

CAC Symposium Confirms Mounting Interest in Research into Coaching and Coaching Education

By Sheila Robertson

The third Coaching Association of Canada (CAC) Coaching Research Symposium was held on October 11 and 12, 2007, in Halifax. Each year the symposium offers delegates an opportunity to hear about current research in coaching and coach education, to network with Canadian researchers interested in coaching, and to strengthen the linkages among researchers and practitioners.

"We want to build a research community focused on coaches and coach education," says Dr. Wendy Bedingfield of Acadia University, chair of the CRC. "I see this as crucial capacity-building within the Canadian sport system."

This year featured five oral presentations and nine poster presentations. Also presented were reports on three projects of CAC's Coaching Research Committee (CRC). Participants also heard a keynote address that advocated "Made in Canada Leadership".

To bring the expertise involved in the 2007 symposium to a wider audience, this article presents brief overviews of the presentations under three headings: Coaching Research Committee Projects, Oral Presentations, and Poster Presentations.

COACHING RESEARCH COMMITTEE PROJECTS

We are coaches

By Guylaine Demers of Laval University

"We are coaches" is a three-year campaign led by CAC and designed to increase the number of NCCP-trained women coaches in Canada in order to provide female mentors and role models for young participants. This presentation focused on the role of the researcher in the design and construction of a project with a sport organization. In doing so, the "We are coaches" team were able to anticipate the data collection in order to improve the project on a regular basis. The presentation discussed the methods employed by the researcher, the steps followed by the team, and the usefulness of the data to improve the project.

Evaluation in the National Coaching Certification Program Competition - Introduction Context

By Philip Sullivan of the Department of Physical Education and Kinesiology, Brock University

As the National Coaching Certification Program (NCCP) has updated its coaching education content and format, there has been a need to validate this new system, particularly its evaluation component. This research project was designed to assess the perceptions of coaches as they completed the Competition - Introduction program. Currently, evaluation in Competition - Introduction comprises a portfolio (for example, direct and indirect observation, supporting documents, and making ethical decisions) and a formal observation and debriefing session. A survey was generated to have participating coaches assess all aspects of the Competition - Introduction evaluation and included both open- and close-ended questions. A nationwide sample of coaches (66% female), representing the sports of softball, swimming, triathlon, and ringette, completed the survey either through e-mail or online. On average, the formal observation and debriefing were both very highly rated, whereas the online Make Ethical Decisions component was the lowest ranked component of the evaluation. The nature

of the feedback on coaching behaviour during the observation/debriefing emerged as a major theme in terms of strength of the evaluation process. Comments on how to improve the process were varied, although pragmatic issues such as timing and cost emerged as a major theme. In conclusion, coaches' perceptions appear to support the Competition - Introduction assessment as a valid procedure, although the sample is characterized by a low response rate.

Note: This survey is available on the CAC website (www.coach.ca) for all coaches who have completed the Competition - Introduction evaluation process.

Engaging New Canadians in Coaching and the National Coaching Certification Program

By Lori A. Livingston, Susan C. Tirone, Emma L. Smith, and A. Jordan Miller of the School of Health and Human Performance, Dalhousie University

Note: Abstracts 1 and 2 are initially similar. However, the authors split the findings into two abstracts to reflect differences with respect to the findings.

Abstract 1

Studies indicate that although many new Canadians enjoy participating in sports, their involvement is often fraught with problems (Tirone, 2000). This study explored issues of participation in sport, and more specifically coaching, by New Canadians in the sports of soccer, basketball, and badminton in Halifax, Nova Scotia.

Seventeen individuals participated in this study, including eight who had immigrated to Canada within the last five to 10 years (n=3) or more than 10 years earlier (n=5). Using a qualitative research approach, individual interviews were conducted with 10 sport key informants (that is, sport coaches, administrators, and recreation service organization employees) and six newcomer key informants (that is, newcomers and newcomer support organization employees), followed by a combined focus group interview.

Three major themes emerged from the data, one of which revealed differences in the perceptions and expectations of newcomers versus established sports officials and coaches as to where newcomers fit within the existing sport system. From the newcomers' perspective, some know little of the sport scene in Canada, not realizing that the sport they played or coached in their home countries was also played in Halifax. Some expect that their experiences will automatically allow them to enter sport at an elite level, with such involvement dependent upon personal resources and socio-economic status. The sports' key informants concurred, identifying that newcomer entry into the sport system is often dependent on financial resources, but also talent, explaining that the more talented are likely to be sought out whereas the less talented often have more difficulty in finding a team on which to play or coach. Clearly these similarities and differences in perceptions and expectations must be acknowledged and addressed in order to attract more New Canadians to coaching.

Abstract 2

There is evidence that many New Canadians participate in sports at a variety of levels. We also know that their sport involvement is often problematic (Tirone, 2000). This study aimed to explore issues of participation in sport, and more specifically coaching, by New Canadians in the sports of soccer, basketball, and badminton in Halifax, Nova Scotia.

Seventeen individuals participated in this study, including eight individuals who had immigrated to Canada within the last five to 10 years (n=3) or more than 10 years earlier (n=5). Using a qualitative research approach, individual interviews were conducted with 10 sport key informants (that is, sport coaches, administrators, and recreation service organization

employees) and six newcomer key informants (that is, newcomers and newcomer support organization employees), followed by a combined focus group interview.

This paper focused on two of the three themes that emerged from the data; the importance of inclusion for newcomers and the need for explicit mechanisms of communication and information flow to foster such inclusion. Inclusion was seen as important to helping newcomers engage in and develop an understanding and sense of community, but issues of cost, competing life priorities, discrimination, and lack of information deter many from participating. Using existing community organizations (schools, multicultural centres, and local sports associations), recognizing language and cost barriers, identifying modified entry points and mechanisms into coaching, providing educational opportunities to enhance cultural competencies, and raising the profile of the NCCP at the community level were seen as viable methods to improve communication and information flow to newcomer communities and, hence, to raise newcomer participation rates in coaching. Given these findings, it is apparent that there is a need for procedural and policy guidelines that will assist sports organizations in addressing the needs of newcomer groups.

Engaging New Canadians in Coaching and the National Coaching Certification Program

By Jean Côté, Sean Horton, Karl Erickson, and Brian Wilson of Queen's University, and Bradley W. Young of the University of Alberta

Throughout the 20th century, immigration has become a mainstay in the rise of the Canadian population. Today, 'New' Canadians account for over 18% of the entire population, having dramatically changed the composition of Canadian culture over the past 10 years (Statistics Canada, 2001). Research suggests that ethnic and racial background influences a variety of issues related to sport, leisure, and recreation behaviour (Coakley, 2001; Juniu, 2000), but little is known about how this relates to coaching.

The purpose of this study was to create a profile of successfully engaged New Canadian youth sport coaches, while identifying the key enablers and barriers faced by New Canadians as they influence their involvement in coaching youth sport. First, information was collected via an adapted form of the retrospective interview tool (Côté, Ericsson, and Law, 2005) from coaches (n=29) representing a variety of sports. This information provided detailed quantitative information with regard to coaches' demographic, athletic, and previous coaching experience, and served as the framework for conducting semi-structured qualitative interviews. A brief overview of relevant literature and methodology was presented, followed by a detailed discussion of the two distinct profiles of New Canadians coaches and the barriers, facilitators, and motivators they face.

ORAL PRESENTATIONS

Mentoring as Part of a Competency-based Coach Certification Program

By Robin Cloutier and Penny Werthner

Canada's NCCP has been undergoing a re-structuring, resulting in a coaching education program that will be based more on ensuring that coaches come out of each of the specific courses with competencies rather than simply information that they may or may not actually have the skills to use with their athletes. In the sport of alpine ski, for a coach to become certified within this new program, he or she must also participate in a mentoring process, where the focus is on the on-going learning of coaches. The mentoring process involves being mentored by a more experienced coach and having this mentor sign off on particular tasks over the course of the season.

The purpose of this study was (a) to explore the learning processes of the coach within a mentoring relationship in a competitive alpine ski club and (b) to provide feedback to the national coaching body for alpine ski (the Canadian Ski Coaches Federation) on ways in which the mentoring relationships between more experienced coaches and developing coaches are formed and executed. Data were collected through in-depth interviews, field notes, and a series of on-hill observations.

Findings from this study have indicated that (a) through the process of mentoring, a coach can become a more reflective thinker, (b) a clear separation of the mentoring process from the certification process is necessary, (c) the training session for the mentor evaluator coaches was a valuable learning opportunity, and (d) not only is mentoring a complex process with many facets, but it is also a personal dynamic and one mentoring relationship can be very different from another.

Novice Softball Coaches' Views on Relevance of National Coaching Certification Program Training

By Melissa Wiman and Alan Salmoni

The purpose of this study was to gain insight into the early development of both In-Training and Non-Trained Softball coaches. Another purpose was to obtain information on why coaches decide/decide not to undertake NCCP training and what their views are regarding NCCP training. This research was funded by CAC and was a joint project with Softball Canada. Questionnaires (with a large proportion of open-ended questions) were sent electronically to Canadian Non-Trained Softball coaches and In-Training coaches who recently participated in the Community Sport - Initiation workshop.

Results reported are from surveys returned to date. Twenty-five percent of the In-Training coaches have played softball in an organized league, compared to 60% of the Non-Trained coaches. The prevailing reason for beginning to coach softball (both groups) was that the coaches' child/children play. All In-Training respondents indicated that they undertook NCCP training to increase their knowledge base/skill as a coach. One respondent indicated that he/she undertook training to increase his/her confidence as a coach since he/she had not played Softball in the past.

The most common reason cited by Non-Trained coaches for not taking NCCP training was a time constraint. One Non-Trained coach with over 25 years of playing experience and a Level 2 NCCP certification in another sport said: "I don't think I will learn much from it, as currently a Level 2 coach". One coach indicated that he/she would undertake NCCP training for softball "if it was mandatory". The Non-Trained respondents ranked NCCP training as of moderate importance in becoming a successful coach. This group ranked playing experience as the most necessary. The In-Training coaches all ranked NCCP in the top-three of seven suggested factors in becoming a successful coach. Recommendations to improve the uptake of NCCP training were presented.

Note: A very limited number of coaches, especially in the In-Training Category, responded to the survey.

Quantifying the Activities Associated with the Incremental Development of Coaches in Canadian Track and Field

By Bradley W. Young, Krista Jemczyk, and Marvin Washington of the School of Human Kinetics, University of Ottawa and the Faculty of Physical Education and Recreation, University of Alberta

The purpose of the study was to validate the draft Coach Development Model (CDM) of Athletics Canada (2006). The model proposed that the pathway to track and field coaching excellence involves the progression of individuals through incremental skilled coaching groups over extended periods of time. According to socio-ecological theory (Bronfenbrenner, 1999), development is a product of the various contexts that one immerses themselves in over time, including activities that one undertakes, one's experiences, and the social systems in which one interacts.

Seventy-one Canadian coaches completed a retrospective questionnaire (Côté, Ericsson, & Law, 2005) about their lifelong coaching developmental path, recalling their activities, experiences, and interactions in specific developmental contexts (that is, coaching experience, mentoring, former athletic experience, and formal coach education). Cumulative career measures were derived and analyses identified differences between coaching groups at the local club, senior club, provincial, and national levels. The various coaching groups were validated based on multiple outcomes of coaching skill, including their athletes' performances, number of top-ranked athletes, and lineage.

Results demonstrated that certain accumulated measures in each of the contexts were able to discriminate between the incremental skilled coaching groups. There was correspondence across groups for the cumulative time spent interacting directly with athletes, with national coaches accumulating over 9,000 more hours than local coaches. The most skilled coaching groups began their careers at a younger age; however, group differences for the accumulated measures remained even after controlling for variance in career-length. National coaches participated in more post-secondary courses and far more continuing education clinics than all other groups. The most skilled coaches had received more and given more mentorship than lesser skilled coaches. To become a coach beyond the local level, one had to have formerly competed in the sport; senior club, provincial, and national groups all had an athletic career that spanned more than 10 years. In the discussion, significant accumulated measures were attached to each of the groups in revised iterations of the CDM. Finally, various implications of the present research for coach recruitment and development strategies in track and field, and more broadly across sports, are suggested and discussed.

Development of a Performance Review Process for National Coaches

By Penny Werthner of the University of Ottawa

While there have been, and continue to be, a wide variety of approaches to performance appraisal or evaluation of coaches, evaluation and performance feedback continues to be a challenge for both those doing the evaluating and those being evaluated. There is research both in business (Bracken, Timmreck & Church, 2001; De Waele, Morval & Sheitoyan, 1993; Lucia & Lepsinger, 1999; Murphy & Cleveland, 1995) and in sport within the university setting (Barber & Eckrich, 1998; MacLean & Zakrajsek, 1996) that has explored effective appraisal and feedback methods and procedures. However, there is sufficient anecdotal evidence that performance evaluation of coaches at the national level, outside of the institutional setting, has suffered from the plethora of problems that are identified in the literature: irregularity, lack of related skills, unclear purpose, subjective criteria, and lack of integration between the evaluation process and the broader organizational purpose.

Performance appraisal is generally conducted to assess an employee's contribution to the goals of the organization and to hopefully give feedback that will enable the employee to improve her or his overall performance. With the latter in mind, and with an underlying premise that

evaluation is in fact a social and communication process that occurs within a particular organizational context, research was undertaken to develop a performance review handbook for national-level coaches in Canada. The rationale for viewing the performance review process of national coaches as more of a communication process is threefold: (i) to ensure that there are skilled and knowledgeable coaches for all athletes competing in sport; (ii) to ensure a positive and constructive learning environment in which athletes can play and excel; and (iii) to develop effective communication and feedback mechanisms that will enable coaches to learn and continue to develop relevant skills in their sport. An initial performance review process was piloted with three national sport organizations and minor revisions were made to the process.

The purpose of this presentation was to (i) briefly discuss the development of the performance review process and (ii) illustrate, through a case study with a national sport organization, the nuances of the process. Implications for continued implementation with national sport organizations and their national coaches were also discussed.

Coaches as Agents of Control: Problematising Dominant Coaching Discourses

By Jim Denison of the University of Alberta

A dominant conception of coaching is that good coaches can control their athletes' performances. By using the latest coaching knowledge, they should be able to organize their athletes effectively and ensure the production of consistent, quality results. This discourse of control can become problematic when an athlete performs below expectation and the coach blames the athlete as "lacking". As a result, the "problem" is located within the individual when the "real" problem can be said to be the discourse of control. In this paper, I reflected on the troubles I had as a coach when I applied a number of disciplinary practices to control my athletes' performances. Using the work of Michel Foucault, I discussed the process of subjectivation to understand the discursive formation of "coach control" and to examine the discourses that have arisen from knowledge about coaching that contributed to the formation of my coaching identity as an agent of control. I also discussed the various power relations operating in and around sport that supported this particular view of myself. I concluded by considering the possibilities that existed for me to search for other forms of subjectivation.

SPECIAL PRESENTATION – LEADERSHIP KEYNOTE

Made in Canada Leadership: Wisdom from the Nation's Best and Brightest on Leadership Practice and Development

Françoise Morissette, M. Ed., P.C.C., Faculty and Fellow at the Industrial Relations Centre of Queen's University, presented the results of extensive research involving over 360 participants (leaders and experts) from coast to coast.

In recent years, much noise has been made in the media and elsewhere about a leadership deficit. Apparently, supply simply cannot meet current and future demand. In order to find a solution to this serious problem, Morissette and Amal Henein, CHRP, conducted extensive research aimed at answering three fundamental questions:

What are the best ways to develop competent leaders?
How to ensure Canada has a reliable supply of capable leaders?
How to strengthen Canadian Leadership?

This session presented specific strategies and concrete tips on

- leveraging the development process: understanding and optimizing its inherent dynamics
- putting in place effective development infrastructures
- leveraging the Canadian Leadership Brand

POSTER PRESENTATIONS

Motivations and Constraints of Women as Volunteers in Provincial-Level Sport Associations

By Brenda Robertson

The Canadian Strategy on Sport and Physical Activity for Girls and Women (Sutcliffe, 2003) acknowledges the under-representation of females in all aspects of sport and acknowledges the need to increase the number of women in leadership and decision-making positions in order to increase the number of females in all aspects of sport. Historically, most sport organizations in Canada have not been successful in attracting large numbers of female volunteers, in leadership and decision-making positions. This research explores issues relating to the experiences of females leaders and coaches within the sport system in Nova Scotia.

Data were gathered from administrators, as well as from female volunteers working at the provincial level. Seventy-four associations were surveyed and 54 (73%) responded. Associations were asked to distribute a survey to four of their female volunteers, which resulted in 44 responses. Fifty-three associations reported having less than four female volunteers.

The results indicate that despite initiatives aimed at increasing gender equity in sport, females remain significantly under-represented in terms of leadership roles. On various issues, administrators are not aware of the reality for female volunteers, including specific sources of motivation and satisfaction as well as barriers and challenges faced. These data highlight those differences and shed light on issues such as recruitment strategies, personal financial constraints, family connections, meeting practises, working relationships, forms of recognition, and the need for respect and integrity. Despite the many barriers and challenges faced, the desire to give back to sport and to build community are key motivating factors for these women. It is clear from these data that having more women involved in sport as leaders and coaches is a primary consideration for other women and these data provide insights into how to make that happen. However, many administrators do not appear to recognize this as an issue within their respective associations.

Enabling Factors of Healthy Lesbian Identity in High Performance Coaches

By Elissa Cohen, Brenda Robertson, and Wendy Bedingfield

It was possible through the use of a multifaceted qualitative methodology, phenomenological framework, and information-rich cases to identify three factors that have contributed to the development of healthy lesbian identity in six high performance coaches. The interviews revealed a definition of a healthy lesbian identity as well as three enabling sources for that identity: social support, sport, and the employment environment.

A healthy lesbian identity, according to the participants, was a dynamic feature of themselves that developed over time, which resulted in the outward portrayal of their authentic self, their lesbian identity. The first enabling factor, social support, was a combination of family, friends, partners, and role models who supported and celebrated the participants' lesbian identity outside of the context of sport. The participants cited the context of sport as an enabling factor because it allowed for the development of self-confidence and self-efficacy in concert with supportive interactions with athletes, colleagues, and role models. The support that these women felt and the sense of empowerment they gained through their involvement in sport gave them confidence in their coaching ability. The participants' employment environment was the third enabling factor because it was a context that supported and celebrated their lesbian identity. Participants indicated that they needed to be out at work and in an effort to be proactive; their lesbian identities were made clear during their job interviews so that they

could enter an environment that wholly supported and celebrated their identity rather than stigmatized or discriminated against them.

Healthy lesbian identity development is a dynamic process that occurs with respect to time and maturity and in conjunction with the three aforementioned enabling factors. The context of sport has notoriously been deemed a misogynistic, heterosexist, and homophobic environment; nonetheless, these participants were able to negotiate those obstacles and reap the empowering benefits of sport which further enabled their healthy lesbian identity development.

Basketball Coach Enhancing Her Communication Skills Using a Clinical Supervision Approach

By Martin Roy, Sylvie Beaudoin, Gino Perrault, Sylvain Turcotte, Jean-Pierre Brunelle, and Jean-François Desbiens of the Faculty of Physical Education and Sports, Sherbrooke University

A number of studies have applied systematic observation and analysis templates to describe the actions of coaches as well as to increase the frequency of behaviours promoting learning and psychological development on the part of participants (Smith, Smoll & Hunt, 1977). It has been demonstrated, however, that coaching expertise does not consist only in increasing or decreasing the frequency of behaviours, as the training context plays a key role in coach behaviour (Abraham and Collins, 1998). The clinical supervision model (Brunelle, Drouin, Godbout and Tousignant, 1988) appears of interest as a means of improving the quality of the coaching intervention by considering the objectives of the coach and the context.

The objective of the study was to improve communication on the part of a female basketball coach through clinical supervision based on the coach herself and on her professional development objectives. Eight training sessions were analyzed using the pedagogical communication observation system (Desbiens, Roy, Spallanzani, Brunelle, and Lacasse, 2002). Applying the methodology developed by Trudel, Haughian and Gilbert (1996), each session featured a) a pre-session interview b) a post-session interview and c) a reflective interview (Tochon, 1996) with the coach, specifically to better define context and objectives. The main professional development objective identified by the coach was to better integrate (outcome of learning activities). Results show that the coach was quickly able to increase the frequency of integration episodes and the time devoted to them. The coach asked frequent questions to check whether the athletes understood and retained messages. In self-evaluating her integration, the coach noted that participants were able to respond to questions and express how tasks were to be performed, but had some difficulty applying the knowledge acquired. The coach recognized that the questioning that underlies the supervisory process (shared reflection) contributed to her professional development.

Triathlon Coaches' Approaches to Learning from a Lifelong Learner Perspective

By Aman Hussain and Pierre Trudel of the University of Ottawa and Tom Patrick of Triathlon Canada in Victoria

Recent research in the domain of coaching science has advocated for the examination of the developmental paths of coaches' from a lifelong learner perspective (Cote, 2006; Gilbert, Cote, & Mallett, 2006; Nash & Collins, 2006). However, to our knowledge, there is yet to be longitudinal research on how coaches' develop throughout their life. Therefore, the purpose of this communication was to present the preliminary results of a three-year collaborative research project with Triathlon Canada and CAC to examine how coaches approach learning from a lifelong learner perspective. This project has been designed in two phases to study the

learning pathways of eight triathlon coaches practicing in the Competition - Development context who are about to participate in a new coach education program. The goal of phase one is to investigate 'who' are the coaches (experiences, expectations, and approaches to learning) just prior to their registration within this new program, and also to collect data to find out what the coaches have to say during and after their participation in this program.

Through the use of indepth interviews and Werthner and Trudel's (2006) theoretical perspective of how coaches learn, information was gathered on the coaches' (a) academic profile, (b) previous life experiences in sport, (c) knowledge of the new NCCP, (d) expectations of the Competition - Development training program, (e) how this training could contribute to their lifelong learning, and (f) other learning situations they frequently use. In addition to discussing the results, information regarding the second phase (working with the coaches to identify the best strategies to maximise their development) was presented in order to provide a global perspective of this project.

An Analysis of Canadian Elite Coaches' Learning Experiences

By Jean-François Ménard, Pierre Trudel, and Penny Werthner of the University of Ottawa

Recently, Werthner and Trudel (2006) have suggested a new theoretical perspective for understanding how coaches learn to coach. Using Moon's generic view of learning 1 (2004), these authors have developed a conceptual model of how coaches learn through three types of learning situations: mediated (for example, a formal coaching or university course), unmediated (for example, discussion with a colleague), and internal (for example, personal reflection). Many concepts in the model help us to understand why two coaches in the same learning situation might have different opinions about how useful the situation was to their learning. Therefore, this model is unique because it provides a way to view coach development from the coach's perspective and helps us understand why the path to becoming a coach is often idiosyncratic.

The purpose of this communication was to discuss the different learning situations utilized by elite Canadian coaches and how that understanding will help to create more effective learning situations in coaching education. Werthner and Trudel's conceptual model has been used to analyze interviews conducted with 15 elite Canadian Olympic-level female and male coaches. Results indicate that all of the coaches learned using the three learning situations, although the emphasis on each of the three learning situations varied considerably among the 15 coaches. Among many interesting results, it was found that all coaches spoke of the importance of learning with/through/from athletes. For example, several of the coaches emphasized the value of spending a significant amount of time with their athletes. They felt strongly that it was necessary to observe and understand the characters and the personalities of each of their athletes before they could begin to improve their performance levels. In addition, depending on the culture of the sport, coaches spent many hours analyzing and studying other athletes (opponent, for example) on video recordings to help structure their own training sessions and to ensure their athletes were well prepared for world class performances.

The Methods Used by Coaches to Inform Youths of their Non-Selection Following Tryouts

By Lauren Capstick

The purpose of this qualitative research was to gain understanding about the methods used by coaches to inform youth of their non-selection following sport tryouts and the role of these communication methods with regard to the meanings and experiences of those involved. Of specific interest was the issue of whether or not the way in which youth were released from a

competitive sport program affected their subsequent sport involvement decisions. This research is significant due to the current gaps in the coaching education body of knowledge, specifically surrounding the communication of tryout results, especially to individuals not selected. It is useful to know about the different ways coaches inform non-selected athletes in competitive sport, and about the meanings those methods of communication have for adolescents, their coaches and parents.

This research involved interviewing 15 participants from three groups (five people from each group):

- Coaches (who have performed team selections for youth aged 13 to 15 at least five times)
- Athletes (who were eliminated when aged 13 to 15)
- Parents (who have a child who was eliminated when aged 13 to 15)

My theoretical perspective is interpretivism, and the data from the interviews was analyzed in such a way that it allowed for expressed themes to be grouped and discussed amongst rich participant narrative.

When exploring the different ways in which coaches inform youth of their tryout results, the theme of feedback was significant. For example, the extent to which feedback can be offered, in addition to the feedback quality and appropriateness, and relationship to coach expertise were examined. Why coaches use a given communication method was also explored, as was the message youth interpreted from the coach following their non-selection.

Preliminary recommendations suggest that coaches carefully consider the many communication methods available in conjunction with the concerns expressed by the participants surrounding those methods.

Coaches' Perceptions of Emotional and Social Intelligence and its Influence on the Coaching Process

By Leith Drury of the Graduate Department of Exercise Sciences, University of Toronto

Researchers have explored the nature of coaching from many different perspectives, including process (Cassidy, Jones, & Potrac, 2004; Lyle, 1999), leadership (Chelladurai, 1978, 1993, Côté, North, & Duffy, 2007; Vallée & Bloom, 2005), and qualities and abilities of coaches (Armstrong, 2001; Tomlinson & Strachan, 1996). The purpose of this dissertation was to investigate coaches' perceptions of emotional and social intelligence and their influence on the coaching process. A mixed model was employed, in which a qualitative paradigm was dominant and a quantitative paradigm was also utilized (Creswell, 1994).

In the first of three data collection phases, I surveyed 60 coaches of elite adult athletes utilizing the Emotional Quotient Inventory (EQ-i) (Bar-On, 1997) for the purpose of measuring their perceptions of their emotional and social intelligence. The coaches were divided into four groups, which were determined by gender and by whether the coach coached a team or an individual sport. In the second phase, I interviewed nine of the coaches who had participated in phase one to understand more thoroughly their perceptions of their emotional and social intelligence and to collect their experiences of its influence on the coaching process. In phase three, three athletes, identified by each of the nine interviewed coaches, completed the Emotional Quotient-360°. The purpose of phase three was to compare the athletes' perceptions of their coaches' emotional and social intelligence to the coaches' self-perceptions obtained in phase one. The findings of this study suggested that the coaches were not familiar with the concept of emotional and social intelligence. Their leadership style was to maintain unilateral control or "power over" (Tomlinson & Strachan, 1996). Furthermore, the various coaching

groups perceived and reported different levels of satisfaction and types of relating style. EQ-i scores, levels of happiness and interpersonal dynamics reflect these differences. Implications of these findings for coach/athlete relationships and for furthering coaching education and development were discussed.

Protecting Athletes from Abuse In Sport: How Coaches Can Make a Difference

By Ashley E. Stirling and Gretchen A. Kerr of the University of Toronto

The maltreatment of athletes is a growing area of concern. Research indicates that athletes are not immune from experiences of physical, sexual, and emotional abuse (Kirby & Greaves, 1996; Stirling, 2007). Recent research indicates that the culture of sport creates an environment of vulnerability for abuse. Furthermore, in many instances, athletes normalize abusive practices and view them as required in order to succeed in sport (Stirling, 2007). Given the significant role that coaches have in determining the nature of the sport experience for athletes it is crucial that coaches receive education on the distinction between appropriate and inappropriate coaching behaviours as well as specific strategies for implementing positive approaches to athlete development.

It is the authors' supposition that many coaches support the idea of implementing positive athlete-centred development models in sport, but face resistance from other stakeholders, including the athletes who have excelled under other, more authoritarian coaching approaches. The purpose of this presentation, therefore, was to review the recent research developments on the influences of the culture of sport on physical, sexual, and emotional abuse of athletes. The athlete-centred development model was described, and through the integration of an athlete-centred sport approach, recommendations were made for ways in which coaches can enhance the culture of sport and help in the protection of athletes from abuse in this domain.

Masters-Age Athletes and Coaching: The Discrepancy between Demand and Supply

By Nancy Leo

The coaching of masters-age track and field athletes appears to be a neglected area, as coaches tend to concentrate their efforts on and treat with more seriousness, younger, elite-level athletes. Current NCCP courses devote little or no time to developing models of coaching that address the unique needs of the older athlete. Yet most masters-age athletes view themselves very much as serious competitors worthy and desirous of being coached. Some masters-age athletes have been competing since secondary school or university and have simply continued their athletic pursuits as they aged. This group includes former national team members and Olympians. Many others took up their events after the age of 30, 40, 50, and up. Regardless of when they began training and competing in athletics, a large number compete regularly on the international masters' stage. Many Canadian masters-age athletes hold World Masters Athletics world records.

To better understand the dynamics of masters-age athletes and their coaching experiences, a survey was distributed to members of the Canadian Masters Athletic Association. This was designed to determine how serious they are about their training and competing and what role, if any, a coach plays in their training and performance.

Findings revealed that most masters-age athletes consider coaching to be necessary to their athletic development and performance, but that access to knowledgeable coaches who could successfully adapt to the special needs of the older athlete is limited.

Given that the Canadian population is aging and that many people are currently engaged in athletics, with those numbers likely to increase over time, it would seem to be essential to develop a coaching programme that is designed specifically for coaches working with older athletes.

About the Lead Researchers

Wendy Bedingfield, a professor in the School of Recreation Management and Kinesiology at Acadia University, became director of the school in 1986. She served as dean of the Faculty of Professional Studies from 1992 to 1995 and as dean of Research and Graduate Studies from 2005 to 2006. She was president of Canadian Interuniversity Sport (CIS) from 1999 to 2001, chair of the National Coaching Certification Council from 2002 to 2005, and is currently chair of CAC's Coaching Research Committee.

Lauren Capstick is a M.A. candidate at the University of Alberta. Her graduate study, funded by the Social Sciences and Humanities Research Council of Canada (SSHRC), allowed her to pursue interests in coaching leadership and curriculum. She is a former Canadian Sport Leadership Corps intern. During her placement in Swaziland, she facilitated the development of leadership programs in rural areas.

Robin Cloutier is currently completing her M.A. at the University of Ottawa, under the supervision of Dr. Penny Werthner. A former sailing coach, Robin's main area of interest is coach development, specifically the learning and certification processes for coaches in Canada. Upon completion of her degree, Robin hopes to continue with coaching research and to pursue a career in coaching education.

Elissa Cohen earned an honours (thesis) bachelor of kinesiology from Acadia University. As a former provincial and varsity rugby player, her interests in sport, specifically women in elite sport, coaching became an obvious passion. In her attempt to be an agent of social change within sport, she is presently pursuing a masters' degree funded by SSHRC at the University of Ottawa under the supervision of Dr. Penny Werthner.

Guylaine Demers, Ph.D., has been a professor at the Department of Physical Education of Laval University since September 2001. She takes particular interest in issues of women in sport, sports education, and competency-based training. She was actively involved in the development and implementation of the new competency-based NCCP. She is vice-chair of Égale Action, the Quebec association for the advancement of women in sport and physical activity, and sits on CAC's Coaching Research Committee. Guylaine was a coach for nearly 15 years and was also a technical director of the Quebec Basketball Federation.

Jim Denison, Ph.D., is an associate professor in the Faculty of Physical Education and Recreation, University of Alberta. He works from a Foucaultian perspective to study coaching "knowledges", coaching identities, ethics, and coach-athlete relationships. He is also involved in coach education through the Canadian Athletics Coaching Centre.

Leith Drury has a Ph.D. in sport psychology from the University of Toronto. As a world champion age group triathlete, she experienced first-hand the importance and impact of many coaches. She volunteers as a sport psychology consultant for the University of Toronto Varsity Blues women's hockey team. She has presented papers at the American Association of Applied Sport Psychology conferences, IAPESGW, CAC research seminars, and several graduate student conferences.

Aman Hussain is a master's student at the University of Ottawa studying sport psychology. His research interests include coach education, elite coaches, and lifelong learning.

Nancy Leo is a former Canadian Masters Athletics Association (CMAA) member who competed in race walking. She is the current CMAA record holder in three distances in the age category W(55-59) and a three-time international medallist. An arthritis-related injury forced her retirement from competitive walking in 2006 and she began to coach masters-age race walkers. She had previously conducted walking clinics for the Running Room and developed FitWalk, a five-week, one-hour walking course. She is presently engaged in furthering her NCCP qualifications.

Lori A. Livingston, Ph.D., is the director of the School of Health and Human Performance at Dalhousie University. She has been recognized nationally and internationally for her contributions to women's field lacrosse, including writing NCCP technical course content, coaching national and university teams, and conducting research on how to reduce injuries in the sport. More recently, her research has aimed to understand the factors which contribute to attrition from the sport officiating ranks.

Françoise Morissette, M.Ed., P.C.C., is a human resource consultant and a major contributor to the field of organizational development. Her consulting practice takes her across Canada and internationally. She offers services that enhance the performance of organizations, teams, and individuals. Her main area of expertise is leadership development. She has been a faculty member of Queen's University's Industrial Relations Centre since 1994 and was made a Fellow in 2006. She is also an associate at the Centre for Leadership Studies at the University of Guelph.

Brenda Robertson, Ph.D., has been a faculty member in the School of Recreation Management and Kinesiology at Acadia University for the past 25 years. Prior to becoming an academic, she served as a provincial sport development coordinator for four years. Her research and teaching focus primarily upon the areas of social psychology of leisure behaviour, disenfranchised populations, and leisure educations. As director of the Centre of Leisure Studies, she undertook various research and educational initiatives focused on the role of women in sport.

Martin Roy is an associate professor in the Faculty of Physical Education and Sports at the University of Sherbrooke. He is a member of GRIEFPAP, a research group studying education and training in physical activity. His interests are focused on the planning of training, coach training, and the teaching of sports. He is a trainer at the National Multisport Centre-Montréal and at the National Coaching Institute-Montréal for Task 12, Training Planning.

Ashley Stirling is a Ph.D. student in Exercise Sciences at the University of Toronto. Her research addresses elite athletes' experiences of emotional abuse, a neglected area in sport literature and coaching education. Her master's thesis research found that the culture of elite sport contributes to the power imbalance between coaches and athletes, leaving athletes vulnerable to the experience of emotional abuse. She has presented at numerous international conferences and is developing a strong publication record.

Philip Sullivan, Ph.D., is an associate professor in the Department of Physical Education and Kinesiology at Brock University. His main area of interest is coaching and coach efficacy. He is a member of CAC's Coaching Research Committee and is also a certified rugby coach.

Susan Tirone, Ph.D., is the associate director (Graduate Studies) and associate professor in the School of Health and Human Performance, Dalhousie University. Her research focuses on people who live at the margins of Canadian society with an emphasis on their leisure. Her studies have explored how leisure is either enhanced or constrained by various societal factors such as immigration status, poverty, race, and ethnicity. She is a member of a large, Atlantic-wide collaborative research project exploring youth engagement and mental health.

Pierre Trudel, Ph.D., is a full professor at the School of Human Kinetics at the University of Ottawa. His research interests evolve around understanding how coaches learn from different situations. His research group has been funded by SSHRC for 11 years to investigate coaching and coach education. He has been a consultant for many sport organizations, developing programs and supervising coaches.

Penny Werthner, Ph.D., is an assistant professor at the School of Human Kinetics at the University of Ottawa. Her areas of interest and research include the learning processes of coaches and athletes, psychological preparation, in particular within the environment of World Championships and Olympic Games. A former Olympic athlete, she is a sport psychologist who has been working with Canadian Olympic athletes and coaches since 1985. She is a course conductor for Level 4/5 of Tasks 7, 8, and 17 of the NCCP.

Brian Wilson is pursuing a master's degree in the School of Kinesiology and Health Studies at Queen's University.

Melissa Wiman, M.Sc. is currently pursuing doctoral studies in Kinesiology at the University of Western Ontario under the supervision of Dr. Alan Salmoni. She obtained a B.Sc. in Kinesiology and a M.Sc. in Human Development with a thesis in biomechanics from Laurentian University. Her doctoral research is focused on the development of expertise in coaches. She is a professional figure skating coach with NCCP Level 2I certification and has begun Level 3I training.

Bradley W. Young, Ph.D., is an assistant professor in sport pedagogy at the University of Ottawa. His research interests relate to the long-term developmental pathways of expert coaches/athletes, and the use of self-monitoring devices to improve practice behaviour. He has prior experience as a high school coach, and served as head coach of the intercollegiate cross-country and distance track teams at McMaster University.

Most of the presentation slides are available through CAC's Petro-Canada Sport Leadership sportif 2007 web page:

<http://www.coach.ca/sportleadershipsportif/2007/e/presentations/index.htm>