Human Sciences, University of Prince Edward Island, Charlottetown, Prince Edward Island, Canada; ^fFaculty of Kinesiology and Recreation Management, University of Manitoba, Winnipeg, Manitoba, Canada; ^gFaculty of Kinesiology and Physical Education, University of Toronto, Toronto, Ontario, Canada

ABSTRACT

The overall purpose of this study was to create a model of positive youth development (PYD) through sport grounded in the extant qualitative literature. More specifically, the first objective was to review and evaluate qualitative studies of PYD in sport. The second objective was to analyze and synthesize findings from these studies. Following record identification and screening, 63

ARTICLE HISTORY

Received 2 December 2015
 Accepted 15 April 2016

KEYWORDS

Children; parents; coaches;
 life skills; adolescents

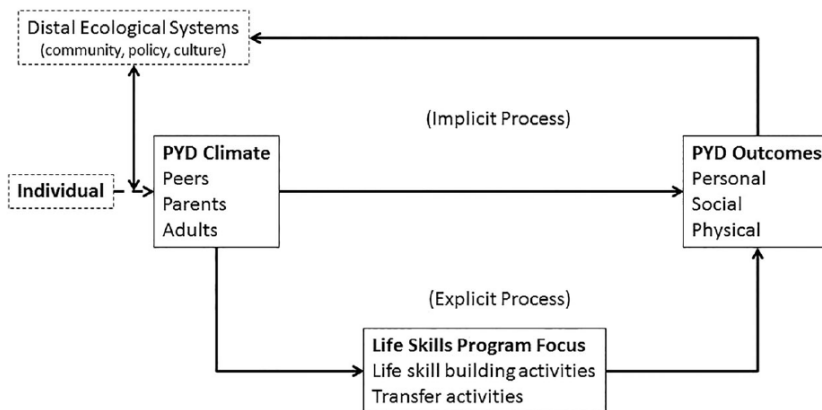
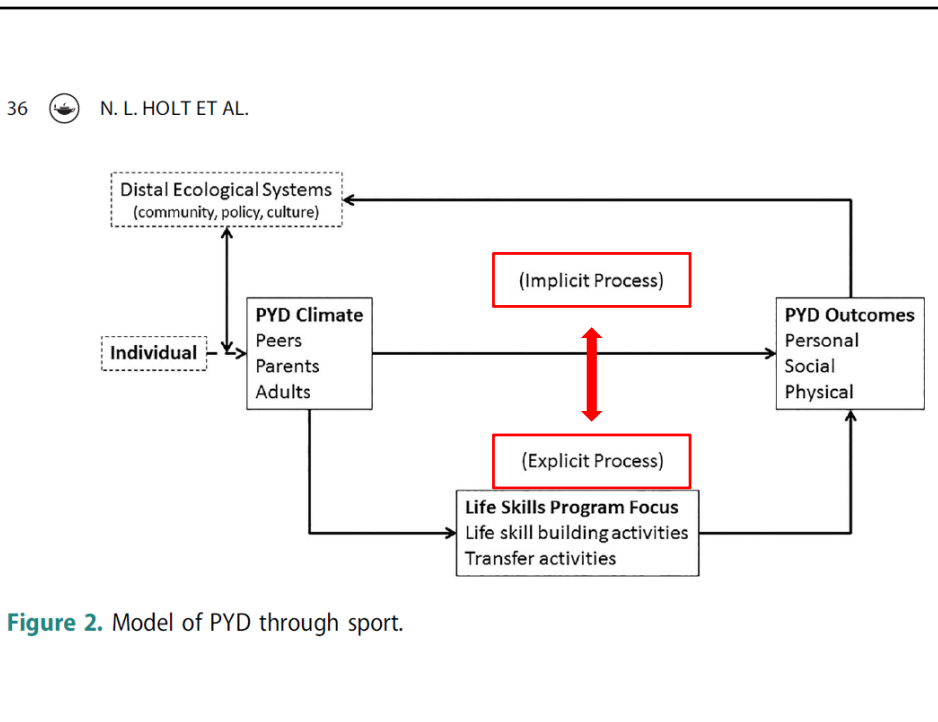


Figure 2. Model of PYD through sport.



This model of PYD through sport provides testable relationships that may guide future research. Five hypotheses are proposed:

- (1) Distal ecological systems and individual factors influence PYD through sport.
- (2) A PYD climate (based on relationships between athletes and peers, parents, and other adults) can produce PYD outcomes (i.e., through implicit processes).
- (3) PYD outcomes can be attained if a life skills program focus (involving life skill building activities and transfer activities) is in place (i.e., through explicit processes) and in the presence of a PYD climate.
- (4) The combined effects of a PYD climate *and* a life skills focus will produce more PYD outcomes than a PYD climate alone.
- (5) Gaining PYD outcomes in and through sport will facilitate transfer and enable youth to thrive and contribute to their communities.

JOURNAL OF APPLIED SPORT PSYCHOLOGY, 28: 410-425, 2016
Copyright © Association for Applied Sport Psychology
ISSN: 1041-3200 print / 1533-1571 online
DOI: 10.1080/10413200.2016.1164764



Examining the Importance of Intentionally Structuring the Youth Sport Context to Facilitate Positive Youth Development

CORLISS BEAN AND TANYA FORNERIS

University of Ottawa

“Intentionally structured programs scored higher on program quality and PYD outcomes than non-intentionally structured programs, with *intentional sport scoring significantly higher* on measures of program quality and PYD”. (p.410)

3. Interest in PYD/Life Skills Coach Education is Growing Worldwide



JOURNAL OF APPLIED SPORT PSYCHOLOGY, 24: 429–444, 2012
 Copyright © Association for Applied Sport Psychology
 ISSN: 1041-3200 print / 1533-1571 online
 DOI: 10.1080/10413200.2012.692452

 **Routledge**
 Taylor & Francis Group

Coaches' Perceptions of a Coach Training Program Designed to Promote Youth Developmental Outcomes

WILLIAM R. FALCÃO AND GORDON A. BLOOM

McGill University



WADE D. GILBERT

California State University, Fresno

The purpose of this study was to investigate coaches' perceptions on the impact of a coach training program designed to promote youth developmental outcomes. Participants were coaches of youth sport teams. Multiple methods were used to collect data. Coaches reported many benefits for themselves, their athletes, and their teams. They reported an increase in knowledge and a better understanding of their players. Participants perceived that the activities promoted cohesion and communication, while also contributing to the development of athlete competence, confidence, connection, and character/caring. The results provide guidance for creating and delivering coach training programs designed to promote youth developmental outcomes.

Research Note

International Journal of
**Sports Science
 & Coaching**

International Journal of Sports Science
 & Coaching
 2016, Vol. 11(1) 108–115
 © The Author(s) 2016
 Reprints and permissions:
sagepub.co.uk/journalsPermissions.nav
 DOI: 10.1177/1747954115624827
spo.sagepub.com



Project SCORE! Coaches' perceptions of an online tool to promote positive youth development in sport

Leisha Strachan¹, Dany J MacDonald² and Jean Côté³

Abstract

Research points to the potential of youth sport as an avenue to support the growth of particular assets and outcomes. A recurring theme in this line of research is the need to train coaches to deliberately deliver themes relating to positive youth development (PYD) consistently in youth sport programs. The purpose of the study was to design and deliver a technology-based PYD program. Project SCORE! (www.projectscores.ca) is a series of 10 lessons to help coaches integrate PYD into sport. Four youth sport coaches completed the program in this first phase of this research and were interviewed. The goal of this study was to gain some insights from coaches as they completed the program. Positive comments about the program (i.e. ease of use, success of particular lessons, coach's personal growth) and challenges regarding teaching positive skills to youth are discussed. These results helped to shape the program and make necessary changes so that it may be used for a larger research study. Other implications and future research directions are discussed.

Keywords

Coach education, life skills, personal growth, youth sport



The Sport Psychologist, 2015, 29, 319-334
<http://dx.doi.org/10.1123/tsp.2014-0161>
 © 2015 Human Kinetics, Inc.

Human Kinetics
 APPLIED RESEARCH

Psychosocial Development in Youth Soccer Players: Assessing the Effectiveness of the 5Cs Intervention Program



Chris G. Harwood
 Loughborough University

Jamie B. Barker
 Staffordshire University

Richard Anderson
 Loughborough University

This study examined the effectiveness of a longitudinal 5C coaching intervention (Harwood, 2008), focused on promoting behavioral responses associated with commitment, communication, concentration, control, and confidence in youth soccer players. Five players, their parents and a youth academy soccer coach participated in a single-case multiple-baseline across individuals design with multiple treatments. Following baseline, the coach received sequential education in the principles of each C subsequent to integrating relevant strategies in their coaching sessions. During the five intervention phases, players completed assessments of their behavior in training associated with each C, triangulated with observation-based assessments by the coach and the players' parents. Results indicated psychosocial improvements with cumulative increases in positive psychosocial responses across the intervention for selected players. Changes in player behavior were also corroborated by parent and coach data in conjunction with postintervention social validation. Findings are discussed with respect to the processes engaged in the intervention, and the implications for practitioners and applied researchers.

Keywords: coaching, youth soccer, psychosocial, single-case design, case study



JOURNAL OF YOUTH DEVELOPMENT
 bridging research and practice



Volume 10, Number 3, Special Issue 2015

Article 151003FA010

Character Development Through Youth Sport: High School Coaches' Perspectives about a Character-based Education Program



Kaitlyn A. Ferris and Andrea Vest Ettekal
 Tufts University

Jennifer P. Agans
 Cornell University

Brian M. Burkhard
 Tufts University

Abstract: This study examined high school sports coaches' perspectives about a character-based coach education workshop designed to promote positive coaching practices and transform the culture of youth sports. Fifteen coaches ($M_{age} = 42.07$, $SD = 14.62$, 73.3% male) provided feedback about Positive Coaching Alliance's (PCA) "Double-Goal Coach" training program and what aspects of the workshop they applied to their coaching practices. Results

Process and Outcome Evaluation of a Positive Youth Development-Focused Online Coach Education Course

Fernando Santos

Polytechnic Institute of Porto, Polytechnic Institute of Viana do Castelo, and inED

Martin Camiré

University of Ottawa

Dany J. MacDonald

University of Prince Edward Island



Henrique Campos, Manuel Conceição, and Ana Silva

Portuguese Hockey Federation

Coach education courses can be designed to help youth sport coaches improve their ability to foster positive youth development (PYD). To date, few studies have investigated coaches' perspectives on their participation in PYD-focused coach education courses, and even less have observed coaches in the act of coaching before, during, and after course delivery to assess the extent to which they are implementing course material. The purpose of the present study was to conduct a process and outcome evaluation of a PYD-focused coach education course that was delivered online. Participants were seven Portuguese youth sport coaches who coached athletes between 10 and 18 years of age. Data were collected through non-participant qualitative observations, field notes, semi-structured interviews, and reflective journals. Process evaluation findings indicated that the coaches felt the course was well structured and appropriately delivered, yet limited in its ability to effect change due to the absence of a practical component. Outcome evaluation findings showed how coaches made efforts to implement the course material in their coaching practice, but their implementation efforts were met with limited success. Overall, the findings suggest that although online coach education courses are of interest to coaches due to their flexibility, they could be supplemented by practical components to enhance coaches' ability to implement course content.

Keywords: coach education, field hockey, life skills, reflection

Research note

Creation, implementation, and evaluation of a values-based training program for sport coaches and physical education teachers in Singapore

Koon Teck Koh¹, Martin Camiré², Gordon A Bloom³ and CKJ Wang¹

International Journal of
Sports Science
& Coaching

International Journal of Sports Science
& Coaching
2017, Vol. 12(6) 795–806
© The Author(s) 2017
Reprints and permissions:
sagepub.co.uk/journalsPermissions.nav
DOI: 10.1177/1747954117730987
journals.sagepub.com/home/isp

SAGE



Abstract

The purpose of the study was to create, implement, and evaluate a values-based training program for sport coaches and physical education teachers in Singapore. Four sport coaches with two to eight years of coaching experience ($M = 5.0$, $SD = 1.4$) and four physical education teachers with two to nine years of teaching experience ($M = 5.25$, $SD = 3.3$) took part in three 2-h training workshops focusing on the teaching of values to athletes and students. Following the workshops, the participants took part in an individual interview to document their perspectives of the values-based training program. Results of the thematic analysis revealed many benefits of the values-based training program, including an increased awareness of the importance of systematically teaching values through physical education and sport. Further, the participants felt better equipped to work with parents and other teachers in helping athletes and students transfer values.

Keywords

Athlete prosocial behaviour, coaching philosophy, parents, youth sport

Two Example Programs



Program 1

Life skills curriculum

Two national junior golf programs



uOttawa



GOLF CANADA

JOURNAL OF SPORT PSYCHOLOGY IN ACTION
2017, VOL. 8, NO. 1, 34–46
<http://dx.doi.org/10.1080/21520704.2016.1205699>



Integrating life skills into Golf Canada’s youth programs: Insights into a successful research to practice partnership

Kelsey Kendellen^a, Martin Camiré^a, Corliss N. Bean^a, Tanya Forneris^a,
and Jeff Thompson^b

^aUniversity of Ottawa, Ottawa, Ontario, Canada; ^bGolf Canada, Oakville, Ontario, Canada

ABSTRACT

This article offers insights into a successful research to practice partnership created between the University of Ottawa and Golf Canada, who worked together over the span of two years to integrate a life skills curriculum within two national programs for young golfers: (a) Golf in Schools and (b) Future Links Learn to Play. More specifically, the purpose of this article is to (a) describe how the partnership was created, (b) explain how the life skills curriculum was developed, and (c) share lessons learned from establishing a successful partnership with a national sport organization.

KEYWORDS

Programming; sport; transfer;
youth development

For: Physical education teachers

Purpose: To facilitate the learning of golf in physical education classes



*Using a
Developmental Approach*

For grades 1 to 5

Intermediate Program

For grades 6 to 8

High School Program





For grades 9 to 12



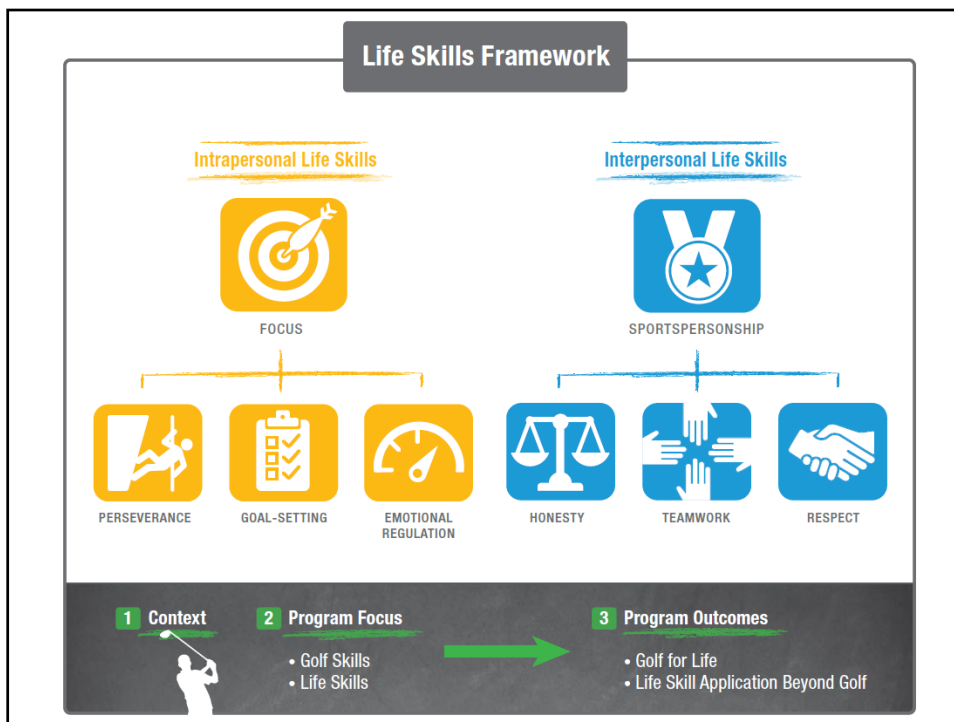
For: Golf Professionals









Purpose: To facilitate the learning of golf on the golf course



| Program Stage | Suggested Ages | Alignment with LTPD Stages | Alignment with PGA of Canada Certification |
|---|----------------|----------------------------|---|
|  | Under 6 | Active Start | PGA of Canada – Future Links Leader |
|  | 6–9 | FUNDamentals | PGA of Canada – Future Links Leader |
|  | 8–10 | Learn to Golf | PGA of Canada |
|  | 9–12 | Learn to Golf | PGA of Canada – Instruction Stream Inst. Beginner / Inst. Intermediate |

Stage Progression ↓



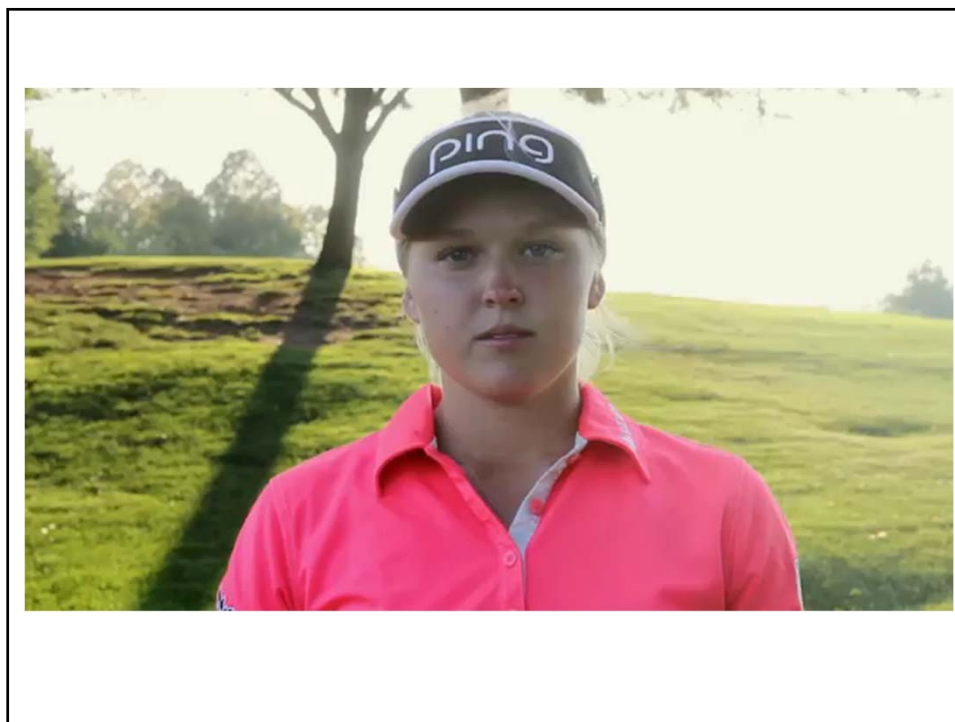
| Life Skill | Definition | Icon |
|----------------------|--|--|
| Respect | Showing consideration, courtesy, and care for someone or something (e.g., classmates, teachers, rules, equipment) |  |
| Focus | Directing your attention and effort towards a specific task |  |
| Honesty | Acting with integrity by being truthful with yourself and others |  |
| Goal Setting | The process of deciding what you want, planning how to get it, and working towards it. Your goals should be positive, specific, important to you, and under your control |  |
| Emotional Regulation | Exercising control over your emotions |  |
| Sportspersonship | A commitment to the ethics of fair play by showing integrity for the rules of the game and being considerate of others |  |
| Teamwork | Working cooperatively as a group to achieve a common goal |  |
| Perseverance | Maintaining effort when faced with obstacles and challenges when working towards something that you're trying to accomplish |  |

 JOIN NOW PLAY GOLF TEAM CANADA COMPETITIONS MEMBERS ABOUT US - MORE -

 **GOLF BETTER.** Golf Canada members get so much more out of their game.  JOIN NOW FOR FREE!

28 June 2016 AMATEUR | OTHER

VIDEO: Brooke Henderson demonstrates one of many Life Skills lessons <https://www.youtube.com/watch?v=A19axQXMKeE&feature=youtu.be>




GRADES 11 & 12

LESSON #1

Putting

Learning Outcomes

 **LIFE SKILL**

- Demonstrate an understanding of the importance of HONESTY in golf.

GOLF

- Demonstrate knowledge of proper putting technique.
- Demonstrate ability to strike a ball using proper putting technique in a game situation.

Equipment

- Putters (one for each student)
- Putting Stations Cards – *Appendix L-P*
- Putting Stations Record Sheet – *Appendix P* (one per student)
- Indoor balls (bocce - 8 of two colors, bowling - 3, darts- 2, tennis - 1, assessment station - 8)
- Cones (bocce - 1, bowling - 5, darts - 10, tennis - 2, assessment station - 1)
- Putting Rubric – *Appendix K* (one per student)
- Pinnies (three blue, two red, one green)

HONESTY:

Padraig Harrington called a penalty on himself for having the ball move on him after he signed his scorecard. He was disqualified as he had signed an incorrect scorecard, but in the end earned points with fans for being honest.


GRADES 11 & 12

LESSON #1

Putting

Life Skill of the Day

Learning Outcomes

 **LIFE SKILL**

- Demonstrate an understanding of the importance of HONESTY in golf.

GOLF

- Demonstrate knowledge of proper putting technique.
- Demonstrate ability to strike a ball using proper putting technique in a game situation.

Equipment

- Putters (one for each student)
- Putting Stations Cards – *Appendix L-P*
- Putting Stations Record Sheet – *Appendix P* (one per student)
- Indoor balls (bocce - 8 of two colors, bowling - 3, darts- 2, tennis - 1, assessment station - 8)
- Cones (bocce - 1, bowling - 5, darts - 10, tennis - 2, assessment station - 1)
- Putting Rubric – *Appendix K* (one per student)
- Pinnies (three blue, two red, one green)

HONESTY:

Padraig Harrington called a penalty on himself for having the ball move on him after he signed his scorecard. He was disqualified as he had signed an incorrect scorecard, but in the end earned points with fans for being honest.

GRADES 11 & 12

Putting

Vignette

LESSON #1

Learning Outcomes

LIFE SKILL

- Demonstrate an understanding of the importance of HONESTY in golf.

GOLF

- Demonstrate knowledge of proper putting technique.
- Demonstrate ability to strike a ball using proper putting technique in a game situation.

Equipment

- Putters (one for each student)
- Putting Stations Cards – *Appendix L-P*
- Putting Stations Record Sheet – *Appendix P* (one per student)
- Indoor balls (bocce - 8 of two colors, bowling - 3, darts- 2, tennis - 1, assessment station - 8)
- Cones (bocce - 1, bowling - 5, darts - 10, tennis - 2, assessment station - 1)
- Putting Rubric – *Appendix K* (one per student)
- Pinnies (three blue, two red, one green)

HONESTY:

Padraig Harrington called a penalty on himself for having the ball move on him after he signed his scorecard. He was disqualified as he had signed an incorrect scorecard, but in the end earned points with fans for being honest.

Introduction and Assessment

LIFE SKILL OF THE DAY: HONESTY

- Introduce honesty as the life skill of the day
- Ask the students: What is honesty?
- Definition: Acting with integrity by being truthful with yourself and others
 - Encourage students to be honest with themselves and others throughout the activities

Safety Instruction (5 minutes)

- Review Safety Rules #1-4 with students (see *Appendix A*) and remind students to respect the rules.

Putting Instruction (5 minutes)


- Demonstrate proper putting technique.
- Students model without putter (2-3 repetitions).
- Break down technique into component parts, as students model each part. Skill Components:
 - » Set-up
 - Grip, Stance, Posture
 - » Direction/Aim
 - Aware of target
 - » Stroke
 - Pendulum motion

1. Only swing or hit a ball when instructed by the teacher.
2. Always look before you swing to make sure it is safe.
3. Stay well behind those who are swinging.
4. Carry your club in a cane position.

Putting Skill Cues

1. Feet shoulder-width apart, slight bend in the knees
2. "Tic" – slight backswing
"Toc" – forward stroke
3. Follow-through at target

Introduction and Assessment

 **LIFE SKILL OF THE DAY: HONESTY**

- Introduce honesty as the life skill of the day
- Ask the students: What is honesty?
- **Definition:** Acting with integrity by being truthful with yourself and others
 - Encourage students to be honest with themselves and others throughout the activities

Safety Instruction (5 minutes)

- Review Safety Rules #1-4 with students (see *Appendix A*) and remind students to respect the rules.


Putting Instruction (5 minutes)

- Demonstrate proper putting technique.
- Students model without putter (2-3 repetitions).
- Break down technique into component parts, as students model each part. Skill Components:
 - » Set-up
 - Grip, Stance, Posture
 - » Direction/Aim
 - Aware of target
 - » Stroke
 - Pendulum motion

1. Only swing or hit a ball when instructed by the teacher.
2. Always look before you swing to make sure it is safe.
3. Stay well behind those who are swinging.
4. Carry your club in a cane position.

Putting Skill Cues

1. Feet shoulder-width apart, slight bend in the knees
2. "Tic" – slight backswing
"Toc" – forward stroke
3. Follow-through at target


 **OPTIONAL LIFE SKILL ACTIVITY FOR HONESTY: CATEGORIES**

Step 1: Prepare a list of 10 to 15 "yes or no" questions related to golf. Here are some examples but feel free to change or adapt these.


- Do you like playing golf?
- Do you know what the meaning of an albatross is in golf?
- Do you know who Mike Weir is?
- Do you know what an eagle is in golf?
- Have you ever watched golf on TV?
- Have you ever played mini-golf?
- Do you know who Michelle Wie is?
- Did you know golf was invented in Scotland?
- Have you ever shot a hole in one?
- Do you always count every time you hit the ball a stroke?

Step 2: Clear the gym of any obstacles as students will be moving around.

Step 3: Explain to students how they will be asked to move to a specific spot in the gym based on their response to each question. For example, an area in one half of the gym should be designated to the "yes" answers and an area in the other half of the gym to the "no" answers.

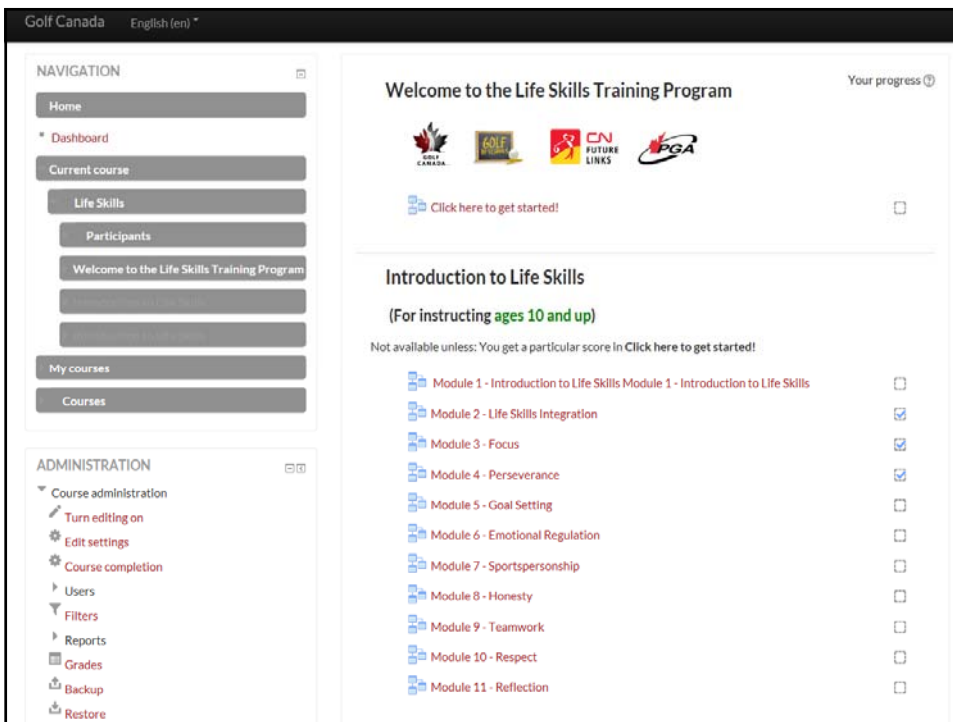


REVIEW LIFE SKILL OF THE DAY: HONESTY



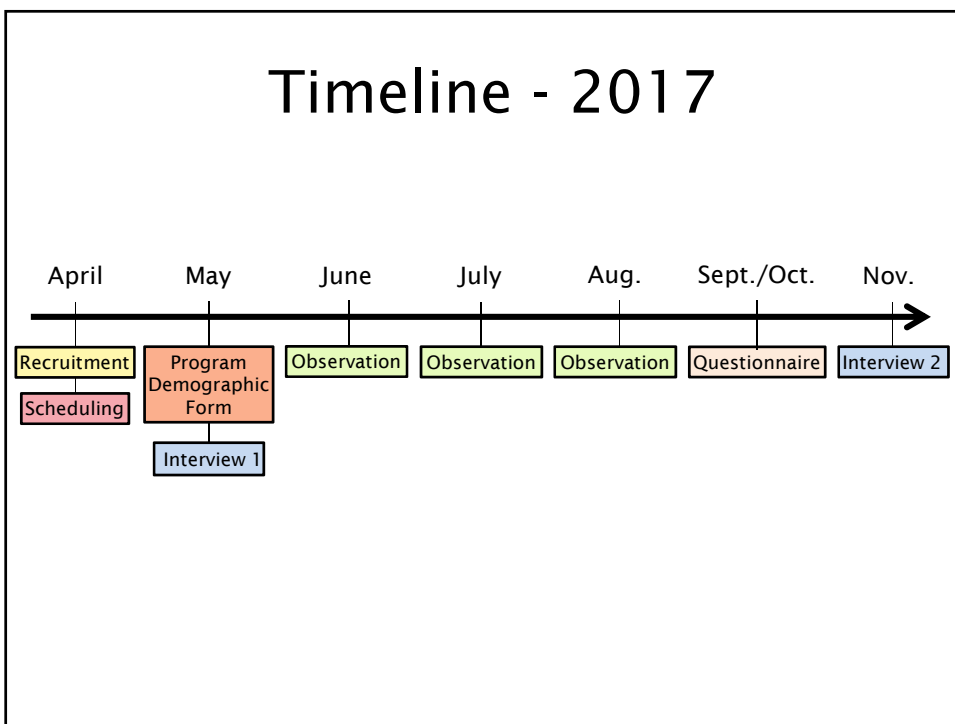
- Discuss the importance of being honest with yourself and with others in golf. Ask students:
 - o What is honesty?
 - o What are some examples of how you were honest in today's lesson? What are some other examples of how you can be honest in golf?
 - o What happens when you are not honest in terms of the number of times you hit the ball? (E.g., It means you are not respecting others as well as the game of golf)
- Ask students how they can be honest beyond golf
 - o School – If you made a mistake on a group project, you can be honest and tell the teacher that the mistake was yours.
 - o Peer group – If you notice that a false rumor about one of your friends is being spread at school, it would be honest to not spread the rumor and tell your friend and a teacher that

GOLF IN SCHOOLS





The screenshot shows a web dashboard for the Life Skills Training Program. On the left is a navigation sidebar with sections for 'NAVIGATION' (Home, Dashboard, Current course, Life Skills, Participants, Welcome to the Life Skills Training Program, My courses, Courses) and 'ADMINISTRATION' (Course administration, Turn editing on, Edit settings, Course completion, Users, Filters, Reports, Grades, Backup, Restore). The main content area is titled 'Welcome to the Life Skills Training Program' and includes logos for Golf Canada, Golf, CN Future Links, and PGA. Below the welcome message is a list of modules: 'Introduction to Life Skills (For instructing ages 10 and up)'. A note states 'Not available unless: You get a particular score in Click here to get started!'. The module list includes:

- Module 1 - Introduction to Life Skills (checkbox)
- Module 2 - Life Skills Integration (checkbox checked)
- Module 3 - Focus (checkbox checked)
- Module 4 - Perseverance (checkbox checked)
- Module 5 - Goal Setting (checkbox)
- Module 6 - Emotional Regulation (checkbox)
- Module 7 - Sportspersonship (checkbox)
- Module 8 - Honesty (checkbox)
- Module 9 - Teamwork (checkbox)
- Module 10 - Respect (checkbox)
- Module 11 - Reflection (checkbox)



Bean et al., Cogent Social Sciences (2018), 4: 1467304
<https://doi.org/10.1080/23311886.2018.1467304>

SPORT | RESEARCH ARTICLE

Development of an observational measure assessing program quality processes in youth sport

Corliss Bean^{1,2*}, Sara Kramers³, Martin Camiré³, Jessica Fraser-Thomas⁴ and Tanya Forneris¹

Received: 30 May 2017
 Accepted: 11 April 2018
 First Published: 18 May 2018

*Corresponding author: Corliss Bean, University of Ottawa, Ottawa, Canada
 E-mail: corliss.bean@ubc.ca

Reviewing Editor: Vassil Girginov, Brunel University, UK
 Additional information is available at the end of the article

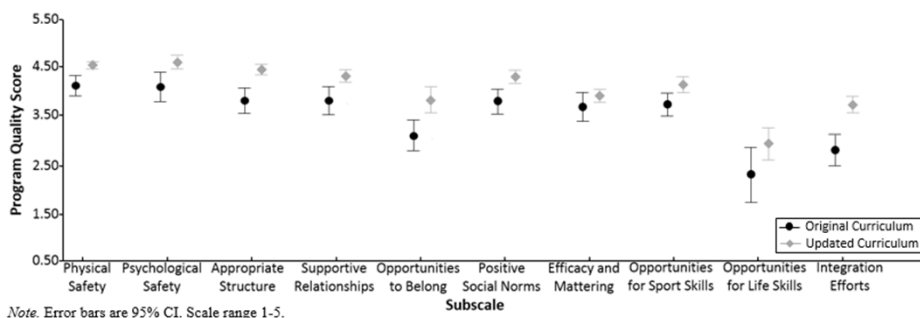
Abstract: Research has demonstrated that quality sport programs have the potential to foster the physical and psychosocial development of youth. However, there is an absence of observational measures to assess program quality related to psychosocial development within youth sport. The purpose of this paper is to report on two studies conducted to develop a valid and reliable observational measure to assess program quality processes in youth sport. Study one outlines the process of attaining content and face validity using an expert panel approach when developing the Program Quality Assessment in Youth Sport (PQAYS) observational measure through a review of literature and collaboration with expert academics and coaches. Study two outlines further steps taken to test the internal reliability, as well as convergent and predictive validity of the measure. Results from the two studies provide initial evidence that the PQAYS is a valid and reliable measure that can be used in intervention and evaluation research within youth sport.

Subjects: Sport and Leisure Studies; Sports Development; Sports Coaching; Research

Observational Measure (PQAYS)

| | Subscale |
|-----|--|
| 1.1 | Physical Safety |
| 1.2 | Psychological Safety |
| 2 | Appropriate Structure |
| 3 | Supportive Relationships |
| 4 | Opportunities to Belong |
| 5 | Positive Social Norms |
| 6 | Support for Efficacy and Mattering |
| 7.1 | Opportunities for Skill-Building – Sport and Physical Skills |
| 7.2 | Opportunities for Skill-Building – Life Skills |
| 8 | Integration of Family, School, and Community Efforts |

Observational Findings



SSHRC CRSH
 Canadian Heritage / Patrimoine canadien
 Sport Canada

Program 2



Coach education program helping coaches create environments conducive to the teaching of life skills.



| Table of Contents | |
|---|----|
| Defining Key Concepts | 4 |
| Role of Coaches | 4 |
| Life Skills | 4 |
| Positive Youth Development | 5 |
| Establishing a Coaching Philosophy | 6 |
| Activity | 7 |
| Developing Strong Coach-Athlete Relationships | 8 |
| Relationship Building Strategies | 9 |
| Trust | 10 |
| Basic Psychological Needs | 11 |
| Supportive Feedback | 12 |
| Strategies for Life Skills Development | 13 |
| Strategies for Life Skills Transfer | 18 |
| Factors Influencing Transfer | 19 |
| Take Home Messages | 21 |

Evaluation of the Pilot Implementation of the Coaching for Life Skills Program

Martin Camiré and Kelsey Kendellen
 University of Ottawa

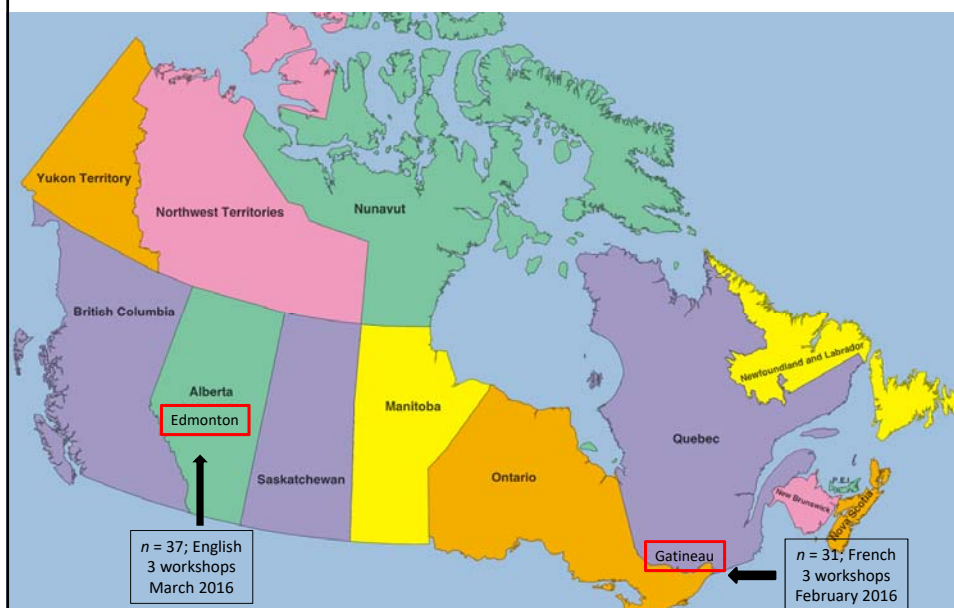
Scott Rathwell
 University of Lethbridge

Evelyne Felber Charbonneau
 University of Calgary

Many forms of mainstream coach education continue to sparingly address content specifically related to positive youth development and/or life skills, instead maintaining a focus on the technical and tactical aspects of sport. The purpose of the paper is to present the evaluation findings of the pilot implementation of the Coaching for Life Skills program, designed to serve coaches operating in the context of high school sport. The study qualitatively explored what participants believed they experienced during their participation in the Coaching for Life Skills program, which was delivered to 68 Canadian high school coaches. Participants took part in one of six three-hour workshop (i.e., three workshops in English, three workshops in French). Of these 68 coaches, 10 voluntarily agreed to take part in individual semi-structured interviews. Findings demonstrated how the participants believed they learned important elements related to the coaching of life skills, particularly in terms of increasing their awareness of life skills, improving coach-athlete relationships, and employing coaching strategies that deliberately target life skills development and transfer.

Keywords: awareness, high school, philosophy, transfer

Pilot Evaluation



“After I saw [CLS activities], I was like, ‘wow, good idea!’ I want to do more next year, really include it. I’ve looked into volunteering at the soup kitchen. Starting next year, we’ll work even more on life skills.”



“Being online would be huge because everyone is busy coaching, it would be really easy to do it online and on your own time.”



School Coach.ca Learning Centre

Register Redeem License Login

HOME COURSES ABOUT HELP FIND A COACH

Home > Courses

ASAA Courses

Order By Title Redeem License

Coaching for Life Skills

Coaching Life Skills
Added: 7/16/2018

Developed by sport psychology researchers at the University of Ottawa, Coaching for Life Skills is an online training course designed to give coaches the practical tools necessary to coach important life skills to their student-athletes through sport.

Price

Select a Province...

I need...

A single course for myself.

One or more courses for others.

From \$0.00

Add To Cart

Unit 1: What are Life Skills?

- Unit 1: What are Life Skills?
- Unit 2: Establishing a Developmentally Sound Coaching Philosophy
- Unit 3: Nurturing Strong Coach-Athlete Relationships
- Unit 4: Strategies for Coaching Life Skills
- Unit 5: Strategies for Transferring Life Skills
- Conclusion

Downloaded from the International Olympic Committee on June 15, 2015. Published by the IOC.

International Olympic Committee consensus statement on youth athletic development

Michael F. Bergeron,^{1,2} Mary Mourgo,³ Neil Armstrong,⁴ Michael Chiu,⁵ Juan Cobi,⁶ Craig A. Emery,⁷ Andy Engelhardt,⁸ Gary Hill,⁹ Sam Kettleby,¹⁰ Michel Leglise,¹¹ Robert M. Malina,^{12,13} Anne Marie Pearsaud,¹⁴ Alex Sanchez,¹⁵ Tullius Salgado,¹⁶ Arany Santiago-Soto,¹⁷ Wayne van Marckeke,^{18,19} Juanita R. Weissensteiner,²⁰ Lars Engstam^{21,22}

ABSTRACT
The health, fitness and other advantages of youth sport participation are well recognized. However, there are considerable challenges for athletes to meet—especially with respect to training load, nutrition, and mental health. The IOC strongly advocates the urgent need of a consensus statement on youth athletic development to guide the development and implementation of youth athletic development and to provide a common framework for all stakeholders involved in youth athletic development. The IOC's main challenge is to provide a consensus statement on youth athletic development that is evidence-based, practical, and applicable to all stakeholders involved in youth athletic development.

INTRODUCTION
The goal is to develop healthy, capable and modern young athletes, with strong, widespread academic, intellectual and emotional development and mental health. This is a considerable challenge for all stakeholders in youth sport systems, coaches, administrators, sport governing bodies and parents.

DEFINITION
The IOC youth athlete is defined as a young person of potential talent, followed by a structured program of training to reach their maximum potential. Youth athletes are those who are in the early stages of their athletic development and whose development is not yet complete, as the result of either development is both as an individual and as a team. Youth athletes are those who are in the early stages of their athletic development and whose development is not yet complete, as the result of either development is both as an individual and as a team.


STATUS
The IOC youth athlete is defined as a young person of potential talent, followed by a structured program of training to reach their maximum potential. Youth athletes are those who are in the early stages of their athletic development and whose development is not yet complete, as the result of either development is both as an individual and as a team.

Coaching for Life Skills

‘Coaches of youth athletes play a pivotal role in determining whether sport systems promote lifelong participation, provide opportunities for peak athlete performance, and shape personal development’


Psychology of Sport & Exercise 48 (2020) 101649

Contents lists available at ScienceDirect



Psychology of Sport & Exercise

journal homepage: www.elsevier.com/locate/psychsport



Evaluating the Coaching for Life Skills online training program: A randomised controlled trial

Martin Camiré^{a,*}, Kelsey Kendellen^a, Scott Rathwell^b, Stéphanie Turgeon^c

^a University of Ottawa, School of Human Kinetics, University of Ottawa, 125 University Private, Ottawa, K1N 6N5, Canada
^b University of Lethbridge, Department of Kinesiology and Physical Education, University of Lethbridge, 4401 University Drive, Lethbridge, T1K 3M4, Canada
^c University of Montreal, School of Psychoeducation, University of Montreal, 90 Vincent d'Indy Avenue, Montreal, H2V 2S9, Canada

ARTICLE INFO

Keywords:
 Student-athlete
 Competence
 Autonomy
 Relatedness
 Youth
 Development

ABSTRACT

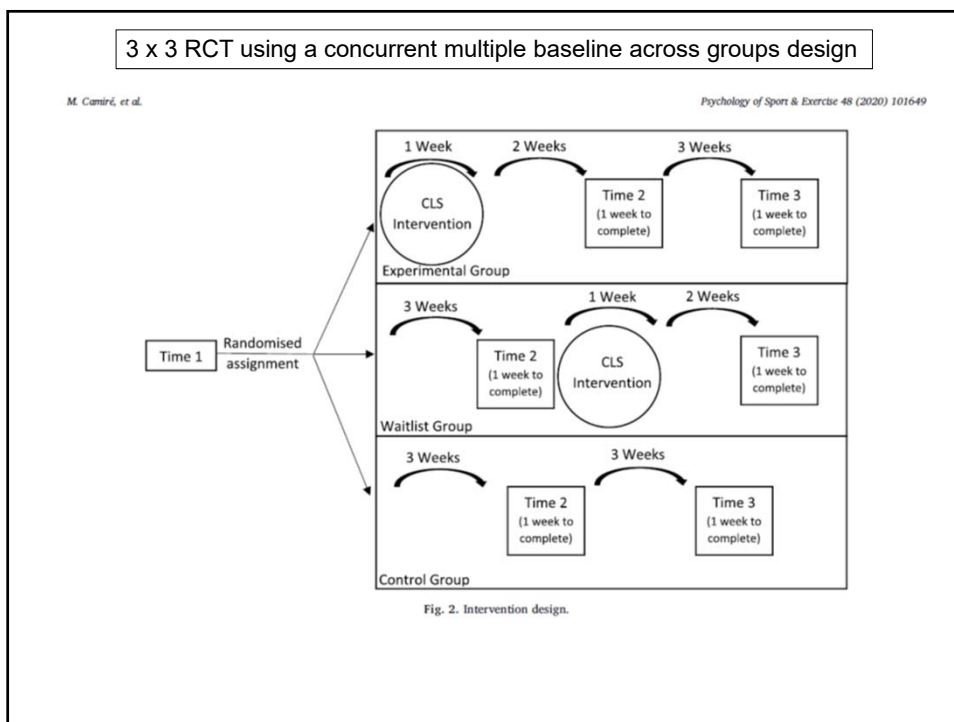
Objectives: High school sport is considered a suitable context in which to develop life skills, yet most coaches are not equipped with the knowledge/tools needed to deliberately teach life skills. The purpose of the study was to evaluate the effectiveness of the Coaching for Life Skills online training program in helping coaches create environments conducive to the teaching of life skills.

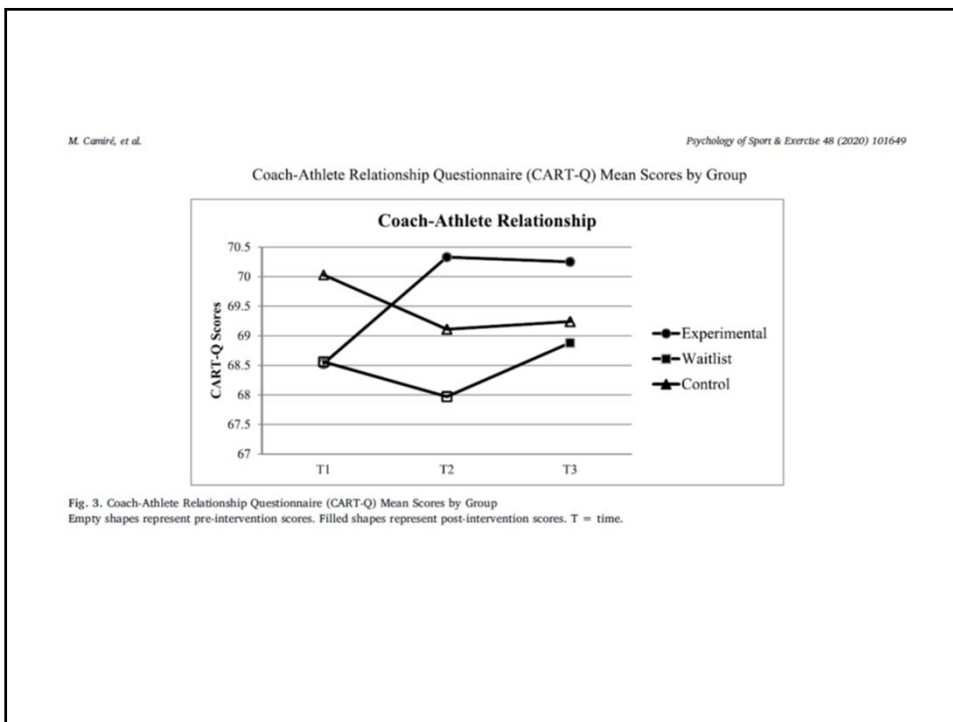
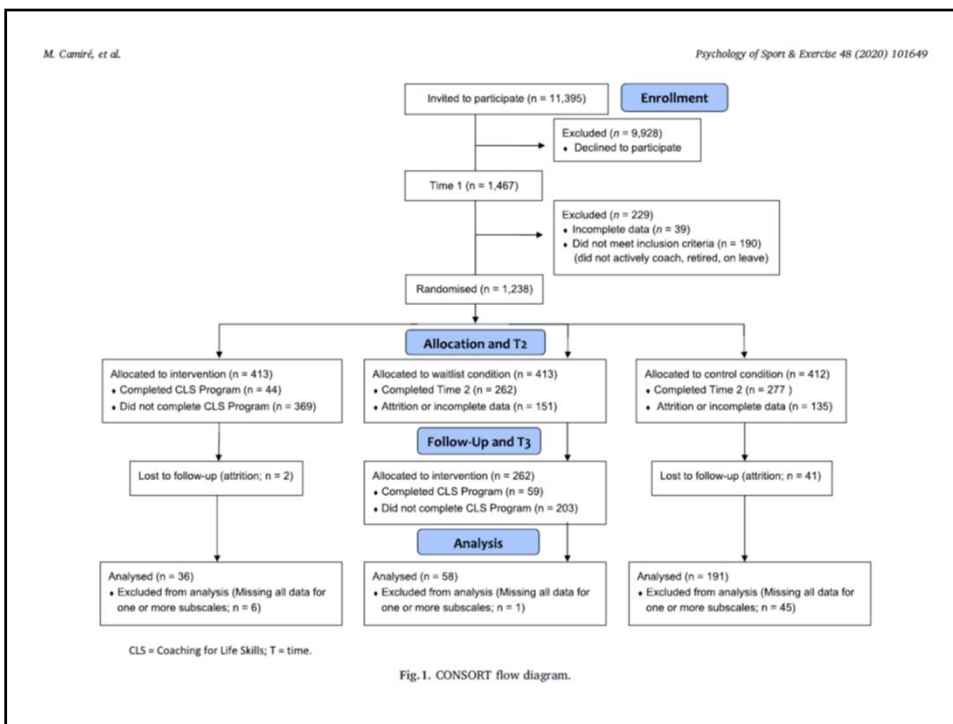
Design: Randomised controlled trial using a concurrent multiple baseline across groups design.

Method: A total of 1,238 (58.8% male) Canadian high school coaches completed baseline testing examining coach-athlete relationship, coach interpersonal behaviours, and life skills teaching. Participants were then randomly assigned to an experimental, waitlist, or control group. A final sample of 285 (59.7% male) participants completed the trial (i.e., 36 experimental, 58 waitlist, and 191 control). Data were analysed using 3 x 3 repeated measures factorial analyses.

Results: Across the three constructs assessed, there were no significant within-subject main effects for time, group, or for the interaction between time and group.

Conclusions: Although the results were not statistically significant, visual analysis indicated positive directional changes for all three dependent variables, with increases in mean scores observed for both experimental and waitlist group participants following their completion of the Coaching for Life Skills online training program. Findings have implications for the design of online coach training programs aimed at helping coaches teach life skills through sport.





Interpersonal Behaviors Questionnaire-Self (IBQ-Self) Mean Scores by Group

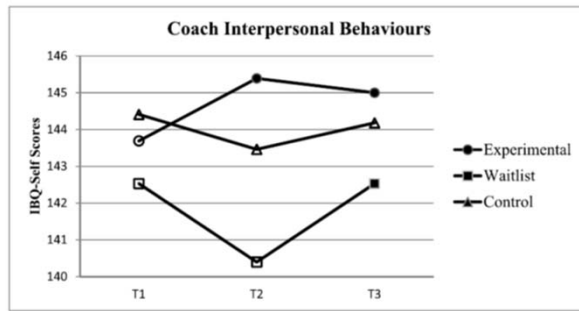


Fig. 4. Interpersonal Behaviors Questionnaire-Self (IBQ-Self) Mean Scores by Group
Empty shapes represent pre-intervention scores. Filled shapes represent post-intervention scores. T = time.

Life Skills Scale for Sport Mean Scores by Group

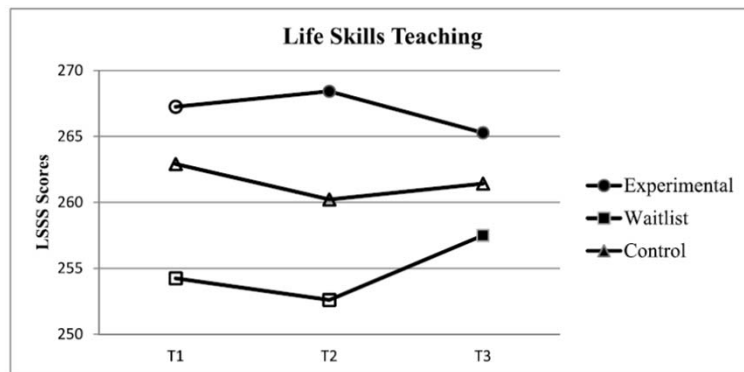
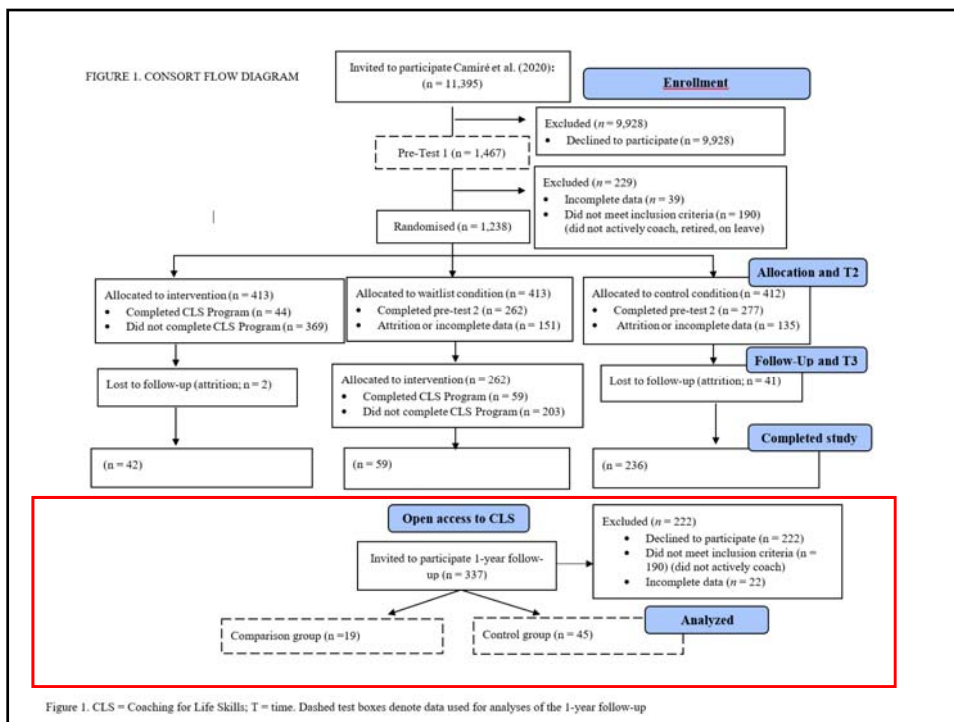


Fig. 5. Life Skills Scale for Sport Mean Scores by Group
Empty shapes represent pre-intervention scores. Filled shapes represent post-intervention scores. T = time.



Independent Sample t-tests (baseline to 1-year follow-up)

- Coach-Athlete Relationship
 - Intervention Group ($M = 1.37, SD = 4.80$)
 - Comparison Group ($M = -1.98, SD = 4.69$)
 - Medium Effect Size, $t(62) = 2.589, p = .006, g = .709$
- Coach Interpersonal Behaviours
 - Intervention Group ($M = 1.79, SD = 8.70$)
 - Comparison Group ($M = -5.16, SD = 11.73$)
 - Medium Effect Size, $t(62) = 2.320, p = .012, g = .635$
- Life Skills Teaching
 - Intervention Group ($M = -1.95, SD = 15.95$)
 - Comparison Group ($M = -6.00, SD = 20.50$)
 - No Significant Difference, $t(62) = .768, p = .222, g = .210$




Implications


- Some initial evidence for the usefulness of online life skills training
- Online education:
 - The good: Flexibility
 - The not so good: Low response and completion rates






Take Home Message



High School Athletes in Canada: 750,000 

314 

225 

We all have a responsibility to go beyond performance and use sport as a vehicle for development for the vast majority who will not become elite or professional athletes.

0.001% 99.999%

Champions in sport **Champions in life**

How Kids' Sports Became a \$15 Billion Industry



Journal of Sport Pedagogy and Research

5(1) - (2019) 27-34

Promoting Positive Youth Development and Life Skills in Youth Sport: Challenges and Opportunities amidst Increased Professionalization

Martin Camiré¹ and Fernando Santos²

¹School of Human Kinetics, University of Ottawa, Canada; ²Higher School of Education, Polytechnic Institute of Porto, Portugal; Higher School of Education, Polytechnic Institute of Viana do Castelo, Portugal; inED, Center for Research and Innovation in Education.

Keywords

Coach, Athlete,
Implicit, Explicit,
Transfer.

ABSTRACT

Positive youth development represents a strength-based approach to development in which life skills are recognized as desired assets that prepare youth to function as productive members of society. In many countries around the world, there is increased attention paid to the teaching of life skills through sport, but researchers have cautioned against the dangers of blindly evangelizing the virtues of sport participation. The purpose of this paper is to offer a brief commentary on the challenges and opportunities that exist in promoting positive youth development and life skills amidst the increased professionalization of youth sport. In the first part of the paper, a case is made for tempering our expectations about sport's intrinsic developmental value and instead focus on being intentional in exposing youth to life skills messaging and experiential learning opportunities. In the second part of the paper, coach education and the professionalization of youth sport are examined as contemporary challenges in relation to the dilemmas they create and the opportunities they present.

Implications

As sport touches the lives of millions of youth worldwide, we must ensure that **coaches deliver sport in manners that promote positive youth development and life skills.**



Not Enough?

Youth Sports: What Counts as “Positive Development?”

Jay Coakley¹

Journal of Sport and Social Issues
35(3) 306-324
© 2011 SAGE Publications
Reprints and permission:
sagepub.com/journalsPermissions.nav
DOI: 10.1177/0193723511417311
http://jss.sagepub.com
SAGE

QUEST
<https://doi.org/10.1080/00336297.2019.1641728>

 **Routledge**
Taylor & Francis Group

 Check for updates

Interrogating Positive Youth Development Through Sport Using Critical Race Theory

Jill Kochanek and Karl Erickson 

Kinesiology, Michigan State University, East Lansing, Michigan

SPORT, EDUCATION AND SOCIETY
<https://doi.org/10.1080/13573322.2020.1712655>

 **Routledge**
Taylor & Francis Group

 Check for updates

Learning in sport: from life skills to existential learning

Noora J. Ronkainen , Kenneth Aggerholm , Tatiana V. Ryba  and Jacquelyn Allen-Collinson 

¹Department of Psychology, University of Jyväskylä, Jyväskylä, Finland; ²Department of Physical Education, Norwegian School of Sport Sciences, Oslo, Norway; ³School of Sport and Exercise Science, University of Lincoln, Lincoln, UK

What is the pedagogical role of the youth sport coach in 2020?

Technical, Tactical



Positive Youth Development, Life Skills



Social Justice, Critical Contribution










To counter capitalist discourses for sport that are dominant in contemporary neoliberal society, should coaches:

1. **Adopt a critical praxis by challenging models of thought** that value non-dominant ways of being?
2. Precipitate social change by contributing to the **dismantling of systems of oppression**?
3. Play a leading role in **optimizing models of social participation** where youth can exhibit meaningful agency?





Box of Responsibility



Université d'Ottawa | University of Ottawa

Thank You!

mcamire@uottawa.ca



[@martin_camire](https://twitter.com/martin_camire)



Martin Camiré Ph.D.



uOttawa

www.uOttawa.ca