

- **Research to Practice 15 minute lectures are presented in alphabetical order as submitted by the lead author**

A critical assessment of a sports coaching undergraduate program

Brett Nichols & Scott Douglas; University of Northern Colorado

The field of coaching education has been growing in the United States of America since the turn of the 21st century. While this growth has coincided with an increased knowledge base on coaching roles, coaching practices, and effective coaching, this growth has not led to an equal amount of growth in the research in coach education (Cassidy, Potrac, & McKenzie, 2006). Furthermore, the amount of research on the development and assessment of coach education curricula is limited (Cassidy, et al., 2006). The purpose of this research was to critically examine a revised version of the undergraduate Sport Coaching major curriculum at a university in the Western United States. This major was first developed only utilizing previously taught courses in exercise science and physical education, and as such, the curriculum was stretching to meet the National Standards for Coaching Education (NASPE, 2006). As a result, seven new classes were created expanding the curriculum to better meet the coaching standards and to explore topics such as leadership, ethics, international sport, methods for working with either high performance athletes or children, and officiating. The assessment of this program involves several steps. First, a curriculum map was created connecting course objectives and course content to the coaching standards. Secondly, surveys were administered (data collected in Spring of 2018) to program alumni, current students, coaches at various levels of sport, and other important stakeholders. These surveys were analyzed to determine which standards are being met, which concepts, coaching roles, and course content could be expanded, and to create a list of possible changes to the program. Follow-up interviews occurred when appropriate. Recommendations will provide guidance for faculty to develop course content that addresses all of the coaching standards, meet the needs of our students, and prepare students to successfully enter the coaching profession.

A realist evaluation of assessment approaches in coach education: What works for which coaches in what circumstances and why?

Liam McCarthy, David Piggott & Julian North; Leeds Beckett University

In recent years, the English Football Association (FA) have adopted innovative approaches to coach education programme design and assessment practices across their full range of coach education provision.

It is acknowledged that there has been a shift in coach education principles; where the coach was once required to be responsive to the coach education programme, the coach education programme is now required to be responsive to the coach.

This is particularly true of the UEFA B diploma, where the impact on assessment practice is such that learners are now assessed by way of portfolio and presentation, based on an 18-week period of blended learning (face to face delivery combined with in-situ coach educator visits). This represents a sea-change away from inauthentic, simulated assessment days where peer-coaching on a given topic operates as a gatekeeper to certification.

While these changes to coach education programmes demonstrate a response to the literature (Abraham and Collins, 1998; Abraham, et al., 2009; Mallett et al., 2009; Nelson, Cushion and Potrac, 2013; Harvey et al, 2013), which had previously questioned the impact of coach education on coaching practice, little is known about the efficacy of the new approach.

The purpose of the study is to provide an explanatory account of what is happening on the UEFA B diploma, with a specific focus on assessment, using a realist methodology (Pawson and Tiley, 1997).

Where traditional evaluations may ask the question, “does the assessment process work?”, the present study seeks to understand “what aspects of assessment work in coach education programmes, for what coaches, and why?”.

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The purpose of the presentation is to share insight from the early stages of the research, including data gathered from expert interviews, document analysis and a review of grey literature. The intention is to share robust theories related to how the assessment strategy is designed to bring about specific outcomes, while demonstrating how innovative methodologies can lead us to greater insight.

Blended high-performance coach development programmes: What can we learn from the 'bleeding edge' of practice in the UK?

David Pigott; Julian North, AJ Rankin-Wright, & Liam McCarthy; Leeds Beckett University

Following a brief historical sketch of coach development in the UK, this paper draws on our experience of evaluating modern high-performance coach development programmes to challenge the prevailing critique from the research (i.e. that coach education often fails to connect with coaches and therefore lacks impact and penetration). In the UK, the lessons from the research seem to have been understood and actioned in a number of recent 'flagship' programmes. In particular, this paper comments on the design of the Premier League's Elite Coach Apprenticeship Scheme (ECAS), the English Institute for Sport's World Class Pathway Coach Accelerator Programme (PCAP) and the FA's re-launched 'B Licence' (i.e. level 3), all of which are, or have been, subject to recent or ongoing evaluations. All of these programmes have begun to blend formal, non-formal and informal delivery approaches and rethink assessment strategies in order to better meet the needs of coaches. Theories and mechanisms underpinning the design of these programmes are explained and lessons are drawn for the development of similar programmes in different contexts.

Cheating and moral reasoning in elite youth soccer players

Dean Culpepper, Lorraine Killion, Samantha Roberts & Clay Bolton; Texas A&M University-Commerce

Cheating and corruption in sport is an escalating global issue. It may be naive to think that cheating and corruption does not occur in youth sports, and it is here where coaches may have the most influence to curtail the behavior. As the occurrences and consequences of corruption grow across sport, it is important to determine if and when coaches should discuss cheating and corruption. The purpose of this study was to determine group differences for elite soccer players for cheating and sport moral reasoning. Three age-specific (U-14, 15, & 16) teams from a Major League Soccer academy program (n=48, mean age = 16.24) completed a survey on the acceptability of cheating and sport moral reasoning. A MANOVA was performed, and significant differences were found, Wilk's Lambda = .623, $p < .001$. Post hoc tests determined that the differences occur at the youngest level in both cheating and sport moral reasoning ($p < .001$). The data revealed that the younger elite athletes view bending the rules to win as acceptable, but not breaking them, as opposed to the two older groups who viewed cheating as acceptable. As expected, sport moral reasoning was low across age groups and while statistically different ($p < .001$), scores were similar to prior published values on elite athletes. These results suggest that there may be a point in development where interventions can occur; moreover, it is imperative to understand when such interventions should occur. These findings indicate that coaches have an opportunity to teach and train athletes about cheating and corruption before their attitudes and beliefs change. Education should happen before age fourteen-ideally in Middle School and/or Junior High. These suggestions would also concur with previous research on moral development (Kohlberg Stages of Moral Development) and support interventions before the Conventional stage where social behavior is influenced by peers and norms.

Coaches' conceptualization of punishment and discipline in sport

Joseph Gurgis & Gretchen Kerr; University of Toronto

Introduction: Despite the condemnation of the use of exercise as punishment (EAP) by various health and sport organizations, it appears coaches continuously rely on this approach to manage behaviour. Coaches have been discouraged from using EAP, with the belief that it is illogically related to improvements in sport performance, increases the risk of injury, may discourage youth athletes from lifelong participation in exercise and physical

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activity (CCES, 2013; NASPE, 2009), may increase athletes' performance anxiety, and decrease athletes' self-confidence (Albrecht, 2009). Given the well-documented negative effects of punishment in the psychology and child development literature (Gershoff, 2002), it is curious that EAP continues to be used in sport.

Objective: The purpose of this research was to better understand the ways in which coaches conceptualize the use of exercise as a behavioural management tool and to explore their reasons for the use of EAP.

Methods: Semi-structured interviews were conducted with two samples of Canadian coaches, one involving inter-university coaches and the other involving youth sport coaches. The inter-university sample included five hockey coaches and four basketball coaches while the youth coach sample consisted of three male coaches from an elite baseball team. All interviews were audio-recorded, transcribed verbatim, and thematically analyzed.

Results: The findings indicated the majority of coaches were unable to differentiate between punishment and discipline, with a majority of coaches erroneously accepting punishment and discipline as interchangeable concepts. Exercise was reportedly used as a strategy to correct undesirable athlete behaviours. Interestingly, coaches were unable to generate positive alternative behaviour modification strategies to replace EAP.

Implications: The findings suggest there is a need to educate coaches about positive disciplinary strategies as alternatives to punishment, an aspect that is currently not addressed within most educational programmes. This study offers coaches recommendations about alternative coaching practices within a pedagogical disciplinary framework.

Consequences of emotionally abusive coaching: A digital story of athletes' experiences

Linda Woolverton, Clayton Kuklick & Brian Gearity; University of Denver

Each year, more and more athletes reveal stories of abuse occurring within the coach-athlete relationship. Despite the increase in physical and sexual coach abuse research, studies on emotional abuse in the coach-athlete relationship are beginning to gain traction (Stirling & Kerr, 2008). Research is slowly unraveling the definition and meaning behind emotional coach abuse, however, due to the lack of a valid and reliable scale, no longitudinal studies have been published. Further, without a way to capture and measure the prevalence of emotional abuse we cannot hope to create meaningful education to prevent it, correct it, or remove it from the coaching realm. The purpose of this presentation is to offer insights into the world of abused athletes using digital storytelling as a way to collect, interpret, and present data. Digital storytelling utilizes a variety of multimedia, such as graphics, animation, audio and video, and can offer an authentic view of athletes suffering without the constraints of formal interviewing sessions. The goal is to shine light on emotional abuse in the coach-athlete relationship and emphasize the long-term effects of blatant verbal assaults and micro-aggressive maltreatment on athletes. This presentation will show the path from minor emotional coach abuse at an individual or team level, which hides behind an accepted institutionalized practice, to a lifelong battle with psychological repercussions such as anxiety and depression. The audience will personally witness the internal struggle to navigate and survive the wrath of emotionally abusive coaching through digital storytelling. This presentation provides a novel way for researchers, through digital storytelling, to explore the phenomenon of emotional coach abuse and begin to advance toward creating a scale to capture, measure, evaluate, correct, and prevent it in the future.

Gratitude in sport: The use of a gratitude letters in coaching education

Brian Zuleger; Adams State University

This presentation will teach coaching educators how to incorporate the use of gratitude letters as an activity in coaching education based on longitudinal applied research conducted with undergraduate and graduate students in coaching education courses (on campus and online). This presentation will present research on using gratitude letters to educate coaches based on findings from an on-going longitudinal study. The research is based on the gratitude visit positive psychology intervention (Seligman, Steen & Park, 2005). They found that the gratitude visit intervention improved happiness measures in participants for up to a month (Seligman, et al., 2005). The current research is exploratory in nature and requires the participants to write a gratitude letter and then reflect on that

process. Improved happiness in coaches could improve well-being, which has a direct benefit to them as person and a coach and it can have an indirect impact on athletes as coaches are in better moods. Researchers have found that gratitude has a positive impact on athlete's well-being (Chen, 2013; Chen & Kee, 2008). Part of the application of this research and the activity in the coaching education course is center around how to create a culture of gratitude within the program. This presentation will provide education on best practices based on the presenter's own research and experiences teaching undergraduate and graduate coaching education courses (on campus and online) for six years at two different universities. The goal of this presentation is to help coaching educators better understand how to implement the use of gratitude letters into coaching education (both academic and non-academic) to educate coaches on how to create a culture of gratitude within their programs based on findings from previous and current research.

Philosophies, styles and practices of accomplished female high school coaches

Graeme Connolly, Jessie Counts & Samantha Clayborn; Augusta University

The success of an athletic team depends to a great extent on the quality of the leadership and coaching skills of the coach (Wang & Straub, 2012). Consequently, coaches, practitioners and scholars have shown great interest in studying effective approaches of successful coaches and their personal philosophies and styles and associated recipes for effective coaching practice.

This study was designed to better understand the complex nature of high school team sport coaching in the southeastern U.S. and the evolution of the philosophical approaches and styles adopted by highly experienced and successful female coaches. Specifically, the purpose of this research was to better comprehend the nature of effective coaching practice by examining the coaches' beliefs, values, attitudes and opinions with respect to their coaching in particular, and coaching effectiveness in general.

Seven accomplished high school girls team sport coaches (all females) were purposely selected based upon criteria established by the researchers. Data collection consisted of individual open-ended, semi-structured formal interviews and informal follow-up interviews and email correspondence. The qualitative data were entered into the maxQDA software and analyzed using techniques for data management and reduction (Miles and Huberman, 1994). Trustworthiness was addressed through data triangulation, member checks, and an audit trail.

A total of three themes (The 3 I's) emerged from the systematic evaluation of the data: (1) Interpersonal (Building Relationships); (2) Intrapersonal (Internal Dialogue); and, (3) Intentional (Clear Expectations). These over-arching themes and associated sub-themes identified key principles and best practices of these multiple State Championship winning coaches. The analysis also found that certain elements of the coaching philosophies and styles of these coaches evolved significantly and purposefully over time- transitioning from more of a command style in the earlier stages of their careers into more of a cooperative style as they became more experienced and seasoned practitioners.

Positive pedagogy for sport coaching

Richard Light University of Canterbury, NZ & Stephen Harvey; Ohio State University

There is a range of interpretations of Positive Pedagogy across a number of areas but all are underpinned by the idea of providing positive experiences of learning and building on what learners can do. Positive Pedagogy (PPed) for sport coaching draws on constructivist perspectives on learning, Positive Psychology, and medical sociology. In particular, Antonovsky's salutogenesis and sense of coherence model (1979, 1987) and Seligman's (2012) theoretical model of happiness provide a framework for coaching focused on maximizing athlete learning through positive experiences while contributing to the development of the whole person. This presentation outlines this PPed framework with a focus on its use as an innovation for individual sports typically coached through coach-centered approaches. PPed emphasizes what the learner can do and how s/he can draw on existing individual and social resources to meet learning challenges through reflection and dialogue to enhance comprehension, manageability, and meaningfulness (Antonovsky). It builds on advances made in athlete-centered coaching (ACC) and game-based approaches (GBAs) to coaching for team sports over the past few decades. The presenters will

demonstrate how the core learner-centered principles of ACC and GBAs have been adapted and applied to create the PPed framework for individual sports. In addition, the presenters will outline practical examples of how PPed can be utilized by coaches to improve athlete performance, both individually and collectively, at a range of developmental levels through the mobilization of the five features of Seligman's PERMA model: Positive emotions such as joy and happiness, Engagement in learning, the building of Relationships and a sense of belonging, Meaning, and opportunities for Achievement. The presentation will conclude by recommending coaches of individual sports use PPed to: a) foster positive attitudes toward learning, b) empower athletes, and, c) contribute toward their positive whole-person development, all as a consequence of improving performance.

Sports coach: From knowledge to an effective competence

Rue Resunde; Brazil

The coach needs extensive knowledge to be competent. This presentation aims to highlight pedagogy as a knowledge aggregator of the different sport sub disciplines and foster greater effectiveness in the training process. It elects a philosophy of professional performance based on an education to the athlete autonomy and co-responsibility in the training process. There is need of evidence for training planning based on the organization of exercises, a communication strategy and the implementation of an evaluation strategy. These ideas are reinforced by the good relationship between the ideas (leadership philosophy), the behaviors to implement these ideas (leadership practice) and the indicators used to measure the success of the ideas defended (leadership criteria). Examples of teaching sports skills in volleyball, soccer and handball are presented.

The disconnect of self-perception among coaches

Charles Bachand; University of Central Florida

A coach's self-perception can make being coached by her one of the best experiences of an athlete's life, or one of the worst nightmares they will ever go through. This amazing or horrible experience is not limited to the self-perception of the coach; it is also linked to their perception of what is right and wrong in terms of how other coaches conduct themselves. This potential divide between the coach's perception of self and their perception of others will not only harm the coach, but all those involved with him, especially his athletes.

Since the understanding of self has been of interest to psychologists, inconsistencies between one's self-perceived attributes (self-perception) and the behavioral feedback from external sources (perception of others) have been incompatible (Higgins, 1987). Psychological focus has extended in many different directions, but little understanding has emerged to explain why an individual's self-perception would differ from their view of another individuals conducting themselves in the same manner.

Research conducted by Bringer, Brackenridge, and Johnston (2002) demonstrated that a coach's perception of what is acceptable in a sexual manner with their athletes was different than what they perceived as acceptable for others. The purpose of this pilot study is to examine the hypothesis that coaches perceive their individual style of coaching to be appropriate compared to their perception of other coaches using the same perceived style, which they perceive as inappropriate.

The disposition to tend and befriend: Potential interventions to strengthen coach caring and its impact on student-athlete performance

Leslee Fisher, Leslie Larsen, Matthew Bejar & Terilyn Shigeno; University of Tennessee

According to Peterson and Seligman (2004), those positive character traits that manifest in caring relationships with others or what Taylor (2000) called a disposition to tend and befriend include love, kindness, and social intelligence. In positive psychology terms, these three traits make up the strengths of humanity. While kindness

includes generosity, nurturance, care, compassion, altruistic love, and niceness (Peterson & Seligman, 2004), for the purposes of the current presentation, we explore care and the role it could play in positive coaching and student-athlete performance. Using the findings from a series of Consensual Qualitative Research (CQR; Hill, 2012) studies exploring how U.S. Division I (DI) head and assistant coaches defined and implemented caring practices (Fisher, Bejar, Larsen, Fynes, & Gearity, 2017; Fisher, Shigeno, Bejar, Larsen, & Gearity, accepted for publication; Knust & Fisher, 2015), we suggest potential deliberate interventions that coach educators could use to encourage caring in the context of sport. These intervention ideas are based on a model of the care-performance relationship found in our data and are informed by positive psychology concepts.

Training to analyse applying expert-novice paradigm in coaching

Yulia Fetisova; Victoria University

Understanding coaching expertise plays a crucial role in coach education. Considerable research has applied the expert-novice approach to better understand expertise in various sports such as swimming, basketball, golf, tennis and others. Less attention, however, has been given to coach-specific knowledge and their ability to diagnose skill errors. The aim of this research was to investigate the knowledge base and diagnostic ability of the tennis serve technique in expert and novice tennis coaches and to provide a training program for coaches to improve their diagnostic skills.

The study included three parts: Internal model task, diagnostic task and training intervention. The methodology was based on expert-novice paradigm as one of the most popular models for examining expertise. A mixed-method model was applied to analyze the data. The main methods were interview, video-based analysis, online questionnaire and video-based training program. The data from this investigation was analyzed using the grounded theory methodology, quantification of qualitative data.

Results indicated a knowledge gap between expert and novice tennis coaches. Experts demonstrated not only deeper knowledge of the technique but also reported a higher level of understanding in relationships between elements of the serve. Findings from this study provide coach developers with improved awareness of coach performance and learning. The training intervention can be applied to improve diagnostic skills of coaches in other sports.

University coaches' perspectives on their use of reflective tools as part of their ongoing development

François Rodrigue & Pierre Trudel; University of Ottawa

Authors have claimed that reflective practice is essential to the process of becoming a successful sport coach (Knowles et al., 2014). Telfer and Knowles (2009) listed several reflective tools available for coaches, such as reflective journals, reflective cards, and concept maps. To continue the study of effective reflective practice, we attempted to answer the following question: What do university team sport coaches experience when engaging in systematic reflective practice?

A collective case study of six team sport coaches was conducted (Stake, 2000). Each coach selected a reflective tool based on his/her needs. Over one year, the primary researcher acted as a facilitator and helped the coaches implement their reflective tool through face-to-face sessions. Data were collected using archival data collection of the coaches' reflections and semi-structured interviews examining the coaches' perceptions.

The main results show that two coaches used concept mapping, one to clarify the principles of his system of play and the other to better understand player development. Two coaches used a reflective journal, one to improve her leadership and the other to strengthen his program management. Another coach used an audio journal to reflect on his teaching and his leadership. Finally, one coach used reflective cards to assess his coaching of practices. In general, coaches found that consistent use of reflective tools was challenging but helped them clarify their thinking process.

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The effectiveness of a reflective tool seems to be contingent on the coach's perception and preferences seeing that their adherence was personal and the facilitation consistent. Results suggest that coach developers must avoid imposing one reflective tool and rather facilitate the most convenient one. Some reflective tools are perhaps more conducive to certain coaching topics. In conclusion, this study advances the knowledge on the facilitators' role in implementing reflective practice with coaches (Gallimore et al., 2014).

Urgent need for trauma-sensitive coaching approaches

John McCarthy & Val Altieri, Jr.; Boston University

Emerson, Sharma, Chaudry, and Turner (2009) note that, "Trauma exposure is ubiquitous in our society" (p.123). As a result, gaining a working knowledge of the signs of, and sharing some basic strategies for incorporating trauma-sensitive coaching practices into our work is of vital importance in the field of coach education. The need for trauma-sensitive coaching is amplified especially because team sport, as a community setting, has the structure and potential to provide a place of belonging and healing for youth (Bergholz, Stafford & D'Andrea, 2016).

The National Standards for Sport Coaches emphasize the importance of Safety and Injury Prevention (Domain 2) and understanding Growth and Development (Domain 4), but most coaches are ill-prepared to adequately understand and deal with the lasting consequences of trauma on young people and how it can disrupt their ability learn and to fit easily into our demanding sport culture (NASPE, 2006). Sadly, too often traditional coaching methods may further harm youth or oftentimes leads to coaches excluding youth from the very activity that could be life altering in a positive way.

This session will be a primer for coaches to learn to: 1) recognize behaviors that may indicate a trauma exposure; 2) To be able to adapt their coaching in ways that will make it less likely they will risk further harming or "triggering" emotional escalations of youth. Coaches will learn about key recommendations from Bergholz et al. (2016) both "Leading with C.L.E.A.R. communication" and adopting vital coaching strategies to prevent escalations. These approaches can aid all young people, regardless of their backgrounds to develop key social and emotional skills.