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AN EVALUATION OF THE BACKGROUNDS, BELIEFS AND ATTITUDES OF THINK DETROIT PAL VOLUNTEER YOUTH SPORT COACHES

By

Kristen Murray

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ABSTRACT

AN EVALUATION OF THE BACKGROUNDS, BELIEFS AND ATTITUDES OF THINK DETROIT PAL VOLUNTEER YOUTH SPORT COACHES
By

Kristen E. Murray

An important part of creating and implementing youth sport programs aimed at enhancing positive youth development is knowing who is coaching the youth participating in the program. Rarely have studies examined the individuals who volunteer their time to coach in youth sport programs offered in the inner city. Therefore, this study was conducted to gain a better understanding of who is coaching in the Think Detroit Police Athletic League (TDPAL) program, an urban youth sport program serving 13,000 youth ages 4 to 19 years. Particular emphasis was placed on learning more about the background of the coaches as well as their views and beliefs about the role sports has on the development of youth living in Detroit and the coaches' impressions of the TDPAL IMPACT coaching education program. A second purpose of the study focused on examining how demographic and background characteristics (e.g., coach gender and experience level) influence attitudes toward critical youth sports issues and perceptions of the utility of coaching education. Overall, 289 coaches (213 male; 76 female) who attended coaching education clinics or meetings completed a survey between April and June 2008. These coaches represented about 22% of the certified coaches in the TDPAL program and 70% of those attending the sessions. Almost 85% (84.6%) of the respondents were African-American followed by 7.7% Caucasian and 3.9% Hispanic. On average coaches were 37 years old. The majority (70.3%) of coaches had completed at least some college level work with 51 (17.8%) coaches having completed a bachelor's

degree and 31 (10.8%) having completed graduate school. Overall, 153 (53.5%) participants indicated they had a child in the program while 27% (n=73) also volunteered their time with other civic groups such as the boys and girls club, educational and religious organizations, and health / welfare groups. Questions about coaching styles, perceptions of risk and barriers to coaching in inner city programs were also assessed. For example, most coaches perceived the environment in which their youth live was "somewhat risky / dangerous" in which their athletes faces issues such as negative peer influences, violence including gangs and guns, pressure to use drugs, lack of educational opportunities, and coming to practice hungry on a day to day basis. While these coaches reported similar barriers to coaching as other youth sport coaches, they also indicated some unique issues such as dealing with under involved parents, facility and equipment issues, and violence and criminal activity. Relative to Purpose 2, multiple regression analyses revealed that a number of demographic and background factors were found to significantly influence coach opinions about critical youth sports issues. However, very few consistent patterns of differences were evident across the many questions asked. Finally, this study provided an initial evaluation of coaches' perceptions about the IMPACT coaching education program, what coaches learned, and how it is being used. The nearly all coaches (99%) indicated that the program was helpful in making them a better mentor and most viewed critical IMPACT coach training components as "very important"(M=4.39 – 4.86 out of 5).

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CHAPTER 1: INTRODUCTION

Extracurricular activities, including interscholastic, club, and community based sports, are believed to play an important role in developing young people (Danish, Fazio, Nellen, & Owens, 2002; Danish, Petitpas, & Hale, 1993). When done right, these activities provide favorable conditions which may enhance the probability of prosocial growth and development (Larson, 2000). They provide opportunities to learn and develop competencies in a variety of domains while reducing the likelihood of engaging in risky behaviors (Mahoney, Larson, Eccles, & Lord, 2005). Overall, after-school programs have the potential to address tasks related to academic performance, school engagement, and social behaviors and relationships. Such activities engage youth and provide them with opportunities to interact with caring adults while developing physical skills and life skills that will enable them to be a competent and contributing member of society (Larson, 2000). Research has shown that when youth have opportunities to participate in extracurricular activities they can develop a greater sense of initiative such as leaning how to push themselves, set goals and sustain effort throughout an activity (Dworkin & Larson, 2006). Specifically, those who play sports may have more opportunities to develop teamwork, goal setting, time management, emotional control, persistence, and problem solving skills than those involved in other activities (Danish, Taylor, & Fazio, 2003). They also report higher rates of self-knowledge, emotional regulation and greater physical skills (Hanson, Larson, & Dworkin, 2003) as well as an increase in self-esteem (Fredricks & Eccles, 2006b; Pedersen & Seidman, 2006) and positive body image. Sport participants have been reported to experience greater academic success and a greater likelihood to attend postsecondary school (Eccles & Barber, 1999; Eccles, Barber, Stone,

& Hunt, 2003; Fredricks & Eccles, 2006a). In addition, some studies have found that those who participate in sports are less likely to experience depressive symptoms and less likely to use drugs and alcohol (Fredricks & Eccles, 2006a) or smoke (Darling, 2005). The potential impact of youth sports goes beyond current behaviors, experiences, and risk factors. As adults, former youth sport participants are more likely to vote, volunteer, and remain engaged in community affairs (Lopez & Moore, 2006).

However, not everyone's experiences in youth sports are positive, nor does sport participation always lead to positive outcomes. Negative experiences in organized activities can interfere with development and may lead to youth dropping out or disengaging from the learning process (Dworkin & Larson, 2006). Peers, adult leaders, parents, and other community members have been shown to promote inappropriate behaviors and have a negative influence on those involved in organized activities. Compared to other extracurricular activities, students participating in sports have often reported higher rates of negative experiences (e.g. Dworkin & Larson, 2006; Hanson et al., 2003). Many of the negative experiences involved something that the coach did or said such as favoring one athlete over another, being demeaning, disrespectful, or unreasonable, being a poor leader (Dworkin & Larson, 2006) or other forms of inappropriate adult behavior (Dworkin & Larson, 2006). For example, youth often felt pressured to do something they did not want to do by adult leaders (Hanson et al., 2003). In addition to the negative experiences one could have in youth sports, sport participation has also been associated with negative implications such as increased stress (Dworkin & Larson, 2006) and aggressive plays (e.g., Guivernau & Duda, 2002; Stephens & Bredemeier, 1996; Stephens, Bredemeier, & Shields, 1997). Unlike the findings by

Fredericks and Eccles (2006a) researchers have also found youth who participate in sport are more likely to use alcohol (Eccles & Barber, 1999; Harrison & Narayan, 2003). They report lower levels of identity work, positive relationships, and adult network experiences compared to those involved in other types of organized activities (Dworkin & Larson, 2006). Furthermore, it is believed that a single negative experience with a coach often has a greater impact on the youth then a single positive experience (Smith & Smoll, 1996).

Not all researchers have found similar results related to the outcomes gained from participating in youth sports. Relative to other extracurricular activities, sport participation seems to be associated with a greater degree of inconsistent findings about positive and negative experiences and outcomes such as with the use of alcohol. Primarily, it is the individual's interpretation of the situation combined with the structure and the context of the activity that determine if a youth has a positive or negative experience and if that experience leads to positive or negative outcomes (Danish, Forneris, Hodge, & Heke, 2004). The adults involved in sports play a critical role in controlling for the negative experiences as well as for many of the negative implications youth gain from sport participation. Problems or negative experiences are often the result of interactions with adult leaders (Dworkin & Larson, 2006) and from adult sport role models. Most youth sport coaches are volunteer coaches who rarely receive any formal training (Smoll & Smith, 2002). They are often the parent of an athlete who has little time or money to invest in a formal coach education program and may only coach the team until their child moves on to higher levels or school based sports (Petitpas & Champagne, 2000). This lack of training by most coaches may increase the frequency in which youth encounter immature and incompetent adult behaviors (Dworkin & Larson, 2006). These

sport leaders may rely on previous experience or emulate the behaviors of professional and collegiate sport models which emphasize winning over developmental outcomes.

Based on the literature examining youths' experiences with sport and extracurricular activities, it is clear that sport has the potential to increase positive development among youth and that adult leaders play a critical role in the sporting process and in creating a positive climate in which development may occur. However, positive development through sport does not occur by chance. It is the responsibility of the organization and ultimately the coaches to create an environment that increases the potential for positive development. Coaches have to deliberately take the time and effort to teach beyond the X's and O's of their respected sport and work on life skills. In addition, what is not clear is the process behind how development occurs, what goes on inside the programs and what the adult leaders are doing to promote development (Larson et al., 2004). Because adults play such a critical role in developing youth outcomes, it is important for coaches to understand their role in youth development, what they can do and how they can influence their players' lives.

In order to learn how to become an effective coach, coaches may rely on a variety of mechanisms including peer mentoring, formal educational curricula, previous playing experiences, reading books, articles and other sources such as the internet. Coach education programs have been around for nearly a half century worldwide (Trudel & Gilbert, 2006) and are often assumed to be a significant contributor to coaches' knowledge and practice (Lyle, 2007). They offer a convenient way for organizations to train their coaches in a systematic manner and to provide coaches with an understanding of the role they play in developing self-esteem and competence, and how to structure a

positive learning environment (Petitpas & Champagne, 2000). Despite the assumed benefits gained from implementing a coaching education program, the link between coach education programs and coaching practices is not well established. In fact, very few studies have attempted to examine the impact coaches have and, in particular, what is the impact that coaching education programs have on coaches behaviors and ultimately on youth outcomes.

Think Detroit Police Athletic League (TDPAL) is a nonprofit organization located in Detroit, MI with a mission to build character in young people through athletic, academic, and leadership development programs. It has become one of the largest inner-city sport leagues in the country. TDPAL offers a variety of programs including athletic programs, leadership camps, tutorials, and community centers including a student-athlete resource center with their athletic programs representing one of their greatest efforts to connect with the youth in Detroit. TDPAL offers a variety of athletic programs in 11 different sports for a variety of age and skill levels for both boys and girls. Overall, TDPAL serves nearly 13,000 youth with the help of 1,500 volunteers. They currently aim to connect 1 in 10 Detroit youth with a positive role model and hope to expand that reach to at least 20,000 youth.

While its primary goal is to transform youth and build character in young people, TDPAL also aims to promote positive character development in young people, to promote the development of positive life skills, physical fitness, and healthy lifestyles, as well as to help young people grow into healthy adults. In order to do so, TDPAL focuses on making sure its programs meet their five points of excellence: a positive family

environment; fair opportunities for girls and boys; consistent attention to detail; clean and safe fields and facilities; and superior sportsmanship.

In order to enhance the influence its sport programs have on youth development, TDPAL in partnership with the Institute for the Study of Youth Sport (ISYS) has created the IMPACT coach/leader training program. All coaches and program leaders are required to complete the training sessions. Through the training program, TDPAL hopes its coaches will become more effective leaders and mentors. It aims to provide coaches with the means and knowledge to transform youth and help them develop five attributes in young people. These attributes include: a sense of purpose and positive view of the future; responsibility; integrity; perseverance; and compassion (See Table 1).

Table 1

Five virtues of Character

Virtue	Definition	Examples: When a player . . .
Purpose	"I matter" - A positive vision of who they will be	• Comes to practice/ game enthusiastic, ready to play • Feels like a contributing member of the team
Responsibility	Respect for self and others	• Comes to practice on time • Does not lose temper after failing several times • Accepts and acts on constructive criticism
Integrity	Does the right thing and follows core values	• Understands and follows the rules of the game • Plays by the rules even when no one is looking • Gives full effort regardless of the score
Perseverance	"Stick-to-it" - Works towards goals and overcomes obstacles	• Accomplishes an achievement, large or small, after trying for a long time • Finally gets a hit, finally catches a ball, makes a shot or shoots a goal after several failed attempts
Compassion	"We matter" - Cares and gives back to the community	• Acts as team player • Encourages other teammates & teaches others • Demonstrates sportsmanlike behaviors to all • Responds respectfully when an official makes a mistake

The IMPACT training program, although still in its developmental stages, is beginning its fourth year of training coaches. Currently three levels of the program are available for coaches. The IMPACT program aims to give coaches the tools they need to make an impact and build character and self-purpose in youth. The word IMPACT is embedded throughout the curriculum such that within each level coaches learn:

I

Must… be a positive youth mentor

Prepare… clear expectations and goals

Allow… youth to learn lessons and develop

Commit… to strong values and "coachable moments"

Transform… youth through TD PAL

In addition, each level has a specific focus. For example, Level 1 focuses on building a coaching foundation while Level 2 discusses building relationship and positive mentoring. Level 3 centers on character development and relationships by teaching coaches about empowering youth beyond sports. Table 2 depicts the competencies coaches should acquire after completing Level 1, 2 and 3 of the IMPACT training program while Table 3 depicts the behaviors one should exhibit after developing proficiencies in each competency. For example, one of the most critical elements in Level 2 focuses on encouraging coaches to begin incorporating "Huddle" sessions into their practices and postgame discussion. Huddles require coaches to spend 5-20 minutes after a practice or game discussing character and the virtues of TDPAL. Huddles include intentional coaching practices, where coaches use structured discussions with a clear purpose and message. Example Huddles are provided to coaches such as "Taking

Separate Paths" which focuses on the story of Ohio State football stars Troy Smith and Maurice Clarett, who had very different experiences based on good versus poor personal choices, discussions on what it means to be a teammate, how to respond to an official's call with "Self-Control" or the purpose of "Shaking Hands." Huddles also may include using teachable moments where a coach may discuss what led to a tough loss or the behaviors of a team, individual, or even a professional athlete. Ultimately Huddle sessions should also incorporate discussions on how the concepts apply out of sport as well.

Table 2

IMPACT coach training program competencies

Level	Competency
Level 1	• Becoming aware and accepting role as mentor • Developing a coaching philosophy • Setting season goals based in coaching philosophy • Coaching the "slanty line" (recognizing individual differences in children and coaching accordingly) • Using positive feedback: feedback sandwich and three secrets to success
Level 2	• Developing relationship building skills • Building trust • Asking questions • Setting goals for behavioral change • Support and challenge • Running a huddle • Creating and implementing a practice plan
Level 3	• Understanding personalities • Communication: Asking questions & talking effectively with your athletes • Resolving conflict

Table 3

IMPACT Competencies and expected coach behaviors

Level 2 IMPACT Competencies	Coach Behavior

• Developing relationship building skills
  o Showing you care
  o Building trust
  o Asking questions
• Setting goals for behavioral change
• Support and challenge actions
• Creating practice plan
• Running a huddle
	• Ready to begin on time
	• Has a clear practice plan
	  o Keeps all kids involved in all drills
	  o Incorporates "slanty line" approach from level 1
	  o Coaching points / purpose of drills (makes clear to players and other coaches)
	• Has clear rules and expectations / does not show favoritism to one or more players
	• Asks versus tells
	  o Asks players questions – does not assume something happened
	  o Asks a variety of questions --- gets to know players; knows what is going on (checking in / getting a feel); challenges players to think
	  o Discusses consequences of behaviors / choices
	• Positive orientation
	  o Asks questions
	  o Is consistent with expectations
	  o Shows no favoritism
	  o Listens to players and Remains patient
	  o Provides more encouragement then criticism
	  o Give positive feedback after mistakes
	• Respects players, officials, and parents
	• Pushes players to try something new or difficult (new skill / doing well in school)
	• Sets team and individual goals
	• Helps players set personal goals
	• Helps athletes set goals outside of sport and goals related to enhancing the five virtues

Each level takes an interactive approach to the education of coaches. Throughout each session, coaches have opportunities to meet new coaches, reflect on their own experiences and hear about current concepts in youth sports. Coaches are the focus of each session; they are viewed as the experts, knowing what makes Detroit special and what challenges exist for youth while the facilitator is there to add to their knowledge based on what has worked for other coaches. Throughout the sessions coaches reflect on their own experiences, discuss concepts in small groups or with a partner, and participate in large group activities. In addition to attending the workshop, coaches also receive a workbook to use during the session and to refer to throughout the year. Furthermore, in the near future coaches will also be provided with "booster" and email blasts that contain supplemental material and support for the coaches.

TDPAL strongly believes that training coaches on some of the best practices is not enough. In order to be an effective and leading nonprofit community program TDPAL believes it must evaluate one's self and one's program through short and long term evaluations. TDPAL ultimately wants to know if TDPAL and specifically the IMPACT program are able to positively transform youth. In order to assess the ability for the program to produce change and positive development, TDPAL wants to identify which aspects are most effective and which are least effective, and which factors influence these aspects. Furthermore, TDPAL hopes to better understand its participants and their needs. As a nonprofit organization, TDPAL also recognizes the need to be accountable to its funders and feels that it is important to demonstrate the effectiveness of the program. In order to accomplish these tasks, TDPAL has requested the ISYS to

conduct a 3-year external evaluation of its program with an emphasis on understanding the effectiveness of the IMPACT Coach Leadership program.

This dissertation will be conducted as part of the ISYS TDPAL evaluation. The purpose of this dissertation is to gain a better understanding of who is serving as volunteer coaches in TDPAL, a large urban youth sports program with the development of life skills as its primary objective. Particular emphasis will be placed on understanding the demographics and backgrounds of these individuals, their views about life skills development and coaching subgroup (e.g., male versus female, experienced versus inexperienced) differences relative to their beliefs about their roles and the role of youth sports in aiding in the development of the youth living in Detroit. Furthermore, it will examine how the IMPACT Coach Leadership program influences coaches' perceptions of the adequacy and relevance of the IMPACT training, as well as their knowledge and beliefs related to coaching youth sports and coach training. Given the unique nature of the TDPAL program, this dissertation will consist of a study designed to examine the backgrounds of all coaches involved in the program.

CHAPTER 2: REVIEW OF LITERATURE

Positive Youth Development

Optimal youth development "enables individuals to lead a healthy, satisfying, and productive life as youth and . . . gain the competence to earn a living, to engage in civic activities, to nurture others, and to participate in social relations and cultural activities" (Hamilton, Hamilton, & Pittman, 2004, p. 3). It is often viewed as a process that occurs through activities that take place regularly and become progressively more complex with time. Out-of-school time and other organized activities are contexts which may provide opportunities that youth need in order to learn and develop competencies leading to positive development.

Historically, many communities and programs have focused on the deficits youth have by striving to eliminate problem behaviors or viewing programs as a preventive procedure (e.g. Eccles & Gootman, 2002; Perkins, Borden, Keith, Hoppe-Rooney, & Villarruel, 2003; Pittman, Irby, Tolman, Yohalem, & Ferber, 2001). Continuing concerns about youth and changes in family and community life have led to numerous policy changes being developed (Eccles & Gootman, 2002). For example, programs in the past have often focused on preventing problems such as drug use, smoking, and violence. However, focusing entirely on the problems youth face does not address the range of skills, knowledge, and other assets youth need in order to function well. This deficit or problem focused approach is now believed to be incomplete and does not provide young people with the competencies needed to face the challenges and demands of the future. Accordingly, Pitman is often quoted that "problem-free is not fully prepared" (Pittman et al., 2001, p. 6). Although such efforts are needed to prevent and control problems, the

problems of youth should not be the entire focus. Programs should create a framework that promotes positive outcomes for all youth and should focus on identifying the strengths youth already have and strive to bolster those strengths (Eccles & Gootman, 2002; Keith, Huber, Griffin, & Villarruel, 2002; Pittman et al., 2001). Furthermore, being "fully prepared is not fully engaged" (Pittman et al., 2001, p. 6). Youth not only need to be involved in programs but the programs must be engaging.

The belief that youth are valuable and need specific assets to develop has given a youth development a new direction over the past decade. Many communities are seeking to understand and develop new ways to positively engage youth while preventing negative behaviors. Furthermore, as the media continues to report on the problems and negative behaviors facing youth such as gang involvement, school shootings, the use of illicit drugs, and the killings of young people by other young people, renewed interest has been given to developing ways to encourage youth to become healthy productive citizens (Danish & Gullota, 2000). In addition, these programs are often funded through community based initiatives, federal, state, and local governments, other agencies, and foundations which has led to a greater demand for these programs to show their effectiveness and to provide objective and reliable information in order to continue to receive funding (Eccles & Gootman, 2002).

Through the increasing use of asset-based approaches, researchers and other youth advocates have attempted to identify models to address the needs, competencies, and knowledge that youth should acquire to make the transition into adulthood more successful. These models aim to identify the strengths that youth possess rather than the deficits and problems they face. For example, The Committee on Community-Level

Programs for Youth has identified four domains of development (i.e., physical; psychological and emotional; intellectual; and social) for which youth should develop basic physical and social competencies (Eccles & Gootman, 2002). Developing strong competencies included in these areas involves assets such as having good health habits, knowledge of essential life skills, school success, good coping, emotional self-regulation and conflict resolution skills, strong moral character, as well as connections and perceived good relationships with parents, peers, and other adults. Similarly, the Search Institute has identified 40 developmental assets, both internal and external, which include positive experiences and personal qualities youth need to become responsible and caring adults (Search Institute, 2007a). The Search Institute believes youth need external assets such as support, boundaries, and constructive and enriching opportunities that focus on the positive experiences young people receive from those around them. In addition, youth need internal qualities that guide positive choices and instill a sense of confidence, passion, and purpose. These internal assets include skills such as having a lifelong commitment to education and learning, developing strong values and the social skills and competencies that help them make responsible decisions and build strong relationships as well as a sense of their own power, purpose, worth, and promise (Search Institute, 2007b).

Most assets can be configured into several common categories, regardless of the specific competencies identified. Keith, Huber, Griffin, and Villarruel (2002, p. 1) coined the term "BEST LIVES" as a way to categorize the numerous assets identified in a variety of approaches used in youth development programs throughout Michigan. They believe assets can be grouped into boundaries and expectations, empowerment, support,

time spent in constructive ways, learning and commitment, positive identity, positive values, extra assets that are specific to the individual but are not measured, and social competencies. Overall, it is believed the more assets a youth has, the better off he or she will be (Eccles & Gootman, 2002; Search Institute, 2007c). Furthermore, these competencies should reflect a variety of domains; however, strong assets in one domain may offset the lack of competencies in another (Eccles & Gootman, 2002).

Several types of programs have been identified as areas in which youth have the opportunity to develop and refine the skills deemed necessary to become competent young adults. Because youth spend most of their free time out-of-school, this time period is often viewed as an important context that has the potential to address competencies needed to enhance positive youth development (Mahoney et al., 2005; Mahoney, Larson, Eccles, & Lord, 2006). Out-of-school programs must provide youth with a foundation that promotes individual growth and development as well as opportunities to be engaged by adult leaders as partners in their own development (Perkins et al., 2003). The environments surrounding programs have the potential to increase the probability of enhancing youth development.

Programs that are successful at developing the positive personal and social assets in young people have several common features (Eccles & Gootman, 2002). Settings that enhance youth development provide physical and psychological safety and security, are structured in a way that is developmentally appropriate, have clear and consistent rules and expectations, provide opportunities for everyone, help develop positive social values and norms, develop skills and a sense of personal efficacy and provide youth with intentional learning experiences.

Sport has been addressed as a vehicle to promote the psychological development in youth (e.g., Bloom, 2000; Conroy & Coatsworth, 2006; Petitpas, Cornelius, Raalte, & Jones, 2005). In the United States, it is estimated that 38 million youth are involved in sport each year (Ewing, Seefeldt, & Brown, 1996). Sport participation has been shown to be more highly valued than academic achievements, and to hold the most desired status among junior and senior high school students (Weiss, 1995). Because it is a highly valued activity among youth, sport participation may be a "universal 'hook'" that can be used to promote positive youth development when the program has a "growth-promotive" design (Bloom, 2000, p. 60). Furthermore, it can be viewed as a "'safe haven' where young people acquire the skills and experiences that build self-esteem and prepare them for later life" (Petitpas & Champagne, 2000, p. 116).

It is often believed that youth sport provides an environment in which youth can develop the skills and attitudes that will prepare them for the rest of their lives. The concepts from the various approaches to positive youth development should in part be applied to the sport context and should be used to aid in program design if one hopes to provide a positive and enriching experience for young people. For example, it is possible that the positive personal and social assets identified by The Committee on Community-Level Programs for Youth could be addressed through enriching environments provided by youth sport programs (Eccles & Gootman, 2002). In order for asset-building to occur, sport programs should be structured in a fashion that is developmentally appropriate with clear expectation for behaviors, provide supportive adult relationships, develop positive social values and norms, and provide opportunities for skill building and a sense of personal efficacy. In addition to having the potential to meet many competencies which

can promote positive development (Bloom, 2000), youth sport programs have been shown to provide youth with positive experiences which may be necessary to gain positive outcomes and increase opportunities to further develop assets. Youth sport programs may provide relationships with adults, have high expectations for youth to do well, provide ample time for participation each week, help develop self-esteem, and may give youth the sense that their life has a purpose, all of which are assets identified by the Search Institute.

Although youth sports may provide an enriching environment, it is also a context that has been shown to provide negative experiences and promote inappropriate behaviors. When programs are not structured to address the key competencies they do not always create an atmosphere congruent for positive youth development. Negative results gained through sport participation results when unqualified adults exploit children (Ewing et al., 1996). It is believed that mere participation in sports will not necessarily lead to desirable outcomes and experiences. Unfortunately, many programs are not designed to build upon the competencies necessary for positive outcomes. In fact, there are many aspects of the sport experience that can restrict the potential positive effects on the development of personal and social competencies (Petitpas & Champagne, 2000). Congruent to the polar end of the assets identified by the Search Institute, youth sport programs may increase the amount of peer pressure a youth receives, decreasing their ability to resists dangerous situations, they may promote or accept violent acts to solve conflicts, and decrease their sense of control and self-esteem.

Overall, youth sports provide a value-neutral experience such that young athletes demonstrate positive results under the guidance and supervision of competent adults

(Ewing et al., 1996). Although youth sport has the potential to "hook" youth into an organized activity and to provide an atmosphere capable of fostering positive youth development, understanding how development occurs, what leads to positive changes, and how sport can be used to promote development is not as well understood (Larson et al., 2004; Petitpas et al., 2005). In March 2009, *Developmental Psychology* addressed this concern by devoting an entire issue to youth sport participation (Theokas, 2009). Throughout the literature, benefits, drawback, and inconclusive results have been reported as the result of youth sport participation. Additionally, interventions with coaches have demonstrated their ability to enhance development. However, they too have remained limited in scope and failed to address the influence of other Microsystems, the generalization to multiple populations, or other mediators of youth development (Conroy & Coatsworth, 2006).

Benefits of Youth Sport Participation

Sport participation has been linked to positive outcomes, both similar to and unique from the outcomes found in other extracurricular activities. As compared to youth who participate in other organized activities, sport participants may gain a greater sense of initiative by learning about emotional control and how to push themselves (Dworkin & Larson, 2006). Sport participation may fill the desire to belong by having a "healthy gang experience" (Petitpas & Champagne, 2000, p. 120). Similar to the benefits gained by participating in extracurricular activities, sport participation may have beneficial academic implications. Depending on the schools locations, some minority youth report lower dropout rates (Melnick, Sabo, & Vanfossen, 1992). Eccles, Barber, Stone, and Hunt (2003) found sport participants were more likely to attend college and graduate,

have a job with a future and autonomy at age 24. They also had higher GPAs than expected and reported liking school in the 10th and 12th grades. Furthermore, sport participation may enhance ones self-esteem and provide opportunities necessary for positive development. Youth who participate in sport are more likely to report a healthy self-image (Harrison & Narayan, 2003).

In addition to the potential benefits gained through sport participation, numerous parallels between life and sport can be drawn (Beedy & Zierk, 2000). Youth sport has been recognized as a context in which life skills can be taught. Sport provides youth with an opportunity to work with others and develop skills that will enable them to reach their goals (e.g., Dworkin & Larson, 2006). For example, several coaches have reported that sport teaches many skills such as teamwork, the value of hard work, time management, and goal setting (Gould, Chung, Smith, & White, 2006). Once learned, these skills may be transferable to other domains (Danish & Gullota, 2000; Danish et al., 2003). Moreover, sport also provides youth with opportunities to encounter, learn and demonstrate moral values (Beedy & Zierk, 2000). Although sport may provide a context to engage youth and provide them with skills which may give them the competences needed to thrive as an adult, it should be noted that life skill development does not happen by chance and must intentionally be taught.

Drawbacks of Youth Sport Participation

When not done right, sport participation, in particular, seems to lead to a greater risk for enabling unhealthy behaviors and development compared to other extracurricular activities. Sport participation benefits are often dependent on the experiences and resources, the philosophy of the sport organization and coach, the quality of coaching one

receives, and the support from others (Danish et al., 1993; Smith & Smoll, 1996). The context surrounding sports may make risky behaviors seem to be the norm such that this setting may be viewed an acceptable place for aggressive behaviors. For example, coaches of male sport teams rated cheating on the field as a problem in youth sport (Gould et al., 2006). Coaches, parents, and others involved in sports may teach and model poor sportsmanship. Youth have reported seeing or playing for coaches who change the times of an athlete's race (Dworkin & Larson, 2006). In addition, some athletes reported coaches encouraging physical violence by telling them to "go out there and hurt somebody" (Dworkin & Larson, 2006) while coaches discussed teaching athletes how to draw or avoid penalties (Bloom & Vanier, 2004). In addition, many youth and those involved in youth sports may look to professional and collegiate athletes as role models. Youth may strive to emulate behaviors they see on television while coaches may structure the environment based on a model where winning is the focus rather than a youth sport model which emphasizes development. It is also a context that promotes conformity, as youth wish to be accepted by their peers and coaches (Petitpas & Champagne, 2000). As a result of the above actions, the behaviors and beliefs experienced in youth sports may perpetuate outside of the sport arena leading youth to believe it is okay to cheat or be violent in other areas of their lives.

These potentially negative environments may lead to unhealthy and undesired outcomes. Youth who participate in sports have been shown to be more likely to engage in more risky behaviors and report higher rates of negative experiences then those involved in other extracurricular activities (e.g. Dworkin & Larson, 2006; Eccles et al., 2003; Hanson et al., 2003). For example, several studies have found athletes are more

likely to use alcohol (Eccles & Barber, 1999; Eccles et al., 2003; Harrison & Narayan, 2003), smokeless tobacco, (Garry & Morrissey, 2000; Meinick, Miller, Sabo, Farrell, & Barnes, 2001), creatine (Naylor, Gardner, & Zaichkowsky, 2001) and to use other illicit drugs (Garry & Morrissey, 2000; Naylor et al., 2001) than non-athletes. Among urban adolescent boys, delinquency rates may be higher among sport participants when compared to those who participate only in nonathletic activities (Gardner, Roth, & Brooks-Gunn, 2009). In addition, sport participants are more likely to report lower levels of identity work, positive relationships, and adult network experiences compared to those involved in other types of activities (Dworkin & Larson, 2006).

Controversial Findings from Youth Sport Participation

Fortunately, the risky behaviors and negative implications associated with sport participation have not been found consistently. It appears clear that mere participation will not absolutely provide benefits and barriers to problem behaviors. It is the quality and implementation of these sport programs that determine the outcome (Theokas, 2009). Extracurricular activities often involve tasks that are highly valued, challenging and exciting, and are associated with mentoring from adult leaders, and positive peer interactions which may provide buffers against problem behaviors (Larson, 2000; Mahoney et al., 2005). However, not all sport programs meet these expectations.

All too often sports are considered generally, not specifically (Theokas, 2009) . Different sports have different requirements and expectations. They attract different types of participants and involve various patterns of interactions (Theokas, 2009). The contradictory results related to involvement in risky behaviors, particularly alcohol and other substance use, as well as positive attributes such as scholastic factors and

aspirations may be influenced by the sport environment, peer groups, and the adult leaders involved in the program. For example, the sport one plays, the dynamics of the team, previous risk factors and ones gender have been shown to influence negative behaviors associated with sport participation.

Comparing type of sport participation (school-sponsored, out-of-school activities), Moore and Werch (2005) found that there was a not consistent protective association between sport participation and substance use. Furthermore, the likelihood of use differed among males and females. Overall, males in out-of-school swimming and females in school sponsored dance, cheerleading, and gymnastics were at a decreased risk for drinking heavily and alcohol use, respectively. However, males in school sponsored swimming and out-of-school tennis as well as females in out-of-school dance, cheerleading, gymnastics, skateboarding, or surfing were at an increased risk for using alcohol. Likewise, school-sponsored football players and male swimmers were also more likely to smoke marijuana while male wrestlers and out-of-school tennis players were more likely to smoke cigarettes. In addition, Moore and Werch (2005) found significant differences in the use of alcohol, heavy drinking, and smoking cigarettes where white students were more likely to use these substances. In a longitudinal study that examined the role a particular sport has on development, Marsh and Kleitman (2003) found differing effects on participation in extramural and intramural sports, and in team and individual sports. Differences were found on youth outcomes including school grades, self-esteem, course work selection, homework, educational and parental aspirations, number of university applications, and educational aspirations. Specifically, those who played extramural sports had more statistically significant positive effects than those with

intramural athletic participation while those who played team sports had more positive effects than those participating in individual sports. However, the differences between team and individual sports were less striking.

Gender differences as well as peer influences may also contribute to the mixed findings. Coaches of boys' verse girls' teams have also reported differences on the problems facing young athletes today. Coaches of boy's sport teams rated greater tobacco, recreational, and performance enhancing drug use, as well as having boys in trouble with the police, stealing, getting poor grades, cheating on the field as occurring more frequently than those working with girls teams (Gould et al., 2006). Boys and girls teams may attract different types of people. Although Gardner et al. (2009) found an increased risk for non-violent juvenile delinquency among boys; they did not find similar associations among females. The risks appeared to vary depending on who the athletes were being compared to, the youth gender, and prior externalizing problems. The increased risk for juvenile delinquency occurs only when compared to those who participate in other activities not when compared to those who do not participate in organized activities.

Contributing Factors to Youth Outcomes: Getting the Most out of Youth Sports

More research is needed to help understand the multiple factors that influence youth sport participation outcomes and to understand why and under what conditions are youth sports good (Theokas, 2009) . There needs to be a better understanding of why sport participation yields mixed results and what needs to be done to create a more healthy environment that is conductive to positive prosocial behaviors (Gardner et al., 2009). Despite the lack of research, initial research suggests enhancing the likelihood of

positive outcomes appears greatest for programs that are higher in quality, more developed, and have consistent participation (Mahoney et al., 2005). In youth sport, two factors have emerged as key features contributing to the positive and negative outcomes and experiences: program design and adult influences (Fraser-Thomas, Cote, & Deakin, 2005). Together these can lead to positive experiences and outcomes. However, contextual shortcomings such as poor program design and leadership can hinder the development of positive outcomes.

Sport programs must be intentionally structured and designed to "develop better people rather than simply skilled individuals" (Fraser-Thomas et al., 2005, p. 32). Sport leaders have the ability to structure the environment such that youth not only develop physical skills but they also receive social, emotional, and psychological benefits (Gano-Overway et al., 2009). Coaches also play a role in program design and focus by setting the stage about the rules and what is expected of the athletes, the types of relationships one may form, and help develop skills and competency. Furthermore, they must provide intentional learning experiences and an atmosphere conducive to positive development (Eccles & Gootman, 2002).

In an attempt to establish a link between the sport context and developmental outcomes, Gano-Overway and colleagues (2009) examined how perceptions of caring (a contextual factor) could influence emotional regulation and empathy (behavioral outcomes). Their results suggest that it is the perceived quality of interpersonal relationships that influence youths' behaviors. These interactions serve to optimize pro-social behaviors while minimizing anti-social behaviors. Additionally, Coatsworth and

Conroy (Coatsworth & Conroy, 2009) found the quality of the coaching climate was an important predictor of sport participation benefits.

In addition to contributing and potentially controlling the structure of the environment, the characteristics of group leaders are critical for the success of youth programs (Peterson, 2004). Organizations must provide youth with adult leaders who can mentor youth and who can provide youth with long-term reciprocal relationships. The coach must demonstrate physical, social, and other life skills that increase the competence level of youth, establish a positive caring and trusting relationship, and encourage positive interactions with other youth (Danish et al., 2003). In addition, many coaches understand the need to promote personal development, but often do not know how to teach life skills (McCallister, Blinde, & Weiss, 2000).

Finally, in addition to the program design and interactions with adult leaders, youth need to have positive experiences in order to stay involved in the program. The number of years that youth participate in an activity may determine how that activity influences their development (Feldman & Matjasko, 2005). Understanding consistent or continued participation is an important component yet has rarely been examined (Eccles, 2006; Feldman & Matjasko, 2005). Of the few longitudinal studies on youth development, research has shown many positive benefits associated with continued participation in extracurricular activates (Eccles, 2006; Feldman & Matjasko, 2005). In the sport environment, understanding the effects related to the duration of participation and how to maintain participation rates is important. The high attrition rate among youth sport participants may be another factor inhibiting sport participation as a vehicle to promote competence (Petitpas & Champagne, 2000). As participation in sports decreases

after age 12 (Ewing et al., 1996), it increases the importance of understanding which factors facilitate continued participation and if and how continued participation leads to positive outcomes. In addition, many youth play for one coach during a season but may be exposed to different coaching practices or activities throughout the year. Taking a community-based approach to changing the youth sport culture rather than attempting to change one coach, one team, or one league, may enhance the experiences of youth and the potential for positive outcomes.

Currently, the youth development research provides a plethora of empirically based evidence related to positive development including what programs should do and how programs can enhance development. Although much is known about outcomes gained through participation in extracurricular activities such as organized sport programs, less is known about how sport programs in particular foster positive development. While numerous recommendations have been suggested based on what program organizers and communities *should* do all too often these recommendations remain untested or unpracticed in the sport domain. Additionally, interventions with coaches have demonstrated their ability to enhance development, however, they too have remained limited in scope and failed to address the influence of other Microsystems, the generalization to multiple populations, or other mediators of youth development (Conroy & Coatsworth, 2006)

Overall, one common recommendation found among researchers in a variety of fields includes increasing the knowledge of coaches and their ability to teach life skills. Knowing what coaches should do and what they are comfortable and trained to do are quite different (Danish et al., 2003; McCallister et al., 2000). For example, coaches often

know the right thing to say, but do little to teach the skill. Coaches must be prepared for a new role that includes teaching more than just sport skills but teaching the individual. Coach education programs provide one mechanism to aid in the development of coaches. Therefore, in order to develop quality programming, coach education programs must be instituted for staff and volunteers (Danish et al., 2003).

The Development of Coach Knowledge and Coach Education Programs

Today's youth sport coaches are expected to possess a large body of knowledge across numerous domains and wear many hats while doing so (e.g. Ewing et al., 1996; Gilbert & Trudel, 1999b; NASPE, 2006). Coaches are viewed leaders, mentors, teachers, and parents. They are expected to communicate effectively, understand sport-specific skills and tactics, teach athletes on an individual level, apply risk management strategies, and even deal with parents (Gilbert & Trudel, 1999b). In order to accomplish all of these tasks, coaches may turn to a variety of mechanisms to learn "how to coach".

Coaching is believed to be a complex process much of which remains unclear (e.g., Brewer, 2007; Cushion, 2007; Lemyre, Trudel, & Durand-Bush, 2007). Providing an in-depth understanding of how this process works is lacking such that understanding "how" coaches learn to coach remains in its infancy. There is no single, encompassing model to guide coaches and educators alike (Cushion, 2007). For example, coaches may gain knowledge from informal and formal educational courses, reflection, mentoring, and experience. Among youth hockey coaches, Wright, Trudel, and Culver (2007) found that these coaches learned through seven different situations including large scale coach education programs, coaching clinics/seminars, formal mentoring, books, personal experiences, the Internet, and face-to-face interactions with other coaches, while Lemyre,

Trudel, and Durand-Bush (2007) reported learning to coach goes beyond formal education programs and includes gaining experience as players, assistant coaches, instructors, interacting with others, using other researches including the Internet. More recently, communities of practice have gained the attention of researchers where coaches learn through opportunities "outside-of-the-classroom" by participating in on-going interactions with others (Culver & Trudel, 2008).

Clearly, coach education programs represent just one mode of how coaches learn. Coach education programs have been around for over 50 years (Gilbert & Trudel, 2004; Trudel & Gilbert, 2006). However, it is often inherently believed that these programs contribute to the knowledge, beliefs, and attitudes of coaches. Coach education programs are thought to provide a context in which coaches can learn how to structure the environment to provide optimal psychological benefits for their athletes (Conroy & Coatsworth, 2006). Coach education programs provide a cost-effective way to educate coaches on ways to structure the youth sport environment for optimal development and growth. Therefore, through these programs, it may be possible to enhance the benefits of youth sport such that these programs can also be viewed as youth development interventions (Conroy & Coatsworth, 2006). Furthermore, coaches have great influence on their athletes. Throughout a season, they have numerous interactions with their athletes and each of these interactions can be viewed as a micro-intervention. Coach education programs can teach coaches how to increase certain behaviors while decreasing others causing a change in the quality of the experiences of youth which may lead to enhanced youth development.

Youth sport coaches are often comprised of parents, community members, and former athletes. Most coaches in non-school sponsored programs are volunteers with few requirements or educational experiences related to coaching. The majority of recreation and agency-sponsored teams are coached by one or more parents (Seefeldt, Ewing, & Walk, 1991) who often receive little or no formal training (e.g. Ewing et al., 1996; Gilbert & Trudel, 2004; NASPE, 1986; Smoll & Smith, 2002). They are typically unqualified, relying heavily on their past experiences (Smoll & Smith, 2002) or on common-sense repertoires (Conroy & Coatsworth, 2006). While these coaches are often highly interested in providing opportunities for youth to participate, they may lack the knowledge needed to enhance youth development. Coaches typically understand the technical aspects of their respective sport more then they understand how to create a healthy psychological environment (Smoll & Smith, 2006).

The lack of training and preparation of sport coaches has been a concern of educators for some time. During the early 1980's the Youth Sport Coalition of the National Association for Sport and Physical Education (NASPE) published its first set of guidelines for coaching education (NASPE, 1986). The original guidelines addresses the basic competencies coaches should acquire subdivided into five categories: scientific bases of coaching; training and conditioning of young athletes; psychological aspects of coaching; growth, development and learning of young athletes; and techniques of coaching. In addition, they also provided information on how organizations should implement the guidelines. Soon after publication, the competencies were endorsed by 33 national sports governing agencies and institutions (Seefeldt et al., 1991). However, most agencies did not mandate that their coaches be required to fulfill the competencies. They

have also been criticized because organizations can only get coaches to attend sessions for a few hours. The guidelines and numerous competencies cannot be conveyed in this time.

To further guide coaches, NASPE published the National Standards for Athletic Coaches in 1995 (NASPE, 1995). The Standards provided organizations with recommendations on what coaches should know, value, and be able to do. In 2006, NASPE released a second set of standards and guidelines. The revised National Standards for Sport Coaches provide a framework that can be applied to and identify coaching competencies (NASPE, 2006). The goals of this edition were in part to make the standards more user-friendly and updated in order to fall in line with the current literature and best practices of sport today. In this revised edition, 40 standards are organized into eight domains including: philosophy and ethics, safety and injury prevention, physical conditioning, growth and development, teaching and communication, sport skills and tactics, organization and administration, and evaluation. Each standard includes a definition, examples, and benchmarks which can be used to assess and develop coaching competencies. For example, Domain 4 which focuses on growth and development includes "Standard 18: Provide athletes with responsibility and leadership opportunities as they mature" (NASPE, 2006, p. 14). This standard states that "sport provides an atmosphere for trial and error through practice and competition . . . Through these opportunities, athletes learn how to deal with conflict, engage in problem solving, and seek positive resolutions..." (p. 14). Benchmarks to develop these competencies include items such as teaching athletes to take responsibility for actions and adhering to team rules, allowing for athlete input and self-evaluation, and providing

opportunities for athletes to mentor others. All of the original skill components were included in the revised version, however some competencies were eliminated or incorporated to increase clarity and reduce redundancy.

Coach Education Programs

Coach education programs may be implemented at the local, state, or national level and delivered in a variety of formats such as face-to-face and increasingly online. Programs can range from a few hours to several course sessions over multiple years. Organizations may use programs designed exclusively for them or programs that are implemented nationwide. For example, the Michigan High School Athletic Association (MHSAA) recommends that coaches complete the Coaches Advancement Program (CAP)(MHSAA, 2007). The CAP program consists of six levels of certification and is conducted state-wide. This program offers some flexibility in when and where the sessions are held. Schools, athletic directors, or districts can request to host a session. By attending the program, participants receive certification (from Beginning to Masters Elite) based on the number of training hours as well insurance coverage to protect them against lawsuits. Likewise, the Montana High School Association has also created a coach education program (Stewart, 2006). This program is available online (www.coacheducation.org) where coaches can complete the ten chapters and eight quizzes. Since implementation in 2000, over 4000 coaches per year have completed all eight tests. Other organizations such as TDPAL require all coaches and those involved with the teams (e.g., board members, administrators, and managers) to complete three levels of a coach education program. Coaches complete a new level each year on material that builds upon previously learned concepts.

Unlike the previously mentioned programs, which have specifically been designed for the organization, several nationally recognized programs exist for local organizations to implement into their current program. For example, programs such as the American Sport Education Program (ASEP) and the Positive Coaching Alliance are available for school, organizations, or leagues to use in their communities. Just as the previous programs varied in their format, these nationally available programs also vary in how they are accessed and implemented. For example, ASEP allows coaches and/or organizations to complete courses online. They offer different courses based on whom the coach primarily works with such as courses geared toward volunteer coaches involved in youth sport programs, coaches who work with athletes over 14 years old, or coaches who want to work with high school or collegiate athletes (ASEP, 2006b). Coaches can become a "Double-Goal Coach" with the Positive Coaching Alliance though an online workshop or attending a live workshop sponsored by a local organization (Positive Coaching Alliance, 2006). However, this program is much less comprehensive than many others as it focuses primarily on coaching philosophy and psychology.

Finally, programs may have a specific or a more general focus. Programs may be specific, focusing heavily on one particular competency that the program developers or organization believes to be most important. For example, Smith, Smoll, and Curtis (1979) designed the Coach Effectiveness Training program (CET) to teach coaches how to relate more effectively with children. This program provides coaches with a two-hour training session related to enhancing relationship skills and desirable behaviors through feedback and reinforcement. Other programs like the CAP program address numerous competencies as a part of their certification program (MHSAA, 2007). They require

coaches to learn about concepts such as communication, dealing with parents, technical and tactical skills, basic first aid, designing a strength and conditioning program, and legal issues over a series of clinics. ASEP offers sport specific courses, courses in first aid, and basic coaching principles. For example, their coaching youth soccer course teaches coaches about coaching responsibilities, effective communication, how to develop plans and teach tactics, skills, and rules (ASEP, 2006a).

Evaluating the Benefits of Coach Education Programs

Based on the potential benefits coach education programs offer and their wide-spread availability, many organizations and schools are encouraging or requiring coaches to participate in formal training sessions. Schools and organizations not only want to increase retention and the quality of their coaches, they also recognize the fact that their coaches are responsible for their actions and want them to be protected against lawsuits.

Not only do coaching educators and organizations see a need for coach education training, many coaches believe that these types of programs are needed and can be beneficial. However, all too often the content and structure of the programs differs from what is being done and what the coaches want (Houseworth, Davis, & Dobbs, 1990; Wiersma & Sherman, 2005). Through several focus groups with volunteer youth sport coaches, Wiersma and Sherman (2005) found that many coaches felt that the demands on volunteers, lack of continuity, and variations in the consistency and quality of programs often created barriers that made coach education programs difficult or less appealing for coaches to attend. These coaches believed that as volunteers their time and resources to attend clinics were limited. They also expressed concerns about how consistent the requirements should be and were across the various leagues, such as those coaching Little

League baseball versus those coaching American Youth Soccer Organization (AYSO) soccer. Furthermore, coaches reported frustrations with leagues mandating coach education training programs yet allowing coaches to coach even if they missed a mandatory session. Finally, these coaches also expressed concerns regarding the content and delivery of the programs. One coach felt that "...I didn't get trained diddly in the clinic. It didn't get to the heart of what I need to know" (Wiersma & Sherman, 2005, p. 331). Houseworth, Davis, and Dobbs (1990) reported similar responses from high school coaches and athletic directors. Like the youth sport coaches, many high school coaches also expressed concern in the ability of school to recruit and retain coaches as well as the time and cost of requiring coach education programs. Conversely, (Vargas-Tonsing, 2007), favorable opinions about coach education with 97% of participants believing it was important and 87% believing coaching education should be mandatory. However, she also reported coaches would prefer and would be more likely to attend future programs if they addressed relevant topics, were readily available (i.e. online). The cost of such programs and monetary compensation was less important to these coaches.

Despite the number and types of available programs, most coaches still remain uneducated about the essential skills and best practices that are prerequisites to coaching young athletes (Ewing et al., 1996). Clearly, program designers face many problems when implementing programs. They must deal with high turnover rate, lack of time and desire on the coaches' part, lack of funding, and limited support or enforcement. Furthermore, many programs are being implemented without ever assessing the how well they work and if they are meeting the needs of coaches which can lead to coaches becoming frustrated and not truly learning or changing their behaviors. Researchers have

recently begun to assess the impact programs have on coaches (e.g., perceptions of program components, coaching efficacy, and attitudes and readiness to use sport psychology), yet rarely have these programs been assessed for their impact on youth development (Conroy & Coatsworth, 2006). Although it seems likely that there is a link between coach education and coach practice, that link is not well understood (Lyle, 2007). For example, Malete & Feltz (2000) assessed the MHSAA program on coaches' efficacy. The program raised high school coaches' confidence in being better able to affect the learning and performance of their athletes. However, typically organizers hope that by having coaches attend a session or become certified they will be able to posses the qualities needed to become better coaches, change behaviors, and have an impact on their athletes. These assumptions about application of behaviors and behavioral change may be just that. For example, Zakraksek and Zizzi (2008) found coaches had intentions to apply the skills taught in a sport psychology workshop. However, within a one-month follow-up their readiness to use sport psychology services remained low and regressed to the pre-workshop mean. Furthermore, Rodgers, Reade, and Hall (2007) have suggested that additional factors may mediate the link between education and sound coaching practice. Research is needed to understand how and if coach education programs are able to produce change.

One concern and potential barrier to elicit behavioral change is that coach education programs are not being geared to what the coaches need most. Not meeting participants' needs may lead to the programs facing many challenges in their ability to implement and sustain quality program. The content and structure of many programs seems to be based on experience and applying sport science knowledge (Houseworth et

al., 1990) rather than meaningful and interesting topics (Wiersma & Sherman, 2005). Interestingly, Houseworth, Davis, and Dobbs (1990) found that coaches would also prefer to attend a clinic about the topics they felt most knowledgeable about compared to the topics they knew less about. Likewise, Vargas-Tonsing (2007) found coaches would prefer to learn about topics such as communication with parents and athletes, instructions drills, motivational techniques, and character building over areas such as stress management, drugs and addictive behaviors and gender issues. Their preference of topics and awareness of needs may be influenced by their degree of experience in coaching. For instance, Vargas-Tonsing (2007) suggests least interesting topics may have been least understood or believed less applicable to youth sports. Overwhelmingly, coaches would prefer having a facilitator who can understand and discuss age-specific material and one who also understood the philosophy of the program, such as teaching the fundamentals and teamwork verse a high school or collegiate coach with winning at all cost approach (Wiersma & Sherman, 2005). Moreover, coaches also became frustrated with repeating information year after year when programs were mandatory.

In addition to the participants' views and barriers to coach education training, coach educators have identified several challenges that must be overcome to enhance the quality of coach education. In 2000, coach educators from 29 countries identified 10 essential challenges that must be addressed (Bales, 2007). These challenges included problems such as adopting an athlete-centered philosophy, widening the access to and developing support systems that will encourage open-learning at the time, place, and frequency that meets coaches' needs, as well as continued learning and professional development. They also believed coach education programs must identify, develop, and

evaluate coaching competencies and teach participants how to apply their knowledge to coaching practices. They must educate participants about standards of ethics and the vital role of the coach.

With few evaluations having been conducted on coach education programs, there is little evidence about the overall impact these programs have on both the coaches and on the youth who participate. The assessments on the impact of coach education programs have been limited in scope. Intervention studies, designed to change coach's behaviors, knowledge, or attitudes, have rarely been published (Gilbert & Trudel, 2004). A few studies have provided ways in which programs can be assessed but these models have not been fully tested (Conroy & Coatsworth, 2006; Gilbert & Trudel, 1999a; Trudel & Gilbert, 2006) For example, Gilbert and Trudel (1999a) developed an evaluation strategy based on Brinkerhoff's Six Stage Model of Evaluation but only tested it with one coach. In 2006, Conroy and Coatsworth attempted to examine the efficacy of coach training programs for the effects on youth development and found no other research published in peer-reviewed journals that examined youth outcomes aside from studies involving the Coach Effectiveness Training. Even internationally, there have been no published impact evaluations on large-scale coach education programs (Lyle, 2007).

Overall, the majority of the research contributing to an understanding of the coaches' role in youth sports has been developed by Smith, Smoll and colleagues. Their work has led the way in examining coaching effectiveness and the impact of coach education training programs. Their line of research began in the late 1970's and continues to expand today. This research was guided by their belief that a training program should be based on "scientific evidence rather than on intuition or what we "know" on the basis

of informal observation" (Smoll & Smith, 2006, p. 459). In order to develop a coach training program they began exploring "what" should be presented and generating an empirical database based on the mediational model of coach-athlete interactions. Their model implies that the effects of coaching behaviors are mediated by the athletes' perceptions, how they interpret his or her actions, and their ability to recall the situation (Smoll & Smith, 2006). Therefore, in order to create a coach education program, they began to determine how these factors were interrelated as well as which individual difference variables could serve as moderator variables. In addition, they expanded the initial basic model to include situational and individual difference variables.

Their research began with developing an assessment system to assess coach behaviors and then was expanded to gain the perspective of the youth participants on coaching behaviors, attitudes, and self-esteem. Smith, Smoll, and Hunt (1977) created the Coaching Behavior Assessment System (CBAS) over several years as a way to observe and code the behaviors of coaches. This observation system, based on social learning theory, addressed two categories of coach behaviors: reactive behaviors and spontaneous behaviors. Eight reactive behavioral categories related to responses that immediately preceded desirable performances, mistakes, or misbehaviors and four spontaneous behaviors that are initiated by the coach not as a response to an event such as game related or game-irrelevant behaviors are observed and coded. More specifically, the CBAS assesses behaviors such as positive reinforcement, non-reinforcement, mistake-contingent encouragement, mistake contingent technical instruction, punishment, punitive technical instruction, ignoring mistakes, keeping control, general technical instruction, general encouragement, organization, and general communication. This system addresses

interactions between the situation and the coach's behavior, can easily be used in the field and has been found to be a highly reliable and valid instrument.

Following the development of the CBAS, Smoll, Smith, and colleagues began observing coach behaviors and assessing the potential impact of the coaches' behaviors on athletes' psychological development (Smoll & Smith, 2006). Overall, they have coded over 80,000 coach behaviors on about 70 male coaches and interviewed and administered questionnaires to nearly 1,000 youth (Smoll & Smith, 2006). For example, based on observations of 51 Little League coaches, the majority of coach behaviors fell into the CBAS categories related to reinforcement, general technical instruction, and general encouragement (Smith, Smoll, & Curtis, 1978). However, about 20% of the observed mistakes were responded to with punishment or punitive technical instruction. Unfortunately, Smith, Smoll, and Curtis (1978) also found coaches' ability to give self-ratings of their behaviors that corresponded to the perceptions of others was limited. Coaches believed they were behaving in a way that would be instrumental in achieving their goals, but, their athletes' perceptions of behavioral frequency and their observed CBAS scores did not reflect their perceptions on how often they performed such behaviors. The correlations of actual behaviors and coach and athlete perceptions of such behaviors were often low and generally showed non-significant relations. In addition athletes' reactions, attitudes, and attraction toward their coach, participation and teammates, as well as general and athletic self-esteem were also studied (Smith et al., 1978). Most children expressed favorable attitudes toward their coach. Youth with lower self-esteem tended to evaluate teammates and baseball less favorably, however, coaches oriented toward technical instruction were evaluated more positively.

Based on their initial findings, a clear relationship between coach behaviors and the reactions of youth emerged (Smoll & Smith, 2002). These relationships provided empirical evidence for creating a set of guidelines and led to the development of a coach training program (Smoll & Smith, 2006) which also allowed the structure of the program to be "information-sharing rather than speculative" and increased its credibility with coaches (Smoll & Smith, 2002, p. 118). The Coach Effectiveness Training (CET) program was developed in 1979 and provided guidelines about key behaviors and desirable and undesirable methods of responding to specific situations (Smith et al., 1979). For example, coaches were encouraged to reward good plays and efforts, provide encouragement and give instructions on how to do it right after mistakes and establish clear expectations. They were also urged not to take efforts for granted, punish kids when things go wrong, or using physical methods to maintain order.

The impact of this program was tested using a quasi-experimental design. Coaches who previously participated in the studies examining coach behaviors and athlete reactions to their experiences were assigned to an experimental or a control group (Smith et al., 1979). Eighteen coaches attended a training session that lasted about 2 ½ hours. In addition, coaches also received written information and behavioral feedback and self-monitoring to increase self-awareness and compliance with the coaching guidelines. Coaches were observed throughout the season while players' perceptions of coaching behaviors, attitudes toward their coach and baseball, intention to return, and levels self-esteem were evaluated. Findings from this study showed that coaches who were trained differed in their behaviors compared to the untrained coaches.

Not only have they studied implications on coach behaviors, they are some of the few researchers who have evaluated a program for its effects on youth development. They have focused their evaluations on athletes' perceptions of their experiences, levels of self-esteem and anxiety, as well as youth outcomes related to future participation. In their initial evaluation of the CET, players of trained coaches evaluated their coaches more positively, indicated a stronger desire to return, and experienced significant increases in their self-esteem (Smith et al., 1979). Similar results have been replicated in regards to player-perceived behaviors, positive evaluations, experiencing fun and higher levels of attraction (Smith & Smoll, 1990; Smoll, Smith, Barnett, & Everett, 1993) as well as enhanced self-esteem (Smith & Smoll, 1990; Smith, Smoll, & Barnett, 1995; Smoll et al., 1993), and sport performance anxiety (Smith et al., 1995) when comparing trained and untrained coaches. In particular, these results showed children low in self-esteem responded most positively to coaches who attended a training session and were more reinforcing and encouraging (Smith & Smoll, 1990). In addition, coaches who participated in the training session were able to reduce their player's trait anxiety over the course of the season (Smith et al., 1995) and had players indicate that they had more fun (Smith et al., 1995; Smoll et al., 1993). Furthermore, Barnett and colleagues (1992) conducted a follow-up study a year after implementing the CET to ten baseball coaches (Smoll et al., 1993) in order to examine the impact of the program on athlete attrition. While the first part of the study (Smoll et al., 1993) demonstrated that children who played for trained coaches evaluated their coaches, teammates, and experiences more positively, the second phase Barnett, Smoll, and Smith, (1992) showed that those players were less likely to dropout (5% vs. 26%). Moreover, there was a major difference in why

the youth who played for trained coaches chose not to return. Children of the trained coaches often left the sport due to conflicts of interest such as having a lack of interest, a change in preference, or experiencing some kind of an inconvenience. Children of untrained coaches more often cited aversive-affective experiences such as not having fun, stress, or unsatisfactory interpersonal evaluations (Barnett et al., 1992).

Overall, most of the literature on coaching science, including coach education, has been dispersed through numerous journals and other publications which limits the ability of practitioners to incorporate the best knowledge into coach education programs (Gilbert & Trudel, 2004). The information often remains distant and disconnected from coaching practices. There are numerous studies published on coaching behaviors, yet there is little information on coaching attitudes and thoughts (Gilbert & Trudel, 2004). Many studies have reported on "how coach education should be", "how [evaluations] might be done" and on participant responses (Lyle, 2007, pp. 26-27). Furthermore, most studies rely solely on the head coach and fail to examine the role of the assistant coach, officials, or parents all whom may play a critical role in the coaching process (Gilbert & Trudel, 2004). Excluding the work of Smith and Smoll and associates, no published studies have provided as an extensive impact evaluation on coach education programs despite the fact that the need for programs to be evaluated and provided with recommendations has been recognized.

Program Evaluation

Evaluation research has been conducted for decades and became increasing conceptualized following an explosion of federal expenditures in the 1960's and 1970's (Patton, 1997). Since the 1970's, numerous authors have defined evaluation within the

social science paradigm. For example, evaluation has been defined as "the systematic assessment of the operation and/or outcomes of a program or policy, compared to a set of explicit or implicit standards, as a means of contributing to the improvement of the program or policy" (Weiss, 1998, p. 4), and the "systematic application of social research procedures for assessing the conceptualization, design, implementation, and utility of social intervention programs" (Rossi & Freeman, 1993, p. 5).

Overall, most definitions related to formal evaluation require a systematic assessment and focus on improving a program by gaining an understanding of the process a program entails or through examining the outcomes achieved. Research must be practiced with rigor and formality in order to produce acceptable results (Weiss, 1998). Evaluation expanded from what works and what should be funded to include helping programs improve as they were being implemented (Patton, 1997). It may consist of a variety of methods, but often relies on common elements such as their overall purpose and standards of comparison (Coffman, 2007; Weiss, 1998).

The overall purpose of evaluations often aims to contribute to the provision of quality services to those people in need (Posavac & Carey, 1997). However, there are many underlying and more specific reasons which drive evaluation research. Specifically, evaluations provide information to help direct resources to unmet needs and verify that planned programs provide services and are being implemented as intended (Posavac & Carey, 1997). They examine results such that programs may lead to improved levels of accomplishment, determine which services produce the best results and which types of programs offer the most services needed, provide information in order to maintain and improve program quality, and aim to minimize negative side effects. Program evaluations

provide contributions to the quality of programs through feedback which can strengthen the plans for services and delivery, through their ability increase the efficiency of programs, from assessing whether a program should be started, continued, or chosen from various alternatives or from monitoring a program to maintain effectiveness. Additionally, they may be used to inform stakeholder needs and to improve social conditions and policies (Chatterji, 2007). As more programs are being required to show the impact they have and to justify funding and financial support, the use of evaluation has grown rapidly for programs to provide information about and evidence of the effective services they provide (Posavac & Carey, 1997) and justifications about ways to better allocate funds (Weiss, 1998).

Based on the numerous aims and purposes for which program evaluations are conducted, programs clearly differ in many ways, such as in what they hope to accomplish and what they need to do so. In addition, programs often must answer and address the needs of several people involved such as the community, funding agencies, organizers, participants, or government officials. Program evaluations are rarely a "cut and dry" activity (Rossi & Freeman, 1993) and are an ongoing process designed to help better understand a program and to assess what factors influence the program and its participants (W.K. Kellogg Foundation, 2004a). Therefore, it is wrong to assume a "one size fits all" approach to program evaluation will meet the needs of the programs and their participants (Posavac & Carey, 1997, p. 11). Because evaluations serve different purposes, they may require a variety of strategies to assess how well program is doing (Rossi & Freeman, 1993).

To meet the needs of program stakeholders, including participants, organizers, and funders, as well as to address the programs needs and aims, several models of evaluations have been developed. Evaluation approaches include examples such as use-focused, theory driven, consumer based, empowerment and inclusive (Bledsoe & Graham, 2005). Additionally confirmatory methods (Reynolds, 1998), empowerment (Wandersman & Snell-Johns, 2005), and utilization-focused (Patton, 1997) have gained the attention of evaluators. Furthermore, evaluations may be formative or summative; helping to form the program or helping to decide if a program should be continued (Posavac & Carey, 1997). However, rarely do evaluations lead to the termination of a program. Evaluations may also focus on the process or the outcome of the program. In the past, many evaluations focused on the outcome of the program, yet provided little evidence of what goes on in the program or what led to the various findings. These "blackbox" approaches do not serve well when the evaluation is expected to influence program improvement (Posavac & Carey, 2007). This rapid increase in the number of evaluation approaches and the aims of the evaluations has led a proliferation of resources available for evaluators to use as well as recommendations on when to use a particular evaluation and which type yields ineffective or stronger results (Donaldson, 2007).

Overall, the various types of evaluation models add to the knowledge gained about a program and often provide evidence-based models for best practice. However, which approach works best and under which circumstance has been a constant question in the evaluation literature (Bledsoe & Graham, 2005; Donaldson, 2007). For example, randomized control trials (RCTs) have often been viewed by some theorists as the 'gold standard' to generate strong scientific evidence about the effectiveness of programs in the

public service sector (Chatterji, 2007). Based on RCTs, programs are often viewed as 'good' or 'bad'. However, given the complex nature of many intervention programs, RCTs may lead to many challenges including the inability to implement such practices under field conditions, an inability to fully explain outcomes or rule out alternative explanations. Given the circumstances surrounding programs, most evaluations are not entirely focused on RCTs, but often rely on multiple approaches (Bledsoe & Graham, 2005).

Furthermore, programs often vary in the stage in which the program is being implemented. Programs may wish to evaluate the program prior to it being conducted, in the early stages of the program, or after the program has been implemented for some time. The combination of what stage a program is in, who the program is serving, as well as the goals and aims of the program may influence the type of evaluation conducted and the results needed to demonstrate the effectiveness of the program. To ascertain the most information about a program, several authors have recommended that a variety of methods be employed (Chatterji, 2007) as well as a variety of approaches (Bledsoe & Graham, 2005). Using a variety of approaches can aid in understanding the needs of stakeholders, produce better methodological designs, and yield more accurate recommendations (Bledsoe & Graham, 2005). They can be helpful in determining recommendations for future evaluations, in developing program recommendations, and in identifying side effects of and questions to consider. Furthermore, using multiple approaches and a variety of methodologies can provide scientific credibility, validity, and utility (Bledsoe & Graham, 2005) and can better address the needs and provide more compelling evidence (Chatterji, 2007). In addition, program evaluations can be improved

upon by using extended term, mixed methods types of designs (Chatterji, 2007). Program evaluations should include qualitative and descriptive data gathering, delaying randomized experiments until formative 'learning' studies are completed, and using scaled-up confirmatory studies that utilize what is learned from small-scale program testing. Furthermore, the grades of evidence can be enhanced by starting with a systematic, phased approach that is guided by the program's underlying logic and developmental stage. In addition to multiple methods, Chatterji (2007) called for the use of 'grades of evidence' which adds different and expanded criteria over the traditional used effect size and statistical significance of findings. For example, the criterion for the quality of evidence depends on field conditions, methodological choices and quality of execution. Different designs have the potential to yield varying degrees of effectiveness evidence. This evidence is dependent on the rigor in which studies can be and are carried out and is based on researchers' responses to constraints and conditions throughout the phases of a project. However, combining methods and types of assessments can add to the quality of the program evaluation but they can also pose many challenges (Bledsoe & Graham, 2005; Chatterji, 2007).

Using Theory-Driven Program Evaluations to Generate Results

Theory-based program evaluations have become commonplace in many evaluations (Donaldson, 2007; W.K. Kellogg Foundation, 2004a). Program evaluation theory attempts to incorporate the best practices, procedures, and methods from other theories such that evaluation practices described under different labels may fall under the program evaluation theory-driven definition (Donaldson, 2007). It allows for and

recommends the use of various methods of assessment based on discussions with key stakeholders on what would best serve their needs. According to Donaldson (2007),

> "Program Theory-Driven Science is the systematic use of substantive knowledge about the phenomena under investigation and scientific methods to improve, to produce knowledge and feedback about, and to determine the merit, worth, and significance of evaluands such as social, educational, health, community, and organizational programs" (p. 9).

Overall, it can be used to design and improve programs, facilitate learning and development of new knowledge and meet accountability needs as well as develop program impact theory, and formulate, prioritize and answer evaluation questions.

Program evaluation theory aims to improve programs largely through the use of a participatory approach with program stakeholders and creating conceptual models, a program process theory, and program impact theory (Donaldson, 2007). These approaches allow for diagrams and pictorial depictions on how a program should work. The program process theory maps out the nature of the program. It provides a service utilization plan and an understanding of the programs implementation and interactions between the target population and the program all of which are necessary to understand the programs outcomes. On the other hand, the program impact theory focuses on the expected results gained from the program on key outcomes, problems of interest, or needs of participants. Together developing a conceptual model and process and impact theory can help evaluators and stakeholders develop a common understanding of the program and lead to informed evaluation questions and design. Because participatory theory-driven evaluations are dynamic and often unpredictable, the process on how to use

these approaches can be highly varied depending on the goals of and the stage in which the program is being implemented.

Logic models have become a popular tool to depict program logic and theory (Donaldson, 2007). In general, logic models involve mapping out a program's inputs, activities, outputs, initial-, intermediate-, and longer-term outcomes. Logic modeling incorporates both the program process theory by examining the program's inputs, activities, and outputs, as well as program impact theory which examines the initial, intermediate and longer term outcomes (Donaldson, 2007). It links program outcomes with activities and processes and the theoretical assumptions of the program (W.K. Kellogg Foundation, 2004b). To better understand logic models, the Kellogg Foundation has published a guide which focuses on the development and use of such models (W.K. Kellogg Foundation, 2004b). This guide helps organizations and evaluators develop a process which will enhance the participatory role of those involved in the program as well as providing a clear map of what is ahead. It provides general background information on logic models, examples, exercises, and checklists related to the development of simple program logic models and ways to expand upon the basic model.

Logic models require a simple image and clear approach of how the organization works based on the theory and assumptions underlying it (W.K. Kellogg Foundation, 2004b). According to the Kellogg Foundation (2004b), logic models can vary in complexity and often grow and change over time with the program itself. They can be used at all stages of a program from its planning and infancy stages to improving an existing program. Although there is no best logic model, most models follow a similar template incorporating resources, activities, outputs, outcomes, and impact into the

model. Each component should be connected to the specific program theory. In addition, the outcomes and impacts should following the goal setting principle: SMART (specific, measurable, action-orientated, realistic, and timed).

Furthermore, theory-driven evaluation models also provide steps for formulating, prioritizing, and answering evaluation questions. Once the program impact theory has been developed, evaluators should work with key stakeholders to develop potential questions to explore (Donaldson, 2007). Next, questions should be prioritized and examined for which type of evidence is needed to answer the questions of interest (Donaldson, 2007). Unlike other evaluation models, the program theory-driven approach is method neutral; no one method is superior or applicable in all contexts. Therefore, evidence based results often rely on the input from stakeholders and evaluators based on what they prefer, what resources are available, and what is feasible. For example, some evaluation teams and stakeholders will require evidence based on RCT's while others prefer in-depth descriptions or qualitative designs. These final steps in the program theory-driven process should help address the questions to be answered in the evaluation as well as how the evidence will be gathered and used.

Additional Evaluation Recommendations and Guideline

In 1994, the Joint Committee on Standards released a revised set of standards for program evaluation to address some of the issues surrounding program evaluation (The Joint Committee on Standards for Educational Evaluation, 1994). The Standards serve as a framework for designing, improving, and assessing program evaluations. They address responsible conduct and use of evaluations through 30 standards categorized into four groups: utility, feasibility, propriety, and accuracy. Overall the four attributes are

intended to ensure that an evaluation will serve the needs of intended users, remain ethical, and provide information about the features that best determine the merit or worth of a program. They address issues such as identifying stakeholders and their needs, justifying resources expended, keeping the evaluation procedures practical and reducing distractions, maintaining formal agreements in what is to be done, when, how, and by whom, as well as information pertaining to the results and reporting findings. Although not applicable in all situations, the committee recommends that the relevance and importance of each standard should be addressed in an evaluation.

In addition to The Standards (1994), the Kellogg Foundation (2004a) published a set of principles to guide evaluation work and to strengthen the quality of programs. The Kellogg Foundation's ultimate goal is to improve the well-being of people by obtaining ongoing, systematic information throughout a programs lifecycle. According to the Kellogg Foundation, evaluations should include a range of techniques and take a multidisciplinary approach. The methods chosen should address the most important project questions and real-life issues affecting those involved (W.K. Kellogg Foundation, 2004a). Evaluations should be community-based, assessed through a participatory process, include multiple perspectives, provide reliable information, and should be flexible. Evaluations may need to adapt and adjust as the program itself evolves. Program evaluation should focus on ways to improve the program not just prove that it worked.

The main focus of the Kellogg Foundation's handbook stems from project-level evaluations used to improve and strengthen projects (W.K. Kellogg Foundation, 2004a). These evaluations include the "consistent, ongoing collection and analysis of information used in decision making" which can be integrated into each phase of a project's

development (W.K. Kellogg Foundation, 2004a, p. 14). Project evaluations combine three components: context, implementation, and outcome evaluations, such that they have the capability to address a broader range of questions, improve the program's effectiveness without overlooking critical aspects of a program including the how, why, when and for whom programs work. The three components of program evaluations focus on different aspects of a program, however each should be included in the overall evaluation.

During the early stages of a program, context, implementation, and outcome evaluations play a critical role in understanding the effectiveness of the program and what needs to be done (W.K. Kellogg Foundation, 2004a). Context evaluations improve the understanding of community and program stakeholders by assessing their needs, assets, and the resources available to increase the likelihood the program will be supported. A context evaluation also may include an organizational assessment. This type of assessment may be useful after the program has been running for a year to help identify stumbling blocks and obstacles that the program faces. Overall, needs and organizational assessments provide the groundwork for implementation and outcome evaluations. Implementation evaluations focus on what happened and why by examining the core activities. They aim to improve the effectiveness of current activities, provide support for maintaining the project including providing documentation for funders about the progress of a program. They provide insight into why goal are or are not being met, and help project leaders make informed decisions. For example, implementation evaluations intend to answer questions such as what characteristics of the project have facilitated or hindered project goals, which strategies are being implemented successfully,

what can be done to modify or adapt activities not being successfully implemented, or what settings appear to be most appropriate and useful. Finally, outcome evaluations assess the short- and long-term results of a project. In the initial stages of a program, they aim to address which outcomes the program hopes to achieve, how these outcomes are linked specific program components, and ultimately they aim to address what is the impact that the program is having on its participants. They help answer the questions about what works, for whom, and in what circumstances. In addition, outcome models should be flexible, allowing for planned outcomes and unanticipated outcomes to be examined.

Summary

Overall, youth sports provide one avenue to foster positive development among youth. The evidence is clear that this development will only take place when appropriate skills, behaviors, and actions are intentionally taught. The youth sport coach plays a critical role in teaching the skills that enable youth to become competent, productive adults. Although many coaches are aware that sport has the potential to develop more than just good athletes, not all coaches are aware of how to teach the skills beyond the X's and O's of their sport. Coach education programs provide one way to help provide coaches with information and recommendations about what they can do to enhance the development among their athletes. However, even though coaches may know what they should be doing, not all coaches incorporate the information imparted upon them from the coach education program into their daily routine. Not only is it important to understand what coaches are currently doing and how coaches are able to influence the behaviors of their athletes, it is also important to understand how to best meet the

coaches' needs. Evaluating coach education programs is a critical aspect to help better understand the link between coach education programs, coaching practices, and the role significant adult relationships play on athlete outcomes.

CHAPTER 3: METHOD

Purpose

The primary purpose of this study was to gain a better understanding of who is serving as volunteer coaches in TDPAL, a large urban youth sports program with the development of life skills as its primary objective. Particular emphasis was placed on understanding the demographics and backgrounds of these individuals, as well as their views about life skills development and their perceptions of the adequacy and relevance of the IMPACT training they received. A secondary purpose served to determine which, if any, participant characteristics would predict coaches' opinions and attitudes about their role in youth sports and the TDPAL program.

Sample and Procedure

Based on a report provided by TDPAL (2008) an estimated 1200 coaches are involved in the TDPAL program. Prior to the initiation of this study, an estimated 564 TDPAL coaches had completed the Level 1 IMPACT training program while another 514 attended both the Level 1 and the Level 2 clinics. However, these numbers reflect rough estimates of those involved in the program based on a spreadsheet used to track coaches and may be over inflated due to duplicate coach listings in the program based on the fact that coaches might coach multiple sports.

The original method proposed in this study was to mail all coaches currently involved in the TDPAL program a survey. However after numerous discussions with the TDPAL staff, it became clear that mailing the survey just to coaches would not be an option. It would be difficult to separate out who was a coach and who was involved in the program in some other aspect such as a team administrator, team mom, or league

administrator (all whom are required to attend IMPACT sessions). Second, the staff indicated that many of the volunteer mailing addresses were unreliable and changed often. Furthermore, due to the length and nature of the survey, their staff felt it would be helpful to give the survey in person at either a coach meeting or an IMPACT session, where the investigator could answer questions and check to make sure the entire survey was completed and to include an incentive to every person who completed it. Thus, it was decided that the surveys be completed in person and that each coach / volunteer who completed the survey would receive an AMC movie ticket to a show of their choosing. Due to the limited access to coaches / volunteers and the need to directly request participation, only participants who attended an IMPACT session or a coach meeting from mid-April through June were included in this study. Overall, coaches / volunteers attending 15 IMPACT sessions (five Level 1, five Level 2, and five Level 3) and two coach meetings (softball and soccer) were surveyed.

During the period between April and June 2008, 561 coaches / volunteers attended an IMPACT session with an additional 31 attending a coach meeting. All coaches and volunteers attending these programs including people such as team moms, league administrators, and registers who are required by TDPAL to be trained through the IMPACT program were invited to complete the survey. Of those in attendance at an IMPACT session and in the coach meetings, 420 coaches / volunteers took a survey to complete.

Of those completing the survey, 125 (30.6%) indicated their primary role on the team was head coach, 186 (45.5%) indicated assistant coach while 98 (24%) responded 'other'. Because the primary purpose of this study was to gain a better understanding of

who is coaching within the TDPAL program, only those participants who indicated their primary role was "coach" or "assistant coach" were included in this study. Table 4 summarizes where surveys were administered and the return rate of all participants completing the survey.[1]

Table 4 **Percent of volunteers attending and completing survey**

Session Type	Number of volunteers in attendance	Number of volunteers completing survey	% return rate
Level 1Clinics	201	150	74.6
Level 2 Clinics	116	88	75.9
Level 3 Clinics	244	151	62.7
Coach Meetings	31	28	87.1
Other	3	3	100
Total	595	420	70.6%

Upon examining the coach only subgroup, an additional 11 surveys were excluded because these coaches had a large amount of missing data (e.g. over 10%). In total, 289 (123 head; 166 assistant) coaches comprised the final sample. These coaches attended a variety of coaching education clinics and meetings. Table 5 shows a breakdown of the number of male and female coaches attending each session type.

[1] Footnote: the actual return rate may be higher. Several coaches attended multiple meetings (i.e. two IMPACT sessions or an IMPACT session and a coaches meeting) and others did not meet the minimum requirements (over 18 years of age) to complete the survey.

Furthermore, Table 6 compares the percentage of coaches completing the survey with the percentage of certified coaches in the program.[2]

Table 5 **Data Collection Session**

Type of Session	Coaches completing the survey		
	Male	Female	Total
Level 1	72 (25.0%)	32 (11.1%)	104 (36.1%)
Level 2	41 (14.2%)	21 (7.3%)	62 (21.5%)
Level 3	85 (29.5%)	13 (4.5%)	98 (34.0%)
Coach meeting	12 (4.1%)	9 (3.1%)	21 (7.3%)
Other	3 (1.0%)	0 (0.0%)	3 (1.0%)
Total	213 (74.0%)	75 (26.0%)	288

[2] Footnote: the number of coaches in the program is based on the number of coaches who have completed an IMPACT training session over the past year in which a tracking program has been implemented. Additional coaches are believed to be involved (particularly within the baseball program); however, at this time it is difficult to track these coaches.

Table 6 **Percentage of TDPAL Coaches Completing Survey by Sport Coached**

Sport	Number and % certified coaches in program*	Number and % of coaches surveyed	% difference
Football	541 (39.7%)	125 (46.1%)	6.44
Cheer	225 (18.7%)	37 (13.7%)	-5.00
Soccer	154 (11.29%)	37 (13.7%)	2.41
Flag Football	18 (1.32%)	2 (0.7%)	-0.62
Baseball	76 (5.57%)	27 (10.0%)	4.43
Softball	17 (1.25%)	6 (2.2%)	0.95
T-Ball	19 (1.39%)	10 (3.7%)	2.31
Basketball	199 (14.59%)	10 (3.7%)	-10.89
Track and Field	18 (1.32%)	4 (1.5%)	0.18
Golf	5 (0.37%)	1 (0.4%)	0.03
Tennis	20 (1.47%)	12 (4.4%)	2.93
Volleyball	42 (3.08%)	0 (0.0%)	-3.08
Other		17	
TOTAL	1364	289	21.19%

** Number of coaches in program includes only those coaches who are certified – completing at least one level of IMPACT training during the past year. The actual number of coaches may be higher.*

Survey Measures

Survey Construction

Prior to data collection, a two step process was used to develop the content of the survey and review it for suitability. First, a panel of six youth sports experts reviewed the content and format of the questionnaires in light of the purposes of the study and the content taught in the IMPACT program. Secondly, TDPAL staff was asked to review and complete the questionnaire and provide information about is suitability (e.g., length, level of wording). Minor comments and modifications were made.

Questionnaire

Appendix A contains the demographic questionnaire and questions pertaining to their opinions about coaching, the IMPACT program and TDPAL. In addition, Appendix B depicts the specific items in the survey categorized by the major constructs the investigator assessed. Imbedded within the questionnaire, coaches also completed the Coach Orientation Inventory (COI; Martens & Gould, 1979) and the character building efficacy dimension of the Coach Efficacy Scale (CES; Feltz, Chase, Moritz, & Sullivan, 1999).

The Coach Orientation Inventory (COI) is a 7-item questionnaire assessing three possible coaching orientations: self, affiliation, and task. These three orientations are based on the types of rewards coaches seek which may impact how they react to the challenges associated with their position and to those working with them (Martens & Gould, 1979). Overall, coaches tend to seek three types of rewards: gaining some self-satisfaction (self), having a good time (affiliation), and getting the job done (task). Martens and Gould (1979) described these three coaching orientations as being

exemplified by "Sam Selfish", "Arnold Affable" and "Ted Tenacious". Sam is a coach primarily interested in obtaining recognition and fulfilling his/her own needs. Sam coaches for the extrinsic rewards, praise, respect, and ultimately wants to be a winning coach. Arnold is most concerned with forming relationships and helping foster strong interpersonal relationships. He is easy to talk to, friendly, emphasizes having fun and working cooperatively, and is there to be with the kids. Finally, Ted is primarily concerned with achieving the team's goals, aims to be highly effective in teaching and very knowledgeable about the game. Ted focuses on having his team play the sport well as well as ways to overcome obstacles limiting the team's success.

Items on the COI have three possible alternative answers. Such that for each item, participants are asked to indicate the most and least preferred alternative. Specifically, coaches were told to "indicate in the "*most*" answer space which *one of the three choices,* a, b, or c, is the most true, most preferred, or most important to you. Then choose the *least* true or least preferred of the three choices" even if they thought all three choices were important. Preferred answers are coded with a value of 3, the least a value of 1, and the alternative not chosen a value of 2. Separate scores for self, task, and affiliation orientations are calculated by adding up the assigned value for each alternative response. Scores for each orientation could range from a low of 7 to a high of 21.

As demonstrated by Martens and Gould (1979), the COI was found to demonstrate high level of content validity and reliability. Twelve sport psychologists reviewed the measure, indicating which orientation was being reflected in the possible responses. For the 21 alternatives, the COI had a 98% confirmation of content validity.

Using a test-retest procedure, reliability coefficients were reported as: self orientation r = .86, task orientation r =.84, and affiliation orientation r =.77.

The CES is a 24-item measure used to assess a coaches' efficacy strengths (Feltz et al., 1999). All items begin with the stem: "how confident are you in your ability to . . ." The CES contains items assessing four dimensions: technique, game strategy, motivation, and character building. However, due to the focus of the TDPAL program (building character in young people) and the primary interest of evaluating coaches' confidence on specific items related to the IMPACT program, only the character building dimension of the CES was employed. The character building efficacy dimension examines a coach's ability to influence the personal development and attitude toward sport and consists of four questions: instill an attitude of good moral character, instill an attitude of fair play among your athletes, promote good sportsmanship, and instill an attitude of respect for others.

For the present study, each item assessing a coach's level of confidence began with the stem as provided in the CES and included a 5-point Likert scale ranging from no confidence (1) to complete confidence (5). This 5-point scale has been employed in recent studies after it was discovered that coaches often failed to utilize 0-4 when a 10 point scale was used (Myers, Wolfe, & Feltz, 2005). More recently, Feltz, Hepler, Roman, & Paiement (2009), Myers, Feltz, and Wolfe (2008) and Lee, Malete, and Feltz (2002) suggested this scale was appropriate for use among youth sport coaches. Furthermore, including a "no confidence" category may be appropriate for volunteer coaches who have little experience (Feltz et al., 1999). Reliability and validity for this questionnaire and particularly this dimension have been reported in previous studies.

Reliability was assessed with coefficient alphas and test-retest (Feltz et al., 1999). Reliability of the original scale, assessed with coefficient alphas and test-retest, was acceptable with values ranging from .88 and .77 for character building efficacy. Additionally, while utilizing the 5-point scale with youth sport coaches Feltz and colleagues (2009) reported Cronbach alpha values ranging from .85 to .92 for all subscales.

Data Analysis

Descriptive statistical analyses were completed for all items in the questionnaire. A series of multiple regressions were used to examine if differences in coaches responses (knowledge, views about importance, confidence, coaching orientation, and perceptions about the IMPACT program) are evident based on key individual differences variables such as coaches' gender, age, years experience and motive for coaching sport. Open ended responses were entered verbatim into an excel spreadsheet and analyzed using constant comparative data analysis.

CHAPTER 4: RESULTS

Each survey was coded and responses analyzed using both descriptive and inferential statistics. Findings are reported below organized by each purpose of the study. These included: Purpose 1: Who are TDPAL coaches?, and Purpose 2: Factors influencing coaching orientation, opinions, attitudes, and beliefs related to IMPACT program competencies.

Purpose 1: Who Are TDPAL Coaches?

Demographics and Background

Personal Background

Of the 289 adults who indicated their primary role in the program was a coach or an assistant coach, 73.7% were male (n=213). Almost 85 % (84.6%) of the respondents were African-American followed by 7.7 % Caucasian and 3.9 % Hispanic. On average coaches were 37 years old and ranged in age from 18 to 70. The majority (70.3%) of coaches had completed at least some college level work with 51 (17.8%) coaches having completed a bachelor's degree and 31 (10.8%) having completed graduate school. Overall, 153 (53.5%) participants indicated they had a child in the program and although not directly asked, an additional 1.4% (n=4) indicated they were the grandparent of a child. Furthermore, in addition to their coaching duties, 26.7% (n=73) of coaches also volunteered their time with other civic groups such as boys and girls club, boy and girl scouts, educational and religious organizations, fraternities, and health/welfare organizations. Appendix C provides a complete list of the other types of organizations in which coaches volunteered their time and the number of coaches who volunteered with each organization.

Current Team Involvement: Experience, Sports, Athlete Gender and Age

Overall, coaches from 10 different sports (track, golf, basketball, soccer, cheer, football, flag football, tennis, softball, baseball, and t-ball) were surveyed. As previously depicted in Table 6, each sport had an approximately equivalent percentage of coaches who achieved TDPAL coach certification. The largest number of participants (47.4%) coached within the contact football program followed by those coaching cheer and soccer. Specifically, 135 (47.4%) participants coached contact football, 39 (13.7%) coached in the cheer program, 38 (13.3%) coached soccer , 27 (9.5%) coached baseball, 4 (1.4%) coached track and field, 1 (0.4%) coached golf, 10 (3.5%) coached basketball, 2 (0.7%) coached flag football, 12 (4.2%) coached tennis, 6 (2.1%) coached softball, and 11 (3.9%) coached t-ball. Unfortunately, during this time period no volleyball coaches completed a survey.

Most coaches (56.3%; n=153) worked with only male athletes. However, 23.9 % (n=65) indicated they worked with teams comprised of both males and females and 19.9% (n=54) primarily worked with female athletes. Table 7 depicts a breakdown of the number of coaches involved within the various sports by the gender of the athletes of their primary team. In addition, coaches worked with athletes from a wide age range. Athletes ranged in age from 6 to 19 years of age. Coaches (80.5%) primarily worked with athletes from one age group (e.g. U8 or 12-14 year olds), however several (14.0%) indicated they worked with athletes across multiple ages (e.g. 11-17 or 7-17) or from various levels (e.g. A or B teams) (5.6%). Because coaches referred to their athletes age in a variety of ways (e.g. U12-U14, 11-12) a new variable for athletes' age was recalculated. On average, athletes typically participated on U10-U14 teams with the most

frequent age groups including U10 teams (19.9%) followed by U14 (18.8%) teams. Table 8 contains a listing of the frequencies of age groups for athletes after their responses were recoded.

Table 7

Athlete Background: Sport type and gender of athletes

	Athlete Gender			
Primary Sport	Male	Female	Coed	Total
Football	119 (43.9%)	2 (0.7%)	4 (0.7%)	125 (46.1%)
Cheer	1 (0.4%)	36 (13.3%)	0 (0.0%)	37 (13.7%)
Soccer	5 (1.8%)	2 (0.7%)	30 (11.1%)	37 (13.7%)
Flag Football	1 (0.4%)	0 (0.0%)	1 (0.4%)	2 (0.7%)
Baseball	22 (8.1%)	0 (0.0%)	5 (1.8%)	27 (10.0%)
Softball	0 (0.0%)	6 (2.2%)	0 (0.0%)	6 (2.2%)
T-Ball	1 (0.4%)	0 (0.0%)	9 (3.3%)	10 (3.7%)
Track and Field	0 (0.0%)	0 (0.0%)	4 (1.5%)	4 (1.5%)
Golf	0 (0.0%)	0 (0.0%)	1 (0.4%)	1 (0.4%)
Tennis	3 (1.1%)	1 (0.4%)	8 (3.0%)	12 (4.4%)
Basketball	0 (0.0%)	7 (2.6%)	3 (1.1%)	10 (3.7%)
TOTAL	152 (56.1%)	54 (19.9%)	65 (24.0%)	271

Table 8

Recoded Age Frequency and Percentage of Athlete Age Groups

Athlete Age Group (recoded)		
U6	23	(8.0%)
U8	39	(13.6%)
U10	57	(19.9%)
U12	42	(14.6%)
U14	54	(18.8%)
15 and over	16	(5.6%)
Multiple age groups (e.g. 7-14 year olds)	26	(9.1%)
A, B, C, or D team	16	(5.6%)
Other (e.g. school-based)	14	(4.9%)
Total	287	

Coaches also had previous coaching experience with or outside of TDPAL. On average coaches had been coaching for 6 years and worked with their current team for 4 years. Many of these coaches (37.4%), currently or previously, coached an additional sport not including their current / primary sport. Most coaches (95.6%) worked with at least another coach and on average had 5 (SD = 4.76) coaches on their coaching staff.

Finally, the amount of contact coaches had with their athletes varied. Coaches primary / current sport seasons ranged from 6 (soccer) to 17 weeks (track) with the average season lasting about 10 weeks (M =9.54, SD = 3.01). Coaches indicated spending at least two hours per week devoted to coaching related duties such as practices

and games. Additionally, 84.9% of coaches indicated they spend at least some time (over two hours) devoted to their coaching related duties during the off season.

Coaching Orientations, Opinions, Attitudes, and Beliefs

Coaching Orientation Inventory

To determine ones' coaching orientation, coaches were asked to indicate their most and least preferred / important responses on a variety of questions. Coaches were forced to rank their responses as most or least important even if they somewhat agreed with each statement. Coaches were significantly ($t = 2.26, p < .05$) more task oriented (M= 15.36; SD = 2.14) than affiliation oriented (M = 14.70; SD =2.73). Additionally, these two orientations were significantly ($t = 15.95, p < .001$; $t = 9.56, p < .001$) more common than self orientation (M = 11.97; SD = 2.13). In other words, when asked about coaching they were more likely enjoy having the feeling of a job well done, followed by being with the kids and less likely to enjoy the recognition for their efforts.

Opinions about Coaching: Knowledge and Views About Critical Coaching Concepts, Goals and Expectations

Throughout the process of creating and implementing the IMPACT coach education program, several key concepts had been identified as important for coaches to know, understand, and live. When asked in the survey, most coaches agreed and felt these concepts were important for themselves or other coaches on their staff to do. On a scale from 1 (not very important) to 5 (very important), coaches typically rated each item between a four and five. Table 9 contains the means and standard deviations for individual questions (22a-22n of the survey) representing the factors related to becoming

an effective TDPAL coach. As can be seen in Table 10 the coaches also believed they knew "a lot" about these concepts (See Appendix A; individual questions 29a-h).

Table 9

Mean Scores on Ratings of Important TDPAL Components

Ratings of Importance	Mean	Standard Deviation	Sample Size
Inform players and parents of your coaching philosophy	4.49	.86	284
Ask your athletes questions about school and other life events	4.66	.69	284
Be consistent with all players	4.80	.53	285
Maintain your composure and show respect to all players, coaches, referees, and parents	4.84	.48	284
Not show favoritism	4.72	.69	284
Have clear expectations of all athletes and their families	4.63	.66	282
Build players up instead of yelling at them and "breaking them down"	4.75	.67	284
Set up a practice that meets the needs of players of all skill levels	4.65	.61	284
Hold a post practice or post game session at least one time per week and discuss issues such as playing fair or making good choices	4.38	.91	281
Incorporate a character lesson into each practice	4.39	.81	285
Use teachable moments in your post practice or game discussions	4.67	.63	277
Have your athletes trust you	4.86	.48	284
Set individual goals *with* your athletes	4.54	.78	280
Set team goals *with* your athletes	4.74	.56	283

Table 10

Mean Scores on Knowledge about Various TDPAL Competencies

Knowledge Ratings	Mean	Standard Deviation	Sample Size
Developing a coaching philosophy	4.11	.85	274
Setting clear expectations with your athletes and their parents	4.44	.74	275
Designing and implementing a practice plan	4.30	.84	274
Setting individual goals *with* your athletes	4.31	.90	275
Setting team goals *with* your athletes	4.47	.76	273
How to ask open-ended questions	4.32	.80	273
Having a post practice or post game discussion related to teaching your athletes life skills	4.30	.86	276
How to build trust with your athletes	4.56	.69	275

In an open-ended question the coaches were asked what goals they hoped to accomplish personally and with their team. Table 11 contains the higher order themes related to coaches' personal goals and showed that personal goals often pertained to topics such as having fun and enjoyment, teaching athletic and life skills, building a sense of trust and positive attitudes as well as enhancing ones self-esteem. For example, one coach indicated "I would like to see all kids, in the PAL program graduate from high school", while others focuses more on their ability to "teach fundamentals; [be a] role model, teacher, [and] motivator". Likewise, other coaches had goals such as "keeping them from eating dirt" "having fun" and to "teach more fundamentals, stress team unity, make sure every kids plays". Furthermore, in addition to youth-centered and developmentally focused goals, many coaches focused on gaining personal and team

recognition through winning games, placing in events or other competitions and being league champions. Appendix D contains the responses from all coaches.

Coaches also indicated what they hoped the athletes on their team would accomplish or learn during the upcoming season. Similar to their own personal accomplishment goals, constant comparative data analysis revealed coaches also had comparable goals for their athletes. Specifically, common themes included having fun, gaining skills or knowledge about the game, having positive interactions with others such as developing positive attitudes and teamwork skills, making friends, and building confidence, as well as developing a high work ethic though hard work and trying their best. See Table 12 for higher order themes and select responses and Appendix E for the responses from all coaches.

Most coaches (n = 61) hoped their athletes would develop skills related to teamwork, followed by issues related to learning the game (n=49). For example, one coaches stated he wants that his team to learn "teamwork is very important to success. Hard work pays off. That they are accountable for themselves". Additionally these goals also focused on specific aspects that could extend beyond the field or court including school and educational concerns, learning responsibility, respect and trust, and becoming a good leader. As one coach stated athletes should learn to "try their best at all things in life not just sports". Similarly, another coach indicated "I hope that they learn skills such as respect, sportsmanship, and character that they can use in the "real" world". Winning, although cited by several coaches as a goal for their athletes was not as common as it was for the coaches own goals. Unlike some coaches who clearly stated winning was an important goal for them (e.g. writing "WIN!!!" across four lines) others

coaches indicated winning in its traditional sense was less of a focus for their athletes stating that "winning is not always what the scoreboard reads."

Table 11

Higher Order Themes: Personal Goals Related to What Coaches Hope to Accomplish (Q21a)

Higher order and Second order themes	Select quotes
Winning (*n*=48)	"To win and go to World Series" "WIN!!!!" "Win it all like last year" "Go undefeated" "Having them place this year" "Strong individuals- a winning team" "Winners, leaders, champs"
Fun and enjoyment (*n*=58)	"To have fun & inspire my players" "Allowing the kids to enjoy themselves" "I hope to enjoy myself. I hope my kids can have fun. Just as long as they enjoy the game and learn the skills. I will be content. I love teaching, so if they learn and have fun my job is done" "I want them to have lots of fun, and want to come back. One of my players last year said it was the first time he had ever been able to participate on a formal team where he wasn't judged by his peers. He was able to really be himself and have fun with his team." "For my team to continue to enjoy the sport!" "To have fun; get better everyday"
Learning and teaching (*n*=88)	"To teach my players football fundamentals and sportsmanship" "Develop lifelong learners who are willing to be uncomfortable in order to push themselves – develop a passion for what they do" "Teach tennis and grow the game" "Teach them when you work hard you can accomplish anything" "Get young people to learn how to play the game the right way" "Personally to be an outlet to teach the young men to succeed as men" "To learn more details about the sport" "Learn the game" "Make them learn that a fist is stronger than a finger. To be united." "Being first year, I want to better learn the game myself so I can assist the coach."
Confidence (*n*=12)	"praise the children, build confidence and self-esteem" "I hope my girls to have an over whelming confidence within themselves "enhance players self-esteem and see growth in players" "teaching character and self-confidence"
Skill development (*n*=12)	"Prepare kids for C-team" "To get them ready to play tennis successfully" "Continue to get better each season, game, and practice"

Table 11 (cont'd)

Education (n= 10)	"To put in these children minds how important it is to go to school" "Teaching about education" "I would like to see all kids, in the PAL program gratitude from high school" "I would like to see my kids be successful in the classroom and know the importance of that for their future. Athletics is a privilege, education is constant"
Motivate / believe in oneself (n=5)	"My goals are to let my kids growth, not be followers, have their OWN goals and to achieve them" "Motivation is the will to do something. Success is the case of getting up after making a mistake"
Respect, trust, & positive attitudes (n=31)	"To teach them about respect. I want them to build character" "To get each child to understand that respect for other feelings is important" "Win, get respect" "Trust one another" "Making sure they are taught discipline, respect and teamwork" "Positive attitudes, cooperation" "My goal is to show and help the children understand how to be a better person in our world through responsibility and respect"
Teamwork / Be Team players (n=38)	"Team cooperation and togetherness" "To make them understand there is no I in team" "My teams come together, be a family, work in unity, love, peace, and understand the joy that came with hard work (teamwork)" "I hope to build up a team and have a high returning number" "To instill teamwork and fun, as well as hard work and perseverance" "Promote positive team spirit"
Sportsmanship and Character development (n=17)	"Values, morals, and strong character" "Sportsmanship" "I want it to be a learning experience for my girls where they can grow not only in skill but in character" "I hope to build strong characters individually and collectively" "To build character in kids and make them feel like they're a part of something"
Be a positive role model / develop players as people and leaders (n=12)	"The best way to show them that hard work pays off. Easy is not always the best way in life" "I hope I can impact a kid positively" "Teach my kids they can do anything they put their minds to" "Connect with players and show them what they can become"
Life skill development (n=13)	"Better prepare kids for life, family, hard work and football" "Help the kids make something of themselves and stay away from violence" "Make firm believers out of all of the kids on the team so they can work harder in life" "Make the kids good players as well as better people"
Discipline (n=2)	"A more disciplined team; more parental support" "Have a better disciplined team"
Other (n=7)	"Focus – keeping them from eating dirt" "Finish the season" "To reach down deep and pull out greatness"

Note: 273 coaches responded

Table 12

Higher Order and Second Order Themes: Athlete Goals- What Coaches Hope Their Team Will Learn / Accomplish (Q21b)

Higher order and Second order themes	Select quotes
Having fun & loving the game/ others (n=25)	"To have fun while learning the game" "Have fun" "Enjoy the game" "I hope they learn to love the game" "To love the sport they play and how the game is to be played" "Develop a love and enthusiasm for the sport"
Learning about the game (n=49)	"Learn the fundamentals of the game and a sense of companionship" "Good cheer skills" "Life skills" "Fundamentals of the game" "Good fundamentals" "Game techniques and skills"
Developing confidence (n=16)	"To have confidence" "Self-confidence" "Confidence within themselves" "Self-esteem" "I hope that they form a higher self-esteem and feeling of belongingness"
Winning • Champions & being the best (n=6) • Winning isn't everything (n=4)	"Win a championship" "To focus on the prize" "Learn the game of football and accomplish a championship" "Being competitive" "How to lose but win because of their hard work" "It's not just about winning"
Friendship and togetherness • Friends (n=5) • Togetherness (n=15) • Working with others (n=15)	"Develop friendships" "Make new friends and have fun" "How to play as a team and be there for one another" "I hope they begin to love themselves and each other not only as a team but sisters" "Help each other out" "Have some togetherness" "To work with others. To learn how to talk to others without physical confrontation" "Playing together"
Teamwork (n=61)	"to work as a team How to be a strong and unified team To stay with teamwork because you can learn life skills" Teamwork Teamwork is very important to success. Hard work pays off. That they are accountable for themselves."

Table 12 (cont'd)

Educational based (n=6)	"That an education comes first" "Better grades in school"
Respect and responsibility (n=40)	Respect, responsibility, team spirit To become a respectful team player Self-respect Respect for themselves and one another, responsibility of being a team player" Respect and how to respect each other
Leadership (n=11)	"Leadership skills" "To be a leader" "How to be leaders, work as a team and how to compete in life"
"Getting better" (n=18)	Learn how to be better people To always do the best you can Be better citizens, be more involved with youth community They're better athletes and better people How to be become better individuals on and off the court regardless of skills on the court"
Discipline (n=17)	"Discipline" "Self-discipline"
Hard work; Strong work ethic (n=17)	"When you work hard it pays off" "Work ethic" "Hard work pays off—the importance of a strong work ethic" "To work hard to accomplish their goals" "They can be successful with hard work and determination"
Sportsmanship (n=20)	Sportsmanship How to be a good sportsman / woman"

Note: 265 coaches responded

Coaching Confidence and Character Building Efficacy

Overall, coaches were highly confident in their abilities to coach youth sports. Coaches reported high to complete confidence on most tasks and behaviors related to their coaching related duties. For example, most coaches were highly confident in their ability to promote good sportsmanship (M=4.76, SD= .50), instilling an attitude of respect for others (M=4.80, SD=.43) as well as being able to "build players up" (M=4.71, SD= .52). They were less confident in their ability to incorporate a character lesson into a

practice (M=4.35, SD=.78), although in an absolute sense their ratings were still very high.

In addition to examining confidence levels for specific coaching items, the coaches' confidence in their ability to build character was also assessed based on the character building efficacy subscale of the Coaching Efficacy Scale (Feltz et al., 1999). Character building efficacy demonstrated good internal consistency ($\alpha = .88$) as assessed by Cronbach's Alpha. Character building efficacy scores ranged from 3 to 5 ($M = 4.75$, $SD = 0.44$). Table 13 contains the means and standard deviations for individual questions (23a-q) related to coaches' confidence and their character building efficacy.

Table 13

Mean Scores on Levels of Confidence on Various TDPAL Competencies

Levels of Confidence	Mean	SD	*n*
Inform players and parents of your coaching philosophy	4.44	.73	280
Ask a variety of questions	4.38	.72	280
Be consistent with all players	4.64	.55	280
Maintain your composure and show respect to all players, coaches, referees, and parents	4.63	.62	280
Not show favoritism	4.62	.64	287
Have clear expectations	4.68	.56	274
Build players up	4.71	.52	276
Set up a practice that meets the needs of players of all skill levels	4.50	.69	276
Hold a post practice or post game session at least one time per week and discuss issues such as playing fair or making good choices	4.40	.82	275
Incorporate a character lesson into each practice	4.35	.78	278
Use teachable moments	4.59	.61	273
Set individual goals *with* your athletes	4.44	.79	275
Set team goals *with* your athletes	4.62	.65	277
Instill an attitude of good moral character	4.68	.61	278
Instill an attitude of fair play among your athletes	4.70	.57	277
Promote good sportsmanship	4.76	.50	279
Instill an attitude of respect for others	4.80	.43	276
Character building efficacy	4.75	.44	272

Coaching in the Inner City: Perceived Risks and Issues

Most coaches perceive the environment in which the youth on their team live to be somewhat risky / dangerous (M = 5.05; SD = 2.44). When asked to list the top three risks their youth face each day, 261 coaches provided over 760 risks and critical issues their athletes face on a daily basis. From their responses several common areas of concern emerged. Higher order and second order themes included: family / home life; parents; violence; gangs; drugs; hunger; poverty; community; education; friends and

peers; sport-specific; sex and pregnancy; role models; support; pressure; transportation; attitude; no risks; and other risks. The majority of responses (n=180) were related to family and home life issues which included comments such as "transitional living situations", "single parent homes", "unstable home life", "no family values", "lack of attention at home", "kids have[ing] family problems that impact their focus on being a kid", and "coming from a parent who don't care, they just want their kid out of the house". Family related issues were followed by concerns over violence (n=119) and education (n=118). Among the violent concerns, several coaches specifically stated that gangs (n=19) were an issue while others had athletes "worried about getting hurt off the field" and concerns over "criminal influences in the neighborhood". Educational concerns mainly focused on the lack thereof but also included issues such as being "too tired from too much work", and "dropping out of school". Closely behind the top three concerns, over 100 coaches stated issues such as drugs (n=111) were a frequent problem. Table 14 provides the frequency of higher and second order themes as well as select examples from each theme while Appendix F contains the responses of all coaches.

Table 14

Higher order and second order themes: Critical issues / risks facing youth participating in TDPAL (Q19)

Higher order and Second order themes	Select quotes
Home life • Family (n=143) • Parents (n=37)	"Stressful homes "Lack of attention at home "Support at home being less than ideal "Unstable home life "The children on my team have very supportive parents, 99% come from 2 parent households. These 4-6 yo are very well adjusted children and great support" "Many kids have family problems that impact their focus on being a kid "No family values "Family issues – no support from those who are the closest to them "No family structure or in foster care "Parental involvement "Single parents "Absent parent(s)- mostly fathers but some mothers "Coming from a parent who don't care; they just want kids out the house "Displaced families
Violence • Violence (n=102) • Gangs (n=17)	Violence they see on a daily basis Violence in their environment Criminal influence in neighborhood Gang violence Pressure from gangs Guns Gang related surroundings Worried about getting hurt off the field
Education (n=118)	Lack of support for education Problems in school Success in school Academics High school retention rate Dropping out of school Better school system Education continuation Keeping up with school work Not enough reading Connections of what they do on the field / in the classroom with the rest of their lives ** working with other people!!
Poverty and Hunger • Poverty (n=30) • Hunger (n=35)	Poverty Financial struggle Not having money to play Financial support Little money for food Funding to participate Being hungry Coming to practice hungry

Table 14 (cont'd)

Attitude (n=5)	Attitude problems, shutting down
	Attitude
Pressure & Support	Lack of support
• Pressure (n=10)	Lack of support as a whole
• Support (n=28)	Not feeling loved or not being able to be a kid
	Pressure of negative things
	Everyday life pressure
Drugs (n=111)	Pressure to use drugs
	Drug abuse
	Drugs in their neighborhood
	Taking drugs
	Drugs, alcohol
	Pressure to drugs and drug dealing
Community	Safety in their community
• Safety (n=6)	Safe playing environment
• Role models (n=8)	Support from community
	Peer pressure
• Friends (n=35)	Poor role models
	Good positive role models
	Rivals (kids going to school play with other kids from other teams)
	How to get along and not be afraid of other kids
Sport based (n=17)	Practice area
	Equipment
	Attendance
	Not coming to practice prepared
	Wanting to be pro's
	Play on good field
	Being on time
	Doing everything they can do to be the nest cheerleader they could be
	Building / increasing self-worth as a team member
Sex & pregnancy (n=9)	Sex
	Teen pregnancy
	Premarital sex, teen pregnancy
Transportation (n=10)	Transportation safe
	Not having proper transportation
None (n=7)	None that I know of
	Haven't coached long enough to say
	I don't know my players yet and don't want to stereotype because of our area
Others (n=56)	Immigration
	Use of profanity
	Diet
	No dreams
	Disease
	growing up (leaving Barbie dolls alone
	being chastised
	media and radio

Note: 262 total coaches provided 764 responses about environmental risks facing their athletes

In addition to helping their athletes cope with daily environmental risks and concerns, coaches must also deal with several critical issues. As a coach, they deal with personal issues as well as coaching and athlete related concerns. Coaches (n=262) provided over 500 various responses related to the most critical issues they face as a coach in the TDPAL program (see Table 15). These responses included 13 higher order themes: dealing with families and parents, maintaining interest and motivation, equipment and facilities, value driven, money and funding, communication and relationship building, game focused, time, education, community based, role models, and safety and discipline. Overall, the majority of coaches (n=111) had to deal with family and parent related issues. These issues included communicating with parents, "dealing with lack of positive parental role models", "neglect", "keeping parents happy", "rowdy" "mad" and "unruly parents from the other teams!" as well as having "parents being critical of the coaches". Additionally coaches frequently faced difficulties maintaining interest through participation and attendance and motivating their athletes (n=66). Specifically, some coaches expressed concerns about their ability to "fill a team" and a "lack of participation" while others were more concerned with "trying to make sure everyone can participate" and a "lack of commitment." (see Appendix G for a complete listing of responses)

Table 15

Higher order and second order themes: Critical issues facing TDPAL coaches (Q20)

Higher order and Second order themes	Select quotes
Game focused: skills, winning, teaching, competition (*n*=34)	Skill (L1) Teaching the kids the best way I know how (NT) Building the competition / non-competition balance (L2)
Maintaining interest and motivation: attendance and participation (*n*=66)	Lack of participation (L1) Consistent turn out of kids (L1) Trying to make sure everyone can participate (L3) Kids drop out too quickly (L3) Attendance (all) Continue to find the time to participate (L3) Commitment from others (L1) Not enough kids participating (L3)
Families and parents (*n*=111)	Communicating with parents (speak another language) (NT) Non-involved parents (L2) Family issues (L1) Parents bringing kids on time (L1) Lack of parent education (L3) Parents being critical of the coaches (L3) Rowdy parents (L3) Parents not understanding (L3) dealing with the family issues with children (L3) unruly parents from the other teams! (L1) parents supporting the kids (money, time, etc) (L1) parents not allowing kids to quit (L1) parents (L1, L2, L3)
Communication and building relationships (*n*=34)	Miscommunications Relating to troubled youth Communication with each other (3) Listening (kids) (L2) Not being able to communicate with the kids (L3)
Equipment, facilities, & transportation (*n*=57)	Clean field to play at (L1) Limited equipment (L1) Facilities (L3) Transportation for kids / logistics (L1) Better fields for the players (L1) Equipment (L1) Kids don't have rides (L3) Lack of acceptable playing fields (L1) Facilities not always ready (L3)
Role model (*n*=22)	Being a good role model (L1) Dealing with lack of parental role models (L3) Being an effective leader (L1) Lack of male role models (L3)

Table 15 (cont'd)

Fighting poverty: money, funding, hunger (n=44)	Lack of funding (L1) Money to provide lunches (L2) Funds for team supplies (L1) Hungry (L1) Money for parents and players – expenses (L3) Resources and funds (L3) Funding (L3) Money for program (L3) Hungry kids (L3) Gas prices (all)
Time (n=40)	Time management (L1) Adjusting work schedule to meet coaching responsibilities (L1) Trying to teach values in short time allowed (L3) Practice time and location availability (L2) Lack of time (L2) Time (L1) Work schedules (L3)
Values: attitudes, respect, trust (n=48)	Disrespectful children (L1) Not gaining the respect and trust from kids (L2) Gain the kids trust (L3) Not respected because I'm female (L1) Respect issues (L2) Attitudes with the children (L3) Respecting the team and other players (L2)
Safety & discipline (n=16)	Keeping my kids safe from harm at Clark Park (l2) Safety—all coaches should have some training (L3) Child abuse (L1) Being able to discipline (L3) Discipline among some of the kids (L1)
Community concerns: violence, crime, pressure/support (n=13)	Keeping the kids off the streets (L3) Crime (L1) Violence (L1) Outside pressure on kids to perform and fit in (L1)
Education (n=9)	Having teachers harassing my players saying how they need to play for the school (L2) Keeping them focused on education (L1) Helping with education needs (L3) Kids maintain grades (L3)
None (n=7)	

Note: 263 coaches provided 593 responses

Utility and Perceptions about the IMPACT Program

Of the coaches with a minimum at least Level 1 IMPACT training, most coaches (66.7%; n=251) felt the IMPACT program was "very useful" while 99.2% (n=253) believed it could help them become a better mentor for their athletes. Table 16 contains the frequencies and means for question 25, coaches perceptions about the programs usefulness.

While no coaches indicated that the program would not help them become a better mentor, two coaches felt the program would only "somewhat" help coaches become a better mentor. One of these two coaches further indicated that "the sessions show peer groups that believe in very positive ideas, which can be infectious to those not really thinking about it going in [to the program. For example,] a real competitive, have to win person, may be softened by good-will enthusiasm of other coaches". Similarly, when asked what information was most helpful only three coaches indicated that the program was not very useful for reasons such as "its too long, repetitive", and "I haven't learned anything that 7 years as a teacher hadn't already taught me".

Table 16

Frequency of "usefulness" Ratings by Level of IMPACT Training (Q25) (1=not at all useful; 3=somewhat useful; 5= very useful)

	1	2	3	4	5
No training	0	0	0	0	3
Level 1	0	0	9	22	64
Level 2	0	1	1	19	34
Level 3	0	0	11	22	63
Total	0	1	21	63	164

M= 4.57, SD = .66

The majority of coaches indicated that the information taught in the IMPACT program was helpful and facilitated coaches to become better mentors. Reasons why the program creates better mentors tended to be broad based and rarely addressed specific aspects of the program. Most coaches indicated that the program helps coaches by "informing, reminding, or providing" them with information. It gave them ideas on what to do and allowed them time to interact with other coaches. For instance, these coaches indicated that the program provides "a lot of information [they] didn't know before" as well as different ways of explaining concepts such that coaches "do not repeat and repeat" the same errors or so they will be more productive with their athletes. The program allows coaches to "get input from other coaches", helps them understand youth better and understand that youth sports is not all about winning but about being a mentor and building character in the youth. Furthermore, several coaches believed the program allows everyone to learn/ take something away from the sessions, especially for those coaches who are not teachers and do not know how to deal with children. For instance "coaches become aware that their methods of teaching may not be the best". "The sessions have to help some coaches get beyond wanting to win and to wanting to become good teachers/role models." Appendix H contains coaches' responses to "why" the program helps coaches become better mentors.

Throughout the various levels of the IMPACT sessions, a variety of topics were addressed and opportunities for interactions took place. Coaches having completed at least the Level 1 training sessions were asked to indicate which topic(s) they believed would be / were the most useful in their coaching. Responses (n=219) ranged from very general ("all of it") to more specific ("teaching character values") and varied by the

highest level of training received. Table 17 contains the 14 higher order themes, second order themes, and the frequency of responses based on highest level of IMPACT training as well as example quotes within each category. Specifically, many coaches believed learning about practice plans, building relationships and trust, and creating a coaching philosophy were the most helpful components of the program. Additionally, other "helpful" information included understanding their own and the different personalities among their athletes through activities such as one included in the curriculum called the "color test" which involves coaches completing a brief questionnaire which places them into four different categories or colors based on their personality. Being a positive role model, gaining a better understanding of how to treat youth (building them up; avoiding abuse; knowing how to challenge/support them; teaching/building character), learning how to develop "coach skills" such as having an age appropriate practice plan and lots of patience, as well as how to set goals, and use teachable movements, huddles and life lessons that go beyond the court or field were also noted among the top responses. Moreover, coaches also found the interactions which took place during the sessions such as listening to others talk about how they coach and their experiences as well as having thought provoking scenarios were quite valuable. See Appendix I for a listing of useful topics.

Table 18 contains the ways coaches have used or plan on using information presented in the program. Coaches reported using (or planning to use) the information gained from the program in numerous ways. Although many coaches simply indicated "yes" or that they plan on/ have used the information from the program other coaches provided more specific feedback. For example, some coaches indicated that they will

"use it everyday" and "at every practice" as well as share the information with their teams. However, more specifically, from the information learned in the program, some coaches indicated that they will "create a rule booklet and hold a parent meeting", "run a better practice", "understand the view points of others", "refer back to our training or utilize the handbook when we run into a problem". They will also "listen to the kids and try to build self-confidence" as well as "communicate better with the parents, staff, and kids". As one coach stated "practice plans are created; coaching philosophy has been put into writing – not just in my head". While another stated that it will "keep us accountable and on top of our coaching style – keep the vision / mission in mind". Appendix J lists the ways coaches plan to or have used techniques and information discussed throughout the IMPACT courses.

Table 17

Higher Order and Second Order Themes: Coaches Most 'Useful" Information Covered During IMACT Training (Q27)

Higher order and Second order themes	Frequencies by Coach Training Level L1	L2	L3	Select quotes
Coaching philosophy	7	7	11	"Creating a coaching philosophy. It will help me communicate values and expectations that players should be able to hold me to." (L1) "Creating a coaching philosophy because when you stick by that if it really works and everything else falls in place" (L3)
Practice plans	11	10	11	"Creating a practice plan because its better to be organized, practice goes smoothly" (L1); "Creating a practice plan because when you come prepared it doesn't confuse the kids of your expectations" (L2) "Creating a practice plan – it gives you a plan on what to do. It makes practice more organized, and it helps to keep the focus of the young people" (L3)
Building relationships & trust	11	14	10	"Building relationships and trust because it is most important on the field and in life" (L3); "Building a relationship and trust because that is what I remember most of my coaches" (L2); "Trust- without it there's nothing" (L1);
• Trust (alone)	6	4	8	"Building relationships: sometimes coaches overlook children and just worry about the game. At the end of
• Relationships (alone)	7	4	10	the day the child should be the most important" (L2); "How to frame feedback to players" (L3);
• Communication	2	1	2	"Be open with the players" (L1);
• Patience	-	1	1	"How to approach situations in a calming manner" (L2)
Understanding personalities	8	2	8	"Colors participant test- I found out how I am" (L1); "Learning different personalities and how to handle them" (L3); "Information about personality type – very good. I want to learn more" (L3)
Being a positive role model	4	-	5	"The impact that coach have on the children" (L3); "Being an effective influence to the kids" (L1); "Because kids know days need someone positive to look up to" (L1)

Table 17 (cont'd)

How to work with kids	2	3	2	"Learning how to teach kids better" (L3); "Building up- didn't think if it that way" (L1)
• Building up	4	1	1	
Interactions & discussions with other coaches				"The scenarios presented were thought provoking!" (L3); "Listening to the others about how thy coach, their experience" (L3); "All aspects of the training sessions, especially the thoughts and opinions of other coaches" (L1)
Coaching styles and technique	2	1	6	"Developing my 'coach' skills" (L3); "Creating an age appropriate plan" (L2); "Break down the fundamentals" (L3)
Life lessons	3			"The transition how u can teach life lessons during coaching" (L1);
• "Huddles"	1	2		creating a plan for kids to follow on but more importantly off the athletes field or court. Teaching life
• Teachable moments			2	lessons that will carry over" (L1); "It helps build trust and responsibility with the child" (L2);
• Responsibility		1		"To stress character in the player" (L1);
• Compassion	1			"If they believe you, they will respect others" (L3);
• Respect	1		2	"To learn that you can earn respect and friends through sport (L3)
• Character	3	1		
• Challenge & support		1		
Goal setting	1		6	"Goal setting – because without any goals you are less likely to accomplish things" (L3)
Abuse	1		1	"The part about abusive coaching. It told me how far I can go with my coaching." (L1)
Everything	6	2	4	"ALL OF IT!!!" (L2)
Nothing	1	1	1	"I haven't learned anything that 7 years as a teacher hadn't already taught me" (L1)
Other	3	3	2	"Help to motivate me as a coach" (L2); "Give us information to use at staff meeting and parent meeting" (L3)

Note: 221 coaches responded

Table 18

Higher Order Themes: How Will / Do Coaches Use the Information (Q28)

Higher order themes	Frequencies by Coach Training Level			Select quotes
	L1	L2	L3	
	Will do			
General statement	8	5	3	We will start immediately (L1) We will utilize all the information to improve out programs and sports at out church (L1) Will use it in every aspect needed (L2) I will use this info to make this sport season a great experience by utilizing the skills I've learned in the IMPACT session (L2) Will take everything to the field (L3) We will use it to make better decisions (L3)
Share information	3	1	4	Will share it with the team (L1) Will have coaches meetings to make sure everyone is on the same page (L3) Will . . . host a parent meeting at the beginning of the season (L1)
Develop relationships / know players		1	6	I will be consistent and fun with all my team members and be considerate of their feelings (L2) I will try to make sure that I learn each kids name and something about them (L3) I will apply continued methods of talking, interaction with the kids on and off the tennis court to help build better lives (L3)
Trust, support or other program components	2		3	The class will help us understanding teaching the kids goals and trust (L3) I will recognize each child's goals (L1)
Practice plans	2	1	2	Will incorporate it in practice sessions (L2) We do a lot of what was discussed but will be more mindful of practice structure (L1)

Table 18 (cont'd)

Have done / unspecified				
Communicate with parents / share information	7	3	3	Talked to parents and kids about it (L1) We hold pre-meeting (parents) we show love like their own kids (L1) We communicate better with the parents, staff, and our kids (L3) Being the assistant coach I push all the information and use it on off-field activities, players, team, coaches, parent meetings . . . (L3)
Practice plan	3	3	7	Stronger practice sessions (L1) Set-up practice; make sure all players are involved (L1) Creating a practice plan (L2) We started using the "practice plan" (L2)
Post session "huddles"	2	1	5	Have discussions at the end of practice as character building (L3) With team meetings at the end of practices (L2) On Friday after every practice we have to sit down and just talk (L3)
Philosophy	1		5	To build trust and a better coaching philosophy (L3) Getting our coaching philosophy on line for each season (L3) Coaching philosophy has been put into writing—not just in my head (L3)
Goal setting	2	1	1	Teach each player to set goals and work hard and follow the rules that were set for them (L1) Goal setting and fun (L2) Show the team how to achieve a goal together (L3)
Relationships: working with youth, developing character	16	7	18	To be a better person to the kids (L1) We talk to the children and let them know what we're there for them whenever they need us (L2) Building relationships with the kids (L3) Have more of an awareness of kids needs (L3) Talk 2 our players (L3)

Table 18 (cont'd)

Being a role model: Building trust and respect	2	1	3	By giving respect and building character (L3) Group kids together to gain their trust (L3) I always support my players no matter what whether their the best or the worst player. And its good to challenge a player if you know the outcome will be positive (L2) I believe that I am a leader, and a positive role model who leads be example and through qualities that are easily obtained (L1)
General statements	18	16	19	Implement some of the strategies (L1) Positive reminders to self (L1) Apply the lessons as described in our examples to improve effectiveness as a coach (L1) More effective techniques used to help with coaching (L2) Act out situations learned (L2) By not yelling so much, cut down on the use of profanity and learn the win or lose everyone is a winner (L3) We often refer to the materials passed out as reminder (L3)
All of it / everyday	4	1	4	"have been using it throughout the season (L1) We used it at every practice & game (L1) In my daily life (L3) We insert it in all our practices (L3)
Not sure / not yet (n=10	11	4	1	I don't know (L3) Have not started yet (L1) We haven't yet but going to – thanks (L1) We are all new to coaching. All of the ideas and information have given me a lot to think about

Note: 200 coaches responded

Ways to Educate Coaches in the Future

The most beneficial and appropriate methods for receiving coaching information were ascertained. Besides attending IMPACT sessions, coaches indicated several other effective and useful methods of obtaining information about effective coaching. Useful methods included using pamphlets/brochures, sending emails, reading articles in coaching journals, "printed" newsletters, "online" newsletters, and other materials placed on the TDPAL website, watching videos/DVD's, and attending sport-specific coaching clinics or other workshops conducted by TDPAL. Fewer coaches (39.4%) expressed interest in items such as podcasts. Table 19 contains coaches beliefs about methods provided in question 33 as well as any additional methods written in by the coaches are shown in Table 20.

Table 19

Frequency and Percentage of "yes" Responses for Appropriate and Beneficial Methods of Coach Development (Q33)

Method	*n*	%
Pamphlet / brochure	211	(73.0%)
Articles in coaching journals	198	(68.5%)
Articles in 'printed' newsletters	210	(69.6%)
Articles in 'online' newsletters	206	(71.3%)
Video / DVD	229	(79.2%)
Podcast (to be played on MP3 or IPOD players)	114	(39.4%)
e-mails	204	(70.6%)
Workshops conducted by Think Detroit PAL	243	(84.1%)
Workshops at sport-specific coaching clinics	236	(81.7%)
Materials placed on the Think Detroit PAL website	223	(77.2%)

Table 20

Other Methods Of Coach Development (Q33b)

Coming to the fields
Constant communication
In-house training—coach meetings
Mailings
Not everyone has the internet (* by DVD and workshops)
Offer coaches a chance to subscribe at their expense to any coaching journal TDPAL recommends
On the field help by a pro, HS, or college coaches
Talk about what's really going on in the area that we live in
Through a mentorship program where you have someone guide the coach
Word of mouth
You-tube
Put out a monthly coaching tips article
Starred items • Emails • Videos (n=2) • DVD • Workshops • Material to the TDPAL website most important

Future Expectations, Suggestions and Recommendations

Nearly all coaches (91.9%) expressed interested in returning to coach in TDPAL. Of those not returning (4.4%) or unsure if they would return (3.7%), many stated they were not returning to the program because of factors related to outside issues, not problems / concerns about the TDPAL program. These reasons included moving (n=2), needing more time for other things such continuing their education (n=2), family /being home (n=2), or because coaching no longer fit into their schedule. Other coaches had

concerns about their current job status (e.g. changing occupations; no longer teaching next year; would coach as long as still in Michigan), how their current season would go or were just unsure. One coach had concerns directly related to the TDPAL program and would not be returning next season because the "character of the organization is declining".

Although many coaches appeared satisfied with the program and feel it helps them become a better mentor, participants offered numerous suggestions for ways in which TDPAL can help them become better coaches. Through content comparative analysis, eight higher order themes emerged from their suggestions related to how TDPAL can help them improve as a coach. These suggestions included: continue / add programming, facility related concerns / help, communication, providing support and help, and keeping up the good work. Table 21 lists the higher order themes, second order themes, and select examples from various participants. Appendix K contains the complete listing of all coaches' responses. For example, particularly among new coaches (i.e. Level 1), a large majority (n= 15) would like to see an increase in communication within the program and more resources readily available. They would appreciate it if TDPAL would "make the resources easily available" through means such as "copies, downloads, etc", "instructional videos and websites", "a coaching hotline" or "a person to pose questions to". An overwhelming number of Level 3 coaches (n=51) would like to see the training sessions continued or have additional types of classes such as one-on-one sessions or courses related to individual sports being offered. Less trained coaches also reiterated this concept with an additional 54 requesting more training.

These suggestions, particularly those around the availability of resources, seem to transcend across coaches with additional levels of training and also relate to the above ways to inform coaches about best practices. Furthermore, most coaches (69.9%) regularly use email with 72.4 % of those who regularly use it, check it five or more days a week. Additionally, 70.6% of coaches also have access to a computer with a broadband connection which would make using website and video links feasible. The majority of coaches (55.7%) indicated that they already use a computer in their coaching related duties for tasks such as communicating with other coaches and parents, looking up tips from other coaching websites, using chat lines, creating drills and practice schedules and designing plays. Table 22 contains various ways coaches use computers in their coaching-related duties, while Appendix L contains a complete list of all responses.

Table 21

Higher Order And Second Order Themes: How Can TDPAL Help You Become A Better Coach? (Q31)

Higher order and Second order themes	Frequencies by Coach Training Level				Select quotes
	NT	L1	L2	L3	
More training					"Continue to offer classes like IMPACT (NT)
• General	10	25	9	35	"Keep the impact classes running; have coaching clinics during the sport's off season (L3)
• Sport / age specific	2	3	2	2	"Give refresher courses during the seasons (L3)
• Optional		2	2	3	"Have some classes on individual sports coaches clinics. I know next to nothing about baseball, drills, exercises etc (L1)
• Implementation			1	2	"Set up a meeting with all coaches in your age groups league (L1)
					"Have experiences or college coaches do coaching clinics (L2)
					"Level 4 (L3)
					"Have choices for coaches to attend meetings in there program (L3)
Communication & availability of resources	3	12	9	8	Give and mail out coaching tips and guides as reminders (L3)
					Be prepared and inform people about issues quicker (L3)
					Email different coaching suggestions (L3)
					Respond quicker to the requests made from a location (L2)
					Be available with needed if questions or concerns arise (L2)
					Form a coaching hotline (L1)
					Make the information easier to get (copies, downloads etc.) (L1)
					Keep me informed (L1)
					Transportation for kids – coached one season (not with TDPAL) and had to do it all" many more kids would play but they don't have transportation (L1)
Visibility at games and sites		2	1	2	Come to fields and show that we work together (L3)
					More meetings on site at the fields with PAL supervisors (L2)
					Be more visible at games (L1)
					Visit team practices and games (L1)

Table 21 (cont'd)

Facility and equipment concerns	2?	4	4	3	Give us equipment to practice; update roster (L1) Assist with funding practice facilities in the organization. Get a gymnasium ☺" (L3) Provide better practice areas (L3) Have better facilities and take care of the facilities (L2) Prepare the field before the season (L2) Provide equipment (L1)
Support	2	5	6	1	Show me how to be a better coach (NT—355) Just continue to offer the support Dana already does (L2) Support my efforts in training the young minds of the youth (L1) Support the coaches and their philosophies (L1) Stay on me to do better with the kids (L3)
Keep it the same; It's already great	1	5	3	13	Keep doing what they are doing now (L2) Keep the program going (L1) Doing the same (L1) Keep offering these classes, it's a good refresher (L1) Keep staying involved with the programs (L3) PAL has played a great role in my life (L1)
Nothing, yes	1	6	7	5	"nothing its all on me" (L3) Nothing at the moment" (L2) Nothing – 20 years of experiences—but maybe football clinics (L3)
Other	4	5	2	6	First aid Get QUALIFIED people to run the clocks at the field! I think I do enough Learning from the old guys Not be so strict Hard 2 say (L3) This is my first year and it takes lots of patience (L1) Would make life as a coach easier to be organized Resources for purchasing building to offer tutoring or partnering with other organizations

Note: 229 coaches responded

Table 22

Ways Coaches Use Their Computer For Coach Related Duties (Q38)

Internet / Online access

Email

- Emailing parents
- Sending and receiving emails from other coaches
- email messages between the players, parents, coaches, and PAL

Websites and internet sources

- going to online coaching sites
- Googling different coaching techniques
- different websites that show how to properly do drills / skills
- checking the internet for new methods to get kids attitudes
- TDPAL website for information

Video / film

- Videos
- you-tube to watch other teams

Finding information, research

- searching for better coaching ways to perfect my job
- watching professionals from other countries practice soccer
- ordering uniforms
- getting stuff from other coaches in the game, from high school and college
- see what's hot and what's not
- I look up practice ideas and team-building exercises

Other Communications

- city ballers - an inner city chat line
- send schedules
- parent communication & in offseason
- Recording routines and sending them to parents so they can help their kids practice

Organization

Flyers, handouts and other printouts

- printing out plays
- Fliers
- Print practice schedules
- giving out rules and expectations for players on the team

Scheduling, rosters

- Attendance
- create team roster and snack list
- game schedules

Practice plans, skills, drills

- listing and developing plays
- draw plays
- practice plans and line up
- to help set-up play book

Other

- important information
- power point presentations
- spreadsheets
- training photos
- Anyway I need to

Numerous times throughout the evaluation, participants expressed positive feedback and views about the program. For example, when asked to provide suggestions on how TDPAL can improve as a program many coaches specified that TDPAL was doing great and should "keep doing what they're doing" and to "stick to the plan". However, some coaches also provided numerous suggestions to help improve the program. Constant comparative analysis revealed 10 themes related to their recommendations on improving the TDPAL organization. (See Table 23) These higher-order themes included: communication and organization; facility, management and funding issues; growth and visibility, additional program specific classes and training; keep the programs going; program focus; monitoring of coaches; "nothing" it's already great; and unsure—thoughts TBD. Additionally, several responses did not fit into the above themes. These responses made up a final grouping, coded as "other responses". While Table 23 lists the themes and examples on ways TDPAL can become a better program based on IMPACT training levels, Appendix M contains the complete listing of all responses.

Specifically, coaches wished the TDPAL program would increase their current sport offerings by increasing the number of "baseball teams on the eastside", making "cheerleading year round" and offer additional sports such as ballet and self-defense. Additionally they would like to see "more activities outside of sports", and ways to provide "more opportunities to have kids come together and stay off the streets". For example one coach suggested TDPAL offer "clinics where the kids can attend to help them with school" while another suggested having parties and games for them. They would also like to see programs for parents and additional materials more accessible. In

addition to doing 'things for the kids" and adding programs, coaches would also like to see the program expand by gaining community support and reaching out to others. For example, TDPAL should reach out to all people in Metro Detroit, have sign-up fairs near the beginning of each season, send representatives to schools to form year-long athletic plans to maximize participation and access, and recruit more coaches so the student /coach ratio is smaller. They would like to see TDPAL getting more people involved including more parents and officials as well as gaining more support / establish better relationship with the business community which could help ensure enough equipment for each team. They would like more money, help with fundraising and transportation and better monitoring of the coaches.

Table 23

Higher Order And Second Order Themes: What Can TDPAL Do To Become A Better Program? (Q30)

Higher order themes	Frequencies by Coach Training Level				Select quotes
	NT	L1	L2	L3	
Communication & organization	5	9	2	3	Come to practice and communicate with teams (L2) Communicate better with the coaches to determine their needs (L2) Have a Q & A with all coaches in regards of needs (L3) Get to know the coaches, like we need to get to know the kids (L3) Designate a person to return phone calls (L1) Become better organized (L1) Communicate with the coaches more (L2)
Facility issues / management; funding	7	9	3	12	Work on their facilities (L1) Get more support to ensure enough equipment for each team (L3) Put more attention on the fields, ask and check the roster every game, provide a picture ID for the players (L1) Help less fortunate teams raise money (L3) Find more sponsors (L3) Get some funds to help more individuals that cant afford to pay out of their own income (L1) Offer loan equipment (track starting blocks (NT)
Growth and visibility	4	10	9	8	Visit the fields more (L3) Add more volunteers, do more recruiting, have sign-up fair at the beginning of the season, at the end I really knew nothing about PAL until I became a coach (L2) Have more teacher input – have the kids get recommendation and / or progress reports from their teachers (L2) Send representative to schools to form year long athletic plans with teachers/ administrators to get maximum participation and access (L1) More advertisement so others can become familiar with organization (L1) Be more visible within community. Establish much better relationships with business community (L1)

Table 23 (cont'd)

Keep the programs going & doing what they are doing	1	23	7	16	Keep doing what you are doing (L3) Keep conducting training for the coaches. We need to ensure that we are putting the best coaches on the field (L3) Keep doing what you're doing – helping lots of kids (L2) Continue to support the coaches (L1) Continue to involve younger generations of coaches to carry on the methods of their mentor coaches (L1) Keep peaking the interest of young kids and get them to join (L1) Continue with the training and do more role plays of difficult situations (L2) Stick to plan (L2) Think pal needs this program to better the coaches (L1)
Monitor program / coaches			2	6	Enforces the by-laws for all organizations (L3) More selective process of coaches (L3) Keep better eye on coaches (L3) Change the old boy network a little bit (L3)
Add more programs, classes, and training	2	13	7	15	Add self-defense classes (L3) More sessions during the season. Make the coaches refocus on core focus of program and less on competition. (L1) Keep having classes, keep giving the coaches all the knowledge you obtain to better youth (L2) More coach training on specific topics or even make resources available online (L2) Have some clinics where the kids can attend to help them with school, rules for the sport that they play so they can know the game (L3) Training for coaches and players, improved website information over the internet, daily email with tips, updates, and instruction (L2) Brush up classes (L3)
Program focus	2	2		4	Make things to the inner city point of view (L3) Put emphasis on education more (L3) The program of having team sign-up as opposed to individual players seems to promote more of a "win-win" philosophy with those coaches as they recruit only players who are skilled and they're the recreational athletes who want to learn the same are left in the dust (L3) Take away the every kids plays rule because every kid may not be ready to play (L3) Have more competition (NT)

Table 23 (cont'd)

Nothing, its already great	1	5	8	9	Nothing it's doing a great job(L3) Keep up the good work! (L1) Keel up the good work. The merger seems great. I like it (L2)
Unsure . . . TBD	2	4			To be determined (L1) Not sure (L1)
Other	2	4	1	6	Cover more information in less time (L1) Stop hating each other because we are all here for the kids (L1) Have a city wide annual picnic on Belle Isle (L1) Show more appreciation to the coaches (FREE appreciation nights) (L3) Be careful when changing the rules (L3) Reward players more often for participating (NT) Have better refs (L3)

Note= 217 coaches responded

Purpose 2: Factors Influencing Coaching Orientation, Opinions, Attitudes, and Beliefs about IMPACT Program Competencies

In addition to gaining a better understanding of who is coaching in the TDPAL program, a secondary purpose of this study was to determine which, if any, participant characteristics would predict coaches opinions and attitudes about youth sports and the TDPAL program. Several statistical analyses could be employed to examine these relationships (e.g. discriminant function analysis, odds ratio, structural equation modeling, regression analysis). After consulting with statistical experts, stepwise multiple regressions were recommended due to the exploratory nature of this study. A series of stepwise multiple regressions were conducted to determine which predictor variables would significantly explain coaches (a) views on the importance of, (b) knowledge about, and (c) confidence to do a variety of critical TDPAL competencies[3]. Additionally, stepwise multiple regressions were conducted to determine which predictor variables should be included in an equation for predicting (d) coaches' perceptions about the usefulness of the IMPACT program, (e) perceptions on how risky or dangerous their athletes' environment is, and their (f) coaching style.

Potential predictor variables for the multiple regressions included: coaches age, gender, and race; experience coaching youth sports; whether or not the coach was a parent (or grandparent) of a child in the program; highest level of education obtained; perceptions of risk in their athletes environment; their athletes gender, age group, and sport; and their highest level of IMPACT training. Perceptions about the usefulness of the IMPACT program and their coaching orientation were also included in the above

[3] Although the term predictor variable is used throughout the results, it does not imply a cause and effect relationship. These multiple regression analyses simply reflect the relationship or the amount of variance accounted for between variables.

multiple regressions, excluding the equations for predicting perceptions of the program and coaching inventory, respectively. Due to the relatively small number of cases representing particular subgroups, variables pertaining to highest education obtained, race, and sport were recoded (e.g., levels of the variables were combined to make larger groupings) . Tables 24, 25, 26 and 27 present the mean, standard deviations, and frequencies for each recoded predictor variable (primary sport, coaches age, race, and educational level).

Table 24

Recoded Frequency and Percentage of Primary Sport Coached

Primary Sport (recoded)	*n*	%
Football	135	(47.4%)
Cheer	39	(13.7%)
Soccer	38	(13.3%)
Individual Sports (golf, tennis, track)	17	(6.0%)
Baseball / Softball	33	(11.6%)
Basketball	10	(3.5%)
Other (t-ball, flag football)	13	(4.6%)
Total	285	

Table 25

Recoded Frequency and Percentage of Coaches Race

Race (recoded)	*n*	%
African American	241	(84.6%)
Caucasian	22	(7.7%)
Hispanic	15	(5.3%)
Other	7	(2.5%)
Total	285	

Table 26

Recoded Frequency and Percentage of the Highest Level of Education Obtained

Highest level of Education (recoded)	*n*	%
High school or less	72	(25.2%)
Some college / 2-year degree	111	(38.8%)
College graduate	51	(17.8%)
Graduate school (some or completed)	44	(15.4%)
Other	8	(2.8%)
Total	286	

Table 27

Frequency and Percentage of Coach's Age

Coach age	*n*	%
18-24	27	(9.7%)
25-29	38	(13.7%)
30-39	116	(41.9%)
40-49	67	(24.2%)
Over 50	29	(10.5%)
Total	277	

Individual Correlations Between Predictors and Between Predictor Variables and Questions of Interest

Bivariate correlations were run among the potential predictor variables to check for multicollinearlity. Table 28 depicts correlations among the predictor variables. Due to the exploratory nature of this study, it was determined that highly significant cases of multicollinearity (0.70 and above) would result in one of the highly correlated variables being excluded from the multiple regression analysis as this type of analysis assumes predictor variables are independent. Moderately significant cases (0.5 and above) would be further explored, however. An examination of Table 28 shows that no variables were excluded. Affiliation coaching orientation was moderately correlated with self (-0.63) and task (-0.65) orientations, while athletes' gender was moderately correlated with coaches' gender (0.51) and sport (0.55). Additionally, coaches' age was moderately correlated with total years of experience (0.52). Although sensitivity analyses were

performed excluding variables that demonstrated moderate multicollinearity, predictive variability remained the same or was reduced thus the full model was retained.

Table 28

Correlations Among Demographic And Predictor Variables.

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Age group (athlete)	---	-.10	.11	.03	.06	-.05	.08	.13	.18	-.02	.05	.10	-.12	.09	-.02
2. Athlete gender		---	.55	.-.27	.51	.27	.23	.10	-.29	-.32	-.15	.11	.02	-.05	-.14
3. Primary Sport			---	-.13	.45	.08	.10	.03	-.22	-.30	-.18	.13	.04	-.07	-.01
4. Age				---	-.20	-.05	.12	-.12	.52	-.03	.23	-.11	-.08	.04	-.03
5. Gender					---	.20	.16	-.09	-.26	-.01	-.18	-.01	.14	-.02	-.01
6. Race						---	.09	.01	-.16	-.14	-.18	-.12	.28	-.02	-.16
7. Educational background							---	.09	.06	-.01	.12	-.04	-.07	.14	-.15
8. Parental status								---	.16	.05	.03	.08	-.10	.07	-.15
9. Experience									---	.43	.21	.02	-.18	.10	-.09
10. IMPACT training										---	.20	.06	-.21	.18	-.04
11. Task											---	-.17	-.65	-.04	-.07
12. Self												---	-.63	.03	-.03
13. Affiliation													---	-.01	.06
14. Perception of risk														---	-.04
15. "usefulness" of program															---

Multiple Regression Analysis

Importance Item Ratings

Stepwise regressions were utilized to explore the relationships between predictor and criterion variables and the amount of variance explained in the relationships. Separate multiple regressions were run for each question that assessed coaches' views about the importance of various coaching competencies (See Questionnaire Items 22a-22n contained in Appendix A). Predictor variables for each question included: previous coaching experience, level of IMPACT training completed, perceptions of risk, sport, education, age, race, gender, parental status, athlete age, athlete gender, perceptions about the programs "usefulness", and coaching orientation (task, self, and affiliation scores). Table 29 represents the summary results of the individual stepwise regressions for questions pertaining to coaches' perceptions about the importance of coaching competencies.

An inspection of Table 29 reveals that a number of the multiple regression analyses were significant and explained between 2.8 and 13.4% of the variance. Significant predicting variables included educational level, age group, coaching orientation, athlete gender, coach gender, experience, race/ethnicity, sport, and perceptions related to risk and usefulness of the program. While a number of these regressions were significant, few patterns existed across the various questions. Furthermore, no variables were able to explain the differences in coaches' views about "not showing favoritism".

Table 29

Summary of Stepwise Multiple Regression Analysis for Variables Predicting Coaches Perceptions on the Importance of Various TDPAL Coaching Competencies

Question	Significant predictor variables and β values	ΔR^2 % R^2	Interpretation
Inform players and parents of your coaching philosophy (*n* = 170)	U6 age group (-0.19*) Highest education obtained: high school (0.17*)	0.04 0.03 6.8%	U6 coaches are less likely to inform others of their philosophy while those with a high school degree or less are more likely to inform their players and parents of their coaching philosophy
Ask your athletes questions about school and other life events (*n* = 171)	Usefulness of program (0.21**) U6 age group (-0.18*) U10 age group (-0.19*)	0.04 0.03 0.04 11%	Coaches who perceive the program to be more useful are more likely to ask their athletes questions while coaches of younger age groups (U6 and U10) are less likely to ask questions
Be consistent with all players (*n* = 170)	Male athletes (-0.19*)	0.03 3.4%	Coaches of male athletes are less likely to view being consistent with all players as important
Maintain your composure and show respect to all players, coaches, referees, and parents (*n* = 170)	Self orientation (0.20**)	0.04 4.0%	Coaches with higher levels of "self" orientation are more likely to maintain their composure and show respect
Not show favoritism (*n* = 171)	None		No variables emerges as significant predictors
Have clear expectations of all athletes and their families (*n* = 170)	Male athlete (-0.20*) Perception of risk (-0.18**)	0.04 0.03 7.2%	Coaches of female or coed athletes and those coaching athletes with a lower perceived risky environment are more likely to have clear expectations
Build players up instead of yelling at them and "breaking them down" (*n* = 171)	Previous coaching experience (-0.28**) Self orientation (0.24**)	0.08 0.06 13.4%	Coaches with fewer years experience and those with higher levels of self coaching orientation are more likely to not yell at players but build them up

Table 29 (cont'd)

Set up a practice that meets the needs of players of all skill levels (n = 171)	Highest education obtained: graduate work / graduate degree (-0.19*)	0.04 3.5%	Coaches with graduate school experience are less likely to set up a practice that meets the needs of all players
Hold a post practice or post game session at least one time per week and discuss issues such as playing fair or making good choices (n = 168)	Task orientation (-0.19*)	0.04 3.7%	Coaches with lower levels of task orientation are more likely hold a post practice / game discussion
Incorporate a character lesson into each practice (n = 171)	Usefulness (0.19*) Task orientation (-0.15*) Sport: t-ball /flag football (-0.16*) African American (0.16*)	0.04 0.02 0.02 0.02 10.4%	Those who perceive the program to be more useful, have lower levels of task orientation, coach sports other then flag football and t-ball and those who are African American are more likely to incorporate a character lesson into their practices
Use teachable moments in your post practice or game discussions (n = 168)	Highest education obtained: 2-year degree (-0.18*)	0.03 3.3%	Coaches with a 2-year college degree or who have complete some college are less likely to use teachable moments in their post session discussions
Have your athletes trust you (n = 171)	Age group U6 (-0.17*)	0.03 2.8%	Coaches of U6 teams are less likely to view having their athletes trust them as important
Set individual goals *with* your athletes (n = 169)	Sport soccer (-.0.20**) Male coach (-0.19*)	0.04 0.03 7.3%	Soccer coaches and male coaches are less likely to view setting individual goals as important
Set team goals *with* your athletes (n = 170)	Age groupU6(-0.15*) Male coach (-0.16*)	0.02 0.02 4.7%	Coaches of younger teams (U6) and male coaches are less likely to view setting team goals as important

Note: * $p < .05$. ** $p < .01$.

Knowledge Item Ratings

Stepwise regressions were utilized to explore which predictor variables would best explain the variance associated with each criterion variable or question. Separate multiple regressions were run for each question (29a-29h) that assessed coaches views about their knowledge of various coaching competencies. Predictor variables for each question included: previous coaching experience, level of IMPACT training completed, perceptions of risk, sport, education, age, race, gender, parental status, athlete age, athlete gender, perceptions about the programs "usefulness", and coaching orientation (task, self, and affiliation scores). Table 30 represents a summary of the results of the individual stepwise regressions for questions pertaining to coaches' knowledge of various coaching competencies.

Overall, between 3.4 and 25.2% of the variance was explained by several significant predictor variables. Key variables included experience, perceptions of risk, athlete age (A, B, C, or D levels; U6; U12), level of IMPACT training, self and task coaching orientation, and parental status. While a number of regression models were significant, an inspection of Table 30 did not reveal consistent patterns across the various questions.

Table 30

Summary of Stepwise Multiple Regression Analyses for Variables Predicting Coaches Knowledge on TDPAL Coaching Competencies

Question	predictor variables and β values	ΔR^2 % R^2	Interpretation
Develop a coaching philosophy (N = 167)	Experience (0.36**) U6 age group (-0.19*) Perception of risk (-0.15*)	0.13 0.03 0.02 18.1%	Coaches with less experiences, of U6 teams and who perceive their athletes to have less risky environments know less about developing a coaching philosophy
Setting clear expectations with your athletes and their parents (N = 167)	Perceptions of risk (-0.20**) U6 age group (-0.17*)	0.04 0.03 6.9%	Coaches who perceive their athletes environments as less risky and coaches of younger age groups (U6) know less about setting clear expectations
Designing and implementing a practice plan (N = 167)	Experience (0.31**) Self orientation (0.16*) U12 age group (0.16*)	0.09 0.03 0.02 14.5%	Coaches with more experience, a self-orientation, and who coach U12 teams know more about designing and implementing a practice plan
Setting individual goals *with* your athletes (N = 167)	U6 age group (-0.33**) Level of IMPACT training (0.25**) Perceptions of risk (-0.25**) Experience (0.17*)	0.11 0.06 0.06 0.02 25.2%	Coaches of U6 teams and who perceive their athletes environments to be less risky know less while coaches with higher levels of IMPACT training and more experience know more about setting individual goals with their athletes
Setting team goals *with* your athletes (N = 166)	U6 age group (-0.30**) Experience (0.22**) Perceptions of risk (-0.17*) Level of IMPACT training (0.17*)	0.09 0.04 0.03 0.02 18.2%	Coaches of U6 teams and who perceive their athletes environments as less risky know less while coaches with higher levels of IMPACT training and more experience know more about setting team goals with their athletes
How to ask open-ended questions (N = 166)	Age group (A, B, C, D) (-0.18*)	0.03 3.4%	Coaches of A,B,C, or D teams know less about how to ask open-ended questions

Table 30 (cont'd)

Having post practice or post game discussions related to teaching your athletes life skills (N = 167)	Task orientation (-0.21**) Experience (0.21**) Parent (0.16*)	0.04 0.04 0.02 11.1%	Coaches with more experience and those with lower levels of task coaching orientation and who are parents of a child in the program know more about holding post practice /game discussions
How to build trust with your athletes (N = 167)	U12 Age group (0.18*)	0.03 3.4%	Coaches of U12 teams know more about building trust with their athletes

Note: * $p < .05$. ** $p < .01$.

Confidence Item Ratings

Stepwise regressions were utilized to explore which predictor variables would best explain each individual question as well as their character building efficacy score. Separate multiple regressions were run for each question (23a-23q) and the character building efficacy subscale that assessed coaches' confidence related to various coaching competencies. Predictor variables for each question included: previous coaching experience, level of IMPACT training completed, perceptions of risk, sport, education, age, race, gender, parental status, athlete age, athlete gender, perceptions about the programs "usefulness", and coaching orientation (task, self, and affiliation scores). Table 31 represents a summary of the individual stepwise regressions for questions pertaining to coaches' confidence.

An inspection of Table 31 revealed that a number of the multiple regressions were significant and explained between 2.3 and 15% of the variance. Key predicting variables included African American or Caucasian race, athletes' gender, perceptions of the program's usefulness, perceptions of risk, parental status, graduate school as the highest educational level obtained, self goal orientation, coaching t-ball or flag football and athletes age (A, B, C, D level teams, multiple age groups, U6, U10, and U12). While a number of these regressions were significant, few patterns existed across the various questions regarding coaches' confidence about key coaching components.

Table 31

Summary of Stepwise Multiple Regression Analyses for Variables Predicting Coaches Perceptions of Their Confidence about TDPAL Coaching Competencies

Question	Significant predictor variables and β values	ΔR^2 % R^2	Interpretation
Inform players and parents of your coaching philosophy (*n* = 172)	Caucasian (-0.30**) Female athletes (0.20**) U6 age group (-0.15*)	0.09 0.04 0.02 15.0%	Caucasian coaches and coaches of U6 teams were less confident while coaches of female athletes were more confident in their ability to inform their players and parents of their coaching philosophy
Ask a variety of questions (*n* = 171)	Caucasian (-0.22**) Male athletes (-0.21**) Sport (t-ball, flag football) (-0.18*)	0.05 0.04 0.03 11.8%	Caucasian coaches, coaches of male athletes and t-ball / flag football coaches were less confident in their ability to ask questions
Be consistent with all players (*n* = 172)	Sport (t-ball, flag football) (-0.17*) Perception of risk (-0.18*)	0.03 0.03 6.0%	T-ball / flag football coaches and coaches who perceive less risky situations are less confident in being consistent with all players
Maintain your composure and show respect to all players, coaches, referees, and parents (*n* = 172)	Self orientation (0.21**) Perception of risk (-0.20**) "usefulness" of program (0.15*)	0.05 0.04 0.02 10.9%	Coaches with higher levels of "self" orientation, with lower perceptions of risk or who perceived the IMPACT program as more useful are more confident in their ability to maintain their composure and show respect
Not show favoritism (*n* = 172)	Perception of risk (-0.19*)	0.04 3.5%	Coaches of athletes in less risky environment are more confident about not showing favoritism
Have clear expectations (*n* = 172)	Highest education obtained: graduate work / graduate degree (-0.15*)	0.02 2.4%	Coaches with at least some graduate school experience are less confident about having clear expectations
Set up a practice that meets the needs of players of all skill levels (*n* = 169)	Caucasian (-0.25**)	0.06 6.2%	Caucasian coaches are less confident in their ability to set up a practice that meets the needs of all players

Table 31 (cont'd)

Hold a post practice or post game session and discuss issues (n = 171)	Parental status (-0.16*)	0.03 2.6%	Coaches who were not parents were more confident about holding a post practice / game discussion
Incorporate a character lesson into each practice (n = 172)	Usefulness (0.22**) Parental status (0.17*)	0.05 0.03 7.6%	Those who perceive the program to be more useful, or are a parent of a child in the program are more confident about incorporating character lessons into their practices
Use teachable moments (n = 172)	Age group (A,B,C,D) (-0.15*)	0.02 2.3%	Coaches indicating A,B,C, or D teams instead of an age group were less confident about using teachable moments in their post session discussions
Set individual goals *with* your athletes (n = 172)	Highest education obtained: graduate work / graduate degree (-0.20*) Multiple age groups (0.18*)	0.04 0.03 7.0%	Coaches with a graduate degree were less confident while coaches of athletes across multiple age groups were more confident about setting individual goals
Set team goals *with* your athletes (n = 172)	Usefulness (0.21**)	0.05 4.5%	Coaches who viewed the IMPACT as useful were more confident to set team goals
Instill an attitude of good moral character (n = 172)	Caucasian (-0.27**) Self orientation (0.15*)	0.07 0.02 9.3%	Caucasian coaches were less confident while coaches with a "self" coaching orientation were more confident in their ability to instill an attitude of good character
Instill an attitude of fair play among your athletes (n = 172)	U10 age group (-0.19*) Usefulness (0.18*) Perception of risk (-0.15)	0.03 0.03 0.02 9.0%	Coaches of U10 athletes and those who perceived lower levels of risk were less confident while coaches who perceived the program as useful were more confident instill attitudes of fair play among their athletes
Promote good sportsmanship (n = 172)	U12 age group (0.16*)	0.03 2.5%	U12 coaches were more confident to promote good sportsmanship
Instill an attitude of respect for others (n = 172)	Usefulness (0.22**) Age group (A,B,C,D) (-0.17*) African American (0.16*) U12 age group (0.15*)	0.05 0.03 0.02 0.02 12.5%	Coaches who perceived the IMPACT program to be more useful, African American coaches, and U12 coaches were more confident while coaches of A,B,C, or D teams were less confident to instill attitudes of respect

Table 31 (cont'd)

Character building efficacy subscale (n=172)	Usefulness (0.22**) Age group (A, B, C, D) (-0.16*) U10 age group (-0.18*) African American (0.16*)	0.05 0.03 0.03 0.02 12.5%	Higher levels of character building efficacy were best predicted by coaches who perceived the program to be more useful and were African American. However, coaches of A, B, C, and D teams as well as U10 teams had lower levels of character building efficacy.

Note: * $p < .05$. ** $p < .01$.

IMPACT 'Usefulness' Ratings

Stepwise multiple regression was utilized to explore which predictor variables (previous coaching experience, level of IMPACT training completed, perceptions of risk, sport, education, age, race, gender, parental status, athlete age, athlete gender, and coaching orientation (task, self, and affiliation scores), would best explain the variance on how useful coaches perceived the program to be. In particular, the stepwise multiple regressions revealed three significant predictor variables of coaches' perceptions of risk: having a graduate degree or graduate school work, level of IMPACT training, and Caucasian race which accounted for 12% of the variance. Coaches with a graduate degree or some graduate work ($\beta = 0.22, p = .004$), a higher level of IMPACT training ($\beta = 0.22, p = .003$), and who were Caucasian were ($\beta = 0.16, p = .034$) were more likely to rate their athletes environment as risky. Table 32 represents the results of stepwise regression. The results of these analyses revealed Caucasian race ($\beta = -0.32, p = .0001$), coaching individual sports (golf, tennis or track) ($\beta = -0.22, p = .002$), and having a high school degree or less ($\beta = 0.15, p = .039$) were significant predictor variables related to coaches perceptions of the program and explained 17.5% of the variance. Thus, coaches who were Caucasian or coaches individual sports rated the program as less useful, while coaches with a high school degree or less were more likely to rate the information taught in the programs as more useful.

Table 32

Summary of Stepwise Multiple Regression Analysis for Variables Predicting Coaches Perceptions on the "Usefulness" of the IMPACT Coach Training Program (N=172)

Variable	*B*	*SE B*	B	ΔR^2
Step 1				
Race (Caucasian)	-0.74	0.17	-0.32**	0.10
Step 2				
Race (Caucasian)	-0.74	0.16	-0.32**	
Primary Sport (golf, tennis, track)	-0.56	0.18	-0.22**	0.05
Step 3				
Race (Caucasian)	-0.70	0.16	-0.31**	
Primary Sport (golf, tennis, track)	-0.53	0.18	-0.21**	
Highest Education (high school)	0.23	0.11	0.15*	0.02

Note: * $p < .05$. ** $p < .01$.

Perceptions of Athletes' Environmental Risk

Stepwise multiple regression was utilized to explore which predictor variables (previous coaching experience, level of IMPACT training completed, sport, education, age, race, gender, parental status, athlete age, athlete gender, perceptions about the programs "usefulness," and coaching orientation (task, self, and affiliation scores), would best explain coaches perceptions about "how risky or dangerous is the environment where the youth on your team live." Table 33 represents the multiple regression results for coaches' perceptions of their athletes' environment. In particular, the stepwise multiple regressions revealed three significant predictors of coaches' perceptions of risk: having a graduate degree or graduate school work, level of IMPACT training, and Caucasian race which accounted for 12% of the variance. Coaches with a graduate degree or some graduate work ($\beta = 0.22, p = .004$), a higher level of IMPACT training (β

= 0.22, $p = .003$), and who were Caucasian were ($\beta = 0.16$, $p = .034$) were more likely to rate their athletes' environment as risky.

Table 33

Summary of Stepwise Multiple Regression Analysis for Variables Predicting Coaches Perceptions of How Risky / Dangerous their Athletes Environment Is (N=172)

Variable	*B*	*SE B*	B	ΔR^2
Step 1				
Highest Education (graduate school)	1.40	0.48	0.22**	0.05
Step 2				
Highest Education (graduate school)	1.56	0.47	0.25**	
Level of IMPACT training	0.57	0.19	0.22**	0.05
Step 3				
Highest Education (graduate school)	1.26	0.48	0.20**	
Level of IMPACT training	0.62	0.19	0.24**	
Race (Caucasian)	1.38	0.65	0.16*	0.02

Note: * $p < .05$. ** $p < .01$.

Coaching Orientation

Coaches significantly differed on their coaching orientation, therefore, a single multiple regression with three dependent variables (i.e., affiliation, self, task) was used to explore which, if any, predictor variables would best explain each coaching style. Predictor variables included: previous coaching experience, level of IMPACT training completed, perceptions of risk, sport, education, age, race, gender, parental status, athlete age, athlete gender, and perceptions about the programs "usefulness". Table 34 represents the multiple regression results for each dependent variable.

Table 34

Summary of Stepwise Multiple Regression Analysis for Variables Predicting Coaches Coaching Orientation: Task, Self, & Affiliation (N=172)

Variable	*B*	*SE B*	B	ΔR^2
Affiliation orientation				
Step 1				
Race (Hispanic)	3.69	1.08	0.25**	0.07
Step 2				
Race (Hispanic)	3.51	1.06	0.24**	
Coaching experience	-0.08	0.03	-0.20**	0.04
Step 3				
Race (Hispanic)	3.36	1.04	0.23**	
Coaching experience	-0.08	0.03	-0.20**	
Primary Sport (golf, tennis, track)	-2.00	0.75	-0.19**	0.04
Task orientation				
Step 1				
Sport (football)	1.00	0.33	0.23**	0.05
Step 2				
Sport (football)	0.91	0.32	0.21**	
Age	0.40	0.15	0.19**	0.04
Step 3				
Sport (football)	1.08	0.33	0.25**	
Age	0.46	0.15	0.22**	
Sport (golf, tennis, track)	1.40	0.65	0.16*	0.02
Self orientation				
Step 1				
Athlete gender (male)	-0.82	0.31	-0.20**	0.04
Step 2				
Athlete gender (male)	-1.04	0.32	-0.25**	
Race (African American)	1.20	0.44	0.21**	0.04
Step 3				
Athlete gender (male)	-0.90	0.32	-0.22**	
Race (African American)	1.23	0.44	0.21**	
Sport (golf, tennis, track)	1.36	0.60	0.17*	0.03
Step 4				
Athlete gender (male)	-0.89	0.31	-0.22**	
Race (African American)	1.33	0.43	0.23**	
Sport (golf, tennis, track)	1.55	0.60	0.19**	
Age group (U14)	1.04	0.40	0.19*	0.03

Note: * $p < .05$. ** $p < .01$.

An inspection of Table 34 reveals that higher levels of an affiliation coaching orientation were explained by Hispanic race ($\beta = 0.25, p = .001$), coaching experience ($\beta = -0.20, p = .007$), and coaching individual sports including golf, tennis, and track ($\beta = -0.19, p = .008$), and accounted for 14.1% of the variance. Self coach orientation was explained by athlete gender ($\beta = -0.20, p = .009$), African American race ($\beta = 0.21, p = .007$), coaching individual sports ($\beta = 0.17, p = .025$), and coaching U14 age athletes ($\beta = 0.19, p = .011$) which accounted for 14.1% of the variance. Overall, 11.4% of the variance for task orientation was explained by coaching football ($\beta = 0.23, p = .003$), coaches age ($\beta = 0.19, p = .009$), and coaching individual sports ($\beta = 0.16, p = .033$).

Specifically, affiliation coaching orientation was related to being Hispanic, coaching for fewer years, and not coaching an individual sport. Coaches who did not primarily work with exclusively male athletes/teams, who were African American, and coached individual sports were significantly predictive of having a self coaching orientation. However, coaching football, older coaches, and coaching individual sports was related to higher levels of task coaching orientation.

CHAPTER 5: DISCUSSION

The primary purpose of this study was to gain a better understanding of who is coaching within the TDPAL youth sport program. Understanding the backgrounds of these coaches and their perceptions of youth sport were lines of inquiry of particular interest. Additionally, imbedded with this first purpose was a secondary purpose of providing an initial assessment of the IMPACT coach training program. A second purpose of the study was to assess if specific experiences and coaching qualities would predict or influence coaches' beliefs about youth sports. Would attitudes and opinions differ as a function of such variables as coach gender, age, experience?

Purpose 1a: Who Are TDPAL's Coaches and What are their Opinions Concerning Key Youth Sports Issues?

Coach Characteristics and Backgrounds

Little is known about who is coaching today's youth, as only a few studies have been conducted (see Ewing et al., 1996; Hedstrom & Gould, 2004; NASPE, 2008; Seefeldt et al., 1991); especially with those looking at characteristics of coaches who work in programs outside of suburban middle class communities. The results of this study of the TDPAL coaches in some ways shows the demographic profiles were consistent with studies of other youth sport coaches. Like the previous reports, coaches in this study were volunteers, predominantly male, with a dual parent-coach role (c.f. NASPE, 2008). On average they were 37 years old, coached male athletes ranging in from 6 to 19 years old and completed at least some college. However, these coaches were also unique compared to previous research involving youth sports and particularly those involving coaching education programs. In particular, these TDPAL coaches averaged

about 6 years of experience, worked closely with other coaches on their staff, and had previously completed some coach training through TDPAL and the IMPACT training program. Coaches from this study were from an urban setting with 85% of the participants being African American and nearly 27% of the coaches volunteered time with other civic youth groups. The racial / ethnic background, unlike that reported in previous youth sport research, is typical of those living in Detroit. As indicated in the 2000 US Census report, 12.3% of those living in Detroit are White, 81.6% are Black, and 5% are Hispanic / Latino (US Census Bureau, Feb 2009). See Table 25 for a breakdown of the TDPAL coaches in this study.

Coaching Orientations, Beliefs about Coaching, and Personal and Athlete Goals

The results of this study show that coaches were more task than affiliation orientated and more affiliation like than self orientated. These findings support the findings of Martens and Gould (1979) in which youth sport coaches also saw themselves as being highly task orientated and directing their efforts toward the socialization of children in sports, as well as placing a greater emphasis on the development of positive interpersonal relationships. These two values ranked higher than placing a greater emphasis on self-aggrandizement. Similar to the recommendations and concerns raised by Martens and Gould, these results only shed light on what coaches are telling us, not what they actually do. Finally, although in some instances, coaching orientation was predictive of certain views of coaches, it did not emerge as a significant and consistent predictor of coaches' view about critical TDPAL coaching components.

Coaches' perceptions about their role in youth sports may play a critical role in creating positive sport experiences for youth. Unfortunately, these results do not indicate

if these coaches behave in a similar manner with their coaching orientation and values associated with youth sports. On-the-field behaviors, including self-report, athlete-report, parent-report, and direct observations, should be made to triangulate this information.

Knowledge and Views about Critical Concepts

Results from this study revealed that, overall, most coaches within the TDPAL program agree that the assessed IMPACT program components and competencies are "very important" for them and their coaching staff to understand and practice. This provides some evidence, then, that TDPAL coaches find the IMPACT program content to be relevant and useful to their work with youth. Coaches also rated their knowledge as high. They believed that they know "a lot" about each of these components (M = 4.11-4.56). However it should be noted that regardless of the training level, most coaches indicated a high degree of knowledge about each topic, even when it had not been discussed in a session. For instance, of the Level 1 coaches and those without any IMPACT training who completed the questions pertaining to "their knowledge of" (e.g. developing a coaching philosophy, setting team and individual goals, and setting clear expectations with your athletes and their parents), responses range from a 1 to a 5, with scores frequently rating above a 4. Specifically, 58% and 68% respectfully, indicated they knew a lot about how to build trust with their athletes while 46 and 46% knew a lot about having post practice or post games discussion related to teaching life skills (see Appendix A; questions 29h and 29g). These results are similar to the responses provided by Level 3 coaches of which 51.1% and 68.5% indicated that they also knew "a lot" about these respective questions. The extremely high ratings may be the result of coaches providing socially desirable responses or in fact, they are familiar with the concepts being

covered in the sessions. It may be advised to explore additional sources of knowledge as well as examining whether "knowing" actually related to what is being practiced and implemented on the field.

Coaching Confidence and Character Building Efficacy

High ratings were also reported for levels of confidence relating to the specific coaching competencies as well as to their character building efficacy score. Previous research examining coaching efficacy has frequently reported ratings that are normally skewed to the positive end (e.g., Feltz et al., 1999; Feltz et al., 2009; Malete & Feltz, 2000). These high ratings resemble the "highly confident" ratings reported by volunteer youth sport coaches despite the amount of coaching experience among these coaches as well (Feltz et al., 2009). It is not known how coaches' confidence in their abilities actually relates to their actual performance and behaviors on the field. Nor is it understood if coaches become more accurate in their self-assessments as they gain experience (Feltz et al., 2009). Thus, the high levels of coaching confidence found here may be influenced by a coach's inability to provide an accurate self-appraisal of their skills versus solely providing socially desirable responses such as not wanting to look weak in front of others. Overall, these high ratings may have implications for coach education whereas coaches may think they know things when they do not or lack the ability to accurately assess their skills.

Goals and Expectations

Many of the goals that these TDPAL coaches reported having for their athletes support what coaches in other studies have reported and also correspond to the reasons youth participate in sport. For example, Stern, Prince, Bradley, and Stroh (1989) found

feeling part of the team, learning to do their best, and having fun and excitement were the highest ranked items and considered "extremely important" goals for their athletes by 40 urban Boys Club basketball coaches. Other important goals included learn and improve skills, be with and make new friends, have a coach to look up to and get playing time were rated very important. The coaches involved in this study provided a range of goals for their athletes, which frequently were similar such as hoping their athletes would learn about the game, develop teamwork and other interpersonal skills, and having fun. Expanding upon previous goals, these coaches also want their youth to develop a sense of responsibility and respect, do well in school, and be more disciplined.

Likewise, these goals parallel some of the top reasons reported for why youth participate in sport (i.e. to have fun, to improve skills, to make friends, for the excitement of the competition, and to do something I'm good at) (Seefeldt et al., 1991). However, similarly to the discrepancies between why athletes participate in sports and why adults think they participate, some of the goals coaches had for themselves and the goals they had for their athletes were concerning, particularly when they appeared to conflict with one another and are not consistent with the character development mission of TDPAL. For example, 48 coaches stated that winning and being a champion was the most important accomplishment they could achieve, however, only six coaches specifically said it was about winning with their athletes. For example, coaches from a variety of sports, age groups and IMPACT training levels, stated comments like ". . . winning a championship of course" as a personal goal while two both Level 3 football coaches stated "winning a championship" and "accomplishing a championship" and a third Level 3 football coaches just simply put "winning" down as an important goal for their team to

accomplish. On the other hand, other coaches wanted their athletes to put winning in perspective (i.e. learn "how to win" and learn that "winning is not always what the scoreboard reads" or "winning isn't everything".

Perceived Risks and Issues Facing Coaches

Typically, coaches face many issues and barriers in youth sports, especially given that many coaches are often well-meaning but untrained parents of a child in the program. The coaches in this study are not different on that respect. For example, 55 % of the TDPAL coaches are the parent / grandparent of a child in the program. Previous research has identified common concerns among youth sport coaches. Potential issues may include topics such as athlete behavior, athlete performance, personal characteristics, parental influence, and team organization (Gilbert, Gilbert, & Trudel, 2001a, 2001b). For example, in a study by Gilbert and colleagues (2001a, 2001b) conducted with 19 volunteer youth sport coaches, coaches discussed 136 issues that ranged from disciplining their athletes, monitoring attendance, and dealing with sudden, unexplained decreases in performances. They also had to deal with disrespectful behaviors such as verbal or physical abuse or a refusal to cooperate, and issues such as communicating with a diverse group of athletes, negative interactions with parents and officials and balancing the dual role of parent-coach. Furthermore, Gilbert and colleagues reported that these coaches faced issues relating to organization such as fundraising, planning practices effectively, creating line-ups as well as staffing issues such as recruiting parents to help.

The results of this study support previous findings (e.g., soliciting help, communicating effectively, and dealing with athlete behaviors such as discipline, attendance and their performance were all identified as key issues), but TDPAL coaches

also identified unique issues they face as a coach or experienced more common issues in an atypical way. For example, although parents are commonly cited as an issue, Gilbert and colleagues (2001b) discussed problems with parents stemming from disagreements related to a coach's on-the-field methodology and confrontations. While this concern was also true according to the coaches in this study, TDPAL coaches also suggested that family issues and a lack of parental involvement or support may be a greater problem.

Inconsistent with previous results, TDPAL coaches frequently have to deal with equipment, transportation, and facility issues. Specifically these concerns include having limited equipment, lack of decent or acceptable fields to play on and transportation for their kids. Additionally community-based concerns including violence and crime (n=13), and educational issues (n=9) were frequently cited as barriers to their coaching.

As discussed in the Gibert et al. (2001a, 2001b) studies, TDPAL should examine the current practices and strategies coaches use when dealing with the above mentioned issues. For example during interviews with coaches, Gilbert and colleagues found coaches used a variety of techniques to deal with negative parental interactions. Some strategies ranged from requiring parent contracts, providing parents with their coaching vision, and instilling a mandatory cooling-down period. The unique issues facing the TDPAL program should be explored more in-depth and examined for the strategies coaches use to overcome or deal with them. Based on coaches' reports and recommendations from other professionals and areas of study, TDPAL should provide concrete advice and support for coaches. These recommendations are essential, especially when dealing with critical issues such as being a positive role model, safety, crime and violence, limited equipment, and focusing on educational needs.

Perceived Risks and Issues Facing Athletes

The coaches in this study varied considerably in their perceptions of the environmental risk in the neighborhoods in which their young athletes live. Their perception of danger ranged from "not at all risky" to being "very risky and dangerous". About 30% of the coaches stated their athletes' environment was a "5" or "somewhat risky / dangerous". However, this number may be misleading. During the data collection, a few coaches had difficulty answering this question; some asked questions, others were overheard discussing concerns about it with the people at their table. As one coach stated "I have some kids at a 0 and others at a 10 . . . guess that is a 5". Where athletes live was not addressed in this study, thus athletes on one team may come from multiple neighborhoods with various levels of risk. Athlete risks and issues are a clear concern, however, rating the level of risk with a single number may not accurately portray what is really going on with these coaches and their athletes.

To help clarify this concern, coaches provided over 750 examples of the risks their kids face each day which were constant content analyzed into 12 more general categories. As reported in the 2007 YRBS report, several of these concerns (e.g. feeling unsafe, pressure to use drugs, and having sex) more likely characterize youth living in economically deprived areas of Detroit compared to those living in other areas of the United States or Michigan (Centers for Disease Control: Healthy Youth, 2008). More specifically these coaches stated concerns about the home environment (e.g., having single parents, lack of support) (n=180), violence (e.g., seeing violence on a daily basis, criminal influences in the neighborhood, pressure from gangs) (n=119), pressure to use

drugs (n=111), and the lack of education (e.g. deficits, support, dropping out) (n=118) they receive in the schools as critical issues facing the youth they serve.

These issues and concerns, both related to the athlete and the coach, are not typically addressed in most coach education programs. Providing these coaches with some guidelines and helpful information would seem to be beneficial to increasing the effectiveness of the program and to gaining positive youth outcomes though their participation in the TDPAL program.

Summary

The coaches in this study identified many risks and barriers unique to coaching in an urban setting. Nearly all coaches, regardless of their backgrounds, believed the IMPACT program to be useful and helped coaches become a better mentor. Furthermore, these coaches implied that they strongly believe in and are capable of teaching some the skills or critical components taught in the program. However, having good intentions does not equal good or appropriate actions. In a qualitative study examining the beliefs and practices of "ineffective" and "effective" TDPAL coaches, Flett and Gould (2008) found all coaches were committed to helping their athletes. Coaches defined life skills in a similar manner and described similar coaching objectives. According to Flett and Gould, more versus less effective coaches differed in how they attempted to achieve these goals. All coaches understood their role in developing youth, however, the strategies less effective coaches used may not be the most effective for teaching life skills or developmentally appropriate for youth (e.g., constantly yell and criticize young people). These strategies may create a potentially negative environment. As previously suggested, inappropriate strategies and negative sport experiences may actually impede the

development of personal and social competencies (Petitpas & Champagne, 2000). The strategies employed by youth sport coaches, despite their intentions, may contribute to the equivocal findings stemming around youth sport participation and positive youth development. Understanding the beliefs of the coaches in this study and expanding that understanding to what they are actually doing is critical. Furthermore, linking perceived athlete risks and coaches intentions to behaviors and actions may provide some insight into how youth sport coaches have the potential to create a developmentally positive and enriching environment.

Purpose 1b: Initial Assessment of the IMPACT Coach Training Program

Relative to coaches' perceptions, the secondary purpose of this study was to provide an initial step into the process of understanding the efficacy of the IMPACT coaching education program, where there is a dearth of scientific literature of such efforts. It is believed that coaches learn to coach through several formal and informal means. However, formal coach training programs are thought to be important because they are thought to provide a setting for coaches to learn about the best practices and coaching behaviors (Conroy & Coatsworth, 2006). The leadership of the TDPAL program was concerned with the effectiveness of the program on the youth it serves. While not specifically designed as IMPACT program evaluation, by surveying the coaches it was possible to conduct a preliminary assessment of the coaches' opinions about the IMPACT program and its components. It was hoped that this information would provide background knowledge to conduct future studies assessing specifically designed to evaluate coach behaviors and youth outcomes.

Today's youth sport coach is expected to fill many roles. He or she is often viewed as a coach, teacher, mentor, leader, parent, and even friend to his or her athletes. To fill these roles coaches are expected to understand and posses a large body of knowledge in multiple domains (Gilbert & Trudel, 1999b). Formal coach education programs are one way in which coaches learn to coach and gain the knowledge needed to be most effective. For example, previous coaching education programs have required coaches to learn about relationship skills (e.g., Smith & Smoll, 1990, 1996; Smith et al., 1995; Smith et al., 1978, 1979), coaching philosophies and psychology based skills (Positive Coaching Alliance, 2006) or sport-specific skills, first aid, coaching principles and coaching responsibilities (ASEP, 2006b). Additionally, the 2005 NASPE standards that suggest programs should focus on eight domains including: philosophy and ethics, safety and injury prevention, physical conditioning, growth and development, teaching and communication, sport skills and tactics, organization and administration, and evaluation (NASPE, 2006). These programs can and have been implemented in a variety of ways and focus on various components such as theoretically driven information, technical and tactical skills, or developing relationships. The current IMPACT program was designed to address some of the above mentioned components while meeting the most critical needs of the coaches in the program. Specifically, the IMPACT program aims to increase coaches competency in their ability to set season long goals, develop a coaching philosophy, use positive feedback (build players up), develop strong relationships, ask questions and build trust, support and challenge their athlete, and understand individual difference among athletes and the best ways to reach out to them.

What follows is a discussion of the evidence from this survey that conveys the coaches' perceptions of the IMPACT program and its content.

Reaching Out to Coaches: Best Practices for Effective Coaching

Knowing coaches' orientations, perceptions of roles or views about youth sports is only an initial step in the process of understanding and improving the youth sport environment. However, after reviewing the literature, Gilbert and Trudel (2004b), concluded that simply lecturing to or at coaches on best practices or how to "frame their coaching roles" will likely have no impact on actual coaching behaviors because coaches are not engaged in the process. Instead these authors believe that by directing coaches' attention to certain coaching issues via small group discussions or through individual reflections, coaches could become more engaged and critically evaluate and potentially restructure their role frame. For example, they state that:

> While engaged in the process of thinking about how to resolve the issue, coaches could be asked to respond to questions such as "why is this considered to be an issue?" and "what strategies could be used to address the issue?" Another alternative, and perhaps more effective, would be to have coaches reflect on coaching issues they had just recently experienced or were presently experiencing. In either case, coaches could then be asked to create a visual display of their approach to coaching (role frame diagram). For the final step in the exercise, time would be allocated to allow the coaches to crucially evaluate their role frame diagram (pg 40).

Some of these practices are already incorporated into the IMPACT training program (i.e. posing questions to coaches and having them reflect upon or discuss their responses in

small groups). Correspondingly, in a study by Wiarsma and Sherman (2005), coaches believed coach education programs would be most beneficial if they included pedagogical, psychological, and management / leadership components. These recommended practices / program components supported by the previous literature also emerged when TDPAL coaches reported on their perceptions of the program, mainly what they liked about it and what information was most useful. For example, the TDPAL coaches found the information on creating practice plans, building relationships and trust, creating a coaching philosophy, and interacting with other coaches as very helpful. Having the time and opportunity to learn from other coaches was clearly a common theme related to how the IMPACT program helps coaches become better mentors. These concepts were also evident through some of the requests / recommendations coaches need to become better coaches such as continued programming including some sport-specific (pedagogically based) sessions.

Utility and Perceptions about the IMPACT Program

The focus of the coaching education program and its delivery of content may influence coaches' perceptions of the program and more so the likelihood that they will find the information useful and incorporate it into their everyday practices. For example, in a series of interviews with 36 youth sport coaches, Lemyre and colleagues (2007) found less experienced coaches appreciate incorporating practical components such as concrete information on what to do with their athletes as well as opportunities to interact with other coaches into formal educational settings. However theoretical courses seemed to have limited relevance to coaches because too much information was provided in a sport period of time. The IMPACT program aims to provide practical information to

coaches through lecture, small group discussions, interactions with other coaches, and personal reflections. The majority of coaches (66.1%) found the program to be "very useful" while nearly 100% believed the program was helpful. Compared to other questions, fewer coaches (n=200) reported on the ways they use the information. Many coaches (n= 186; 93% of those responding) indicated that they have or plan on using the information taught in the program. Many of the "ways" included non-specific responses such as "in a positive way", "we will start immediately", "we will use the information to improve our program", "teach each other" or "we've already incorporated like 98-98% of what was taught in IMPACT".

Although there is some evidence of what coaches like about the program, what they do may be another story. Solely teaching coaches about the best coaching practices may not be enough. Nor is it enough to assess what they are doing based on their intentions. Potential discrepancies between what coaches say and what they do is likely to occur. Based on the responses it appears difficult to gauge what coaches are actually doing, and how much information is relevant and useful to them. Further examination and follow-up of programs are lacking in the current literature but is clearly needed.

Ways to Educate.Coaches in The Future

In addition to learning through formal educational settings, coaches also report using the internet, having discussions or interactions with others such as coaches, players, parents, and league supervisors, and books or other resource materials, as ways in which they learn to coach youth sports (Lemyre et al., 2007). For example, Lemyre and colleagues (2007) reported that one-third of the coaches in their study used the internet to gain information on coaching. Newer coaches often searched for information on drills

and how to develop specific technical elements while more experienced coaches used it to gain more knowledge about topics such as motivation, nutrition, and stress management. Similarly, Wright, Trudel, and Culver (2007) found coaches often use the internet to stay in contact with their association, and to share information with other people on their team. Although many do not use threaded discussions to communicate with others, they would like to talk to other coaches, especially if they knew with whom they were communicating.

This information coincides with the ways TDPAL coaches indicated they would like to learn about coaching. As depicted in Tables 19 and 20 coaches would like a variety of methods used including videos, emails, brochures, coaching articles, and additional workshops. Specifically, coaches indicated that videos on and offline would be helpful, providing monthly articles with coaching tips, and access to online / in print coaching journals. Furthermore, Hamilton (1997) questioned whether more coaches would use the Internet as programs build websites which could allow coaches to access information, track statistics, and contact others. Currently, the TDPAL coaches use their computers in a similar manner to what previous coaches have reported such as to find information on drills and other skills, designing plays, creating practice plans, communicating via email with other coaches, parents and athletes, as well as making rosters, flyers, and playbooks. Seeing as 55.7 % of TDPAL coaches use their computer for coaching related duties and 69.9% use email regularly, the Internet is a highly feasible source of maintaining contact with the coaches and providing a secure way to distribute quality information. Adding additional ways for coaches to communicate online would both be useful and helpful and is a feature that many coaches would like to see available.

Coaches' Expectations and Recommendations for TDPAL

The TDPAL program leaders and coaches alike are focused on "Helping to make Detroit a great place to be a kid and raise a family . . ." (Think Detroit PAL, 2009). Coaches provided numerous recommendations to both improve the TDPAL program but also ways in which the TDPAL program can help the coaches improve themselves. It is exciting to report that most coaches like the training sessions, find them helpful, and would like to see more of them occurring throughout the year. Adding additional coach education programs, sport-specific, optional, or through other means, should become a top priority of the program. Coaches would like to see more involvement and communication from staff as well as among coaches. They would like the program to have greater visibility within the community.

Coaches identified several concerns that should be addressed. Most of these were related to facility and funding issues (e.g., lack of safe / quality fields, having enough equipment, and money for youth unable to pay registration fees). Some of these issues are beyond the control of TDPAL, however, providing coaches with information may ease some of the tension. Furthermore, some coaches remained concerned with who is coaching in the program. Although most like and believed the merger between Think Detroit and the Police Athlete League in 2006 went well, some also stated concerns that there were still some problems and coaches needed to be better monitored. For example one coach stated that TDPAL needs to "change the old boy network a little bit" while others requested a "more selective process of coaches" and for coaches to "stop hating each other because we are all here for the kids".

Purpose 2: Factors Influencing Coaches Beliefs about Key Youth Sport Issues

Overall, while there were a number of significant differences no consistent patterns of predictor variables emerged across any of the questions pertaining to coaches' beliefs about key youth sports issues. However, this lack of consistency, particularly when it comes to the programs usefulness and perceptions of importance, may indicate that to some degree all coaches (e.g., football, cheer, track, U6, U15, girls and boys teams) are benefiting from the program. However, as some coaches suggested there may be some benefit from offering additional courses to deal with sport-, gender- or age-specific concerns. The following sections discuss the predictor findings relating particular question categories.

Importance and Knowledge Item Ratings

Coaches in this study perceived themselves as very knowledgeable and viewed most IMPACT components as very important. Specifically, several variables emerged as significant factors explaining the variance with few consistencies across both questions. Most striking, experience emerged as a predictor for five of the eight questions relating to knowledge. This makes sense in that coaches gain knowledge from a variety of sources including experiences, not just formal educational settings (e.g., Cushion, Armour, & Jones, 2003; Erickson, Bruner, MacDonald, & Cote, 2008; Lemyre et al., 2007). However, having more experience did not emerge as a predictor for any of the "importance" questions. Even more concerning, having fewer years experience emerged a predictor for viewing "building players up instead of yelling at them and 'breaking them down'" such that coaches with less experience valued building players up and were less likely to yell at players compared to those with more experience. Possible

explanations for this finding should be further explored. For example, coaches with more experience may have been involved in other programs with a different philosophy compared to TDPAL while those with few years experience may base their knowledge of youth sports on the IMPACT program. Coaches with more experience may be different from coaches with less experience.

Additionally, for several items (see Questionnaire 22a, 22b, 22l, 22n; 29a, 29b, 29d, 29e) coaching U6 athletes was related to their knowledge and beliefs about tasks such as developing and informing others of their coaching philosophy, asking questions, and setting clear expectations and individual or team goals. This finding may be attributed to the developmental differences and needs of these athletes as well as the coaches' perceptions about coaching young athletes. Discussing a coaching philosophy with ones athletes may not be viewed as very important even though the coach may have a clear, written philosophy. However, amongst U6 coaches, developing and informing others of their coaching philosophy was related to less knowledge. Additionally, coaching U6 athletes was related to building trust with their athletes and setting team goals as less important. Again, although coaches had less knowledge of setting goals, goal setting may not be as crucial for or well understood by the athletes. These athletes may naturally place trust in the coach compared with older athletes with whom the coach must work harder to create a positive relationship.

Confidence Item Ratings

Feltz and colleagues (1999) have proposed that coaching efficacy beliefs are influenced by coaches' experiences in coaching, prior successful experiences, perceived skill of their athletes and support provided by the school, community or parents. In turn,

coaching efficacy may influence various team, player, and coach variables. Their work in understanding coaching efficacy has focused on task, game strategy, motivation, and character building efficacy, and has typically focused on high school and collegiate level coaches. Recently, Feltz, Short, and Sullivan (2008) suggested that sources of coaching efficacy may vary across different levels of coaching. For example, the role and focus of youth sports (i.e. emphasis on fun versus win-loss record) may be viewed differently than by those involved in more elite level commercialized programs. Thus given the interest in understanding youth sport experiences and the role of the youth coach, work has only begun to examine coaching efficacy at the youth sport level (e.g., Feltz et al., 2009; Kowaliski et al., 2007).

Within the youth sport and coaching education domains, Feltz and colleagues (2009) found higher levels of coaching efficacy were predicted by coaching experience, perceived improvement of athletes, coach's playing experience, and support from the organization, parents, players and the community (Feltz et al., 2009). Additionally, Lee, Malete, and Feltz (2002), found a relationship between coaching efficacy and certified and non-certified coaches as well as coaching experiences. However, there were not significant findings on character building efficacy leading to the recommendation that future coaching education courses may need to pay particular attention to how they can improve motivational and character building efficacy. The IMPACT coach education program places particular emphasis on enhancing a coach's ability to develop character in their athletes. The current study found that higher levels of character building efficacy were explained by coaches who viewed the program as more useful and who were African American. However, coaching A, B, C, or D teams as well as U10 age groups

were less likely to exhibit higher levels of character building efficacy. Coaching experiences and IMPACT training did not emerge as a significant predictor of character building efficacy, nor did they relate to other questions regarding coaching confidence. Perceptions about the usefulness of the IMPACT program did emerge as a significant predictor for character building efficacy as well as for questions relating to ones confidence to (a) maintain your composure and show respect to all players, coaches, referees, and parents, (b) incorporate a character lesson into each practice, (c) set team goals *with* your athletes, (d) instill an attitude of fair play among your athletes, and (e) instill an attitude of respect for others. Thus, this study found mixed support for the notions that coach training and levels of experience would explain coaching efficacy.

Additionally, several other combinations of variables significantly explained individual questions relating to coaches' confidence but did not remain consistent across all questions. Potential sources of coaching confidence may include race, athlete's gender and age, perceptions of the usefulness of the coach training program, environmental factors, education, coaching orientation, and sport. These variables should be examined in terms of the specific components assessed in this study and could also be included as the research into coaching efficacy expands to the youth sport level. Future studies are needed to further explore this issue. Especially helpful would be investigations that link experience, observations of coaching quality, coach training and efficacy as these factors seem to be interlinked.

IMPACT Usefulness

Three variables emerged as significant predictors of coaches' perceptions of the IMPACT program's utility. Caucasian coaches and coaches of individual sports (golf,

tennis, and track) found the program less useful while those with less education (high school degree or less) viewed the program as useful. The negative relationship is concerning and may be happening for a variety of reasons. However, most coaches (91.2%) still rated the program with a 4 or 5, with only one coach rating it as a 2. First, although the IMPACT program is designed to address all coaches' needs and each session is open for any coach, several sessions are geared toward specific football leagues or sports. For example, during data collection, sessions were geared toward the Falcons, Panthers, Cowboys, Raiders, and Colts football teams. Sessions occurring earlier in the year were geared to spring/summer sports. Given that most of the coaches in the sessions were football coaches, more football and team sport analogies and examples may have been used. Secondly, Caucasian and African American coaches differed in their level of education obtained, amount of IMPACT training and perceptions of the environment. These differences may contribute to the race differences found in this study. Furthermore, coaches with less education may find the program more useful because they have not the additional experiences and other forms formal education in which coaches learn to coach. Coaches' opinions, especially from those that are not predicting that the program is useful should be further examined, both on a broad scale as well as through in-depth discussions with coaches. Although at this time it does not appear that individual and team sports should receive separate training, further investigation is needed.

Perceptions of Athlete's Environmental Risk

Three variables helped explain differences of coaches viewing their athletes' environment as risky: education (some or completed graduate work), IMPACT training, and Caucasian race. Coaches with a higher level of education, more training and of the

Caucasian race were more likely to perceive a greater level of risk in their athletes' environment. However, a complete understanding of why these coaches view the environment as risky is not understood and raises new several questions. Is race related to social class and where coaches live? Could IMPACT training and education make coaches more aware of risk? Do poorer, less educated coaches coach and live in riskier neighborhoods or do coaches who live in risky neighborhoods become desensitized to risky situations? Does ones occupation (e.g., police officer) mediate these relationships? Further examination into coaches' perceptions of risk is both necessary and could add to what information coaches need and understanding what they do. As reported by TDPAL, about 85-90% of athletes in the program reside within the city of Detroit including economically deprived areas such as Highland Park and Hamtramck. Other athletes are from the surrounding well-to-do suburbs including Bloomfield Hills, Novi, Farmington, and Grosse Point. It should be examined if coaches living in the same neighborhood as their athletes are more or less likely to view that environment as risky. Given the numerous risks facing the youth in the program, understanding coaches' perceptions about them and their perceived ability to address or reduce the risky environmental impact on their athletes would be helpful in improving the program.

Coaching Orientation

The results of this study found several variables related to affiliation, task, and self coaching orientations. Specifically, Hispanic and coaches with more experience were more likely to demonstrate high levels of affiliation orientation while golf, tennis, and track coaches were less likely to be concerned with forming friendships and fostering strong interpersonal relationships. On the other hand, golf, tennis, and track coaches as

well as football and older coaches were more likely to be task oriented and focus on achieving the team's goals. Golf, tennis, and track coaches were also more likely to be self-orientated along with African American and U14 age group coaches. Coaches of male athletes were less likely to focus on obtaining recognition (self-orientation).

Several of these variable differences were similar to the differences Martens and Gould (1979) found among the three orientations, however, the relationships found were not always consistent. Martens and Gould reported differences in orientations based on sport, experience, and coach education such that those with more coaching experience and formal coach education were lower in affiliation and more self oriented. Baseball coaches were the least self-oriented and highest in affiliation, while football coaches were the lowest in affiliation. No differences in their study were reported based on gender or education. As reported in this study, similar variables explained coaching orientations. Unlike findings reported by Martens and Gould (1979), this study did not find coach education explaining COI but did find athlete gender, race, and age differences. Additionally, coaches with higher levels of self-orientation placed more importance on and were more confident in their ability to maintain their composure and show respect to others, were more confident in their ability to instill an attitude of good moral character and viewed building players up as important. These coaches were also more knowledgeable in designing and implementing a practice plan. Coaches higher in task orientation were less likely to be knowledgeable about having a post practice discussion related to life skills or view it as important.

A concern raised by Martens and Gould (1979) was that coaches with formal training, more coaching experience, and a career in education were more self-oriented.

Those with formal training also placed a greater emphasis on winning while those with more experience were less likely to be affiliation oriented and emphasize fun. This study did not replicate these results in that coaches with more experiences were more likely to be affiliation oriented.

There are some concerns and remaining questions regarding the results of this study, particularly about coaches who are task oriented. These coaches are primarily concerned with achieving their team's goals; however it does not differentiate the type or focus of such goals. Given the large number of football coaches it is good to see that many of them are task oriented. However, in light of the goals coaches provided in the survey, further examination is warranted into what their team goals were and how they were related to their coaching orientation. Additionally, viewing task orientation as a predictor variable for explaining knowledge, importance and confidence is also concerning. These coaches were less likely to value, have knowledge and the confidence to complete some critical components emphasized in the program such as having post game / practice sessions and discussing life skills. Given the focus of the TDPAL program and its hope to instill developing character as its main goal, further examination is warranted.

Implications for TDPAL Leaders, Staff, and Volunteers

This study has provided a greater understanding of those involved in the TDPAL program as well as a forum for coaches to provide feedback and recommendations to help improve the program. Much of this information can immediately be applied to the TDPAL program. Furthermore, by having a better understanding of who is coaching, the

leaders and staff of TDPAL may be able to communicate more effectively and provide better services to both coaches and athletes.

However a note of caution should be made. While coach education programs *can* make a difference and may help foster positive youth development, the issues facing both the coaches and the athletes in program cannot be fully addressed through such acts. The risks athletes' face each day as perceived by their coaches and reported by the CDC (2008) suggests a much larger, community-wide problem. TDPAL and particularly the IMPACT program cannot address all of those needs and problems. It will take the collaborative effort of TDPAL, the ISYS and other Michigan State University departments, and community organizations in Detroit.

Overall, the coaches in this study represented those working with athletes in multiple sports, age groups, abilities, and genders. Predominantly these coaches were 37 year old African American (84.6%) males (73.7%) with at least some college level experience s (70.3%). Although 53.5% indicated they had a child in the program, an additional 1.4% of coaches indicated they were a grandparent of a child. Thus, it may be beneficial to further examine the relationships coaches have with their athletes (e.g., parent, grandparent, guardian, aunt, uncle, cousin, sibling etc). These relations may play a role in the natural turnover rate of coaches. However, most coaches did report previous coaching experience having coached for on average 6 years and 3.8 years with their current team. Additionally several of these coaches (26.7%) also volunteered their time with other civic organizations.

On a positive note, most coaches in this study liked the IMPACT program finding it useful, and helpful. The concepts taught in the program were viewed as important with

200 coaches responding to having used or planning to use the information in many ways such as holding parent meetings, creating lessons / practice plans, developing coaching philosophies and having better communication thus building their athletes confidence. However coaches regardless of their experience or IMPACT training view themselves as knowledgeable and confident in their ability to address these issues. TDPAL staff should be aware of coaches' high levels of perceived confidence and knowledge such that some coaches may not believe that the program is relevant or important because they already know everything. The staff should also explore whether these high levels of confidence translate to what they observe in coaching actions on the field (e.g., a coach who is highly confident in his ability to teach, runs well-organized and pedagogically sound practices).

Furthermore, these coaches provided a plethora of recommendations and suggestions to improve the program. Overwhelming coaches seem to enjoy and value the program including the IMPACT coaching sessions. These coaches would like to see the courses continued and expanded. For example, coaches indicated that IMPACT training (beyond Level 3) should be considered. This may be done as an optional program or as a program where coaches may choose from a menu of options. Coaches may be more likely to continue the training if incentives, including snacks, were provided.

They would like to see additional materials available to them so they are able to continue their learning and improve their coaching skills. This material should be made available to them in multiple formats (e.g., posted on the web, mailings, emails, handouts, etc). Specifically, materials should address ways coaches can prepare for and handle some of the critical issues that are not fully covered in the IMPACT sessions such as dealing with violence and gangs, recommendations for what to do when you have athletes

show up hungry, resources for coaches to pass out to players / parents when issues arise. Many coaches highly value the ability to communicate and talk with other coaches at the IMPACT sessions. TDPAL should provide resources which will allow coaches to continue these discussions beyond the training sessions as well as contact lists and "chain of command" protocols to use if a problem arises. Additionally, most coaches use the Internet and email, as will all programs Internet and other forms of technology are potential ways to reach out to coaches. TDPAL should continue with their efforts to develop and improve the current website as well as making sure that coaches are aware of the changes and new material that is available.

In addition to increasing the current IMPACT program, coaches recommended that TDPAL staff should improve upon its communication with coaches and organizational skills. Coaches would like to see TDPAL's presence increase in the community and on the fields. This increased desire for "being seen" may provide a good opportunity for TDPAL / ISYS to observe the coaches in action. It also would make the coaches feel more comfortable communicating with the staff. TDPAL should make an increased effort to expand their reach throughout the community by increasing awareness of the program and connecting more with the schools. TDPAL should make sure coaches, parents, and athletes understand the goals and mission of the program and live by them even if that means letting some coaches go.

Finally, few demographic variables emerged as consistent predictors for coaches' knowledge, importance, and confidence about key TDPAL competencies. Based on the information provided from this study, the current program and set-up seems to be working. However, it may be advisable to encourage coaches to attend the courses that

are "geared" toward their sport or team. This may add to coaches desire to interact with one another and increase the sense of community within the program. Additional courses for coaches of specific groups (e.g. female, younger athletes) could be beneficial. Moreover, given the amount of coaches expressing concerns about family issues, violence, and drugs more information on this topic is highly recommended

Limitations

Although this study did include a large sample of the coaches within the TDPAL program, not all coaches took the opportunity to provide feedback nor were all coaches invited to participate. Overall, the coaches sampled were extremely satisfied with the program, however, previous discussions with TDPAL staff as well as previous feedback from coaches implied there was more pushback about the training than reflected in the survey from coaches completing the program. Coaches who were not satisfied with the program may have chosen to leave and not complete the survey. For example, after one session a coach was clearly upset with the program, yelling at the course instructor. Although it was unknown if this coach completed the survey, it seemed reasonable to assume that the survey was not completed given the high ratings of the program and positive feedback. Additionally, many coaches appeared to "stick together". If one coach out of the table / group working together did not want to complete the survey, he/she often encouraged others to do the same. Furthermore, it appears that the coaches completing this survey were fairly well educated and were comfortable and able to fill it out. It should be noted that some coaches may have felt overwhelmed by the length and depth of the survey and were not adept with completing it. For example, one coach began to complete the survey with the help of his nine year old son translating the questions.

However, after finishing the first few pages they returned the survey. Despite these concerns, over 60% of the participants did choose to complete the survey. Furthermore, some of those not choosing to complete the survey may not have been coaches thus not completing the survey because they did not think it directly pertained to them.

A second limitation relating to those who took the survey involves the quality of information provided. Participants were encouraged to provide complete, honest responses that on an individual or team level would not be shared with TDPAL. Although confidentiality was reassured, some may not have been fully comfortable provided personal information or critiques of the program to a third party. Additionally some responses were questionable and led to limits in how some questions were analyzed. Specifically, there was some concern about the primary sport one coached and differences in how coaches reported age groups. For example, some coaches provided ages (e.g., U14) while others provided divisions (e.g., A, B, C, or D) without specifying their age. More troublesome and limiting to data analysis was that there appeared to be some overlap between football and cheerleading listed as a primary sport. Some coaches indicated their sport was football but listed their athlete gender as female, while others listed "football / cheerleading" as their current teams sport. To help reduce some of these discrepancies, future research should provide questions with distinct age groups for coaches to choose from and directions to provide the sport that their athletes *do* verses the sport that they are affiliated with.

An additional limitation of this study also involves the research design. This study involved a single yet lengthy questionnaire given to most participants immediately after completing an IMPACT coach training seminar. Coaches' responses could have been

influenced by what they just learned in the session. An improvement to this study, could involve questioning coaches in various settings throughout the year. Finally, because this questionnaire was only given over a short period of time during which most coaches attending a session were from football teams, opinions from other sport coaches may not be fully noted. Again, excluding the lack of volleyball coaches, the percentage of coaches completing the survey provided a fairly similar representation to those in the program (see Table 6).

Future Research Directions

Based on the lack of previous research in coaching and coach education programs, the inconsistent findings in the literature relating to sport participation and youth development and the findings discussed in the present study, recommendations for future research directions are presented. Further TDPAL program evaluation research is needed, expanding upon the current recommendations for coach education, and connecting youth sport coaching with life skills and positive youth development outcomes.

As previously mentioned, this study served as an initial evaluation in a multi-year, multi-part project examining the effectiveness of the IMPACT coach training program. As depicted in the Logic Model found in Figure 1 (Lauer, 2006), several additional steps need to be taken. This study has provided some insight into who is coaching in the TDPAL program as well as providing some of their initial impressions of the IMPACT program which can enhance the quality of and provide background and justification for additional studies.

One area to be further investigated involves the relationships coaches have with their athletes. Currently, the sport programs provided for youth vary in length from 6 to 17 weeks; furthermore, coaches indicated spending a wide range of hours devoted to coaching related duties. The number of contact hours between a coach and his or her athletes is an area that should be explored in multiple ways as it has been found that the time a young person spends in a program amplifies its youth development effects (Hansen & Larson, 2007). Future research should examine (1) if youth who participate in multiple programs within the TDPAL program including sport and academic / leadership programs have better outcomes compared to youth who only participate on one team, (2) if there is enough contact time (length of season) for coaches to be effective mentors given the youth development finding that mentors need to be with youth for extending amounts of time to have effects, (3) what is the best way to measure coach-athlete contact? Do individual sport athletes have more one-on-one contact with their coaches achieve better outcomes?

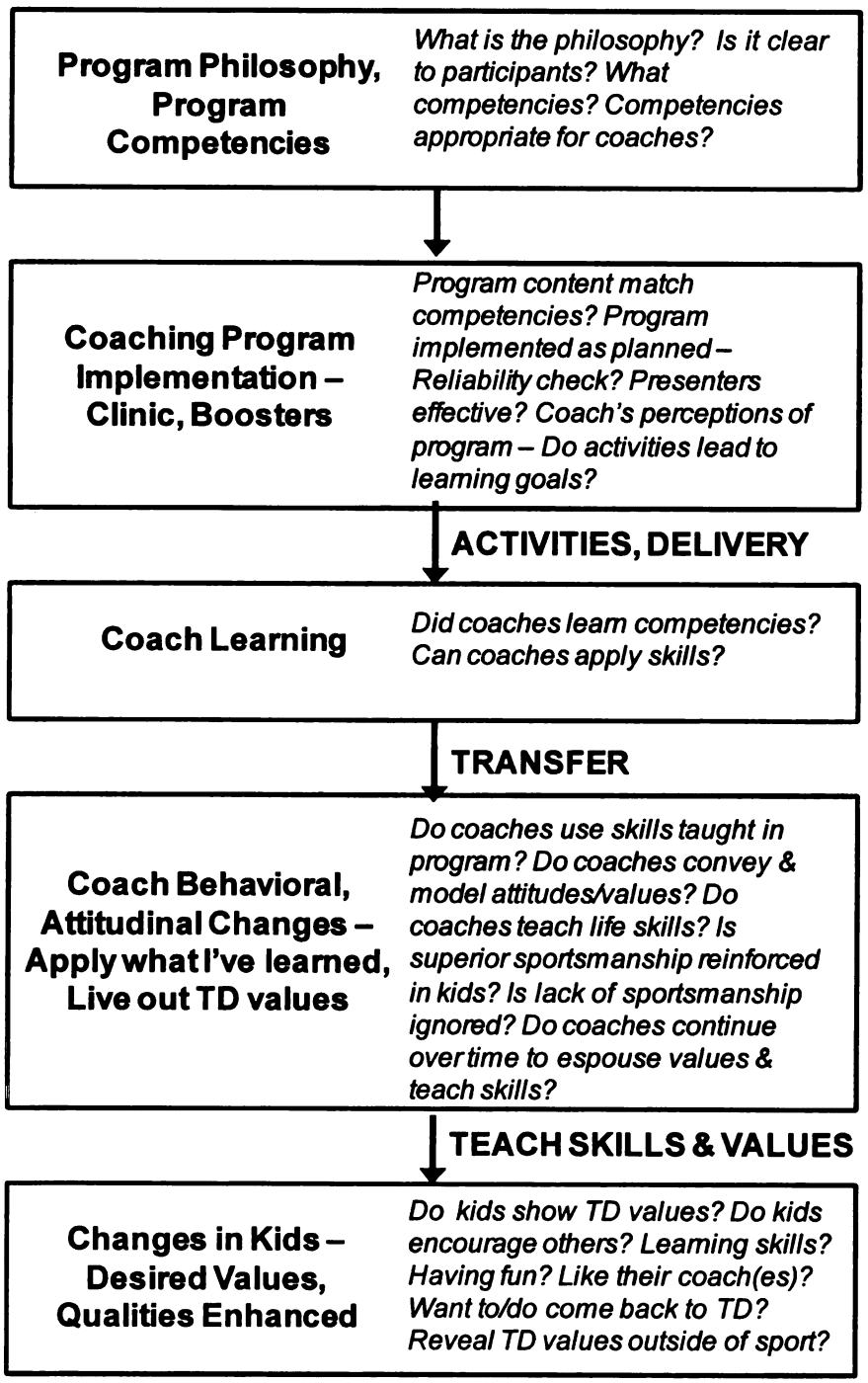

Figure 1. Preliminary TDPAL IMPACT Coaching Program Evaluation Logic Model (Lauer, 2006)

Additionally, connections need to be made between what happens during a coach training session and what occurs after. How much of the knowledge gained during a program is retained and incorporated into practice? Observations of what is happening on the field and longitudinal studies could add to the information of what is known. Furthermore, although this study focused on the views of TDPAL coaches, other stakeholders attending the IMPACT sessions (e.g., league administrators) opinions should also be examined. Although these people may have less direct impact on the youth in the program, they have a greater influence on the coaches and often the environment that is created. For example, if league administrator does not believe in the program, what message is he or she sending the coaches, and how does that message influence a coach's beliefs and behaviors?

Many of the coaches' responses suggest that they also turn to other coaches as a source of knowledge and that they value the interactions with others. As two coaches stated: "[the program] helps because it offers more points of views about coaching. Coaches become aware that their methods of teaching may not be the best" and that " . . . the sessions show peer groups that believe in very positive ideas, which can be infections to those not really thinking about it going in. ex: a real competitive, have to win person may be softened by good will enthusiasm of other coaches." The "infectious" nature of coaching relationships and the role of peer mentoring or modeling as source knowledge suggest future methodology may include a social network analysis. This methodology may provide insight into who is influencing whom in the program and by how much they are influencing each other.

Based on the results of this study, a clear direction for future research should also provide an in-depth assessment into the unique issues raised by the TDPAL coaches. Specifically, the issues surrounding violence, gangs, drugs, and family neglect warrant further investigation. The issues and perceptions of risk should be examined in light of where the coach and athlete live, as well as the age and gender of the athlete. TDPAL may want to target these issues during the IMPACT programs or provide optional programs or information for coaches dealing with specific situations.

Although the above mentioned recommendations are geared to the TDPAL program and IMPACT evaluation, these questions and concerns extend beyond the playing fields in Detroit. The findings from this study and additional studies looking at the impact TDPAL has on the development of youth can and should be applied to enhance our knowledge in the best coaching education practices as well as youth development. Most of all, in order to achieve the best outcomes and understanding, there needs to be a greater sense of collaboration between researchers in youth development, coaching education and youth sport fields. Additional collaborations and partnerships also need to occur between community based programs, the coaches "in the trenches", and personnel at the University level.

APPENDIX A

Think Detroit PAL Coach Questionnaire

We need your help!! Think Detroit PAL and the Institute for the Study of Youth Sports have partnered up to evaluate the Think Detroit PAL program. We would like your help and input to make this the best program around!

This survey is part of a research study trying to gain a better understanding of who is serving as volunteer coaches in Think Detroit PAL, including what are the views about life skills development, their role as a coach and the role of youth sports in aiding in the development of the youth living in Detroit. It should take about 15-20 minutes to complete. Your responses will remain confidential; no individual coach, team, or league names will appear in the results. Group-based findings will be available from TDPAL to those interested.
By completing and returning this survey you indicate your voluntary agreement to participate in this study. Participation in this study is completely voluntary; you must be 18 or older and may refuse to answer specific questions that you feel uncomfortable answering. If you have any questions concerning this study, please contact the principal investigators Dr. Daniel Gould at (517) 432-0175 or drgould@msu.edu or Kristen Murray at (517) 432-7121 or murray59@msu.edu. Your participation in the study is greatly appreciated!

As incentive for your help, all coaches who return a completed survey will receive a Think Detroit PAL shirt, water bottle, or game / movie tickets if you complete and return the consent form and participate in the research project. The drawing will be held and the winners will be compensated after all surveys are completed.

Name: _____

CURRENT / PRIMARY team information
Sport: _____

League: _____
Team name: _____
Age group: _____

Athlete gender: _____

What is your role on the team: head coach assistant coach other

How many other coaches are on your "coaching staff"? _____

Please check / circle only ONE answer per question.

2. Your Gender
   _____ male
   _____ female

3. Age: _____

4. Race / ethnic affiliation
   _____ Caucasian / Non-Hispanic
   _____ African American
   _____ Chicano / Mexican American
   _____ Hispanic
   _____ American Indian or Alaskan
   _____ Asian / Pacific Islander (Asian-American)
   _____ Other: _____

5. What is the highest level of education you have attained?
   _____ middle school graduate
   _____ high school graduate
   _____ some college major: _____
   _____ junior college graduate major: _____
   _____ 4 year college graduate major: _____
   _____ some graduate school major: _____
   _____ completed graduated school major: _____
   _____ other, please specify _____

6. What is your current occupation? _____

7. Are you a parent of a child in the program? YES NO

8. How many TOTAL years have you coached youth sports? _____

   Years coaching for Think Detroit PAL? _____

   Years coaching current team? _____

9. What other sport(s) / team(s) have you coached?

SPORT	Team Name / League	Year(s) Coached	Athlete Gender	Age Level
Example: Soccer	OHS Lions	1 season (2001)	Boys Girls Both	10-12
			Boys Girls Both	
			Boys Girls Both	
			Boys Girls Both	
			Boys Girls Both	

10. Over the course of your current or primary teams season, how much time do you devote to coaching and coaching-related activities?
    a. _____ weeks – The number of weeks in season
    b. _____ hours – The average number of hours per week when the sport is in season
    c. _____ hours – Estimate the total number of hours you devote to coaching – related activities during the off season.

11. Are there any other civic groups you are involved with as a volunteer such as religious organizations, Boys and Girls Club, Boy or Girl Scouts, etc?
    YES NO

    If YES please list:

    _____

    _____

    _____

In the following section we would like to understand your opinions about coaching. For each specific question, indicate in the "most" answer space which one of the three choices, a, b, or c, is the most true, most preferred, or most important to you. Then choose the least true or least preferred of the three choices. Although you may think all three choices are important, please mark one choice in each answer space. Please answer each item as you honestly feel or as you typically behave when coaching. There are no right or wrong answers!

EXAMPLE: At work I would like my coworkers to:

a. Consider me a friend — Answer 1. Most: c
b. Look to me as a leader — Answer 2. Least: b
c. Consider me as a person who is effective at my job

12. I would like to be known as:
    a. Effective in teaching skills of the game — Answer 1. Most: _____
    b. A winning coach — Answer 2. Least: _____
    c. A friendly coach

13. When coaching I enjoy:
    a. Recognition for my efforts — Answer 1. Most: _____
    b. The feeling of a job well done — Answer 2. Least: _____
    c. Being with my kids

14. Nothing is worse than:
    a. Having a parent or player get angry with you
    b. The team losing the game — Answer 1. Most: _____
    c. Embarrassing yourself while coaching — Answer 2. Least: _____

15. I would prefer that my players:
    a. Consider me an important part of the team — Answer 1. Most: _____
    b. Consider me a friend
    c. Look up to me — Answer 2. Least: _____

16. Coaches I respect are:
    a. Those who know the game very well — Answer 1. Most: _____
    b. Very successful — Answer 2. Least: _____
    c. Easy to get along with

17. Coaches could do a better job if they:
    a. Taught the fundamentals better
    b. Received more recognition for their efforts
    c. Put less emphasis on competition and more on getting along with others

Answer 1. Most: _____

Answer 2. Least: _____

18. think a coach should:
    a. Make him or herself respected by the players
    b. Get the job done
    c. Make him or herself easy to talk to

Answer 1. Most: _____

Answer 2. Least: _____

In order to make Think Detroit PAL the best program possible and to make sure the program is meeting your needs, we would like to better understand you and your beliefs about the program. In the following sections please answer each item as you honestly feel about coaching and Think Detroit PAL. Remember there are no right or wrong answers and at no time will Think Detroit PAL see your individual responses.

19. How risky / dangerous is the environment where the youth on your team live?

Not at all risky					Somewhat risky / dangerous					Very risky /dangerous
0	1	2	3	4	5	6	7	8	9	10

20. What are the three most critical issues / risks the youth on your team face today? (e.g. pressure to use drugs, coming to practice hungry, lack of support for education, violence)
    a. _____
    b. _____
    c. _____

    Other critical issues? -

    _____

    _____

21. What are the three most critical issues you face today as a coach in Think Detroit PAL?
    a. _____
    b. _____
    c. _____

    Other issues? _____
    _____
    _____

22. What are your goals for your Think Detroit PAL team this season or the season you last coached?
    a. Personally, what do you hope to accomplish with your team?

    _____
    _____
    _____
    _____

    b. What do you hope the athletes on your team will learn / accomplish?

    _____
    _____
    _____
    _____

    c. If your season is over, do you feel you were you successful in attaining your goals?

    _____
    _____
    _____

Please circle ONE number for each question:

23. How IMPORTANT do you feel it is for you or your coaching staff to:

	Not Very Important		Somewhat Important		
a. Inform players and parents of your coaching philosophy	1	2	3	4	5
b. Ask your athletes questions about school and other life events	1	2	3	4	5
c. Be consistent with all players	1	2	3	4	5
d. Maintain your composure and show respect to all players, coaches, referees, and parents	1	2	3	4	5
e. Not show favoritism	1	2	3	4	5
f. Have clear expectations of all athletes and their families	1	2	3	4	5
g. Build players up instead of yelling at them and "breaking them down"	1	2	3	4	5
h. Set up a practice that meets the needs of players of all skill levels	1	2	3	4	5
i. Hold a post practice or post game session at least one time per week and discuss issues such as playing fair or making good choices	1	2	3	4	5
j. Incorporate a character lesson into each practice	1	2	3	4	5
k. Use teachable moments in your post practice or game discussions	1	2	3	4	5
l. Have your athletes trust you	1	2	3	4	5
m. Set individual goals with your athletes	1	2	3	4	5
n. Set team goals with your athletes	1	2	3	4	5

24. How CONFIDENT are you in your ability to	Please circle ONE number for each question				
	No Confidence	Low	Moderate Confidence	High	Complete Confidence
a. Inform players and parents of your coaching philosophy	1	2	3	4	5
b. Ask a variety of questions	1	2	3	4	5
c. Be consistent with all players	1	2	3	4	5
d. Maintain your composure and show respect to all players, coaches, referees, and parents	1	2	3	4	5
e. Not show favoritism	1	2	3	4	5
f. Have clear expectations	1	2	3	4	5
g. Build players up	1	2	3	4	5
h. Set up a practice that meets the needs of players of all skill levels	1	2	3	4	5
i. Hold a post practice or post game session at least one time per week and discuss issues such as playing fair or making good choices	1	2	3	4	5
j. Incorporate a character lesson into each practice	1	2	3	4	5
k. Use teachable moments	1	2	3	4	5
l. Set individual goals with your athletes	1	2	3	4	5
m. Set team goals with your athletes	1	2	3	4	5
n. Instill an attitude of good moral character	1	2	3	4	5
	1	2	3	4	5
o. Instill an attitude of fair play among your athletes	1	2	3	4	5
	1	2	3	4	5
p. Promote good sportsmanship	1	2	3	4	5
q. Instill an attitude of respect for others					

Over the past two years you may have attended an IMPACT coach training session conducted by Think Detroit PAL. The goal of this program was to help coaches "transform" the lives of the youth in Detroit. We would like to know if some of the material is more useful than other material as Think Detroit PAL is continually trying to improve the program. However, in order to make this program successful, we need your help. We would like to understand how YOU feel about the program such as what you think works or does not work.

25. What is the highest level of Think Detroit PAL IMPACT training you have received?
    a. No training (skip to question #29)
    b. Level 1
    c. Level 2
    d. Level 3

26. Overall, how would you rate the usefulness of the information taught in an IMPACT session?

Not at all useful		somewhat useful		very useful
1	2	3	4	5

27. Do you believe the IMPACT sessions help coaches become better mentors (teaching life skills, character) with their athletes? YES NO

    a. Why / why not?

_____
_____
_____
_____

28. What information covered in an IMPACT training session has been most useful to you? (e.g. creating a coaching philosophy, building relationships and trust, conducting a "Huddle', creating a practice plan, etc.) Why?

_____
_____
_____
_____
_____

29. Specifically, how have you or your coaching staff used (or how will you use) the information discussed in the IMPACT session this season?

_____
_____
_____
_____
_____

30. Coaching workshops such as the IMPACT program cover many topics designed to help you become a better coach /mentor. Rate how much you know about each of the topics below as honestly as possible.

Please circle ONE number per question

My knowledge about:

	None		Some		A lot
a. Developing a coaching philosophy	1	2	3	4	5
b. Setting clear expectations with your athletes and their parents	1	2	3	4	5
c. Designing and implementing a practice plan	1	2	3	4	5
d. Setting individual goals with your athletes	1	2	3	4	5
e. Setting team goals with your athletes	1	2	3	4	5
f. How to ask open-ended questions	1	2	3	4	5
g. Having a post practice or post game discussion related to teaching your athletes life skills	1	2	3	4	5
h. How to build trust with your athletes	1	2	3	4	5

31. What can Think Detroit PAL do to become a better program?

_____
_____
_____
_____
_____

32. What can Think Detroit PAL do to help YOU become a better coach?

_____
_____
_____
_____

33. Do you plan on returning next season to coach for Think Detroit PAL?
YES NO

If NO, is there a particular reason for you wanting to leave?

_____
_____

34. There are a number of different ways that coaching development information can be given to coaches. For each of the ways listed below, please indicate whether you think this would be an appropriate and beneficial way for you to learn more about coaching.

Method		
Pamphlets/brochures	Yes	No
Articles in coaching journals	Yes	No
Articles in "printed" newsletters	Yes	No
Articles in "online" newsletters	Yes	No
Video/DVD	Yes	No
Podcasts (to be played on IPOD or MP3 players)	Yes	No
E-mails	Yes	No
Workshops conducted by Think Detroit PAL	Yes	No
Workshops at sport-specific coaching clinics	Yes	No
Materials placed on the Think Detroit PAL website	Yes	No

Are there other ways? Please specify below:

_____

_____

_____

35. Do you regularly use e-mail? YES NO

36. If you responded "YES" to Question 34, how many days a week do you check your e-mail? _____# of days / week

37. Do you use a computer in your coaching-related duties? YES NO

38. If you responded "YES" to Question 36, does your computer have a broadband connection? YES NO NOT SURE

39. If you responded "YES" to Question 36, list the ways in which you use your computer in your coaching?

_____

_____

Thank you for all your help and your commitment to the youth of Detroit

APPENDIX B

Relation between Questionnaire Items and Study Purpose

Purpose	Question / sub purposes	Corresponding Survey Question	Instrument
To understand the demographics and background of TDPAL coaches			
• general demographic / background information	What are their backgrounds (e.g., age, gender, levels of education, occupations)?	Q1-10; Q24; Q26; Q32-37	
	• *best way to communicate*	Q32-37	
	• *gender (coach & athlete)*	Q8, general info	
	• *educational experiences & job*	Q4, Q5	
	• *level of training received*	Q26	
	• *coaching experience & time*	Q8, Q9	
	• *age group of athletes*	Q8, general info	
	• *returning / seasons coached*	Q24,	
To understand the coaches views and beliefs about life skill development			
• motivation	What is their motivation to coach in general and in Detroit in particular?	Q11-17; Q20a, b	COI (Q11-17)
• barriers	What barriers do they face when coaching in Detroit?	Q19;	
• perceived youth issues	What threats do they believe the youth they coach face each day? How do they describe the youth they work with? What issues do these youth face?	Q18;	

Purpose	Question / sub purposes	Corresponding Survey Question	Instrument
To understand coaches beliefs about their roles and the role of youth sport in aiding the development of youth living Detroit			
• motivation	What is their motivation to coach in general and in Detroit in particular?	Q11-17; Q20a, b	COI-- (Q11-17)
• barriers	What barriers do they face when coaching in Detroit?	Q19; Q20a	
• perceived youth issues	What threats do they believe the youth they coach face each day?	Q18; Q20b	
	How do they describe the youth they work with? What issues do these youth face?	Q18; Q20b	
• role as coach	Importance of teaching beyond the X's and O's	Q21	
• coaching efficacy & character building	Confidence in teaching character building skills	Q25 (items n-q)	CES - character building subscale (Q29n-q)
To gain feedback on the utility of the IMPACT program			
• IMPACT training perceptions	What are the coaches' perceptions of the adequacy and relevance of the IMPACT training they received?	Q27, Q28, Q30, Q31	
• attitudes toward TDPAL, coaching education and the IMPACT program		Q22; Q23; Q30	
• knowledge about and perceived importance of program components	What do coaches know about the specific coaching competences as identified in the IMPACT program? How important do they view these competencies? How confident are they in their ability to implement them in their daily practices?	Q22; Q25; Q29	

APPENDIX C

Additional Civic Groups Served by TDPAL Coaches

Youth-focused organizations
- Scouts (Boy n= 2; Girl n=5; both n=1)
- Boys and Girls Club (n=2)
- Club scout
- 4-H club
- ACC Youth Center
- Alternatives for Girls
- Focus Hope
- Mentor program
- YMCA

Health and welfare
- American Red Cross
- Angela Hospice and St Mary Mercy Hospital Oncology
- Detroit Wayne County office of AA – director
- Health and Welfare Ministry
- Latino Family Services
- Meals on Wheels
- MS walk
- Volunteer mentor for Baglnow
- DHS through Adoption Option Inc.

Sports / recreation
- Basketball
- AAU basketball
- Clark park
- Coaching tennis
- Cowboys all-star cheer
- Eagle sports
- Elementary basketball league
- Exercise for people over 50 years or people who are physically challenged
- MMA
- Soccer mile center
- Wrestling

Educational
- Band booster and supporter of girls volleyball at Renaissance High
- BDPA
- Changing the way that public schools stores handle their business
- Chess team / club (n=2)
- Detroit Public Schools – community support
- Edutech learning academy
- Elementary school
- LSCO (n=4)
- PAC – committer of concern people in relationship to education
- PTA (n=2)
- Urban / Scholar leader of Wayne State University

Religious
- AWANA (n=2)
- Campus Crusade for Christ at Wayne State
- Cass Community Church
- Catholic social services
- Children's ministry
- Church (n=6)
  - Boys group
  - Youth group
  - Church group
  - Male mentor
  - Christian Ed
- Jesuit Volunteer Corps
- Kadesh Baptist Church
- Kings Highway MBC
- Member of the Contack Outreach Ministry at church – "Christian Talenacle"
- Mt Zion Missionary Baptist Church
- Nursing ministry
- Officer at church and committee head
- Religious Ed teacher
- Religious organization
- St. Edith religious education
- Sunday school
- Vacation bible school
- Youth ministry

Fraternity
- Masons (n=3)
- Omega Psi Phi Fraternity

Other
- Dad Club (St Scholatica)
- Drive van
- Detroit Police Reserve
- Greening of Detroit
- ISUTU – boys rights of passage (age 6-18)
- Michigan Humane Society
- Detroit Institute of Art
- Youth choir

APPENDIX D

Raw data: What are your goals...Personally, what do you hope to accomplish with your team? (Q21A)

- win it all
- a more disciplined team, more parental support
- a stronger more committed team; placing in a competition
- a support net for my players
- a winning season
- advance to at least final 4
- allowing the kids to enjoy themselves
- at the end of the season all my kids know the fundamentals
- be a positive influence and improve the team's fundamentals
- be respected in every city we play in and by teams from different cities.
- become competitive
- being a positive role model; make my plyrs successful on and off the field; stressing higher education
- being the first year, I want to better learn the game myself so I can assist the coach
- better prepared kids for life, family, hard work, and football
- bring our kids together as one unit
- build better study habits and reading skills
- build it up with a high returning number
- build respect, teamwork
- build teamwork, run things smoothly, have social outings
- building better kids for a new generation
- building character
- building character in kids; instill responsibility
- championship, team work
- come to practice everyday, come prepared, give 100%, never give up
- competition
- conditioning, defense, have fun not in order
- confidence, self-esteem, skill building
- connect better with the players and show them what they can become
- create grown men
- develop bonds, growth, friendships among kids
- develop life long learners who are willing to be uncomfortable in order to push themselves - develop a passion for what they do
- develop skills and confidence in players, encourage players to continue in the sport, have fun, win games
- education, no drugs, more support
- enhance players self-esteem and see growth in players; see an improvement in each player's skill abilities; prep some players for next level to try to get college scholarship; have fun in a structural environment that promotes personal growth and responsibility
- enjoy themselves, cohesiveness, technical skills
- every child will learn how to play the game, make good positive relationships with coaches, and peers; have a desire to want to come to practice everyday
- finish the season
- focus - keeping them from eating dirt
- for my team to continue to enjoy the sport!
- for the boys to have fun and learn baseball. Enjoy enough to continue
- for the girls to work as a team; learn to respect others and their selfs
- for them to have self awareness, respect and love
- friendship, respect, and honesty
- get 2 know my players and get them ready 4 life and da next level if they choose 2 play
- get them focused will prepared and physical fit

- get them to enjoy playing t-ball
- girls playing together
- go undefeated
- good times, learn the game, learn discipline
- grow together as a team / all my players get along
- have a better disciplined team
- have a good team and a lot of girls to teach
- have a successful season, to learn the game, to enjoy and have fun
- have a team go to and win a tennis tournament
- have fun
- have fun and have a successful season
- have fun, and more lifetime positive memories for life
- have fun, build relationships, change a child's life
- have fun, keep kids coming back, be a positive mentor
- have fun; get better everyday
- have fun; love of the game
- have fun; work hard; give team effort; trust one another
- have my girls progress to a level where they can move on to the high school level. Make them understand their role as A-team as a leader and whole mascot& C-team cheerleaders look up to be good role models -- positive young women
- have my kids learn the game and have fun
- having fun; being positive; showing support
- help the kids learn the fundamentals of the game, work as a team
- help the kids make something of themselves and stay away from violence
- help them improve their fundamentals and, by default improve their overall performance
- help to keep children developing to be positive individuals on & off the field
- how to play more than one skill position
- how well do I do working with young teen males
- I hop to accomplish a better knowledge of them as people not just as cheerleaders
- I hope my children have fun. Learn to work with others, and love the game.
- I hope that all of my kids get a fill of accomplishment and that all of the kids get a fill of football
- I hope that I can impact a kid positively
- I hope that my team is very skilled and hope they go far
- I hope they have a good time and feel supported
- I hope they learn today
- I hope to accomplish making the players better young men in life with education respect loyalty family values and whatever else that is positive
- I hope to accomplish my goal of teaching the children that they are somebody.
- I hope to accomplish with my team, is having them come together as a sisterhood. And being proud of being a part of something so unique and special.
- I hope to build character in young men
- I hope to build on what we began last year, which is teaching the game and not just plays.
- I hope to build strong characters individually and collectively
- I hope to build up a team and have a high returning number
- I hope to develop a close relationship with my team. I hope to have a successful season and help the children gain confidence
- I hope to enjoy myself. I hope my kids can have fun. Just as long as they enjoy the game and learn the skills. I will be content. I love teaching, so if they learn and have fun my job is done.
- I hope to get my girls to have an over whelming confidence within themselves
- I hope to have a good fun season. Maybe win some games, but really have fun
- I hope to learn as much from the kids as they learn from me

- I hope to make it fun this season
- I hope to make my d-team onto great cheerleaders so when they get older they can be excellence
- I hope to make sure my team have fun and achieve the best they can
- I hope to place first place again
- I hope to provide some instruction in soccer and some positive adult interaction(?)
- I hope to teach them about respect. I want them to build character.
- I want a team my son can bond with where he can make friends and have fun. It is more important for me if he is enjoying himself and is not left to feel rejected
- I want it to be a learning experience for my girl where they can grow not only in skill but in character
- I want the kids to learn the game and have fun!
- I want the team to learn how to play soccer and have fun
- I want the to have fun; learn to trust me; learn the concepts of team work
- I want them to have fun learning how to cheer, build their confidence, promote self esteem
- I want them to come together & work as a team; I want them to improve their physical conditions
- I want them to have lots of fun, and want to come back. One of my players last year said it was the first time he had ever been able to participate on a formal team where we wasn't judged by his peers. He was able to really be himself and have fun with his team.
- I want to accomplish unity
- I want to change the negative image surrounding the organization. I'm with and get people to respect them for their skills
- I want to prepare my team to compete well and learn what is expected on this next level. Learn and love the game and themselves
- I want to see growth and improvement. I want all the kids to have fun, I want it to be an experience they will remember for years
- I want us to be competitive and I want the kids to have fun
- I would like my kids to be successful in the classroom and know the importance of that for their future athletics is a privilege, education is content
- I would like to see all kids, in the PAL program gratitude from high school
- improve my players on and of the fields and still good work ethics and winning atmosphere
- improve organization, efficiency, reduce workload of the head coach. Produce players that enjoy learning about football and want to improve.
- Instill a love and passion for playing soccer
- just to show them that not all older kids are mean and that you can get a lot done and still have fun doing it
- kids can learn the idea of teamwork. Enjoy/have fun in their first organized sport. Kids understand fundamentals of the game.
- kids feeling like winners regardless of score, kids having a great time, kids having great respect for the game
- kids have fun and have opportunity to win games
- leadership
- learn life lessons, develop game skills, improvement over time
- learn more about training kids, increase skills, organization
- learn teamwork; win games; learn fundamentals
- learn the game, compete, win
- learn/have fun
- learning more exciting cheers / give out more prizes
- make firm believers out al off the kids on the team so they can work harder in life

- make sure my kids who are leaving are prepared to face high school and for them to just have fun and meet new friends they can learn from
- make the kids good players as well as better people or persons.
- make them learn that a fist is stronger than a finger. To be united.
- making sure they are taught discipline, respect and teamwork
- more get to play a master role in all phase's of the game
- motivate; encourage; set goal
- motivating the kids, make sure they love the sports, keep them busy
- motivation is the will to do something. Success is the case of getting up after making a mistake.
- my goal is to show, and help the children understand how to be a better person in our world through responsibility and respect
- my goals are to let my kids grow, not to be followers, have their OWN goals and to achieve them
- my team to respect themselves, and have confidence in their self, respect other people.
- my teams come together, be a family, work in unity, love, peace, and understand to joy that came with hard work (team work)
- personally to be an outlet to teach the young men to succeed as men
- place in top 3 in middle school boy track division
- play clean with intensity and dedication; be loyal to your teammates
- players have fun!!
- positive attitudes, cooperation
- positive leadership skills
- prepare kids for c-team
- promote positive team spirit; have fun
- provide a positive environment and teach young boys how to become young men, also win a championship
- remain focused, continue to get better each season, game, and practice
- respect and to grow a family
- respect, leaders, winners and team players
- respect; friendship; hard work
- self esteem, self worth, neighborhood pride
- self esteem, step better than last year, to set goals for each member
- set goal for each individual to accomplish personally, individually, and team wise. Build characters..(?)
- speak and deal with them honestly, openly, and consistently
- sportsmanship
- sportsmanship - committtment
- sportsmanship on leaders
- strong individuals, a winning team
- teach and be able to instruct more, of course win the championship
- teach everyone equally
- teach fundamentals of football, praise the children build confidence and self esteem
- teach fundamentals of the game, spark interest to be involved with the team, have fun
- teach fundamentals, have fun, be competitive
- teach fundamentals; role model; teacher; motivator
- teach more fundamentals, stress team unity, make sure every kids plays
- Teach my kids that they can do anything they put their minds to
- teach players how to be conditioned for life
- teach teamwork, teach respect for others, teach each member the rules of the game, be a positive role model
- teach tennis and grow the game
- teach the fundamentals; kids enjoy the game
- teach the kids how to play the game and how tot have fun
- teach the kids how to play the game the right way
- teach the techniques & have a lot of fun
- teach them respect for others, good sportsmanship, teamwork, hard work

- teach them skills; have fun; instill values such as hard work and compassion
- teach them the fundamentals, teach them to respect themselves and others, and win 3 games
- teach them when you work hard you can accomplish anything
- teach youths to excel at all tasks they encounter
- teaching about education, teaching life skills
- teaching character and self-confidence
- teaching fundamentals that can be used on and off the playing field
- teaching the basics and good sportsmanship
- teaching the correct way to cheer. Having a positive attitude, helping them place this year
- teaching them the game and respect for others
- team and coach cohesiveness
- team cooperation and togetherness
- team participation and a fun season. Place in cheer competition
- team work, discipline, kids to continue to do something positive in or out of sports, be successful
- teamwork / hard work
- teamwork, encouragement, fundamentals of play, fun
- teamwork, integrity, responsibility, delegation
- that all the kids improve their grades and outlook on life. With a championship this year just like we did last year
- that everyone learns that from effort comes success
- that the kids hang and learning are playve fun while they
- that they have fun, learn from what I teach, and do the same in return for someone else
- the best way show them that hard work pays off. Easy was is not always the best way in life
- the children may get along with each other / having a positive mind set for winning / or placing
- they have fun; learn the game; become better young men
- they learn fundamentals and enjoy it
- to accomplish a fun season with boys that gave it their all
- to apply the concept of the game to real life experiences
- to be a winner; no matter what
- to be more successful
- to become a better team and teach the kids
- to become a good role model to kids and to become more trustworthy and to trust people more
- to build a win attitude / to learn how to work hard
- to build character in kids and make them feel like they're a part of same thing
- to build character, to win a championship, to make sure the kids respect each other
- to create a positive, fun and loving environment to learn the game of life and football
- to create boys and girls who are health conscious and develop a love for taking care of their bodies
- to finally help guide my kids to their goal of winning a championship and show that hard work pays off
- to get back to ford field
- to get better have fun all season long
- to get each child to understand that respect for other feelings is important
- to get them ready to play tennis successfully
- to give kids a better perspective of life
- to have as many of my kids achieve whatever their goal is through teaching them the foundations of tennis
- to have fun
- to have fun - inspire my players
- to have fun all year
- to have more fun and finish number 1
- to have more fun than I have in the previous seasons
- to have more girls this year than last. To be able to compete in all divisions without having to combine teams

- to have the girls to work together
- to help all players improve at both game related issues and life skills. To help them be better than they were when they started
- to help them learn the game, have fun, win a championship
- to improve on skills and to have fun while doing it
- to improve over last season more player become team leaders to have team chemistry
- to instill teamwork and fun, as well as hard work and perseverance
- to just have fun and enjoy whats going on with the children. Work hard at everything
- to learn more details about the sport
- to learn the game and get better every day
- to make sure the kids leave the season believing more in themselves
- to make them understand there is no I in team
- to move on to a successful after PAL life
- to participate and win if possible
- to place in the cheer competition
- to provide every kid with the opportunity to play and learn the game
- to put in these children minds how important it is to go to school
- to reach down deep and pull out greatness!
- to show him the find of play the game
- to show the kids that the values of the game can help better their lives collectively.
- to successfully bring all of my kids together and build a relationship
- to teach good cheer skills
- to teach kids they count and with the role model you can do grate
- to teach my kids to have empathy and to learn the fundamentals of the game
- to teach my players football fundamentals and sportsmanship
- to teach the game to a fresh group of kids
- to teach the kids to enjoy physical activity, learn to be part of a team and to have fun
- to teach the kids to play hard; to respect each other; to be good sports
- to teach the youth confidence in themselves
- to teach them basics, have fun playing the game meet new friends and enjoy playing with others
- to teach them technique of cheerleading (arms, jumps, kicks, facial expressions)
- to teach these young ment the game of baseball
- to value themselves, others and how to duplicate (?) work for success
- to win a couple of games but more importantly make sure that the child learns the game
- to win and go to world series
- values, morals and strong characteristics
- we hope to get the players to excel beyond their skill level at the beginning of the practice season
- we hope to teach the kids the game and about life in general
- win 4 to 6 games
- win another championship
- win it all like last year
- win it all/respect from players and league/teach my kids right way
- WIN!! (over all four lines) win
- win, get respect
- winners, leaders, champs
- winning
- winning attitude in everyday life
- winning the championship
- young people to learn how to play the game the right way
- your understand teamwork and winning

APPENDIX E

Raw Data: What are your goals... What do you hope the athletes on your team will learn / accomplish? (21b)

- a better sense of teamwork
- a good team spirit and the correct way to play / enjoy the game
- a love and respect for the game
- a sense of being a port of something positive
- a total knowledge of the game
- accomplish positive self esteem and self respect
- baseball can be fun
- be better citizens, be more involved with your community
- be good coplayers and learn how to be good socially.
- being better people; never give up on what you do in sports or life; always respect one another and adults
- being competitive
- believe in each other
- building character, self esteem, discipline, build friendships, respect with self and others
- camaraderie, work ethic, leadership skills , confidence
- commitment sportsmanship support
- confidence, advanced skills, responsibility, discipline
- develop a love and enthusiasm for the sport, learn sportsmanship, develop skills
- discipline
- discipline, hard work, team work, loyalty
- discipline, perseverance, self-respect, self-confidence
- discipline, respect, responsibility, and leadership
- discipline, teamwork
- discipline, teamwork, how to appreciate competition, how to deal with adversity
- do go in school
- education, practice, support
- everything I did when I was a cheerleader
- football skills
- friendship, brotherhood, and hot not to compete
- friendship, sportsmanship
- friendship/brotherhood
- fun
- fundamental skills of the game; sportsmanship
- fundamentals of baseball and teamwork and love and respect for fellow players
- fundamentals of game
- fundamentals, fun for game
- future goals
- game techniques and skills
- get the skills they need to move onto high school, and confidence that they can make it in anything that they set out to do
- go sportsmanship a learn more soccer tecniks
- good cheer skills and people skills
- good fundamentals and people skills
- good life lessons
- good soccer skills
- good sportsmanship and a god knowledge of the game
- good sportsmanship, good skills
- hard work pays off
- hard work pays off
- hard work pays off.. Importance of a strong work ethic, good sportsmanship
- having fun, learning to play the right way, sportsmanship
- help each other out; be responsible; be accountable
- hope they learn to exercise, make new friends and have fun
- how 2 become a better person
- how to apply what they learn, playing sport to real life

- how to appreciate the adult coaches for their efforts, and work with their peers in a positive manner- even when things are not going so good!
- how to ask questions when they need the help (speak up) be more enthusiastic about the sport
- how to b a leader
- how to bat, catch, and throw
- how to be a better person
- how to be a strong and unified team
- how to be a team player and respect each other
- how to be better citizens; how to be respectful young men; better grades in school
- how to be good sportsman / women
- how to be leaders, work as a team and how to compete in life
- how to become better individuals on and off the court regardless of skills on the court
- how to communicate and get along better with others
- how to compete and how to communicate with other players and coaches
- how to deal with different types of adversity
- how to deal with life
- how to enjoy the sport and respect each other
- how to get along well with others and have fun
- how to get along well, follow instructions, and take initiative
- how to get along with everyone and have fun
- how to have fun, how to be disciplined and work hard, technical skills
- How to help one another
- how to hit, run bases, develop friendships; have fun
- how to lose but yet win because of their hard work
- how to play as a team and be there for one another
- how to play soccer; how to be on a team
- how to push past their comfort zone and achieve personal best
- how to win
- how to work
- how to work thing the system, how to have fun without, how to be on time and why, and how to be responsible
- how to work together
- I hope that they form a higher self-esteem and a feeling of belongingness
- I hope that they learn skills such as respect, sportsmanship, and character that they can use in the "real" world.
- I hope they begin to love themselves and each other not only as a team but as sisters
- I hope they learn the fundamentals of cheerleading and how to work together on a team
- I hope they learn to be a team, discipline and respect
- I hope they learn to love the game. I hope they learn new skills to be able to be used in the future
- I hope they learn to respful to all of those around them because even though tennis is a ladies and gentleman sport, you still have to be ladies and gentlemen off the court
- I hope they will learn the se lf discipline and respect they need
- its not always about winning
- It's not just about winning
- just learn the game and progress throughout
- just to be their best! If they can strive, come to practice on time and prepared everything else will fall in time
- knowledge of the game
- leadership; responsibility
- learn about themselves; learn the game; respect others
- learn friendship / how families get along together; because the team are your family
- learn fundamentals, how to be a team player, confidence within themselves
- learn how to become one
- learn how to be better people

- learn new skills, value teamwork and sportsmanship, value hard work
- learn proper fundamentals, safety first, sportsmanship, be a good person, be a good listener
- learn skills and teamwork
- learn soccer skills
- learn tennis and sportsmanship
- learn that anything is impossible
- learn the fundamentals of the game and a sense of companionship
- learn the game of football and accomplish a championship
- learn the game, and team work
- learn to be good leaders and do right thing get education
- learn to be the best at what you do through continuous hard work; accomplish- get yourself to a point in life where you make your own decisions
- learn to get along with other people to also express themselves to adults
- learn to interact with other players and work together for a common goal
- learn to just be themselves and be real to themselves and others
- life skills like responsibility, desire, compassion, and basically have fun and enjoy themselves
- life skills, patience, sharing
- life values and lessons
- love of the game
- movements, to know how to kick the ball, positions
- NA
- never give up on yourself
- new tennis skills, confidence, self-esteem
- playing together
- preparation, dedication, skills, drills and the game of football
- repeat
- respect and how to respect others and still have a good time
- respect and integrity
- respect for everyone and learn the fundamentals of the game
- respect for other and their selves
- respect for themselves and one another, fundamentals of the game, responsibility of being a team player
- respect for themselves and others
- respect, hard work and life lessons
- respect, hard work pays off
- respect, honor
- respect, responsibility, team spirit
- responsibilities of life
- responsibility, perseruverance, teamwork, values
- responsibility; good sportsmanship
- rules and responsibility
- same as above
- same as above (making sure they are taught discipline, respect and teamwork)
- self discipline, respect
- self respect
- self respect and respect for others, team work, some life lessons
- self respect, self worth, and the love of cheer
- self respect, team work, and the benefit of hard work
- self worth
- self-confidence, self-worth
- self-confidence; have fun ; winning isn't everything
- self-esteem, how to get along with others, team participation
- self-esteem, respect, integrity
- self-respect and respect for others; teamwork; leadership skills; skill improvement
- self-respect, self-discipline
- skills, teamwork, leaderships
- socialization
- something that they didn't know how to do
- sportsmanship
- sportsmanship! How to work together, problem solving, improve last season's record
- take a step towards maturity
- team leaders; dedication
- team players; health conscious; set 1 goal and reach it
- team work
- team work

- team work and make new friends
- team work, and it took a team effort
- team work, hard work pays off
- team work, practice makes better, have fun, be a good sport
- team work, responsibility and respect - honesty
- team work, responsibility, discipline
- team work, self discipline, motivation, succeed in life
- team work; how to work together as one
- teamwork
- teamwork
- teamwork
- teamwork
- teamwork
- teamwork
- teamwork
- teamwork
- teamwork & self-esteem & to also love one another
- teamwork and deligence
- teamwork and sportsmanship
- teamwork is very important to success. Hard work pays off. That are accountable for themselves
- teamwork, discipline, listening and learning skills
- teamwork, good sportsmanship
- teamwork, respect for others, it only a game, play hard
- teamwork, respect for self, respect for others
- that an education comes first
- that baseball is still a fun sport to do
- that can do more than I thought I could
- that hard work pays off
- that it is people that care about them and have to see them every day
- that the children will make friends, learn to depend on others - be able to work with others. Have lots of fun!
- that they can be successful with hard work and determination
- that they can say that they know all of the holes and know a 3 point stand
- that they had a good coach and that they learned good football skills
- that they have room to grow (5-6 yrs) and they don't have to be the best at 5 just do their best
- that they learn the proper way to play the game and not get injured
- that they learn to work well with others. Have some togetherness, and take it to the next level. College hopefully.
- that this game of football will build them for greatness and strong goals in life
- that's simple.. to be productive in the community
- the basics of baseball and some fundamentals
- the ethics and fundamentals of the game and some appreciation of it
- the fun that is in football
- the fundamentals and staying positive
- the fundamentals and teamwork and friendship
- the fundamentals of cheerleading
- the fundamentals of cheerleading; how to be a team player
- the game
- the game. fundamentals
- the goals we set 4 them or the goals they may set 4 them self
- the importants of elevating each other and helping each other learn
- the rules of the game, work as a team, be responsible
- they only can rise together; help each other out
- they will be honest, reliable, and strong willed
- they will learn good things come to those who earn it. And to work hard mean to accomplish their goals.
- they're better athletes and better people
- to be a better person in life
- to be a leader
- to be a leader; to focus on the prize
- to be a professional golfer
- to be better people
- to become a respectful team player
- to become more like family
- to buy (??) other things then baseball

- to gain respect and leadership for their selfs
- to get along
- to have confidence
- to have fun playing tennis and continue to play
- to have fun while learning
- to improve the knowledge of the game and how this will help them in life
- to increase their skills
- to learn how to play soccer together
- to learn or improve their soccer skills and gain personal confidence
- to let go of all the things that hold them back and embrace the infinite potential to what is theirs to express
- to listen to the adults and to learn to always do the best you can
- to love the sport they play and how the game is to be played
- to play together
- to respect authority and their peers
- to respect themselves and everyone else
- to stay with teamwork because you can learn life skills
- to tape your plays and show to have the family (?)
- to work as a team to have a successful year
- to work hard, to work well with others, and up lift each other/instead of putting each other down
- to work together and use the football as a way to compete in life academically and socially
- to work together as a team
- to work together, gain confidence
- to work together, to appreciate their teammates, to love the game they have chosen to play
- to work well with others, far play and dedication to learning
- to work with others. To learn how to talk to others without physical confrontation
- togetherness
- try your best at all things in life not just sports
- understand what team work is all about
- unity
- values and a sense of pride
- when you work hard it pays off
- win a championship, team togetherness
- winning is not always what the scoreboard reads
- winning, respect
- work as a team
- work ethic
- work together
- work together and share

APPENDIX F

Raw data: What are three most critical issues/ risk the youth on your team face? (q19)

- (first time coaching - don't have a team)
- absent parent
- absent parent(s) (mostly fathers but some mothers)
- absent parents
- abuse
- abusive parents
- academics
- academics
- academics
- Alcohol
- all of the above
- attendance
- attention
- attitude
- attitude
- attitude
- attitude problems, shutting down
- bad education
- be encouraged
- being chastised
- being hungry
- being on time
- being on time
- being ridiculed
- better school system
- big family issues
- broken family
- building/increasing self-worth as a team member
- cannot pay dues
- clothes
- come hungry
- come to practice hungry
- coming from a parent who don't care; they just want to kids out the house
- coming to practice
- coming to practice hungry
- coming to practice hungry
- coming to practice hungry
- coming to practice hungry
- coming to practice hungry
- coming to practice hungry
- coming to practice hungry
- coming to practice hungry
- coming to practice hungry
- coming to practice hungry
- coming to practice hungry
- coming to practice hungry
- coming to practice hungry
- coming to practice hungry
- coming to practice hungry, I ask that question in practice everyday
- coming to practice on time
- coming to practice unprepared
- communication
- communication with parents
- community support
- connections of what they do on the field /in the classroom with the rest of their lives * working with other people!!
- Crime
- Crime
- crime
- crime
- crime and drugs
- criminal influence in their neighborhoods
- dangerous living conditions
- decrease in family involvement
- diet
- discipline
- discipline
- disease
- displaced families
- doing everything they can do to be the best cheerleader they could be
- downing your team mate
- dropping out of school
- drug abuse
- drug pressure
- drugs
- drugs
- drugs

- drugs
- drugs
- drugs

- education
- education
- education
- education
- education
- education
- education (no support)
- education continuation
- education support
- education support
- educational deficits
- educational support
- environment
- environment
- environment
- equipment
- everyday life pressure
- family
- family
- family
- family breakdown (single parent)
- family finances
- family issues
- family issues
- family issues

- family issues
- family issues
- family issues
- family issues
- family issues
- family issues, money issues
- family issues, no support from those who are the closest to them
- family problems
- family structure
- family support
- family support
- family support
- family support
- family support
- family support
- family ties
- feeling good about themselves
- finance
- financial
- financial hardships
- financial problems
- financial struggle
- financial support
- fince (finance)
- fitting in
- friends
- funding to participate
- gang members
- gang related surroundings
- gang violence
- gang violence
- gang violence
- gangs
- gangs
- gangs
- gangs
- gangs
- gangs
- gangs
- gangs
- gangs
- gangs
- getting bored
- getting to practice
- getting to practice
- girls
- good positive role models
- grades (2 times)
- growing up (leaving Barbie dolls alone)
- guidance
- guns
- have sex
- haven't coached long enough to say
- high school retention rate
- home environment
- home life
- home life
- home life
- home life
- home stability
- homework
- housing and income
- how to get along and not be afraid of other kids
- hunger
- hunger
- hunger
- hunger
- hunger at practice
- hungry
- hungry
- hungry
- hungry
- hungry
- hungry
- hungry
- hungry
- hungry
- hungry
- I don't know my players yet and don't want to stereotype because of our area
- immigration
- instability at home
- issues at home
- keep him off drugs
- keeping grades up
- keeping up with school work
- keeping up with the Jones.
- lack of a full home structure
- lack of appropriate dress
- lack of attention
- lack of attention at home
- lack of communication
- lack of direction for parents and teachers
- lack of discipline
- lack of discipline

- lack of discipline and teaching morals and values
- lack of education
- lack of education
- lack of education
- lack of education
- lack of education
- lack of education
- lack of education
- lack of education
- lack of education
- lack of education
- lack of education
- lack of education
- lack of education
- Lack of education
- lack of family
- lack of family support
- lack of guidance
- lack of income
- lack of love and compassion
- lack of men being fathers
- lack of money
- lack of money
- lack of parent support
- lack of parent support
- lack of parental / positive adult role model
- lack of parental involvement in education
- lack of parental involvement!
- lack of parental supervision (have only met with the team once)
- lack of parental support
- lack of parental support
- lack of parental support
- lack of parental support
- lack of respect for education
- lack of stability
- lack of structure
- lack of support
- lack of support
- lack of support
- lack of support
- lack of support
- lack of support
- lack of support
- lack of support
- lack of support
- lack of support
- lack of support
- lack of support
- lack of support
- lack of support
- lack of support
- lack of support as a whole
- lack of support education
- lack of support for education
- lack of support for education
- lack of support for

- lack of support for education
- lack of support for education
- lack of support for education
- lack of support for education
- lack of support for education
- lack of support for education
- lack of support for education
- lack of support for their education
- lack of support from parents
- lack of support in education
- lack of support of education
- lack of support of parents
- lack of support, education
- lack support education & proper activities
- learning how to accept things not favorable but necessary
- listening to adults
- little money for food
- living in a safe environment
- living situations
- living up to expectations
- losing respect
- low income
- low support systems such as parents
- many kids have family problems that impact their focus on being a kid
- material things
- media - radio and TV
- money (in the?) fee
- money for more programs
- mostly lack of support
- multiple activities
- negative peer influences
- neighborhood violence
- no adults showing support
- no dreams
- no family structure or in foster care
- no family support
- no family values
- no father
- no father in the homes, no role models at home or in the community
- no help or after school programs
- no hope for the future
- no parent support
- no role models
- no support
- no support group
- none
- none that I know of
- not enough reading
- not feeling loved or not be able to be a kid
- not getting their homework done in time
- not having money to pay for everything
- not having money to play
- not having proper transportation
- not knowing family backgrounds and situations going on after the season, during the season
- not knowing the field numbers
- not making it to practice
- nutrition
- obesity
- opportunity
- outside pressure from other youth
- parent apathy
- parent participation
- parental involvement
- parental involvement
- parental support
- parents
- parents at home
- parents not involved
- parents not involved
- parents that don't understand that their son will progress at ten years old sometimes
- peer pressure
- peer pressure
- peer pressure
- peer pressure
- peer pressure
- peer pressure
- peer pressure
- peer pressure
- peer pressure
- peer pressure
- peer pressure
- peer pressure
- peer pressure
- peer pressure
- peer pressure
- peer pressure
- peer pressure
- peer pressure

- peer pressure
- peer pressure
- peer pressure
- peer pressure (boys)
- peer pressure l
- peer pressure to fit in
- peer pressure, poverty, inability to pyt off short term gratification for long term success
- play on good field
- poor education
- poor family support
- poor influences
- poor role models
- poverty
- poverty
- poverty
- poverty
- poverty
- poverty
- poverty
- poverty
- poverty (?)
- practice area
- practice hungry
- practice hungry
- premarital sex, teen pregnancy
- prepared
- press to use drugs
- pressure
- pressure
- pressure
- pressure
- pressure
- pressure from gangs
- pressure of drugs
- pressure of negative things
- pressure to compete
- pressure to drugs and drug dealing
- pressure to drugs as a whole
- pressure to engage in illegal or harmful activities
- pressure to have sex
- pressure to see or use drugs
- pressure to use drugs
- pressure to use drugs
- pressure to use drugs
- pressure to use drugs
- pressure to use drugs
- pressure to use drugs
- pressure to use drugs
- pressure to use drugs
- pressure to use drugs
- pressure to use drugs
- pressure to use drugs
- pressure to use drugs
- pressure to use drugs
- pressure to use drugs
- pressure to use drugs
- pressure to use drugs
- pressure to use drugs
- problems at home
- problems at home
- problems at home with male parents
- problems in school
- reckless drivers
- restilence
- rivals (kids going to school play with other kids from other teams)
- role models
- role models
- role models
- safe playing environment
- safety in their community
- safety in their neighborhoods
- school dropout
- school issues
- self esteem/ peer pressure
- self-respect
- sex
- sex
- sex
- sex
- sex
- shelter
- single parent
- single parent environment
- single parent homes
- single parent homes
- single parent homes
- single parent homes
- single parent households
- single parents
- somewhat lack of focus on education
- stability at home

- stay focused
- stay positive
- stressful homes
- success in school
- support
- support
- support (lack) by other cheerleaders
- support at home being less than ideal
- support for education
- support for education
- support from community
- support from family
- support from home
- support from parents
- taking drugs
- teen pregnancy
- the child develops a positive attitude
- the children on my team have very supportive parents, 99% of the children come from 2 parent households. These 4-6 y/o are very well adjusted children and great support.
- tired from too much work at school
- transitional living situations
- transportation
- transportation
- transportation
- transportation
- transportation
- transportation
- transportation issues
- transportation safe
- transportation to practice
- trouble from peers
- trust
- trying their hardest
- unlivable environments
- unsecurity
- unstable home life
- use drugs
- use of profanity
- values
- violence
- violence
- violence

- violence
- violence
- violence
- violence
- violence
- violence
- violence
- violence
- violence
- violence
- violence
- violence
- violence
- violence
- violence
- violence
- violence
- violence
- violence
- violence
- violence
- violence
- violence
- violence
- violence
- violence (neighborhood)
- violence at school (guns brought to school) and home
- violence in schools
- violence in the streets
- violence in their environment
- violence on streets
- violence they see on a daily basis
- violence, drugs
- wanting to be pro's
- work ethic
- worried about getting hurt off the field
- youth violence

APPENDIX G

Raw data: What are three most critical issues you face today as a coach? (Q20)

- outside spectators
- For my kids
- accountability
- adjust work schedule to meet coaching responsibilities
- adult participation
- afraid of not being able to be there for a child
- all teams treated the same
- and the family home situation (single parent families)
- and to stop being afraid of the new things he does
- angry parents
- angry parents
- angry parents
- angry parents
- angry teams
- at risk kids
- attendance
- attendance
- attendance
- attendance
- attendance (3x's)
- attention
- attitude
- attitudes with the children
- bad diets
- balance with schedule
- balancing home life
- being a father figure
- being a good coach
- being a good role model
- being a mentor
- being a role model
- being a strong role model
- being able to discipline
- being able to work with young "growing" women
- being an effective leader
- being competitive
- being consistent in coaching each child
- being effective
- being effective
- being fair
- being heard
- being involved in too many things
- being patient
- being positive
- being too involved in my work
- being trusted as a coach
- being understood
- being versatile enough to deal with the kids unique situations
- better field for the players
- broken family
- building sport-specific skills
- building teamwork attitudes
- building the competition/ noncompetition balance
- busy schedule otherwise
- bystanders
- changing values and appreciation for the coach and other volunteers
- cheating
- child abuse
- children understanding to be respectful
- children with personal problems from home
- children with self-esteem issues
- clean field to play at
- clean parks for practice
- clothing
- commitment
- commitment from others
- commitment from parents toward the kids
- commitments
- communicating with parents (speak another language)
- communicating with players (speak another language)
- communication between lower and upper management
- communication parents to coach to kids
- communication with each other

- communication with parents and administration
- community support
- conflicts
- connecting with my athletes
- consistency
- consistent training
- consistent turn out of kids
- continue to find the time to participate
- convincing the girls to respect each other
- cooperation from team organization
- cost of program
- crazy parents
- crime
- criticism from parent
- cutting players
- dealing with lack of positive parental role models and trying to instill sense of self-worth and respect for others
- dealing with lack of structure in homes
- dealing with parents
- dealing with teenage personalities
- dealing with the family issues with children
- dealing with unruly parents
- dedication
- dedication out of most
- difficult parents
- discipline
- discipline
- discipline
- discipline
- discipline
- discipline
- discipline among some of the kids
- disrespect
- disrespectful children
- disrespectful kids
- disrespecting children
- disrupted facilities
- distribution of money between sports
- doing the right thing
- don't fight with team mate
- drug dealers
- earning their trust
- education
- education
- education, the jokes on you cause they are a joke not to invest in them
- encouragement
- equipment
- equipment
- equipment
- equipment
- equipment
- equipment
- equipment
- equipment
- equipment
- equipment
- equipment issues
- expectations
- facilities
- facilities
- facilities are not always ready
- fairness by think Detroit PAL to all athletes
- family
- family
- family issues
- family issues
- family issues
- family issues
- family issues
- family issues
- family problems at home with the kids
- family support
- family support
- feeling of not helping the kids
- field conditions
- field maintenance
- field maintence
- fields
- filling a team
- finance - kids unable to afford team fees
- finances
- financial
- finding a way to make a positive impact with limited time with kids
- finding children for the program
- finding convient practicing times
- finding good leaders
- finding kids
- finding time for practice
- first year don't know yet

- focus
- followers
- football in the summer *(baseball coach)*
- friend
- funding
- funding
- funding
- funding, funding for equipment
- funds for team supplies
- gain the kids' trust
- gaining the girls trust
- gaining their trust (parents/kids)
- gas
- gas
- gas
- gas
- gas
- gas prices
- gas prices
- gas prices
- gas prices
- gas prices
- gas transportation
- get kids to come out
- getting along with parents
- getting data from Think Detroit PAL in a timely manner
- getting girls to grow up
- getting kids
- getting kids to practice
- getting kids to practice
- getting kids to practice
- getting kids to the game
- getting kids to try out
- getting mother and father to come out
- getting on the right page with parents
- getting parent involment
- getting parent involvement
- getting parents full cooperation
- getting parents involved
- getting parents to participate
- getting respect
- getting the girls to feel they are just as good as the other
- getting the girls to respect themselves
- getting the kids involved
- getting the kids to come to practice (doing what their parents ask them to do at home)
- getting through 2 kids
- getting to practice
- getting together with PAL and being on the same page
- getting transportation for the kids
- gossip
- grass cutting
- gymnastics
- hard work
- have a good coach
- haven't coached long enough to say
- haven't coached long enough to say
- having decent fields to play on
- having enough water at practice
- having numbers
- having players at practice
- having proper supplies
- having teachers harassing my players saying how they need to play for the school
- help with gas
- helping / keeping parents involved
- helping athletes to focus on team and individual goals (sport and non-sport)
- helping coaches
- helping kids to trust you
- helping my kids have a good experience
- helping them make healthier coaches
- helping with education needs
- high gas prices
- honesty
- hot
- hungry
- hungry kids
- I have no expectation
- implementing and integrating systems
- integrity
- jobs
- keep the kids focused on school
- keep the kids off the streets
- keeping grades up
- keeping kids' attention
- keeping kids interested in the game so they don't go do other things the shortcut

- keeping kids out of trouble
- keeping kids with a program because there not winning
- keeping my kids safe from harm at Clark park
- keeping parents happy
- keeping players motivated
- keeping the kids involved and interested at the age level
- keeping them busy
- keeping them focused on education
- keeping them motivated
- kid
- kids
- kids
- kids
- kids don't have rides
- kids drop out too quickly
- kids maintain grades, and discipline at home
- kids missing practice
- kids not able to afford equipment
- kids not making weight
- kids staying focus when they leave
- kids understanding what doing things the right way means
- kids with disrespectful behavior
- knowledge
- lack of acceptable playing fields
- lack of coaches on my team
- lack of commitment
- lack of commitment from children
- lack of confidence
- lack of equipment
- lack of funding
- lack of helping getting players
- lack of male role models
- lack of money
- lack of motivation
- lack of parent education. Lack of resources - lack of time
- lack of parent participation
- lack of parental involvement
- lack of parental support
- lack of parental support
- lack of parental support
- lack of participation
- lack of resources
- lack of structure
- lack of support
- lack of support
- lack of support for tennis
- lack of support from parents
- lack of support from parents
- lack of support from parents
- lack of time
- lack of time
- lack or parent support
- lack or parents support their children
- laziness
- league organization
- learning
- learning how to be effective when coaching
- learning to coach large numbers of kids
- less fortunate kids
- limited equipment
- listen
- listening
- listening
- listening (kids)
- losing interest of players
- losing kids
- lying
- mad parents
- make sure players come to play and have fun
- making a real difference
- making sure my players learn to football
- making sure the children understand the game
- managing different personalities
- miscommunications
- misjudged
- missing equipment
- money
- money
- money
- money for parents and players - expenses
- money for program
- money issues
- money to provide lunches
- more coaches
- more coaches

- more coaches on my team
- more involvement from parents
- most teams just want to win and are not about kids
- motivate
- motivation
- n/a
- n/a
- na
- NA everything is great with the Jets. I get what I need [cheer]
- need equipment
- neglect
- no communication (parents)
- no knowledge or experience in the game
- no players at all
- non-cooperative parents
- none
- none
- none
- none
- none yet
- non-involved parents
- not being able to communicate with kids
- not being there for the kids
- not enough coaches
- not enough ideals
- not enough kids
- not enough kids participating
- not enough kids playing baseball
- not enough support
- not enough support
- not enough time in a day to be able to help as many children as I would like to.
- not financially able to help all children
- not gaining the respect and trust from kids
- not involved parents
- not letting parent get in the way
- not meeting expectations of PAL
- not respected because I'm female
- not showing a kid love
- not trustworthy
- opinions of coaches
- organization
- organization politics
- other coaches
- other coaches
- other coaches do not share coaching values
- other coaching staff
- outside pressure on kids to perform and fit in
- parent communication
- parent help
- parent participation
- parent participation
- parent participation
- parent participation
- parent support
- parent support
- parent support
- parent support
- parental commitment
- parental control on soccer field/off field
- parental involvement
- parental involvement
- parental support
- parental support
- parent-child relationship issues
- parents
- parents
- parents
- parents
- parents
- parents
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- parents
- parents
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- parents
- parents
- parents
- parents
- parents
- parents
- parents
- parents allowing me to coach
- parents behavior

- parents being consistent
- parents being critical of the coaches
- parents being involved
- parents bringing kids on time
- parents not allowing kids to quit
- parents not understanding
- parents participation
- parents putting pressure on students
- parents supporting kids (money, time, etc)
- parents that will get involved
- parents to get involved
- parents understanding how to lose
- parents/unsportsman like
- participation from parents
- participation of parents / guardians as volunteers
- partnership with parents community
- patience
- people within organization
- personal issues with kids
- picking kid up
- play ???
- player issues
- playing fields
- playing hard
- positively influencing kids
- poverty
- practice
- practice facility
- practice time and location availability
- prepared on time
- pressure
- pressure
- pressure from parents
- pressure on winning
- program cost
- program organization
- promotions for tennis
- proper outdoor facilities for kids to practice
- providing a sole environment at all times
- reaching out to youth 11 and up
- reaching out to youth to ages 11 and up
- recruiting kids with financial problems
- referees being fair and respectful
- refs
- refs
- relating to troubled youths
- relationship with kids and parents
- resources
- resources
- resources
- resources and funds
- resources for kids
- respect
- respect
- respect
- respect
- respect
- respect
- respect
- respect
- respect for one another and organizations
- respect from the children
- respect issues
- respect other parents and coaches
- respect within team
- respecting the team and other players
- response time from upper management
- responsibility for self
- rowdy parents
- safe communities
- safety
- safety
- safety
- safety - all coaches should have some training
- safety for the kids at practice
- safety of players
- SAS
- scheduling etc
- self the person
- shortage of equipment
- shortage of staff
- skill
- solving home problems
- sometimes the referees don't know the rules of the game
- space to practice
- spent time kids
- starting the most skilled players every game
- staying positive

- stressing education
- supplying equipment
- support
- support
- support
- support (parental)
- support from kids parents
- support from organization, help coaches who may be on hard time themselves
- talent pool of players
- teaching
- teaching kids
- teaching kids to love themselves
- teaching life lessons on the field
- teaching the girls to treat one another nice
- teaching the kids good moral values
- teaching the kids the best way I know how
- teaching the youth good sportsmanship
- teaching your kids to do the right thing even if someone else isn't
- team negativity
- team unity
- teams getting alone
- teams that like to fight
- the child with emotional problems
- the federal govt does not invest in our kids
- the kids surrounding
- the on going cheating and recruiting of my players by others
- the park we practice in
- time
- time
- time
- time
- time
- time
- time constraint
- time invested in coaches
- time management
- time management
- time management
- time to take kids to practice - lots of work
- timeliness for information to give my athletes
- timely information
- to gain a kid's trust
- to lower the price for inner city kids
- training boys to become men
- training equipment
- transfer sports benefits to life
- transportation
- transportation (Gas prices)
- transportation for kids
- transportation for kids / logistics
- trash-talking from one player to another!
- trust
- trust
- trust
- try to get through to the kids
- trying to fit everything into my schedule
- trying to make sure everyone can participate
- trying to make time outside of practice
- trying to teach values in short time allowed
- type of language use with each other
- understand the that the 7& 8 yr olds should have championship
- understanding
- understanding kids with different backgrounds
- understanding the children
- understanding the fundamentals of the game since I am new to the game
- unemployment
- unruly abusive opponents!
- unruly kids
- unruly parents from the other teams!
- unsafe environments
- verbal abuse
- violence
- violence
- violence
- violence
- violence
- violence
- waiting on the first paycheck because we start a week in the hole
- wall coaches being on the same level;

some are only interested in winning and kids see that
- why is the only pitching machine in southwest Detroit, also the so called best team is ~southwest they have equipment
- winning
- work - job
- work ethic
- work schedules
- working
- working around issues affecting players
- working hard
- working overtime
- working with parents
- working with parents
-

APPENDIX H

Raw Data: Do you believe the IMPACT sessions help coaches become better mentors with their athletes? Why / why not? (Q26)(n=208)

- (somewhat) I think it should show more about understanding each child individuality
- a lot of information I didn't know before
- able to get a variety of things to do while coaching and learn what not to do / and do
- all coaches need to hear more sources so that we do not repeat and repeat. Learn more. Innovate. Try something new.
- allows you to get input from other coaches
- as for me I'm in school and teach, work with children and mentor. However there are coaches who don't know how to deal with children
- basically explaining different ways you can be productive with the kids
- because
- because everybody needs more lessons in life to better each other
- because everyone learns/takes something different from class
- because everyone still needs more teaching in life to help better someone else
- because for someone that don't know how to work with kids IMPACT helps you to do that for team sports
- because I learned some basic things I can apply with my time
- because it also shows / tells how you can become one with your team by every impact
- because it brings out whats inside and helps to develop positive expectations
- because it can be there first time
- because it encourages coaches to think outside of their normal box. I promotes positive interaction with coaches and youth
- because it gives different ideas of dealing with kids
- because it gives us as coaches, the time to hear other experiences and learn from each other to benefit the children as well as ourselves in our personal lives
- because it helped be as a coach to teach the kids
- because it helps and reminds us of the things we need to do
- because it helps someone like me stepping into a head coaching role and puts things in my head I may not have thought about
- because it is very informative and can be used as a coaching tool
- because it provided a lot of unknown knowledge
- because it reminds them of what it is they need to do to help them even more with children
- because it works not only with the kids but my and our everyday life
- because learning is very important
- because most of this is common sense
- because of the influx of new coaches who have never coached before but played the game
- because some coaches need understanding of how to be a coach
- because some people need to hear from others what they should and should not do with our youth
- because some things I didn't know
- because they can learn more about coaching
- because they may not get it at home
- because we were able to hear other opinions from other coaches
- because we all can be taught new things and the impact sessions has really taught me a lot

- because we as coaches are in these kids lives so our teaching and attitude reflects on that
- because what we talked about taught better method of handling things
- because you get to hear others views and opinion and that helps to enhance your coaching skills
- because you understand that each child is different
- both coaches and parents have to understand the rules and the goals
- building relationship the children giving the children opportunity to tell you how they feel
- by given you tools to solve problems you may not be aware of
- by learning from other coach style(?) and opinions
- classroom goals and objectives are spelled out by the program director with handout materials
- coaching tips/ how to diffuse situations - teach coachable moments
- covers a broad range of skills and expectations coaches should have
- covers ideas / techniques on how to relate to kids on all levels in all sports
- everyone know what is expected of them across the board
- experience
- exposed coaches to other tactics to build characters
- gave a chance for other coaches new or returning to exchange different ideas, feedback, helpful plays to become better coaches
- gave me a better understanding of coaching
- gets us to think and develop a plan
- getting together with fellow coaches talking about strategies etc is a great benefit
- give you techniques in dealing with kids and parents
- gives everyone info on working with children
- gives them structure on what to do
- gives you ides of what is expected as a coach
- gives you necessary tools to help maintain and promote a good program
- giving a broader look at situations and discussing with others
- good coaching tips & things to consider when coaching a team
- help me to build character in life
- help to understand impact of mentors on children
- help us to understand the kids better
- helps no how to deal with the children better
- helps understand kids betters
- helps you consider 1 or 2 things you may not have considered
- helps you think of things that you may not know you were doing while coaching
- I actually learned a lot from these sessions but are a little long
- I am not a good person to ask - everything we've don't fits into best practices of teaching, so , for other people im sure they're great
- I believe impact training gives coaches the tools to use, however I think that some personalities among the coaches don't utilize the information and therefore do not really strive to be mentored
- I brings to the attention our flaws or our accomplishments and either fix them or continue to do them
- I learned useful information that I can transfer to my kids
- I think it can. The material provided / issues discussed are pertinent and helpful, but not everyone is receptive to learning it and the diminished importance of winning -- the sessions have to help some coaches get beyond wanting to win and to wanting to become good teachers / role models
- I think that Tim does great examples and to be honest it really helps the football coaches

- I think the sessions show peer groups that believe in very positive ideas, which can be infections to those not really thinking about it going in. ex: a real competitive, have to win person may be softened by good will enthusiasm of other coaches.
- I was informed of the true reasons for coaching
- if nothing else it reinforces good coaching practices and goals, but was well structured and also encouraging, excellent!
- If you listen and incorporate the ideas of impact training it will help you better yourself, therefore you will be able to better your players on the field and off
- impact teaches or reminds you of things you should be working on with your kids
- increase your skills
- information
- information is the key to success
- informs individuals what should be expected of coaches
- instructor was very helpful in explaining different strategies & philosophy s and explaining the coaching guide
- is very informative stuff. Tim is a great communicator
- it always a better way to deal with kids
- it answers a lot of situational concerns I had problems with
- it brings up basically, helpful teaching methods
- it gives coaching different scenarios to work from how to handle different situations
- It gives different examples of how most mentors should be
- it gives examples on the ways to build character
- it gives great insight on being a well rounded coach by learning ways to get through to your kids on and off the field
- it gives us good information
- it gives you skill in order to deal with the kids better
- It gives you something to think about
- it help some coaches to understand the feeling kids and sometimes how to bounce back after a loss than always a win
- it help you handle the kids better
- it helps
- It helps because it offers more point of views about coaching. Coaches become aware that their methods of teaching may not be the best.
- it helps center / remind me of what the core values
- It helps coaches remember the small things
- it helps coaches understand the meaning of being a mentor
- it helps explain how to do better coach the children and other methods to assist the children meet their goals
- it helps refresh things that you know but sometimes forgets
- it helps the coach to understand some of the challenges the kids face
- it helps them if they didn't know already or it they did it refreshes them to be better mentors / coaches
- It helps those coaches who have no experience learn how to work with children
- It helps us understand how to approach certain situations
- it helps with new ideas in coaching
- it helps you to remember to be considerate
- it makes them aware of new skills it work with children
- It provides a basis of understanding for all coaches and it will positively reflect on the kids
- it puts a different idea in some coaches heads and they may thing about what was said in the impact class
- it raises questions and issues that other coaches and parents dealt with
- it reminds some coaches of the reasons they got into coaching
- it reminds you whats important
- it take the coaches off the field and into the player

- it teachers what I already know but anyone that is a coach should follow
- it teaches basic cores of life
- it teaches more ways to develop skills on coaching
- it teaches the coaches to relate to other problems some coaches have
- it teaches us how to build character
- it teaches us how to understand kids
- keep the coaches aware of what is expected overall as a coach in Think Detroit PAL. Give useful tools to use and help you with new ideas.
- knowledge is always good
- learn other.. (?)
- learned to talk to more kids
- learning from the other coaches
- learning something new is always good for you
- listening and learning
- makes us aware of where we should be and accomplish set goals for all involved
- many coaches this is their first time
- many of the coaches don't have any experiences with kids so it is important that they hear these basics
- more good teaching to use with the kids and adults
- most of the things I already knew, but I did learn a few things a different perspective
- new fresh ideas. Able to revisit your original ideas from when you first became involved
- new ideas
- new ideas, and insight, into understanding players
- not everyone has people skills
- open their eyes to what it takes to be the best coach possible
- point out the important issues dealing with kids
- reinforce direction
- reinforce what you are already doing
- season allows interaction with coaches in other sports, and hear their stories and techniques. Also, is a good time to reflect on your personal development as a coach
- sets the tone for the season
- setting example, leave by example
- so many elements of life and sports combined
- some coaches don't know any mentoring skills
- some coaches have to check their selves in the mirror. To see what is the main goals are which is the kids
- some coaches who had one way of doing things may expand their way of coaching
- some of the things covered can be used on the field
- some people need to understand what the programs is really about
- sometimes we as parents only know how to be parents and not coaches
- structured approach to mission
- teach different pre????
- teaches basic principles
- teaches control
- teaching life skills
- tells you how to help kid and how to teach them
- the classes help you see who you are
- the impact classes teaches different mentor skills
- the impact make the coaches think about other things than just coaching
- the IMPACT sessions gives coaches different ways to handle verys events
- the information I received was plentiful. A-1! Good job.
- the information is the foundation for beginning coaching success
- the meeting, coming together, listening to other coaches and people can aide you as a coach - to know what to do and not do
- the present was easy to understand and very well-versed!

- the program focus on issues that coaches may not have consider, it was eye opening
- the speaker was a very good speaker he play sport before and he was a coach as well
- the training help's you put thought into your goals
- there are some situations I didn't think of , that were discussed in the session
- these classes have taught me how to deal with certain problems and it's not all about winning, it's about building character in the youths
- these sessions are very informative, helping coaches continue a great teaching philosophy
- they call for the coach to actively think about some of the responses and listen...(?)
- they can learn from other coaches
- they constantly give examples of how to improve the children
- they give ideas and strategies that some coaches may not know
- they learn key skills
- they need to be reinforced because we already know them, but it is good to hear them again
- they teach what some people don't know about coaching
- they teach you things you sometimes don't think about as a coach
- this program gets to the "core" of what coaching is and reveals how much you impact the children.
- to realize what we are to the athletes and how we can make positive impacts on their lives
- to show me how to tape belongs to other persons
- trust
- understanding what is important
- useful information is given to help one relate and deal with the children
- we need it
- with the distinguished guide, lines taught at least it giving us how to do it whether its done or not
- yes - hearing the different strategies that the other coaches use in their practice
- yes because coaches can learn from other coaches during a share time - exposure to new info = learn!
- yes these classes are teaching tools for all coaches
- yes we 'all" coaches needs to have some training in working with youth
- yes, other people's philosophy
- yes, the class is very useful.
- you can learn from other people during discussion
- you get a variety of different opinion
- you get to meet other coaches and hear their stories
- you have a chance to evaluate yourself and change some things
- you hear everybody input
- you learn a lot
- you learn better tech.
- you learn new ways to handle the kids and parents
- you learn pointers from other coaches you might have missed
- you never know too much.. Always learn
- your players need to understand that team work is going to be important in our schooling, and family life and in their working career.

APPENDIX I

Raw Data: What information covered in an IMPACT training session has been most helpful to you? (Q27)

- the part of build the kids
- (practice; plan) that starts the day off good
- |\| slant
- All
- all
- all aspects of the training session, especially the thoughts and opinions of other coaches
- all for reason stated above
- ALL OF IT
- ALL OF IT!!!
- all of it. I needed some direction for coaching
- all the information is useful. I really like building relationships and trust
- always helpful
- be a motivator al the time because we all find flaws but don't dwell on them . .
- because kids know days need someone positive to look up to
- being a positive role model
- being an effective influence to the kids
- being there for players and not just for self
- better understanding of how to treat kids
- build relationship / to get to know your team very important
- build relationships and trust
- building a relationship and letting the kids and parents trust you for we care together and do the right thing
- building a relationship and trust because when a child becomes older they will always remember you.
- building a relationship cause I want them to trust me that I can be there when they need me.
- building a relationship with the other staff and children also
- building character and being positive toward athletes
- building character relationships & trust
- building relationship
- building relationship and trust
- building relationship and trust because it starts from there
- building relationship and trust. If they believe in you or what you're doing they will learn
- building relationships
- building relationships
- building relationships and trust
- building relationships and trust
- building relationships and trust
- building relationships and trust
- building relationships and trust
- building relationships and trust
- building relationships and trust
- building relationships and trust
- building relationships and trust
- building relationships and trust
- building relationships and trust . If you have trust and respect from your kids then they'll follow you in what you teach and try their hardest
- building relationships and trust all the above.
- building relationships and trust and building character
- building relationships and trust because a lot of time I'm set in my ways on how my coaches are going to do things.
- building relationships and trust because it is most important on the field and in life
- building relationships and trust because once you deal with and solve kid's issues they become better people and have a more positive personality
- building relationships and trust because

that leads to respect and that goes along way through life
- building relationships and trust, because that's the reason I started coaching to do something fun and constructive with my sons. I ended up loving all the boys on the teams that why I continue to coach at this level. It's wonderful.
- building relationships and trust, because that's what I remember most of my coaches
- building relationships and trust. A new insight on how I can affect a child's life
- building relationships and trust. Because without trust you have nothing.
- building relationships and trust; this is an important function in life
- building relationships because sometimes you as a coach have so much going on that you forget to make a relationship with the kids
- building relationships because that's what coaches are - relationship builders and bridge makers
- building relationships to better the team
- building relationships with people and to learn that you can earn respect and friends through sports
- building relationships with the kids
- building relationships, coaching philosophy
- building relationships, I talk to more parents the last year
- building relationships, reinforces the idea that coaching is not about just the learning of the sport
- building relationships: sometimes coaches over look children and just worry about the game. At the end of the day the child should be the most important
- building structured practices
- building trust
- building trust and creativity in practice
- building trust and players
- building trust I can relate to it a lot
- building trust with your players is a must
- building trust, this is essential to having a successful coaching experience by having trust in kids and trust in you.
- building up. Didn't think of it that way
- challenging/supporting
- change
- character color session/personalities
- coachable moments
- coaching building relationships, the kids need it
- coaching philosophy
- coaching philosophy
- coaching philosophy
- coaching philosophy has been the most important. It helps me set goals and keep on track throughout the season
- coaching philosophy- if players buy in you will succeed
- coaching philosophy, build relationships
- coaching philosophy, ways to be a better coach
- color code
- colors
- colors participant test, I found out how I am
- communication
- considering huddle - because it helps give insight
- CPR +
- creating a coach philosophy and setting up clear goals and expectations
- creating a coaching philosophy
- creating a coaching philosophy
- creating a coaching philosophy
- creating a coaching philosophy and break down fundamentals
- creating a coaching philosophy because when you stick by that if it really works and everyday else falls in place
- creating a coaching philosophy, because
- creating a coaching philosophy, so everyone knows what to expect
- creating a coaching philosophy.
- creating a coaching philosophy.
- creating a coaching philosophy. Because it helps you to understand what your personal goals as a coach are to build a coaching team that has the same value as you
- creating a coaching philosophy. It will

help to communicate values and expectations that players should hold me to
- creating a philosophy. Teaching kids that its not to win but to try your best
- creating a plan for kids to follow on but more importantly off the athletes field or court. Teaching life lessons that will carry over
- creating a practice plan
- creating a practice plan
- creating a practice plan
- creating a practice plan - it gives you a plan on what to do. It makes practice more organized, and it helps to keep the focus of the young people
- creating a practice plan & going over rules was important because it is often overlooked
- creating a practice plan and parent meeting because you look well organized with a plan and the parents know what you are about and what to expect so coaches and parents can work together to make a successful season and the child's future.
- creating a practice plan because it always seems to change
- creating a practice plan because its better to be organized, practice goes smoothly
- creating a practice plan because when you come prepared it doesn't confuse the kids of your expectations
- Creating a practice plan has been most useful because it helps me to be organized and prepared for each practice session.
- creating a practice plan that is effective
- creating a practice plan to know how, why, where, and how to achieve goals
- creating a practice plan, being prepared
- creating a practice plan, more organized practice
- creating a practice plan, practice is smoother
- creating a practice plan. I always knew what to do, but had no map
- creating an age appropriate plan
- creating philosophy/mission, building rules, developing my "coach" skills
- deciding what are the most key components that I will use in my coaching style
- determining the different personality types of your players and understanding the difference so as to coach to their style (the "color" exercise)
- different color schemes
- different look at things
- different tactics to empower out youth
- discussion about coaching philosophy, and techniques to reinforce philosophy was very helpful to gain ideas for the next practice
- everything in some way or another
- everything.
- find them doing something right
- getting kids to trust
- getting to know my personality
- give use information to use at staff meeting and parent meeting
- goal setting because with out any goal you are less likely to accomplish things
- goal settings so I can get every one goals to accomplish
- group talking with knowledge from impact
- having this training session with other coaches gives you a chances to feel the others win point on different things (?)
- help giving me tips on being a better person and be able to relate with kids and parents
- how 2 plan your practices
- how the youth are to be trained and treated. Rule s of conduct by the coaches are explained
- how to approach situations in a calming matter
- how to frame feedback to players
- how to get the most out of them
- huddle before and after practice
- huddling and practice plans
- I can't pinpoint just one but everything was valuable
- I enjoy the color quiz different methods on teaching/rewarding the kids

- I haven't learned anything that 7 years as a teacher hadn't already taught me
- identifying differences as a positive
- if they believe you they will respect others
- Impact level 2 info- creating coaching practice plans and individual goals for players -- Also the scenarios presented were thought provoking! I also liked the "color test" used in L3
- in a variety of areas (circled trust)
- information about personality type - very good. I want to learn more.
- it allows me to look at myself and understand that this kids need to understand that friendship and trust can better them and others which can be used in life all the time
- it helps to build trust and responsibility with the child
- its to long, repetitive
- knowing what your goals are & putting the kids first
- learn how to be good with kids
- learning different personalities and how to handle them
- learning how people handle different situations
- learning how to talk to different age groups because it is important that we do know how to talk with our players
- learning how to teach kids better
- learning patience
- learning peoples personalities, so that you know how to deal with individuals
- learning that there are different ways of connecting with children from different backgrounds
- learning the type of person I am and the area's I can focus on for growth
- life lessons in every practice
- listening to the other about how they coach, their experiences
- meet new coaches
- n/a
- n/a
- n/a
- none that I can think of
- not to abuse
- personal colors
- philosophy
- player work out sheet, updated information and different techniques used to not just coach the kids but develop the kids
- practice and building relationships
- practice plan - help you to get organized
- practice plan concept, committing rules to paper and ?? Out
- practice plan: because it is very important to have a pan not only on the field but in life.
- practice plan; importance of coaching
- quotes, help to motivate me as a coach
- relationship and trust
- respect
- set rules; morale
- teach build up
- teachable moments
- teaching and compassion
- team work
- the building relationships is important at younger ages as I need them to listen to and trust me
- the colors
- the different learning styles/recognizing them and working to reach each style
- the impact that a coach have on the children
- the leadership and positive feedback. Sometimes coaches believe that its all about winning. They need to know that the kids are humans.
- the part about abusive coaching. It told how far I can go with my coaching
- the part about relationships
- the part about talking to your kids
- the personality, trust because I work with girls ages 8-10 and they all appear to be orange - busy!
- the plan for each practice. The personalities (colors) makes it easier to understand, and therefore deal with kids of all types.
- the practice plan
- the practice plan and setting goals for the athlete as well as the team
- the practice plan because like it can

more accurately show where the athlete needs to be and the steps to be there
- the tactical and technical piece, the age of differencial piece
- the transition how u can teach life lessons during coaching
- to building relationships and trust, with these young men and hopefully to be able to give guidance
- to stress character in the player
- trust
- trust
- trust
- trust and building relationships
- trust without trust there's nothing
- trust, you got to have that in order to succeed
- trust. Because if there is not trust you have nothing
- trust. Know you have to do what it takes to get the children to trust you, and maybe they'll trust each other
- trust. Learning the ways to trust yourself as a coach and allowing my cheerleaders to trust me as well
- try to be open with the players
- use team goals in your lifely days
- yes

APPENDIX J

Raw Data: Specifically, how have you or your coaching staff used the information discussed in the IMPACT session this season? (Q28)

- a different way of dealing with the youth
- act out situation learned
- apply the lessons as described in our examples to improve effectiveness as a coach
- as a reference why we are a coach, that we are here for the kids
- at practice we will use a lot with impact
- be more encouraging to players and let them know its about them and not anything else
- being able to chill with the kids better one on one
- being aware of different kids different skills all unique
- being on time
- being the assistant coach I push all the information and use it on a daily basis. Player improvement sheet, on off-field activities, players, team, coaches, parent meetings...
- better athletes
- build character with young kids. Teach them to believe in themselves
- build respect
- build up children
- building and encouraging our youth to be productive and honest people
- building our kids up, words of encouragement
- building relationships with the kids, gaining their trust
- building trust in the kids and helping them believe in their self's
- by allowing the kids to open up more, be understanding and fun
- by giving respect & build their character
- by making sure we know one player at a time and to become better at what you do in life
- by not yelling so much, cut down the use of profanity and learn the win or lose everyone is a winner
- by using it on the field practice what I have learned
- by using the things I learn how you can make a bigger impact
- compare things we do at practice to things at home
- continue to provide support to kids regardless of skill level or outside problems kids face
- continue to put the student-athlete first
- creating a practice plan
- daily - and will refer to handout every now and again
- different ways of dealing with team issues
- discuss team rules; discuss team consequences; have parent meetings, have fun!
- during our monthly workshops with boys and girls
- easy
- express leadership and educational goals for players to excel toward
- for improvements
- getting our coaching philosophy on line for each season
- GIVE ALL THE KIDS AN OPPORTUNITY TO COMPETE
- goal setting and fun
- going over different ways we can improve are coaching attributers
- group kids together to gain the trust
- have been using them already
- have discussion at the end of practice as character building
- have done coach vs. team play
- have meetings with the coaches staff and discuss how we may better relate with the kids to encourage.

- have more of an awareness of kids needs
- have not started yet
- having a set plan and rules, more organization
- help keep more organized
- helps us to be better coaches and mentors
- hopefully we will discuss this among ourselves and make the year better
- how to get more involved in our kids
- how to treat the kids and how to relay information
- I always support my players no matter what whether their the beast or the worst player. And its good to challenge a player if you know the outcome will be positive
- I believe that I am a leader, and a positive role model who leads be example and through qualities that are easily obtained
- I don't know
- I have my own way of putting these theories in effect
- I have to understand my kids
- I make sure I talk to all my players the same way
- I need a little time to sort this on out / an effective plan
- I plan on using all information learned in IMPACT training to be best coach I can & passing this philosophy on to my staff
- I try to apply everything that I learned when coaching. I listen to the kids and try to build self confidence.
- I use it to remind me of what is important -- which isn't winning and losing
- I will apply continued methods of talking, interaction with kids on and off the tennis court to help them build better lives
- I will ask more questions
- I will be consistent and fun with all my team members and be considerate of their feelings
- I will help formalize team processes
- I will identify the players personality. Colors from impact 3.
- I will look up more info regarding personality types and try to learn more about kids in my program (and develop practice plans accordingly).
- I will recognize each child's goal
- I will try to make sure that I learn reach kid's name and something about them
- I will use this info to make this sport season a great experience by utilizing the skills I've learned in the IMPACT session
- implement age appropriate training and lessons to help improve child's skill level
- implement it thought out eh season
- implement some of the strategies
- in a daily positive build up at ?? Practice
- in a positive way
- in my daily life
- in our staff meetings
- individual goals and team goal setting / support & challenges
- It's always good to be reminded of best practices
- just teach the kids respect
- keep us accountable and on top of our coaching style - keep the vision/mission in mind
- make practice plans and game plans
- more communication with the st??
- more effective techniques used to help with coaching
- n/a
- n/a
- n/a
- no not yet
- not yet
- notebooks, mission statement, motivating strategies
- on Friday after every practices we have to sit down. In just talk.
- on how to talk to the kids for effective results
- parent meetings; coachable moments; transfer football lessons to life lessons
- parent meetings; planning practice; being positive

- patience
- player seminars and orientations
- positive
- positive reminders to self
- practice plan and building trust with the children and parents.
- practice plans are created; coaching philosophy has been put to writing-- not just in my head; create individual goal for kids; focus more consciously on teachable movements / sessions after practice
- prepare; lives, laps, lectures
- relationship solving amongst the kids / ice breakers / trust is a good one
- routinely and daily on the field and off
- same as 27.
- season haven't started yet
- set up parents meetings to discuss and set up a program
- setting rules; being more then just a coach
- set-up practice; make sure all players are involved
- share it with them and talk about it
- so far we have implemented some parts of the session but still need to set the ground rules. This will ensure a good understanding of the team.
- start or organize a plan, stick to it, and show the team how to achieve a goal together
- stronger practice sessions
- structure is the biggest thing that we will try to implement
- study and get to know my guidebook 7 try to remember advise given by instructor
- talk 2 our players
- talked to parents and kid about it
- teach back a lot of what I learned today being a coach is really important
- teach each other
- teach each player to set goals and work hard and follow the rules that were set for them
- teach the kids the importance of fun play, teamwork, and responsibility have been enhanced by wining to impact training
- teaching character values
- teaching them to become better people in life besides playing sports
- team building, practice preparation . Now will use trust and personality info
- the "color" exercise helps us to understand why kids do the things they do and allows us to conform our coaching style to meet the kids' styles
- the class will help us understanding teaching the kids goals and trust
- the first time with... (?)
- the lessons, along with what you already know, gives you a blueprint on how to be successful
- through practical application of the concepts discussed
- to assist the children recognize their full potential
- to be a better person to the kids
- to be determined
- to be reviewed the head coach. I am sure the head coach will enforce and support the impact training and instruction
- to better understand the personalities of our players and their parents
- to build trust and a better coaching philosophy
- to develop a sound practice
- to educate and motivate both parent and student
- to help unstill a better practice guide line and help me to understand the viewpoints of others
- to learn how to work with kids better
- to make sure the players have a positive experience
- to make sure we use this input in out season to help kids on and off the field
- to run a better practice
- to set IMPACT huddle
- to spot different types of kids
- to teach them that doing is your best is what is real important not just winning

- to the best of our ability and in a positive way
- togetherness
- try to be more open to other staff members as well with the kids
- try to understand better
- use info to ensure all key areas are consistently addressed
- useful
- using our life experiences to teach students
- using the huddles, building relationships with parents and kids, etc
- very well
- very well they talk 2 each kid on a personal level
- we all need to use this in tennis - it is where nice people hang out.
- we are all new to coaching. All of the ideas and information have given me a lot to think about
- we are going to use it at every practice
- we communicate better with the parents, staff, and our kids
- we discuss what we learned throughout the season and we try to ensure that all coaches are help to this standard
- we do a lot of what was discussed but will be more mindful of practice structure
- we do teachable moments
- we have used the character building approach as a main emphasis
- we have used the impact class to help with the kids.
- we haven't yet but going to thanks
- we hold pre-meeting (parents) we show love like their own kids
- We insert it in all our practices.
- we often time refer to the materials passed out as reminder
- we started using the "practice plans"
- we talk to the children and let them know what we're there for them whenever they need us
- we use it everyday
- we use the huddle before and after practice express an expectations and continue being positive
- we used it at every practice & game
- we will conduct practice in a different way because of the Impact training
- we will create a rule booklet and hold a parent meeting
- we will discuss what we have learned and how to incorporate it into our team
- we will have fun and memorable years
- we will hold meetings and discuss what happened at session
- we will refer back to our training or utilize the handbook when we run into a problem we haven't had before
- we will share it with the team
- we will start immediately
- we will use it to make better decisions
- we will use the coaching philosophy, building relationships and trust. Also hose a parent meeting at the beginning of the season
- we will utilize all the information to improve our programs and sports at our church.
- we'll use the practice plan portion
- we've already incorporated like 98-99% of what was taught in impact
- we've installed our game plan in the begin. Set a structural practice with goals and expectations.
- when we've had troubled kids
- will
- will discuss this class at our first meeting
- will have coaches meetings to make sure everyone is on the same page!
- will incorporate it in practice sessions
- will study info from class & apply to team
- will take everything to the field
- will try and implement all suggestions
- will use it in every aspect needed
- with team meetings at the end of practices
- yes
- yes
- yes very much

APPENDIX K

Raw Data: What can Think Detroit PAL do to help you become a better coach? (Q31)

- allow me to have more classes
- allow more opinions among the refs
- assist more with parental information and (?) of its philosophy to the often coaches and the reinforcement it has with those coaches.
- assist with funding practice facilities in the organization. Get a gymnasium :)
- be available with needed if questions or concerns arise
- be more visible at games!
- be prepared and inform people about issues quicker
- better facilities (baseball)
- check up on me!!
- coaches camps
- coaching clinics, resources for purchasing building to offer tutoring or partnering with other organizations
- coaching details clinics
- coaching fundamentals specific to individual sports
- come out and talk to the kids more
- come to the fields and show that we work together
- cont. to teach and reminds us of things we need to do
- continue classes
- continue impact training
- continue programs like coach impact training!
- continue providing training
- continue the coaching workshops
- continue the training
- continue to communicate information which concerns the program updates etc
- continue to have different workshops always room for improvement
- continue to have training and provide more training for those who wish to attend.
- continue to host these programs
- continue to offer classes like IMPACT
- continue to offer training and development
- continue to provide me with information to be a better assistant coach
- continue to teach impact classes
- continue to train us
- continue training
- continue training and providing new information
- continue with direction/support to achieve mission
- continue with IMPACT training
- continue with training annually
- create more clinics and information sessions.
- doing a great job!
- doing good so far
- doing the same
- don't know yet
- email different coaching suggestions
- first aid
- form a coaching hotline
- get more classes
- get more into the game theory
- GET QUALIFIED PEOPLE TO RUN THE CLOCKS @ THE FIELD
- give and mail out coaching tips and guides as reminders
- give feedback by watching a coaches game at least once a season
- give more stastic (?)
- give more training
- give out free gear for the start of the year
- give refresher courses
- give refresher courses during the seasons
- give us equipment to practice; need to update roster
- hard 2 say
- have better facilities and take care of the facilities

- have choices for coaches to attend meetings in there program
- have classes
- have coaching clinics during the sport's off season.
- have experience or college coaches to do coaching clinics
- have more classed during the season
- have more classes to teach more things that we missed
- Have more coaches get together not meeting
- have more coaching clinics
- have more funding for the children
- have more meetings with coaches
- have more sessions that relate to this topic much more in depth. It was great for level 1.
- have more sessions throughout the year
- have more short classes through out the year
- have more training
- have more training material available
- have more training programs
- have some classes on individual sports coaches clinics. I know next to nothing about baseball, drills, exercises, etc
- help me
- hold classes such as this one
- I honestly cant answer that question - maybe be a bit more clear about particular sport / league rules
- I think I do enough
- I think the IMPACT class is going that
- I think the training is work just fine :-)
- instructional videos & websites
- involve all organizations so everyone is more familiar with each other
- It already has.
- just by keep improving the coaching classes to improve the youth
- just continue to educate with these classes
- just continue to offer the support Dana already does
- keep designing impact classes
- keep doing what they are doing now
- keep doing what they're doing
- keep doing what you're doing
- keep doing what you've been doing with the classes
- keep enforcing training
- keep giving class
- keep giving the information to help build my confidence
- keep having impact sessions
- keep having more impact sessions
- keep having the class
- keep having the classes
- keep having the sessions
- keep having training programs
- keep having training sections
- keep helping with the advice and info
- keep holding those type of classes!
- keep impact sessions going
- keep making us take a class
- keep me informed
- keep offering these classes, it's a good refresher
- keep open line communication, visit team practices & games
- keep staying involved with programs
- keep supporting us
- keep the impact classes running
- keep the program going
- keep these types of activities going and provide some sport classes also
- keep training going
- keep training me
- keep up the good work
- learn how to talk to us
- learning from the old guys
- level - 4
- make resources easily available
- make the information easier to get (copies, downloads, etc.)
- making good on their promises (come through when we need them)
- making sure that all the coaches stay to the rules
- more class
- more class
- more classes
- more classes like impact
- more clinics
- more coaching classes
- more coaching classes

- more diverse coaching clinics featuring NCAA and NFL coaches
- more impact training
- more info available on website
- more meetings on site at the fields with PAL supervisors
- more of these classes
- more personalized training
- more professional development
- more programs for coaching
- more tennis related training
- more training
- more training
- more training
- more training
- more training
- more workshops
- more workshops and bonding between coaches and TDP
- n/a
- n/a I believe that you can give me resources to become a "better" coach but only I can make me a better coach
- na
- not be so strict
- nothing
- nothing
- nothing
- nothing
- nothing
- nothing
- nothing
- nothing - 20 years of experiences. But maybe football clinics
- nothing at the moment
- nothing but have more resources tell us whats new with cheerleading
- nothing more
- nothing. Its all on me
- offer coaches session with college coaches
- offer incentives and training
- offer more training
- offer teaching class alone with informing class. Example: how to set up 2-1-2 plays on how to break same (basketball)
- one on one coaching clinic
- onsite camps
- PAL can offer courses specifically for the sport I teach, such as a tennis coach training course for those who coach tennis.
- PAL has played a great role in my life
- patience, patience, patience
- pay me
- pay me!!
- practice help
- prepare the field before season
- present or provide coaching program/ seminars
- provide all necessary equipment and resources, provide up-to-date team information
- provide audio and visual material, give us information about how we can do fundraising to motivate the kids
- provide better practice areas
- provide equip. maintain fields; provide rosters of players. Have help return phone calls
- provide equipment
- provide equipment (entire uniforms)
- provide indoor facilities for our cheerleaders
- provide instructor training
- provide more cheerleading workshops / clinics
- provide more training
- provide specific coaching training related to football and social issues
- relaying good information
- resources for literature, a person to pose questions to
- respond quicker to the requests made from a location
- same as above
- same as above
- same as above
- send more information out to teams
- set a meeting with all coaches in your age groups' league
- share information and knowledge
- show me how to be a better coach
- show video
- stay involved with whats going on in the field

- stay on me, to do better for the kids
- support my efforts in training the young minds of the youth
- support the coaches and their philosophies
- support us
- talk to the parents of have seminars for them
- teach coaching more
- teach me more about being a coach
- the same thing
- these classes
- they can continue to have classes such as this one, to help educate some of the coaches, a coaches edicate.
- they have helped me just by doing this impact course
- they have succeeded
- this is my first year and it takes a lot of patience
- this was helpful!
- timely information
- training
- transportation for kids- coached one season (not with TDPAL) and had to "do it all" many kids would play but they don't have transportation
- videos, information being accessible
- what I can do is to continue to come to wkshops
- what they are doing now!
- what you are doing now
- working with me
- workshops
- workshops - support
- would make life as a coach easier to be organized
- yes
- yes
- yes
- yes
- you are doing it so far

APPENDIX L

Computer Use in Coaching Practices

Communication

Internet / Online access

- Email
- Email other coaches
- Emailing parents
- Sending and receiving emails from other coaches
- email other coaches & pal
- emailing
- email other coaches (2)
- email messages
- email messages between the players, parents, coaches, and PAL
- Emailing Parents (2)

Websites and internet sources

- you-tube to watch other teams
- coaching tips from different websites
- training method from various baseball websites
- coaching websites and programs
- videos of athletes and coaches in action
- going to online coaching sites
- googling different coaching techniques
- going online to get as much information as possible to help me become a better coach
- I design plays and I Google a lot of coaching philosophies
- look at coaching DVDs, materials, books, etc
- online tips
- online plays
- different websites that show how to properly do drills / skills
- TDPAL website for information
- checking the internet for new methods to get kids attitudes

Communications

- city ballers - an inner city chat line
- communicating with coaching staff
- communicating with parents and athletes
- communications/ handouts
- look at forums
- send schedules
- information to parents / players
- parent communication & in offseason
- receive information
- player communication
- contacting other coaches
- talk to my parent online
- Recording routines and sending them to parents so they can help their kids practice
- Communication
- communicating with team
- communicating with parents
- contact with parents

Other Resources, organization

Finding information, research

- success stories
- searching for better coaching ways to perfect my job
- resources for my team
- watching professionals from other countries practice soccer
- ordering uniforms

Videos

- film
- video
- Review film

Research (4)

- research for better ways of coaching
- resource hunting
- getting stuff from other coaches in the game, from high school and college
- looking for information and rules
- look up info from Think Detroit
- gathering information
- see what's hot and what's not
- looking up t-ball fundamentals
- Looking up different sports, information
- looking for info and dates
- find information

- finding training camps for kids, games
- find item (soccer)
- searching for new strategies
- searching new coaching techniques for individuals
- look-up cheers and rules
- looking up info on coaching
- finding different aids and styles
- find clinics and camps
- researching drills and plays
- I look up practice ideas and team-building exercises
- researching different coaches and how they teach
- info research
- look for plays
- research materials
- Information (2)
- location of games
- history of sport
- learning new drills
- Coaching classes and DVD's

Organization

Flyers, handouts and other printouts

- flyers for information to the cheerleaders and parents
- for announcements, letters
- fliers
- pamphlets
- plan activities
- printouts
- printing out plays
- printing out info for parents and players
- printing and developing flyer and memos
- printing
- print out rules and policies
- print out information on captains duties, motion sequences and any other information needed to make them better
- print a daily plan for kids to read
- type up expectations, etc.
- Fliers
- Print practice schedules
- Forms
- Power point / publisher/ word for flyers
- cheer words
- snack assignments; dis player parent contracts
- print out information for kids
- make up flyers
- Memos (2)
- Memos/notes
- brochures & flyers
- giving out rules and expectations for players on the team
- Notes
- Notes of no practice
- Organization
- Parent information
- Ledgers
- Information and practice logs

Scheduling, rosters

- Attendance
- organizing roster
- creating rosters
- create team roster and snack list
- create practice schedules
- I use excel to develop rosters
- keep records, attendance, organized
- player listing
- player rosters (4)
- team rosters
- to develop the roster and tournament
- to create schedules, lists
- game schedules
- make practice schedule - parent handbooks
- workout schedules
- Schedules
- setting schedules
- snack schedules
- set up schedules
- scheduling attendance
- Scheduling
- practice schedules
- player contracts & goals
- provide cheers

Practice plans, skills, drills

- listing and developing plays
- creating play sheets
- I use it to make up plays
- for skill drills
- make out practice plans
- lesson plans
- make coach plays (word doc)
- defensive strategies

- coming up with different ways to run practice
- Drills (2)
- Scoring
- Write out coach planning and review for practice
- Player scheme
- Provide formations
- I design plays
- draw plays
- practice plans and line up
- Plays (2)
- practice plans & research new practice games
- to help set-up play book
- stats
- practice techniques
- practice / game info
- play information
- goals
- game methods
- practice plan
- make play books
- new drills
- show student plays

Other

- excel
- coaching
- best practices
- important information
- presentations (2)
- power point presentations
- spreadsheets
- spreadsheets mostly
- training photos (2)
- I have programs
- Excel for spreadsheets
- Anyway I need to

APPENDIX M

Raw data: What can Think Detroit PAL do to become a better program? (Q30)

- add a few more programs such as ballet and other forms of dance and even change it a bit to some music programs
- add more volunteers, do more recruiting, have sign-up fair at the beginning of the season, at the end I really knew nothing about PAL until I became a coach
- add self defense classes
- advertise more widely (tennis) optne more parks for play
- advise new people / make new people come in
- allow more input from the teams
- already a good program
- already great
- be careful when changing rules
- be more visible within community. Establish much better relationships with business community.
- because I am not a professional coach I thought the program was very instrumental in preparing me to be a better coach
- become better organized
- become more involved with each organization / stay informed
- become more organized
- become more organized with SW division
- better organized
- brush up classes
- buy more equipment
- by contacting and informing volunteers about upcoming events and classes by a newsletter or general mail.
- can answer that question better at the end of the season
- change the old boy network a little
- check on teams more and their team plans
- coaching clinics
- coaching workshops and mentor classes
- come out to the fields at game time and talk to parents and kids
- come to practice and communicate with teams
- come to the games
- communicate better with player's parents
- communicate better with the coaches to determine their needs
- communicate more with coaches and parents
- COMMUNICATE WITH THE COACHES MORE
- continue as is
- continue cheerleading year round
- continue educating coaches and parents
- continue impact sessions part 3 but with new and additional information. Referees under contract to official during scheduled time, even if a forfeit occurs (ref the scrimmage!) many by-laws for girls' basketball need clarification and re-writing.
- continue to be fair to athletes
- continue to closely monitor your organization and programs, continue to provide learning
- continue to grow and get pro athletes involved in helping kids who don't have the funds
- continue to involve younger generations of coaches to carry on the methods of their mentor coaches
- continue to listen
- continue to support children and their programs
- continue to support the coaches
- continue with the training and do more role plays of difficult situations
- cover more info in less time
- designated contact people to return phone calls
- develop some person of agency. That the coach and child to contact better if we see potential emotional or physical problems
- different locations
- do a better job at screening coaches
- do what you're doing
- doing great! Relate to coaches more
- don't know yet
- enforces the by-law for all organizations
- expand.
- find more sponsors

- get a little more support to ensure enough equipment for each team
- get more classes
- get more people
- get more people involved players, parents, and coaches
- get more people who know about the program they are running not just a job!
- get some funds to help more individuals that cant afford to pay out of their own income
- get the parents involved in the program
- get to know the coaches, like we need to get to know the kids
- give more money to organization, pay the coaches
- grow larger and involve more kids; offer transportation options for kids
- hard? Doing great
- have a city wide annual picnic on belle isle
- have a q&a with all coaches in regards to needs
- have better communication with directors; make sure fields are better kept
- have better refs
- have food at meetings and making them shorter
- have food at the meetings making them shorter
- have meetings during the season to see how we are doing
- have more competition
- have more in service to better train volunteer
- have more opportunities to have kids come together and stay off the streets (i.e.) parties, games, and etc.
- have more programs trainings we can choose from to be able to take but go towards our certification
- have more teacher input- had the kids get recommendation and / or progress reports from their teachers
- have more television coverage
- have more training
- have some clinics the kids can attend to help them with school, rules for the sport that they play so they can know the game
- help some less fortunate teams raise money
- help with the gas
- hold more meetings about the rules
- I didn't get any literature or communications throughout the season in terms of tips, methods for coaching
- I need to wait and see more from PAL in the future
- I'm not sure...very happy with program
- improve the sites more
- incorporate swimming
- it can have continuing education programs - meetings for coach "support" during the seasons
- it is doing a great job. Keep up the good work
- its ok
- just improve on the organizational skill life schedules & rosters
- just keep doing what you as an organization do best
- just keep improving every year
- just listen to what people have to say, Nothing much I can think of. They are doing a wonderful job.
- keep a better eye on coaches
- keep adding new programs for kids; stay involved with coaches and receive more funding
- keep being consistent and apply the rules to the teams or coaches who break them
- keep being for the kids
- keep coaches at a certain level
- keep conducting training for the coaches. We need to ensure that we are putting the best coaches on the field
- keep doing the programs
- keep doing what its doing and keeping the right people involved
- keep doing what their doing
- KEEP DOING WHAT THEIR DOING
- keep doing what they're doing
- keep doing what you are doing
- keep doing what you are doing
- keep doing what you are doing helping lots of kids
- keep doing what you're doing
- keep doing what you're doing
- keep encouraging the children
- keep giving impact classes

- keep having classes, keep giving the coaches all the knowledge you obtain to better our youth
- keep having programs
- keep improving doing a good job
- keep improving on better season
- keep on doing what their doing
- keep on peaking interest of young kids and get them to join
- keep playing building
- keep reaching out to the youth with the different sports program
- keep requiring IMPACT training its helping
- keep requiring the level training
- keep same
- keep the coaches motivated and help children become better citizens
- keep the programs going
- keep up the good work. The merger seems great. I like it
- keep up the good work
- keep up the good work
- keep up the good work!
- keep working the way they are going
- listen to concerns / opinions and address them individually (?) as opposed to having one set of rules
- lower the cost for people with 4 kids in the program
- lowering the price of registration fee
- make sure you spend the money on kids; develop a tutoring program
- make things to the inner city point of view
- money
- monitor and weed out some coaches; have more training material available for interested coaches to read at leisure; have program for parents to attend
- more activities outside of sports
- more advertisement
- more advertisement so others can become familiar with organization
- more classes
- more coaches training on specific topics or even make resources available online
- more hours
- more meeting
- more money fundraise
- more officials
- more off-season program
- more parent involvement
- more people helping
- more selective process of coaches
- more sessions during the season. Make coaches refocus on core focus of program and less on competition.
- more sessions year round
- n/a
- n/a - keep up the great work
- na
- never stop
- not be so strict
- not sure
- nothing
- nothing
- nothing - just fine
- nothing I can think of -- it's a great program
- nothing I think it is great
- nothing its doing a great job
- nothing much, just continue to bring great philosophy to great coaches
- nothing; sorry visit the fields more
- offer loan equipment (track starting blocks)
- offer more baseball teams on the eastside of town
- organization, information access
- organize
- partner with other organizations
- personalize the training - tennis is already doing these things
- play throughout the state
- practice help
- provide a guideline book of do's and don'ts for parents
- provide specific training on coaching my sport
- provide team transportation with gas card
- put emphasis on education more
- put more attention on the fields, ask and check the roster every game, provide a picture ID for the players
- raise more money
- reach more people
- reach out to all kids in the metro Detroit area not just in the city
- recruit at schools
- recruit more from the communities
- recruit more parents

- remain open like you have been throughout the years
- remember they're girls as wells as boys
- require this training prior to beginning the season of the particular sport!
- resources for coaches
- reward players more often for participating
- send representatives to schools to form year long athletic plans with teachers/administrators to get maximum participation and access
- serve snacks at meetings
- show more appreciation to the coaches (FREE appreciation nights)
- solid now.
- start a bowling program
- start paying the coaches
- stay focused
- stay running
- stay the same
- stick to plan
- stop hating each other because we are all here for the kids
- stop repeating some of this non-sense about these types of classes
- take away the every kid play rule because every kid might not be ready to play
- take more suggestions from coaches
- the program is great
- the program of having team sign up as a "team" as opposed to individual players seem to promote more of a "win/win" philosophy with those coaches as they recruit only players who are skilled and they're the recreational athletes who want to learn the same are left in the dust.
- they are on the right track.
- they are the best
- they can get more involved with each of their teams individually.
- they can raise the age limit on doing the activities
- they can try to be a little better organized, we were told that we didn't take level 1 but we did
- think Detroit PAL can try to get more coaches so that the student/coach ratio is smaller.
- think pal needs this program to better the coaches
- this entire paper
- to be determined
- to make a shorter eval
- to offer practice sites / to offer more opportunities
- train coaches and refs on the same aspects of what they are looking for in a game
- train in what the rules are for each sport, especially for an individual who's never played a particular sport
- training for coaches and players , improved website information over the internet, daily email with tips, updates, and instruction
- treat all teams as 1
- try harder to extend the program as much as possible
- use seasoned ref on each field
- what it's doing now
- work on their facilities
- yes
- you are doing everything. Thank you

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