

19th Annual

» National Coaching Conference

June 21-23, 2016

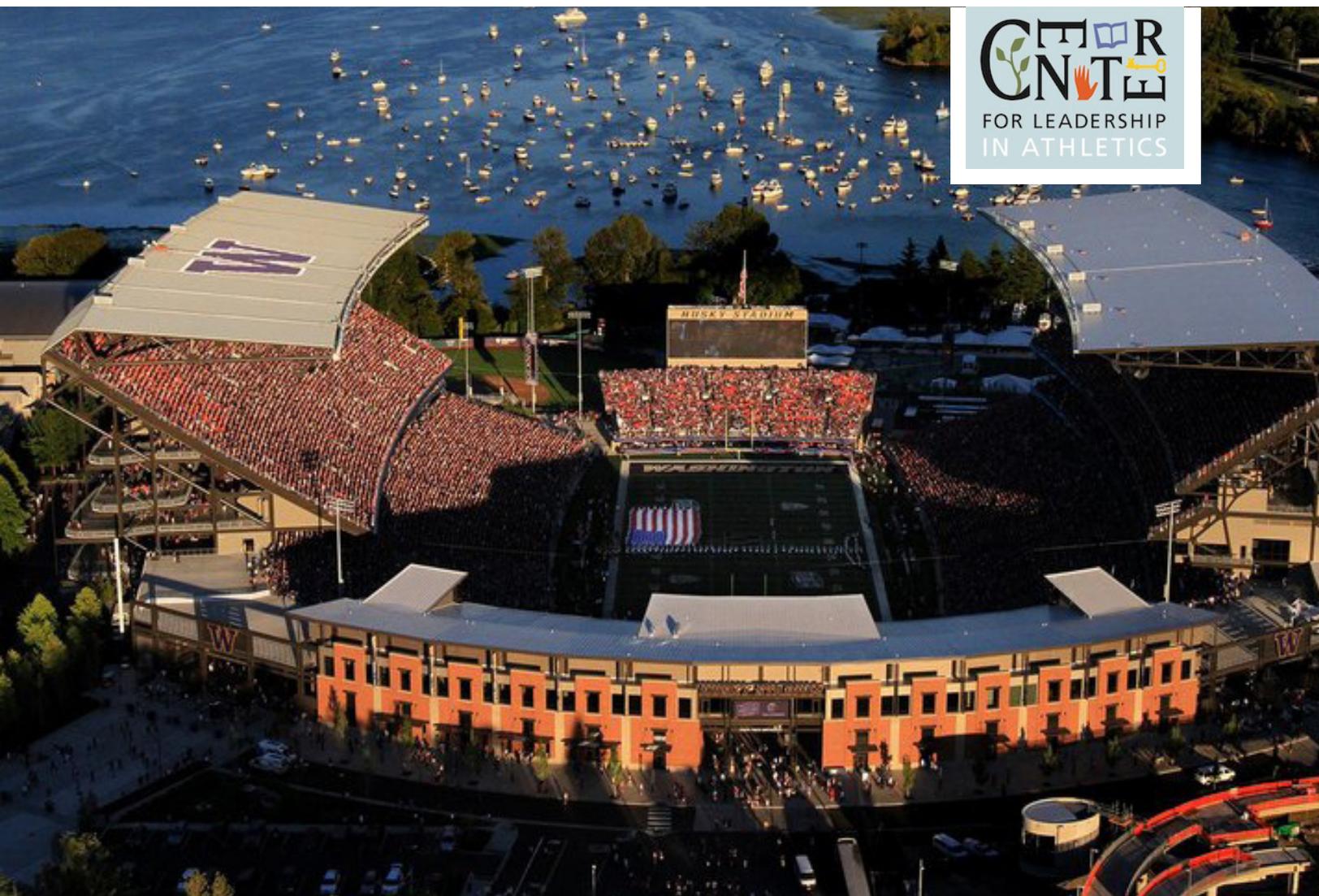
Co-Hosted by the USOC, NCAA, SHAPE America, NFHS, and NSCA



National Federation of State High School Associations



At the University of Washington Husky Stadium, Seattle, Washington
Special Thanks to site host - UW Center for Leadership in Athletics



Program Coordinated by the WVU CPASS Center for Applied Coaching and Sport Science

NEW IDEAS TAKE SHAPE

Did you ever play with a kaleidoscope as a child, creating colorful new patterns with each turn?

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Each day . . . each session . . . each interaction will bring you something new:

- New ideas from innovators in the profession
- New skills to use in your classroom immediately
- New ways to motivate and empower your students
- New connections with like-minded colleagues
- New funding ideas to support your program

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March 14-18

Save the Date!

shapeamerica.org/convention
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50 MILLION STRONG by 2029

SHAPE America is committed to empowering all children to lead healthy and active lives through effective health and physical education programs.



Welcome to the 2016 National Coaching Conference

The National Coaching Conference is a science and application of sport knowledge conference bringing coaches, coach educators/developers, and sport science researchers together for the enrichment of coaching and sport.

Conference History

1998 Gulf Shores, Alabama – first meeting
1999 Englewood, NJ – met as National Coaching Congress
2000 Gulfport, MS – met as National Coaching Congress
2001 Indianapolis, IN – renamed the National Coaching Conference/ NCACE
2002 State College, PA
2003 State College, PA
2004 San Antonio, TX
2005 Lake Buena Vista, FL
2006 East Lansing, MI
2007 Indianapolis, IN
2008 Park City, UT
2009 Pittsburgh, PA
2010 Savannah, GA
2011 Colorado Springs, CO
2012 Indianapolis, IN
2013 Colorado Springs, CO
2014 Washington DC
2015 Morgantown, WV
2016 Seattle, WA
2017 TBA

» During the conference the following link will be open to allow individuals to rate sessions they attend

<https://www.surveymonkey.com/r/NCC2016Sessions>

Post-Conference Survey link will go live Thursday June 23, 2016

<https://www.surveymonkey.com/r/NCC2016Review>

US Coaching Coalition Website

The US Coaching Coalition is excited to announce the relaunch of www.usacoaching.org in June 2016. This website is being created through a joint effort from the US Coaching Coalition members, the USOC, NCAA, SHAPE America, NFHS, and NSCA and will serve as a clearing house for quality coaching education and coach development resources and materials in the United States. Be sure to bookmark the site and visit often for the latest information and resources as the site grows.

Session Descriptions

Interactive Poster Sessions: Made their debut in 2015 and are returning this year. In these sessions, authors display a traditional conference poster and participants have an opportunity to review the posters and interact directly with the authors. In a facilitated format, authors will also have 5 minutes to share their core message with the audience.

Rapid Relay: Based on conference attendee feedback, this year the NCC has added rapid relay presentations to the program. Centered around themed topics, room facilitators will run a fast-paced session where application of science, critical thinking, and sparking discussions related to important issues and topic are the main objectives. Presenters will have 5 slides and 7-8 minutes to discuss their core points. Audience participation and discussion are encouraged.

Master Class: Participation in the master classes offered during the NCC is optional and an included part of the program. There are no additional cost to participate in master class sessions; however, pre-registration is required to attend. Individuals should check at the registration desk to check availability and information regarding the wait list for each session.

Master Classes

Tuesday, June 21 from 1:20-2:20

Crafting Curriculum: Exploring Ideas for Undergraduate Academic Coaching Education
Facilitator: Lori Gano-Overway, Bridgewater College and NCACE Folio Review Director

This master class will focus on sharing resources and ideas related to designing and teaching coaching science and coaching education courses and programs at the undergraduate level. Individuals who oversee undergraduate coaching education programs, teach classes, or are thinking about developing new courses or a program in coaching education are encouraged to attend.

Wednesday, June 22 from 11:00-12:30

Developing Coaching Efficacy in an Undergraduate Coach Education Program: Work in Progress in the Baccalauréat en Intervention Sportive at Université Laval (Quebec, Canada)
Facilitator: Andrea Woodburn, Université Laval

The Baccalauréat en Intervention sportive (BIS) at Université Laval is one of only a handful of undergraduate programs with a major in coach education in Canada. This program offers a rare opportunity to study developmental coach learning over several years in what is mostly a volunteer-based coaching population in Canada. This interactive master class for coach developers will present the guiding questions and framework that have led to the current state of the program, as well as examples of how learning activities and assessment are designed with competency development in mind. Participants in the master class will engage with each other regarding guiding principles, opportunities, and challenges in their own coach education programs efforts to facilitate the development coaching efficacy. The group will also be invited to consider how research can be woven into the work that we all do such that it informs future practices for coach education in the university setting.

Master Classes, cont'd

Wednesday, June 22 from 11:00-12:30

Beyond Poetic Philosophies and Good Intentions: A New Coaching Assessment Framework

Facilitators: Sara Lopez, Julie McCleery, and Hannah Olson, University of Washington

This master class explores a novel framework linking five core coaching environments with specific athlete outcomes. You will experience identifying specific behaviors linked with an environment to assess coaching competency. Recognizing the complexity of coaching, you will analyze characteristics of your own setting to identify factors influencing coaching expectations and potential gaps between theoretical understanding and actual coaching practices.

Wednesday, June 22 from 4:00-5:30

Exploring Learning Theories: Activities for Coach Developers

Facilitators: Melissa Thompson, University of Southern Mississippi; Sarah McQuade, e.t.c. Consultants; and Nadine Dubina, West Virginia University

As highlighted in the International Coach Developer Framework, coach development systems are only as effective as the coach developers delivering the content. Creating and maintaining an active, engaging learning environment is one of the biggest challenges facing coach developers. While previous literature has established a relationship between coach training and coaching efficacy (Malete & Feltz, 2000), athlete satisfaction (Barnett, Smoll, & Smith, 2010), and athlete social development (Conroy & Coatsworth, 2006), effectively engaging coaches in that training is extremely difficult. Having a better understanding of adult learning theories can help coach developers deliver more engaging training sessions. Further, helping coaches understand their own learning styles can facilitate coach learning beyond the workshop setting. Therefore, the purpose of this workshop is to review three prominent adult learning theories: Transformative Learning Theory (Mezirow, 1997), Self-Directed Learning Theory (Garrison, 1997), and Experiential Learning Theory (Kolb, 1976). Elements of each of the theories will be discussed followed by example activities and strategies to implement these theories in coach development settings. A combination of direct (explained to the participants) and indirect (embedded in the environment) uses of the theories will be explored. Finally, participants will have an opportunity to discuss with other coach developers how they might use the concepts in coach training.

Thursday, June 23 from 8:00-9:30

Evaluating and Enhancing your Organization's Readiness to Provide Quality Coaching Education

Facilitators: Christine Bolger, USOC Coaching Education & Kristen Dieffenbach, West Virginia University Center for Applied Coaching and Sport Science

This master class is designed for individuals and departments within National Governing Bodies and other sport organizations that are tasked with developing and leading coaching education and coach development within their sport. The facilitators will share current best practices and models related to coaching education and coach development as well as explore the structure needed to create and build meaningful programs. This master class will also facilitate networking and sharing of resources and ideas among participants.

Thank You to Our Sponsors and Exhibitors

United States Olympic Committee
National Collegiate Athletic Association
National Federation of State High School Associations
SHAPE America
National Strength and Conditioning Association
UW Center for Leadership and Athletics
West Virginia University CPASS Center for Applied Coaching and Sport Sciences
FiT Publishing
National Strength and Coaching Association
Drexel University
Kin-Ball
BrainCheck
Athlete Assessment

Tuesday, June 21

» Keynote Speaker:

12:00-1:15

Dr. Dan Gould, Professor and Director
Institute for the Study of Youth Sports—
Michigan State University

**Coaching Science Research: The Need for
Knowledge Integration and Dissemination**
<<room>>



Dr. Gould is the director of the Institute for the Study of Youth Sports and professor in the Department of Kinesiology at the Michigan State University. Dr. Gould is a sought after speaker, coaching educator, and applied sport psychology consultant, and has published widely on

topics such as mental preparation, the psychology of excellence, coaching psychology, motivation, children in sport, stress and the development of life skills in young athletes. Dan has published over 200 articles in the field of sport psychology, co-written three books including the most widely used text book in the field, and has been invited to speak in over 30 countries. Dan has also served as the co-chair of the Science & Technology Committee of the US Olympic Committee, was a member of the USOC Coaching and Development Committee for 10 years and has worked extensively with a variety of national teams, Olympic and professional athletes and coaches. He has helped design a number of coaching education programs and has given over 1000 clinic presentations.

9:30-11:30

NCACE Folio Review Meeting
(pre-registration required, no additional cost)

Lori Gano-Overway

<<room>>

11:00

Conference Registration & Packet Pick-Up
Exhibit Hall Opens

12:00-1:15

Keynote Speaker

**Coaching Science Research: The Need for
Knowledge Integration and Dissemination**
Dr. Dan Gould, Professor and Director
Institute for the Study of Youth Sports—
Michigan State University

<<room>>

1:20-2:20

Rapid Relay—Athlete Health & Well-Being
Coaching Healthy Habits—Alyssa Koomas
Best Practices for the Prevention, Identifica-
tion, and Management of Eating Disorders—Ian
Palombo and Melissa Streno

Creating Cultures of Concussion Safety: Apply-
ing Research to Practice—Emily Kroshus
Heads up! Resources and Strategies to Increase
Concussion Management Competence for
Coaches—Katherine Wurst and Stacie Darke
The Role of a Coach in an Athlete's Return
to Sport after Injury: An Exploration and
Creation of a Coaching Manual—Lyndsey
Seewald

<<room>>

Workshop—Soccer for Social Change:
Using Sports in Youth Development
Shaina Ross

<<room>>

Master Class (sign up required)—
Crafting Curriculum: Exploring Ideas for
Undergraduate Academic Coaching
Education

Dr. Lori Gano-Overway, Bridgewater College &
NCACE Folio Review Director

<<room>>

<<room>>

1:20-2:20 cont'd

Lectures—Innovations in Coaching Education

Activating the Project Playbook: State Youth Sport Summits—Dave McCann

Best Practices in Formal Distance Education—Brian Gearity

<<room>>

2:30-3:30

ICCE Updates and Introduction to ICCE Standards

Andrew Abraham

<<room>>

Workshop—Is Teaching Character through Sport Possible? If So, How?

Kevin Bryant

<<room>>

Rapid Relay—Developmental Sport Coaching

Coaching in Multicultural Settings—Scott Brooks

Effective Coaching Practices: Listening to the Voices of Successful High School Team Sport Coaches—Graeme Connolly

The Participation-Performance Scale: How are Coaches Balancing Winning and Playing Time across Age Groups and Levels?—David Hedlund, Carol A. Fletcher, Sean Dahlin, and Simon Pack

Assessing Coaching Communities of Practice for the Continuing Professional Development of Youth Sport Coaches—Scott Moorcroft

Strategies for Negotiating Toxic Youth Sport Parent Behavior—Mark Cole and Algerian Hart
Practitioners and Researchers Collaborating to Gain Insight into Program Impact—Tina Syer and Andrea Vest-Ettekal

<<room>>

A Candid Conversation: USOC and the “People Dimension.” How the Best Team USA Coaches Have Improved Their Game to Bring Home Gold

Mike Jankowski, US ski and snowboard head coach

Facilitator: Miles Henson

3:45-5:15

Mastery in Coaching from Five Perspectives: An Educator, an Ethicist, an Administrator, a Researcher, and a Coach

Educator: Steve Jefferies, SHAPE America President

Ethicist: Sharon Stoll, Ph.D., University of Idaho

Administrator: Erin O’Connell, USA Rowing

Researcher: Wade Gilbert, Fresno State University

Coach: Swen Nater

Panel Facilitators: Pete Van Mullem, Lewis-Clark State College (ID) and Sean Dahlin, Ohio State University

<<room>>

<<room>>

5:30-6:30

SHAPE AMERICA

Revising the 2006 NASPE National Sport Coaching Standards Open Feedback Meeting

<<room>>

6:00-8:00

US Coaching Coalition Welcome Reception

Light hors d’oeuvres and cash bar

<<room>>

Wednesday, June 22

» Keynote Speaker:

8:30-9:45

Dave Lenox, President & CEO

Special Olympics Washington (SOWA)
TBA

<<room>>



Dave Lenox took over as president and CEO of Special Olympics Washington (SOWA) in August of 2014.

Prior to joining SOWA, Lenox served as vice president for Leadership Development and Education at Special Olympics Inc. in Washington, DC. Dave began

his journey with Special Olympics as a games volunteer in 1976. Moving on to coaching and then becoming a local committee member, he began employment with Special Olympics in 1985 as area director for the Kansas City, Missouri area.

In 1987 Lenox became executive director for Special Olympics West Virginia, and in 1989 he became CEO for Special Olympics North Carolina. In 1997 Dave was recruited to join the headquarters office of Special Olympics as director of Athlete Leadership Programming. In 2003, he took oversight of the Sports Department as well. In his current role as the key strategist in the effort to develop leadership and education initiatives that support and advance the work of the Special Olympics Movement, Dave oversees Family Support, Young Athletes, Athlete Leadership, Youth Activation, EKS Fellowships, and volunteer/staff leadership development programming.

He has a BS in special education from Missouri State University and a Master of Science degree in business organization and design from Capella University. Dave is married with two children. His son Maxwell is a 4th year cadet and captain of the Men's Basketball team at the United States Military Academy at West Point, and his daughter Erin attends Seattle Central College.

7:30-8:30

Continental Breakfast

(included in conference registration)

<<room>>

8:30-9:45

Keynote Speaker

TBA Title

Dave Lenox, President & CEO

Special Olympics Washington (SOWA)

<<room>>

9:50-10:50

Workshop—Formal Coach Education at the University of Edinburgh: Online Program

Christine Nash

<<room>>

Rapid Relay—Tools for Coaching

The Use of Video in Sport Coaching: A Generational Schism—Islay McEwan, Petra V. Kolic, and William G. Taylor

A Transfer of Learning Framework for Effective Practice Design—Sandy Wilson and Gibson Darden

Using Sport to Cultivate Resilience—Polo DeCano

<<room>>

Workshop—Quality Coaching: If You Can't Measure It, Does It Exist?

Nadine Dubina and Kristen Dieffenbach

<<room>>

Interactive Poster Session—Supporting and Educating Coaches

Audiences in Coach Education: Considerations for Maximizing Educational Impact—Jack Brown and Rick McGuire

The Past, Present, and Future of the Education and Training of Sport Coaches—David Hedlund, Carol A. Fletcher, Simon Pack, and Sean Dahlin
Creating Knowledge of “Coaches Bullying” and Solutions in Practice—Charles Bachand

Coaching The Turnaround: New Leadership and the Revival of a Failing Program—Michael Bryant

9:50-10:50, cont'd

From Outsider to Insider: Researcher's Reflections of Ethnographical Observations of High Performance Coach Education Programs in the UK—Petra Kolic, William G. Taylor, Ryan Groom, Lee Nelson, and Sarah Collings

Strategies for Creating a Positive Moral Atmosphere in Youth Sport Teams—Terilyn Shigeno, E. Earlynn Lauer, Leslee A. Fisher, and Rebecca A. Zakrajsek

<<room>>

11:00-12:30

Master Class (sign-up required)—Developing Coaching Efficacy in an Undergraduate Coach Education Program: Work in Progress in the Baccalauréat en Intervention Sportive at Université Laval (Quebec, Canada)

Andrea Woodburn, Université Laval

<<room>>

Mini Lectures—Coaching Behavior and Education

A Multisport Approach to Coaching: 2-4-1 P.L.U.S.S. (Physical Literacy Using Sports Sampling)—Stephen Boyle

Effective Mentoring in Sport Coaching—Brian McGladrey, Evelyn Gordon, and Melissa Thompson

What do you Mean Respond, not React? Mindfulness Training for Coaches—Kathryn Longshore

Creating a Coach Education Intervention: Interrupting the Coach Expectancy Cycle—Erica Pasquini

Motivating Athletes Through the use of Autonomy-Supportive Coaching—Jody Langdon; Charles H. Wilson; and Glenn P. Burdette

Changes & Challenges: How Positive Coaching Alliance Has Adapted Over the Years—Jason Sacks

<<room>>

11:00-12:30, cont'd

Lectures—Sport Psychology and Coaching

Winning through the Character Building Mindset—Suzanne Sillett and Diana Cutaia

Mind Games at Play: The Psychology behind Sport—Lauren Zallis, Molly Ellis, Kai Laird, and Kacey Gibson

Creating a Needs-Supportive Coaching Climate—Rebecca Zakrajsek, Sara Erdner, and Joe Raabe

Strategies to Improve Efficiency of Practice Sessions—Alan Lacy

<<room>>

Master Class (sign-up required)—A New Framework to Train and Assess Coaching Competencies

Sara Lopez, Julie McCleery, and Hannah Owings-Olson, University of Washington

<<room>>

12:30-1:30

Buffet Lunch

(included in conference registration)

<<room>>

>> Keynote Speaker:

1:30-2:45

Dr. Wayne Allison, Coaching Research
Manager

The English Football Association

**The Practical Application of the English Football
Association's Coaching Research Program**

<<room>>



Wayne Allison, PhD, is the coaching research manager for The English Football Association. He is responsible for providing the underpinning knowledge of research to inform policy that can then be practically applied to support and enhance coach education and development.

A former professional footballer who made over 870 appearances for clubs including Bristol City, Swindon Town, Huddersfield Town, Sheffield United and Chesterfield, Wayne has a PhD in Sport Exercise Science and Coaching and holds the full range of UEFA Coaching qualifications including the UEFA Pro License. He has also been assistant manager at Chester City and has been on the coaching staff at Bury, Tranmere Rovers, and Bradford City.

1:30-2:45

Keynote Speaker

**The Practical Application of the English Football
Association's Coaching Research Program**

**Dr. Wayne Allison, Coaching Research Manager
The English Football Association**

<<room>>

3:00-4:00

**Workshop—Developing the Credible Coach:
A Model for Success**

Greg Dale

<<room>>

**Lectures—Academic Sport Coaching Edu-
cation**

**Preparing Sports Coaches for the 21st Century:
A Qualitative Case Study of Graduate Sports
Coaching Education Program—Jorgen Kjaer**

**Professional Ethics and Being the Knowledge-
able Other—William G. Taylor**

<<room>>

Rapid Relay—Coaching Education

**Student-Athletes with Learning Disabilities and/
or AD/HD: Impact on Success in Collegiate
Sport—Karen Collins**

**Developing a High Performance Culture through
Positive Coaching—Rick McGuire and Amber
Lattner**

**Mental Toughness and the Millennial Athlete:
Are They Compatible?—Craig Stewart**

**Predicting Coaching Efficacy in NCAA Assistant
Coaches— Brett Nichols, Megan Babkes Stelli-
no, and Bob Brustad**

**Challenges, Changes, and Opportunities in NGB
Coach Education from 2003 to 2015—Anna
Swisher and Andy Dotterweich**

<<room>>

3:00-4:00, cont'd

Interactive Poster Session—Coach More Effectively

The Relationship between Functional Movement Screen and Y-Balance Test Scores in High School and Middle School Football Players—Kyle Leppert

Research and Practice for Age Appropriate Baseball Strength and Conditioning—Brian Gearity and Patrick Szpak

Baseball Pitching Mechanics—Mark Worrell

To App or Not to App: The Impact of Technology Infused Basketballs Generating Immediate, Auditory Feedback on Free Throw Performance—C. H. Wilson, Jody Langdon, and Drew Zwald

Developing a Soccer GK Systematic Observation Instrument—Colin Barnes and Oleg Sinelnikov

KIN-BALL® sport: A Non-Traditional Action-Packed Sport—Eric Garand Raymond
Sport Coaches' Visual Perception and Diagnostic Skill—Yulia Fetisova, Andrew Dawson, James Zois, and Michael Spittle

<<room>>

4:00-5:30

Master Class (sign up required)—Exploring Learning Theories: Activities for Coach Developers

Melissa Thompson, University of Southern Mississippi; Sarah McQuade, e.t.c. Consultants; and Nadine Dubina, West Virginia University

<<room>>

4:10-4:40

Lecture—Enhancing Sport Performance

Unleash the Tiger in the Mirror: Performance Enhancement through Imagery and Confidence Training—Colleen Hacker and Mallory Mann

<<room>>

4:10-5:10

Lecture—Women in Sport

Recruiting & Retaining Women Coaches: An Evidence-Based Model—Nicole LaVoi

Successful Coaching Strategies in Elite Female Football: A Player and Coach Perspective—Liam McCarthy and Bob Muir

<<room>>

Rapid Relay—Coaching Education

Do Coaches Need Coaches?—Evelyn Gordon

Servant-leadership in Sport—Kirk Westre

The Mentality of a Mentee: 5 Strategies to Enhance Relationships and Learn from Mentor-Coaches—Pete Van Mullem and Chris Croft

Best Practices for Communicating and Gaining Entree to Educate Coaches—Brian Zuleger

Practical Applications of Holistic, Athlete-Centered Coaching—Drew Zwald, C.H. Wilson, Trey Burdette, and Jody Langdon

<<room>>

4:40-5:10

Opportunities to Promote Safe and Respectful Conduct in Sport—On and Off the Field of Play

Malia Arrington

5:30-6:30

NCACE Town Hall—Open Meeting

On Field: Soccer Coach Education Program

US Youth Soccer Best Practices for Coaching 4-12 Year-Olds

<<room>>

Thursday, June 23

Closing Keynote Speaker:

» 10:45-12:00

John Crawley, USOC Director of High Performance

Better: Cultivating an Environment of Sporting Excellence

<<room>>



John Crawley is the high performance director of Team Sports with the Sport Performance Division of the United States Olympic Committee in Chula Vista, CA.

He is responsible for providing performance impacting services and expertise, high performance strategic planning, competitive analysis, and training and competition performance support for eight (8) summer Olympic team sports including basketball, football (soccer), water polo, volleyball (indoor and beach), field hockey, rugby sevens, team handball, and archery. He also directs a multidisciplinary team of sport performance professionals to support strategies that optimize medal winning opportunities for team sports.

For almost 17 years John has worked in a variety of sport performance roles with the United States Olympic Team and has served with the USA delegation at multiple Olympic Games, Pan American Games, World Championships, and World Cup events. From 1999-2002, John was a sport biomechanist with the Coaching and Sport Sciences Division of the United States Olympic Committee in Colorado Springs, Colorado and provided performance enhancement service to athletes and coaches preparing for the Sydney (2000) and Salt Lake City (2002) Olympic Games. From 2002-2007, John served in several capacities with USA Triathlon, including high performance manager, national select team coach, and technical services coordinator during the Athens (2004) and Beijing (2008) Olympic campaigns. John served on the coaching staff at the 2007 Pan American Games in Rio de Janeiro, Brazil, and served on USA Triathlon's elite coaching staff at several International Triathlon Union (ITU) World Championships and numerous ITU World Cups. John returned to the Sport Performance Division of the USOC in 2008 and was a member of the USA delegation at the 2010 Winter Olympic

Games in Vancouver, the 2012 Summer Olympic Games in London, and the 2014 Winter Olympic Games in Sochi, Russia. He will also be a member of the USA delegation at the 2016 Summer Olympic Games in Rio de Janeiro.

John earned his undergraduate degree from The Ohio State University and his graduate degree in Kinesiology from Arizona State University. In 2013, he completed the prestigious Olympic sport leadership professional certificate program from the Kellogg School of Management at Northwestern University.

7:30-8:30
Continental Breakfast
(included in conference registration)
<<room>>

8:00-9:30
Master Class (sign up required)—Evaluating and Enhancing Your Organization's Readiness to Provide Quality Coaching Education
Christine Bolger, USOC Coaching Education & Kristen Dieffenbach, West Virginia University Center for Applied Coaching and Sport Science
<<room>>

Workshop—Positioning Remote Mentoring as a Development Tool in Performance Coaching
Christine Nash and Sarah McQuade
<<room>>

Mini Lectures—Coaching Education in Elite Sport
Applying a Social-Ecological Model to promote positive wellbeing in Australian High Performance Coaches—Fraser Carson, Julia Walsh, Peter Kremer, and Luana Main
Coaches' Perceptions of Formal Elite Coach Education in the UK—Petra Kolic, William G. Taylor, Ryan Groom, Lee Nelson, and Sarah Collings
The Integration and Influence of Sport Science Knowledge in the Coaching Practices of High Performances Coaches—Chantelle Nkala
The Impact of Elite Performance on Community Engagement—Bruce Smith and Matt Lehrer
USA Shooting: Developing Online Coach Education Courses—Michael Théimer
<<room>>

National Coaching Conference, June 21-23, 2016

8:30 -9:30

Interactive Poster Session—Sport Psychology for Coaches & Athletes

Teaching the Skill of Focus—Miranda Walker, Rick McGuire, and Amber Lattner

Promoting Positive Self-Perceptions and Healthy Eating Patterns among Adolescent Aesthetic Sport Athletes—Lindsay Kipp

Where's the Evidence? Convincing Athletes Psychological Skills Training Works—Mark Stanbrough

Coaching Mental Toughness—Amber Lattner

<<room>>

9:40-10:40

Mini Lectures—Coaching Education & Behavior

Understanding the Why behind the How—Jolynn Kuhlman and Kathy Ginter

The Neuroscience of Coaching—Jennifer Fraser

Meaning in Life and Coaching Interventions: Creating Meaningful Athletic Experiences—Joshua Coon

Coaching Behaviors and their Impact on Athlete Development—Ian Sherwin, Mark Campbell, and Tadhg MacIntyre

Leadership of Your Team, Get Hands-on with this Interactive Case Study—Bo Hanson and Sarah Lopez

<<room>>

Workshop—Coach Review and Feedback

Peter Fleming and Anna Baeth

<<room>>

10:45-12:00

Closing Keynote Speaker:

John Crawley, USOC Director of High Performance

Better: Cultivating an Environment of Sporting Excellence

Abstracts

Arrington, Malia

Opportunities to Promote Safe and Respectful Conduct in Sport—On and Off the Field of Play

This session will provide an overview of the concerns and challenges with creating a sport culture and participation environments that are physically, emotionally, spiritually, and developmentally safe and appropriate for athletes. Ideas and resources for facilitating a safe sporting culture and preparing and empowering coaches will be discussed.

Bachand, Charles

Creating Knowledge of “Coaches Bullying” and Solutions in Practice

Coach bullying—or emotional abuse—has become a subject of great interest within the sports community due to the potential damage that can be caused to the persons being targeted. As the designs of coaching education curriculums evolve, the subject matter must create not only better environments for the athletes, but also knowledge that will help protect and develop future coaches. A program needs to be designed not only to educate coaches on exactly what bullying is, but also to outline potential strategies to address tendencies to default to bullying behavior under the stressful conditions common in competitive sports. A coach’s acknowledgement and understanding of his or her actions being categorized as bullying or emotional abuse by experts is essential to the present and the future wellbeing of athletes even after they complete their career. Coaches can be one of the most influential people in the lives of the athletes they come in contact with, and without education on this subject, the damage they could unwittingly or consciously do can be irreversible. Research related to coach bullying offers some very effective solutions to prevent coaches from bullying. Winning results are great, but longterm health of athletes, especially student-athletes, should be the top priority of the coach. Furthermore, it is important for coaches to understand how much a bullying attitude may in fact hinder wins, as recorded in multiple studies.

The curriculum offered in this presentation will provide focused information needed for a coach’s understanding and development, not in terms of skills, but rather in

terms of psychological insight.

A coach spends a lot of time on his or her craft and being able to make this as time-effective as possible could make for a more well executed experience for coaches and easier application of the information provided.

Barnes, Colin and Oleg Sinelnikov **Developing a Soccer GK Systematic Observation Instrument**

There are a number of systematic observation instruments available for researchers and coaches wishing to evaluate player performance during gameplay. For example, the Game Performance Assessment Instrument (GPAI) (Griffin, Mitchell, & Oslin, 1997) and Game Performance Evaluation Tool (G-PET) (Gutierrez, 2008) can be used to evaluate a variety of invasion, net and wall, and target games. Soccer researchers and coaches can use Soccer Performance Observation System (SPOS) (Psotta & Martin, 2011) and System of Tactical Assessment in Soccer (FUT-SAT) (Gonzaga et al, 2014). In the case of soccer, all of the instruments use constructs geared toward field players, marginally accounting for the position of a goalkeeper. Thus there is a lack of literature specifically addressing the position of the goalkeeper from a systematic observation perspective. Often, the only statistical measures for the goalkeeping position are the amount of shots, the amount of saves, and how many goals were scored. Therefore, the purpose of this presentation is to introduce a systematic observational instrument to evaluate goalkeepers during gameplay in soccer. This instrument allows researchers and coaches to systematically code and evaluate goalkeepers’ performance during gameplay. To that effect, the Goalkeeper Observation System (GKOS) has two components to evaluate, “Off the Ball” and “On the Ball.” All of the skills are assessed not only for successful execution, but for the decision-making and the positioning during the moment the codable event occurred. The positioning of the goalkeeper in soccer is vital and the instrument allows for assessment of the goalkeeper when (s)he is not directly involved with the play. The GKOS breaks the field into vertical and horizontal planes in order to judge appropriate positioning. The researchers will present the GKOS and

explain its features and coding procedures.

Boyle, Stephen

A Multisport Approach to Coaching: 2-4-1 P.L.U.S.S. (Physical Literacy Using Sports Sampling)

We need to disrupt youth sports in this country. Now is the time to introduce physical literacy into the coaching curriculum. Children should not be specializing in one sport before age 12. Beyond that, it's fine to encourage athletes to have a "favorite" or "focus" sport—just not an "only" sport. As defined in the Project Play report coming out of the Aspen Institute's Sport and Society Program in 2015, physical literacy is the ability, the confidence and the desire to be physically active for life. By taking a multi-sport approach to coaching, we can increase ability, build confidence, and create desire that will have a lasting impact on the sports culture in our society. Creating a physically literate nation should be a shared goal of all coach educators in the US. This workshop will simply help you use your current strengths and knowledge of all the sports you are familiar with to help you deliberately message the athletes under your care. Consistency is key, and having a shared language helps coaches build better athletes, reduce injuries, and prevent burnout. Using the crossover coaching method, you can teach fencing during basketball, teach (American) football during (the rest of the world) football, teach boxing during tennis, teach javelin during baseball, and the list goes on. Athletes love parallels from one sport to the next, and coaches will love thinking of new ways to incorporate sports from their youth. "Life's 2 Short 4 Just 1 Sport" resonates with just about everyone who hears it, but this workshop will allow you to confidently put that philosophy into practice—literally!

Brooks, Scott

Coaching in Multicultural Settings

Cool Pose and Critical Race Coaching: coaches often misunderstand the behavior of their players, especially when racial and ethnic differences exist, and this hurts both coaches and athletes. Part of living while black for many young black males is adopting the "cool pose." Cool pose (Richard Majors) is a set of practices employed by black men to cope with living in a white man's world. With cool pose they assert themselves as disaffected in the face of pressure, punishment, and/or struggle, and are also expressive and dominant in activities where blacks are seen as advantaged, such

as athletics. These practices vary, are unlimited in number, and are often considered deviant because they go directly against male white middle class standards of behavior. Thus, black males are generally eschewed and punished when they behave according to cool pose. In the field of sports, this is magnified—on one end, they are praised for their difference, but they are disproportionately punished when their behavior is deemed counterproductive. This paper offers a case study of one athlete, a critical race perspective on the meaning of some behavior, and an alternative method for assisting the athlete to perform optimally.

Brown, Jack and Rick McGuire

Audiences in Coach Education: Considerations for Maximizing Educational Impact

Education and training are considered essential components of ensuring quality coaching (Clifford, et al. 2009). However, despite the importance of coach education, coaches have long looked down on formal education programs when compared to informal means of acquiring knowledge (Piggot, 2012; Gould et al. 1990). Coaches suggest that educational courses give little more than a basic understanding of knowledge (Jones et al. 2004), offer little new information (Gilbert & Trudel, 1999), and are comprised of material that is too abstract (Lemyre et al, 2007). Furthermore, when courses were prescriptive and rigid in structure, coaches found them uninformative and impractical (Piggott, 2011). However, despite these sentiments, some coaches voluntarily seek out coaching education. It is essential for coach educators to realize that there are a variety of perceptions in their audience. Coaches may come in with diverse opinions or misconceptions regarding educational opportunities. Regardless of individual perspectives, coach educators must meet audience members where they are and present a program that can bridge the gap among all types of coaches. By understanding coaches' motivations for attendance and engagement in workshop or education sessions, coach educators will be better able to deliver relevant material and to provide a meaningful learning experience. To better inform coach educators and other personnel operating within that setting, this presentation will discuss preliminary findings from a research study regarding the perspectives of individuals entering into a structured positive coaching program and coaches' experiences of the program as a whole. Additionally, this presentation will provide recommendations for dealing with resistant individuals

within the educational setting. Coach educators will leave this program with an increased knowledge of who is in their audience, how these individuals absorb and interact with the educational message, and how to better serve and educate all individuals in their programs.

Bryant, Kevin

Workshop—Is Teaching Character through Sport Possible? If So, How?

We are reminded daily of the challenges of coaching and giving character direction to our interscholastic student-athletes. With adolescent brains still under construction, high school athletes often make poor choices. How can you and I influence our student-athletes to make better choices today that will impact tomorrow and beyond? Character must be on our practice plans every day. We must not fear discussing moral reasoning with our sport community.

Researchers are in agreement that sport does not build character. Research has shown that the more developed an athlete is, the less morally developed they are. Social values like teamwork, loyalty, dedication, work ethic are suggested to be the result of participation in interscholastic sport. It is almost as if we attribute these qualities to some type of osmosis that takes place when someone dresses in a sport uniform. Moral reasoning takes place as we commit to learning and putting into practice the qualities that made our country great: honesty, justice, respect, and responsibility.

What might happen across our country if coaches and athletic directors were as committed to teaching moral reasoning as we are to teaching a jump shot, overhead smash, turning a double play, and running the spread offense? Character is not taught by accident. It must be as much a part of our daily practice plans as the drills we perfect to teach sport skills. With 7.8 million boys and girls playing a high school sport and less than 5% of those going on to play a college sport, we have a small window to make the type of impact that lasts a lifetime. Moral reasoning is taught through modeling, education, and environment. This seminar will discuss how to use all three to maximize impact in the lives of those we coach and lead.

Bryant, Michael

Coaching the Turnaround: New Leadership and the Revival of a Failing Program

Because the ratio of wins and losses is often a key factor

towards determining the longevity of a coach's tenure and job security, it is important that coaches utilize an evaluative and critical lens to consistently assess the quality of culture they instill as an extension of their leadership. As the quality of culture directly impacts the level of commitment, performance, and satisfaction among personnel, a transformative-based leadership approach should become an integral part of every coach's leadership profile. This approach will effectively engage personnel with program ideals and values by means of inspirational motivation and relationship building that considers each member as an individual. Management literature consistently suggests that greater job satisfaction leads to higher productivity and increased positive outcomes. Employees indicate that interpersonal relationships with immediate supervisors are extremely important to achieving higher levels of job satisfaction (SHRM, 2011), more so than compensation or benefits. Additionally, employees indicate that leader communication and recognition of job performance are also very important. The success of these interpersonal components is undoubtedly dependent on an ideal, responsive culture grounded in trust and fairness.

This poster presentation is focused on the concept of "turnaround" leadership, which is expressed as a "defensive strategy" (Slack & Parent, 2006) and "the reversal of performance in an organization from negative to positive" (Scott, 2014). The purpose is to explore management concepts related to interpersonal relationships and job satisfaction through a transformational lens and position this information within strategic leadership practices of head coaches as it pertains to personnel engagement, climate evaluation, and culture building specifically for coaches within or transitioning into roles that emphasize the need to turn around an underperforming or failing program to one of success.

Carson, Fraser, Julia Walsh, Peter Kremer, and Luana Main

Applying a Social-Ecological Model to Promote Positive Wellbeing in Australian High Performance Coaches

With increased media attention focused on the welfare of high performance sports people, sports organizations are increasingly aware of the need to expand the provision of resources in this area. Although many sporting codes are addressing this through formalized athlete support services provided by player associations, there are notably fewer similar programs available for coaches

in Australia. Recent research has highlighted the fact that there has never been greater pressure and stress placed on high performance coaches, with increased media attention, minimal job security, and difficulty managing a work life balance all contributing to this. The consequences of coach health and wellbeing are diverse, with decision-making and autonomy-supportive behavior being negatively affected and burnout amongst coaches increasing.

Utilizing social ecological theory as an over-arching framework, this presentation identifies the interrelations among the individual, organization, community, and legislative policy towards coach wellbeing. This approach allows for multiple influencing factors to be determined and assessed with regard to their impact on coach wellbeing, emphasizing a collaborative focus by the coach, the sports organization, and the policy designers to enhance wellbeing. Further, choosing a social ecological perspective allows for an interdisciplinary investigation into current and best practice models of wellbeing promotion. Within general health promotion literature it has been acknowledged that a social ecological model offers appropriate methods for organizing and evaluating wellbeing interventions.

We consider the information currently provided in Australia through coach education programs, wellbeing promotion activities and services provided by the sports organizations, and wider community based programs and legislative policy in order to ascertain the current practice. Then, guided by the social ecological model of wellbeing, we provide a framework to develop practical guidelines to promote positive wellbeing in high performance coaches.

Cole, Mark and Algerian Hart **Strategies for Negotiating Toxic Youth Sport Parent Behavior**

Youth once played for fun. Unstructured play was commonplace and screen time was devalued or non-existent. Little economic or social value was assigned to child's play and doing nothing was a natural part of growing up in North America. Modern play has breached previous boundaries and transitioned into a highly structured industry focused on developing the best athletes possible and linking success at the next level with year-round single sport participation (Anderson, 2013). Parents now use social media for one-sided critiques of coaches and comb the internet for camps and recruiting services to obtain the most prestigious

of childhood awards, an athletic scholarship. With increased parental investment comes advocacy blind to individual responsibility, social development, and organizational methods. Perceived as 'gatekeepers' to the athletic scholarship, coaches are faced with toxic parenting behaviors engineered to simultaneously promote the child/athlete and the self (parent). In addition to teaching, training, and guiding young athletes, modern coaches must negotiate a minefield filled with maladaptive parent interactions, hidden agendas, and false pretenses. This workshop will engage participants with real-world scenarios where they can apply evidence-based best practices for navigating interpersonal conflict. Presenters will intertwine real case studies with contemporary research to develop coaches' abilities for managing encounters with toxic youth sport parents. Participants will leave the session with new skills for balancing the demands presented by modern parent involvement and early specialization.

Collins, Karen **Student-Athletes with Learning Disabilities and/or AD/HD: Impact on Success in Collegiate Sport**

According to Cortiella and Horowitz (2014) at the National Center For Learning Disabilities, 5% (2.4 million students) of students in the American public school system have been diagnosed with a learning disability (LD). According to Parr (2011), 5% of all people suffer from Attention Deficit Hyperactivity Disorder (ADHD). Parr (2011) has also determined that there is a slightly higher occurrence of AD/HD among athletes. Further, Vickers (2010) notes that 2% of all undergraduate students enrolled at US colleges and universities have AD/HD (used to represent both ADD and ADHD) or another learning disability.

In linking hidden disabilities (e.g. ADHD, learning disabilities) to elite level sport performance, an understanding of multiple intelligences (Gardner, 1987) plays a salient role. Athletes tend to be strong "bodily-kinesthetic" learners characterized by learning through feeling and doing (Gardner, 1987). Hidden disabilities are prominent and theoretically impact the way in which individuals learn, are motivated, and ultimately, perform. This study specifically sought to determine the number of college athletes who have been diagnosed with a LD and/or AD/HD and gain a better understanding of the areas of athletic participation where they feel their disability has the greatest impact on their overall potential

for athletic success.

Connolly, Graeme

Effective Coaching Practices: Listening to the Voices of Successful High School Team Sport Coaches

The success of an athletic team depends to a great extent on the quality of the leadership and coaching skills of the coach (Wang and Straub, 2012). Consequently, coaches, practitioners, and scholars have shown great interest in studying effective strategies of successful coaches and their winning formulas. This lecture will present recent qualitative research findings from an ongoing study on successful high school team sport coaches. More specifically, themes emerging from in depth one-on-one interviews with eight successful high school team sport coaches from the southeastern US will be shared to identify key principles and best practices that underpin their success. The information gleaned from the high school coaches' life stories, experiences, and practices can be considered continuing education for many coaches as well as an aid in the creation of models for best practices, particularly in youth and high school sport settings.

Coon, Joshua

Meaning in Life and Coaching Interventions: Creating Meaningful Athletic Experiences

Coaching athletes is known as a high stress, intense discipline in which many theories have been offered to assist coaches. The coaching and sports psychology community has largely ignored one key psychological theory—meaning in life (existential psychology). Dr. Victor Frankl's (1946) seminal works, rooted in his survival of the holocaust and examining meaning and how people find it have tremendously informed much of existential psychological thought. The idea that a person can deal with any "how" when they have a "why" has been a powerful addition to the psychological knowledge base. This influential theory has been examined in other psychological arenas (health, depression). However, it has yet to be applied to the world of coaching athletes. Inadequate attention has been paid to existential meaning in athletes' lives and the role sport plays in finding meaning. This session will provide a brief knowledge base for coaches and introduce them to the Meaning in Life Questionnaire (Steger, 2006), rooted in Frankl's existential psychology. This questionnaire is a valid and reliable instrument to assess the presence of

and search for meaning in life. A philosophical foundation along with recent research utilizing this as a coaching tool will be presented. This proposal differs from other coaching tools because it is one of the first to inquire into existential meaning in athletes' lives and offer plans for making athletics more meaningful. If coaches are successful in assisting in these respects, we can have a powerful addition to the coaching toolbox. We can look to develop more quality interventions to help athletes in making their lives more meaningful. Most importantly, meaningful interventions will assist in the growth of their athletes as whole human beings.

DeCano, Polo

Using Sport to Cultivate Resilience

Sport contexts are ideal for teaching life skills that go beyond wins and losses. These life skills do not develop automatically, however: they must be taught intentionally. A powerful skillset that is a natural fit to learn in sport contexts is resilience. Resilience skills can reduce the likelihood of off the field struggles from bleeding into performance on the field. Further, resilience skills can benefit athlete performance before, during, and after competition. This session will overview the components and benefits of resilience and how it can be taught in sport contexts to promote athlete wellness, benefitting them on and off the field of play.

Dubina, Nadine and Kristen Dieffenbach

Quality Coaching: If You Can't Measure It, Does It Exist? Workshop

Quality coaching and expertise is a topic that has been extensively researched and written about over the past 40 years. However, until recently there has not been a standardized conception of what a 'good coach' looks like, creating an elusive challenge for the professional growth and development of coaches. In 2009, Côté and Gilbert published an integrative definition of coaching effectiveness and expertise that was grounded in research and encompassed three essential components: coaches' knowledge, athletes' outcomes, and coaching contexts. Within their definition they further defined a coach's knowledge as the "consistent application of integrated professional, interpersonal, and intrapersonal knowledge to improve athletes' competence, confidence, connection, and character in specific coaching contexts." This definition serves as a template for quality coaching in sport, yet it is still primarily a conceptualization that does not answer the question 'how do we know if a

coach is a quality coach?', if someone is meeting this benchmark? The next step is to develop integrative evaluation systems that provide ways to measure a coach's effectiveness and expertise and monitor their professional growth and development according to this definition. The purpose of this session is to explore the application of the integrated coaching effectiveness definition across different sport contexts as well as to provide practical integrated evaluation tools based on work that has been done across different sport contexts within the US. Participants will be encouraged to explore the application of the coaching effectiveness definition within their sport contexts, and discussion on ways to better monitor and measure coaching effectiveness for both a coach's professional development and from a program enrichment standpoint will be facilitated.

Fetisova, Yulia; Andrew Dawson; James Zois; and Michael Spittle-Victoria University, ISEAL, Melbourne, Australia

Sport Coaches' Visual Perception and Diagnostic Skill

The perceptual skill in fast ball sports such as tennis is one of the key elements of athletic and coaching expertise. Effective feedback to players is directly linked to what coaches can or cannot "see" in a player's technical proficiency (Giblin, 2013; Shim, Glen & Rafer, 2005). Although a large body of research exists examining the differences in visual perception of athletes (Abernethy, 1990; Abernethy, Gill, Parks & Packe, 2001; Williams, 2000; Savelsberg, Williams, Kamp & Ward, 2001), there is limited empirical knowledge investigating the visual perceptions of coaches (Leas & Chi, 1993; Sherman, Sparrow, Jolley & Eldering, 2001; Imwold & Hoffman, 1983). So far there has been little discussion about coaches' visual perception and diagnostic knowledge at various levels of coaching expertise (Leas & Chi, 1993; Sherman, Sparrow, Jolley & Eldering, 2001; Imwold & Hoffman, 1983); even less is known about tennis (Jones and Miles, 1978; Armstrong and Hoffman, 1979; Giblin, 2014). This paper will review the research conducted on visual perception and diagnostic skill of coaches in sport, and in tennis specifically. A recommended research agenda will be provided.

Fleming, Peter and Anna Baeth
Coach Review and Feedback

This session will explore an Australian model for athlete development that brings together coaches, sports

psychologists, sports nutritionists, athlete mentors, and athlete wellbeing staff. The Athlete Development Program (ADP) operates during the school day and usually takes the place of some elective subjects. This is where student-athletes do their physical development training. The focus of this program will be on how to assist coaches in being a 'World Class Coach' with 12-18-year-old athletes and to establish clear coaching performance expectations. The goal is to provide guidelines and innovative strategies to facilitate advanced coaching at these very important stages of athlete development as well as to foster an understanding of the absolute necessity of developing a respected and supportive coach-athlete relationship. This model is based on the Australian Institute of Sport's model of Coaching Competencies in assessing coach performance and development. This session will present data collected from AIS coaches working at the elite youth development level who were assessed across the 92 AIS coaching competencies as well as coach self-evaluations and will explore the program effectiveness at enhancing coach learning as well as their overall competency-based development.

Fraser, Jennifer
The Neuroscience of Coaching

Neuroscientists are making discoveries about the brain that can teach coaches and athletes vital information to enhance their experience and their achievement in sport. By watching the brain's reaction to various stimuli on fMRI machines, neuroscientists have made significant inroads into the previously unknown world of the brain. What they have learned in particular about the adolescent brain—arguably the most important phase of an athlete's development—offers fundamental insights that offer evidence-based reasons for why one coach succeeds while another fails. Putting neuroscience alongside the research and studies done by psychologists and psychiatrists will give coaches and athletes a set of tools, oftentimes missing, but arguably just as valuable as knowledge about nutrition, fitness, or skills training. Neuroscience reminds coaches that as they train athletes' bodies, they must never forget to train their minds.

Gearity, Brian
Best Practices in Formal Distance Education

The purpose of this panel discussion is to provide the

audience with a stimulating series of brief lectures, a discussion across panelists, and question and answer from the audience regarding best practices in formal online education. Panelists will be coach educators responsible for delivering formal education via an online platform. Panelists will discuss a range of issues for delivering online education such as curriculum and instructional design, learning strategies and learner resources, and assessment. After each panelist offers their opening remarks on these issues, audience members will have an opportunity to discuss these issues and other related areas of interest with the panelists. The organizer will also help facilitate discussion among the panelists and audience.

Gearity, Brian and Patrick Szpak **Research and Practice for Age Appropriate Baseball Strength and Conditioning**

The purpose of this 30-minute lecture is to present a review of the research on baseball strength and conditioning, with a focus on age appropriate considerations. The speakers will also provide their practical experience of integrating multiple forms of knowledge and practice to strength and conditioning for baseball athletes. Consideration will also be given to longterm youth development, baseball performance enhancement, and injury prevention. This session will provide applied knowledge and practical program design instructions and exercise techniques for coaches, coach educators, and sport scientists.

Gordon, Evelyn **Do Coaches Need Coaches?**

Mentoring in academic areas is a common practice that increases the retention rates of new teachers. Athletics pose different problems and situations for new teachers entering the coaching profession. One area that has been overlooked in research is the need for mentoring of new coaches in athletics. This article defines coaching and mentoring, examines the literature on mentoring practices in academics, discusses the trials and tribulations experienced by new coaches, and offers suggestions of ways to incorporate mentoring techniques into athletics to assist with the retention and development of new coaches.

Hacker, Colleen and Mallory Mann **Unleash the Tiger in the Mirror: Performance Enhancement through Imagery and Confi-**

dence Training

Successful performance in sport is a function of both physical and mental preparedness. This presentation will discuss the mental side of competitive excellence by identifying how the mind-body connection influences athletic performance. Research evidence and anecdotal accounts (e.g., Greenleaf, Gould, & Dieffenbach, 2001; Mills, Butt, Maynard, & Harwood, 2012; Vealey, 2005) consistently indicate the value of including mental skills training to enhance performance in various sports and across competitive levels. Mental skills must be learned and developed through practice and systematic training (Williams & Krane, 2015). Most coaches, however, have limited time to focus on teaching mental skills. This session will intentionally link common coaching behaviors with targeted delivery opportunities to help implement psychological skills training into traditional practice environments.

Whether athletes are competing at youth, interscholastic, or international levels, mental skills often separate champions from near champions. Specifically, better athletes reportedly engage in imagery training and maintain high levels of self-confidence in the face of competitive setbacks. The use of mental rehearsal for performance enhancement is well documented (Gould & Maynard, 2009; Murphy, 2005), indicating elite athletes develop better imagery skills (Gregg & Hall, 2006) and use imagery more consistently (Hayslip, Petrie, Macintire, & Jones, 2010) than less accomplished athletes. Research also cites the importance of self-confidence as an essential determinant of successful performance and of successful athletes (Beauchamp, Bray & Albinson, 2001; Feltz, Short, & Sullivan, 2008). Two sport psychology consultants, who collectively bring over 22 years of intercollegiate coaching experience and one of whom has served on the staff of five Olympic Games, will offer evidence-based best practices. Grounded in extensive research on imagery and self-confidence (Feltz & Landers, 2007; Vealey & Greenleaf, 2010), this presentation will provide clear, accessible, theoretically sound strategies to help coaches systematically train and enhance athletes' mental skills.

Hanson, Bo and Sarah Lopez

Leadership of Your Team, Get Hands-on with this Interactive Case Study

Come prepared to jump into a case study as we examine the challenges and opportunities of developing student-athlete leaders on our teams. This session will focus on understanding leadership styles, identifying the variety of leadership roles on your team, and exploring strategies to develop student leaders that enrich your team's success on and off the field. Every coach knows the value of having a capable leader on his or her team. We know it helps positively impact team success and the type of culture which can deliver sustainable results over time. Great leadership also ensures future leaders are developed through positive role models they have seen while in their freshman through junior years. In this case study, you have to choose between four candidates to be your team captain. Discuss with others your reason for your choice and then apply your leadership choice to a particular scenario. Ample time is provided to debate and reflect on the range of key leadership lessons that emerge from this case study.

Hedlund, David; Carol A. Fletcher; Sean Dahlin; and Simon Pack

The Participation-Performance Scale: How are Coaches Balancing Winning and Playing Time across Age Groups and Levels

Authors of coaching research suggest that one of the most important principles of the development and progression of athletes over their playing career is an appropriate balance between focusing on winning (performance) and athletes receiving equal playing time (ICCE, ASOIF, & LMU, 2013). At the youngest age groups and levels, having equal participation in sport is shown to be of strong importance, while when athletes reach college, professional and/or Olympic levels of sport, (equal) participation is of less importance and winning (performance) takes precedence. Little research has been done on whether or not sport coaches at different levels are indeed following these recommendations.

Sport coaches (N=206) responded to questions about the participation-performance balance of their coaching.

An analysis of five coaching levels and six self-perceived coaching levels, the participation-performance balance results indicated as follows:

Coaching Level (Performance % - Participation %):

- A. Elementary school (55%-45%)
- B. Middle/junior high (63%-37%)
- C. High school (81%-19%) / D. College/university (80%-20%)
- E. Professional (83%-17%)

Self-Perceived Coaching Level (Performance % - Participation %):

- 1. Novice coach (40%-60%)
- 2. Low intermediate coach (76%-24%)
- 3. Intermediate coach (80%-20%)
- 4. High intermediate coach (79%-21%)
- 5. Advanced coach (81%-19%)
- 6. Expert coach (75%-25%)

Five Coaching Levels By Six Self-Perceived Levels (Average Score, Level):

- A. Elementary school (3.5, intermediate/high-intermediate)
- B. Middle/junior high (3.7, high-intermediate)
- C. High school (4.5, high-intermediate/advanced)
- D. College/university (4.6, high-intermediate/advanced)
- E. Professional (4.7, advanced)

The results suggest that (1) performance and winning is emphasized more than participation at all levels; (2) novice coaches are focused more on participation compared to all other coaches who are more focused on performance and winning; (3) lower-(self-perceived) level coaches are at the elementary and middle/junior high school levels, and at the high school, college/university, and professional levels, more advanced-level coaches are found.

Hedlund, David; Carol A. Fletcher; Simon Pack; and Sean Dahlin

The Past, Present, and Future of the Education and Training of Sport Coaches

In addition to taking mandated courses (e.g., concussion training), sport coaches undertake a variety of continuing education activities to improve and enhance their coaching knowledge and abilities (Stephenson & Jowett, 2009). Sport coaches are trained in (1) formal college/university classes, (2) coaching certification programs, (3) clinics and seminars, (4) mentoring, (5) books and videos, (6) interactions with other coaches, (7) internet resources, and (8) personal experiences based on playing, coaching and watching sports (Wright, Trudel, & Culver, 2007). While various types of sport coaching educational opportunities have been identified, little is known about how many of these resources coaches

have used, and what coaching education opportunities coaches want to undertake in the future.

In this study, the authors partnered with state-level high school sport organizations to survey sport coaches' (n=185). Respondents were asked to list all past coaching education activities and all desired future coaching education opportunities. In brief, 32% of respondents took coaching class(es) in college/university. Respondents also attended coaching clinics (39%), engaged in certification-related coaching activities (32%), took continuing sport/coaching education classes (15%), and attended sport/coaching education conferences (7%). Other responses included attending coaching workshops, webinars, and professional sport- or organizational-based licensure programs. Respondents were also asked to list coaching education opportunities they desired to take in the future. The results indicated that they wanted to take coaching education courses and classes (27%), attend clinics (24%), and receive additional training (14%). Many respondents also identified their desire to have a coaching mentor (11%).

When updating and integrating sport coaching educational systems such as the International Sport Coaching Framework and National Standards for Sport Coaches, understanding how coaches were educated in the past and want to be learn in the future is essential to providing comprehensive instruction for coaches who have different needs and requirements.

Jankowski, Mike

Facilitator: Miles Henson

USOC and the “People Dimension.” How the Best Team USA Coaches Have Improved Their Game to Bring Home Gold

The USOC has partnered with The People Academy to provide a world-class professional development experience for Team USA Olympic and Paralympic coaches. The People Academy deliver a part of the National Team Coach Leadership Education Program (NTCLEP) that defines the “People Dimension”: self-awareness; people acuity; agility; and self-management. These components play a key role in successful communication, working with, and succeeding with athletes and teams.

This presentation will include a practical example from US ski and snowboard national team coach Mike Jankowski, who recently completed the NTCLEP and has put his learning into action. See how he is navigating the people

dimension with his elite skiers and snowboarders, and find out how People Academy can help you too.

Kipp, Lindsay

Promoting Positive Self-Perceptions and Healthy Eating Patterns among Adolescent Aesthetic Sport Athletes

Youth sport coaches strive to enhance athletes' psychosocial and physical well-being. However, female adolescents participating in aesthetic sports (e.g., gymnastics, diving, figure skating) are at risk for disordered eating, low self-esteem, and negative emotions, due to evaluative judging, rigorous training, and pressure for a lean body (e.g., Anderson & Petrie, 2012; Krane, Greenleaf, & Snow, 1997). Fortunately, research has informed coaching strategies to counter this risk while nurturing athletes' psychosocial and physical well-being. The purpose of this presentation is to synthesize research on coaching behaviors and wellbeing outcomes among female adolescent gymnasts, divers, and figure skaters to ultimately provide practical recommendations for coaches. Recent research in this area has been informed by self-determination theory (e.g., Ryan & Deci, 2007). In short, when coaches help athletes feel competent, autonomous, and connected to the team, athletes experience optimal functioning. Across studies, girls who perceived their coaches to create a mastery climate and engage in autonomy-supportive behaviors reported greater self-esteem, perceived sport competence, body image, and positive emotions and fewer symptoms of disordered eating. Social pressure for leanness has been linked with unhealthy eating patterns, and perceptions of a performance climate have shown mixed findings—some studies show that performance climate is associated with maladaptive outcomes, and some studies show no relationship. In addition, athletes who report greater perceived competence and relatedness report greater self-esteem and less dieting behavior (e.g., de Bruins, Bakker, & Oudejans, 2009; Kipp & Weiss, 2013, 2015; Monsma, Malina, & Feltz, 2006). Practical strategies for creating a mastery climate and engaging in autonomy-supportive behaviors include the following: praise athletes for giving 100% effort or for making a correction, let athletes choose from three different conditioning exercises, acknowledge athletes' thoughts, and provide encouragement. Strategies to promote relatedness include partner activities for warm-up and conditioning and mock competitions focusing on teamwork.

Kjaer, Jorgen

Preparing Sports Coaches for the 21st Century: A Qualitative Case Study of Graduate Sports Coaching Education Program

The topic of sports coaching education and research in higher education have generated great attention lately, especially in English-speaking countries such as the US, Canada, New Zealand, Australia, and the UK (Potrac, Gilbert & Denison 2013). Although research on sports coaching education is on the rise, very few studies have focused on formal sports coaching education programs in university settings. As a result, little knowledge on formal sports coaching education at the university level has been generated. The purpose of this case study is to explore the objectives, curriculum, and teaching methods of a graduate sports coaching education program in the US in order to make a significant contribution to the research field of sports coaching education. The graduate program under study represents a unique case because it is the first university program in the US that collaborates with a national sports coaching education organization regarding the delivery of a master's degree. This research project is framed by the interpretivist research paradigm, and the International Sports Coaching Framework (version 1.2) will serve as the conceptual framework. Qualitative data collection for the study consists of an interview with the program director, review of documents and observations of classes, and the coding of themes as the main form of data analysis strategy. The results will shed light on how a graduate sports coaching education program helps coaches become more effective and knowledgeable in all aspects of their profession and determine the extent to which the curriculum is aligned with the International Sports Coaching Framework (version 1.2).

Kolic, Petra; William G Taylor; Ryan Groom; Lee Nelson; and Sarah Collings

Coaches' Perceptions of Formal Elite Coach Education in the UK

The United Kingdom Coaching Certificate (UKCC) has been implemented as a standardized coach education scheme that enables individuals to progress as coaches on four levels. The UKCC coach level 4 (UKCC CL4), the highest qualification within the scheme, has not yet been subject to a theoretical examination. In its newest format, characterized by a collaboration of the agency for coaching in the UK (Sports Coach UK [SCUK]), governing bodies of sport, and higher education

institutions, there has been an increase in research interest (Rynne, 2012). The purpose of this study was to examine trainee coaches' perceptions of the UKCC CL4. It was chosen to theoretically approach the study from an interpretivist paradigm to reflect the interactive, dynamic, and complex nature of sports coaching and coach education (Cassidy, Jones, & Potrac, 2008). The lead author audio-recorded interviews with current and trainee UKCC CL4 coaches to explore coaches' perceptions of the program (Van Teijlingen & Hundley, 2001). Interviews were semi-structured and lasted an average of 38 minutes (Rynne & Mallett, 2012). An iterative process of revisiting interview transcripts and audio-recordings took place, followed by an examination for emergent themes and analysis of differences and commonalities in coaches' perceptions. It was found that coaches value the UKCC CL4 for reasons that extend beyond the sporting context. It was also perceived that UK high performance coaches did not initially search for further sport-specific coach development, but regard formal coach education as an opportunity to acquire supporting knowledge, which provides opportunities that reach beyond the primary sports coaching environment.

Kolic, Petra; William G Taylor; Ryan Groom; Lee Nelson; and Sarah Collings

From Outsider to Insider: Researchers' Reflections of Ethnographical Observations of High Performance Coach Education Programs in the UK

With the development of the United Kingdom Coaching Certificate (UKCC), formal coach education in the United Kingdom (UK) has seen major changes. The UKCC represents a standardized, nationally benchmarked scheme, offering individuals coach education courses across four levels. For the delivery of the highest qualification within this scheme, the UKCC coach level 4 program (UKCC CL4), governing bodies of sport and higher education institutions have been brought together to collaborate with Sports Coach UK (scUK), the lead agency for sports coaching in the UK. In examining whether the UKCC CL4 is of value to coaches' learning, the lead researcher engaged in ethnographically-inspired field observations on 18 UKCC CL4 residents with two sports (Purdy, Potrac, & Jones, 2008). In agreement with Cushion (2014), a longitudinal study was deemed best suitable to provide an in-depth insight into the experiences of the trainees. From an initial outsider, due to unfamiliarity with either sport, the researcher's

role was transformed to an inside member of two learning communities. Gradually, differences between the programs regarding their outlines, delivery, and interpersonal dynamics have become apparent. These, and all other observations, were recorded in field notes, audio recorded notes, and reflexive notes (Mack, Woodsong, MacQueen, Guest, & Namey, 2005). The lead researcher found that the insider role enabled not only an in-depth examination but made interactions with coaches and coach educators easier. It is argued to be of importance to share the observations, experiences, and conclusions with regard to ethnographically inspired research to support other researchers who have shared interest in this important form of coach education.

Koomas, Alyssa

Coaching Healthy Habits

What do Carli Lloyd and Russell Wilson eat after a game? Cupcakes and candy? Definitely not. What do youth athletes eat after a game? Cupcakes and candy? Maybe. How much physical activity does the average youth athlete get during a typical 60-minute practice? 60 minutes? Nope. 45 minutes? Sadly, probably not. We know that athletes perform their best when they eat a healthy diet, are well-hydrated, and maintain their fitness level through regular physical activity. However, most youth aren't getting the recommended amount of physical activity or eating a healthy diet. So what's the most effective way to help athletes develop these healthy habits at a young age, especially during practices, games, and tournaments? This interactive and informative session will equip coaches with the motivation and tools needed to implement simple changes to support healthy habits among their players. Healthy Kids Out of School has developed the free Coaching Healthy Habits online training that is helping coaches across the country promote healthy youth athletes. We'll discuss age-appropriate ideas for encouraging good nutrition and hydration with athletes ranging from ages 5 and up, outline ways to keep players moving during practices, and provide simple ways to get parents and even concession stand staff on board.

Kroshus, Emily

Creating Cultures of Concussion Safety: Applying Research to Practice

Concussion prevention, identification, and management are being increasingly recognized as critical issues in sports that involve routine contact or collision. Coaches can play an important role in these concussion

safety processes, most centrally by fostering a team culture where athletes feel that reporting symptoms of a suspected concussion and encouraging injured teammates to report their symptoms are valued behaviors. Concussion education for coaches has the potential to help coaches create this type of safety-supportive culture. However, although most states and sports leagues mandate some form of concussion education for coaches, there is little evidence indicating that coach exposure to existing educational programming leads to safer athlete behaviors. One reason may be that this education tends to focus on providing coaches with knowledge about concussions, most typically how to identify concussion symptoms, but it does not also target other important factors that are predictive of athlete reporting such as injunctive and descriptive reporting norms. Our recent research with coaches and athletes at the youth, high school, and college levels provides guidance for a more effective path forward for concussion education for coaches. This includes helping coaches engage in autonomy-supportive coaching practices and safety-oriented communication with athletes that explicitly discusses concussion reporting as a valued and positively reinforced behavior. Reviewing and building on this data, this presentation will provide coaches with evidence-based and practical strategies for creating a safety-supportive team culture. It will provide coach educators with guidance on how to more effectively structure and deliver concussion education for coaches. Finally, it will provide sport scientists with theoretic and empirical considerations for research involving coaches and concussion safety.

Kuhlman, Jolynn and Kathy Ginter

Understanding the Why behind the How

Too often the rationale coaches give for their training techniques is that it is the way their coach did it when they were athletes. For coaches to be effective in enhancing an athlete's learning and performance of motor skills, they must understand numerous motor behavior principles. Development of a strong foundation in the science of motor behavior provides coaches with the knowledge to create the type of practices and instruction that will enhance athletes' performance. As we are beginning to transform sport participation to the American Developmental Model it is critical that we provide our coaches with the tools to be successful. Currently, many programs lack attention to motor behavior. As an increasing number of individuals enter

the coaching profession from backgrounds other than physical education they will be missing the motor behavior foundation so vital for optimal performance. Several key motor behavior concepts will be discussed and demonstrated. Active participation of other key concepts will be encouraged. Time will be provided for participants to discuss why motor behavior may be overlooked in programs and how the science of motor behavior can be built into programs. Shared information will be recorded and provided to the workshop participants.

Lacy, Alan

Strategies to Improve Efficiency of Practice Sessions

Coaches use a myriad of strategies for evaluating player and team performance in competition, but it is much less common for coaches to systematically analyze the efficiency of instruction in practice settings. Thus, the focus of this presentation will be on simple assessment techniques that can be used to analyze coaching and player behaviors with the goal of improving efficiency of practice sessions. Suggestions for self-evaluation strategies to analyze and improve the efficiency and pedagogy in practices will be discussed.

Langdon, Jody; Charles H. Wilson; and Glenn P. Burdette

Motivating Athletes Through the Use of Autonomy-Supportive Coaching

Current research suggests that athletes who perceive their coaches as autonomy supportive show greater benefits than those who are not exposed to such interactions, regardless of coaching level or sport (Fenton, Duda, Quested, & Barrett, 2014; Banack, Sabiston, & Bloom, 2012). These benefits can include situation-specific motivation, sport-specific performance, satisfaction of basic psychological needs, and motivation for future activity participation (Occhino, Mallet, Rynne, & Carlisle, 2014). Several interventions have been completed which indicate that autonomy support can be learned by novice and experienced coaches to enhance these positive outcomes in athletes (Langdon, Harris, Burdette, & Rothberger, 2015). Based on the success of several interventions in teaching and coaching, the purpose of this session is to provide coaches with an explanation of autonomy support and specific strategies that can be used in practice and game situations. Attendees will evaluate their current use of such strategies and work through plans to establish successful

use of the strategies in all aspects of coaching practice, including one-on-one and group interactions.

Lattner, Amber

Coaching Mental Toughness

Mental toughness (MT) is a construct in athletics that elicits interest and endorsement from coaches, athletes, administrators, and fans. It is often cited as a reason for superior—or inferior—performance and has popularly been linked to performance excellence in multiple domains (Jones, Hanton, & Connaughton, 2007; Meggs, Ditzfeld, & Golby, 2013). Despite popular usage and acceptance of the term “mental toughness,” however, there is much inconsistency and ambiguity around what the construct actually measures and predicts (Gucciardi & Gordon, 2011). Part of this may be due to the complexity of the construct itself. Although this complexity may seem daunting, MT is ultimately a complex skill and, as such, it can be taught and learned. Thus, the purpose of this presentation is to share a model of mental toughness developed by applied sport psychology practitioners at the Division I collegiate athletic level that has been successfully used with both coaches and student-athletes. Beyond informing, this presentation will discuss practical applications of the model to coaching mental toughness.

The model outlines dimensions that contribute to coaches and athletes being identified as “mentally tough,” and how the environment engineered by the coach impacts MT. Specifically, the model consists of four tiered dimensions that include motivation (Ryan & Deci, 2000), preparation (adapted from Bompa & Haff, 2009), focus (McGuire, 2012), and emotional stability (Loehr, 1994). Each of these dimensions is further divided into the subcategories identified by the respective researchers of the optimal states for sustained performance excellence. By intentionally developing and coaching these components, coaches can build MT within athletes. Attendees will leave the presentation with a new conceptual model of what drives MT, practical tips for how to coach MT with athletes at all levels, and knowledge about how to develop a team culture that promotes ongoing development of mental toughness.

LaVoi, Nicole

Recruiting & Retaining Women Coaches: An Evidence-Based Model

Based on recent and longitudinal data, women coaches in the US at every level of competition are unarguably in the minority (Acosta & Carpenter, 2014; LaVoi, 2015; LaVoi, 2009; Wilson, 2012), despite the fact that a record number of females currently participate in sports and contribute to a potentially rich labor pool due to the passage of Title IX in 1972. Not only are women coaches the minority in most workplaces which impacts work climate, psychosocial outcomes and workplace satisfaction for women the percentage of women collegiate coaches of women has declined from 90+% in 1972 to near an all-time low of 40% today (Acosta & Carpenter, 2014; LaVoi, 2015). In the last decade, the percentage of women coaches has vacillated slightly and seemingly plateaued, despite a plethora of research directed at identifying and eliminating barriers that impact the recruitment, hiring, and retention of women coaches (see LaVoi & Dutove, 2012). Women coaches matter for a variety of reasons: visibility of women in positions of power, gender diversity in the workplace, role modeling for young women, and different perspectives, to name a few. In this session the Ecological-Intersectional Model of Barriers for Women Coaches (LaVoi, 2016) will be presented along with strategies at the individual, social, organizational, and societal levels that may help to shift the percentage of women coaches upward. Damaging and untrue narratives about women coaches, including “blame the woman” discourses that continue to marginalize and oppress women coaches, will also be shared. This model forwards understanding, guides research, stimulates dialogue, impacts hiring practices, challenges dominant ways of thinking, and ideally will help to create change for women coaches.

Leppert, Kyle

The Relationship between Functional Movement Screen and Y-Balance Test Scores in High School and Middle School Football Players

The Functional Movement Screen (FMS) and Y-Balance Test (YBT) are two field-expedient screens that assess similar components of balance, core stability, and flexibility to determine potential injury risk. Recent researchers demonstrated an association between higher FMS composite scores (CS) and YBT-anterior (ANT) reach distance in US Army soldiers; however,

the relationship in scholastic athletes remains unclear. **PURPOSE:** To determine the relationship between FMS and YBT performance in middle school (MS) and high school (HS) football players. **METHODS:** Sixty-five HS (15.3 ± 1.1 yrs; 180.9 ± 6.8 cm; 83.2 ± 15.9 kg) and 29 MS (12.7 ± 0.7 yrs; 166.2 ± 10.2 cm; 54.6 ± 12.4 kg) football players underwent FMS and YBT prior to the start of the 2015 season. FMS-CS were dichotomized as >14 (low-risk) or ≤ 14 (high-risk). YBT-CS were calculated by summing the average of the maximum right and left reach distances in each direction (ANT, posteromedial, posterolateral), dividing by 3x the leg length, and multiplying by 100; scores were then grouped as $\geq 89.6\%$ (low-risk) or $< 89.6\%$ (high-risk). Additionally, right-to-left side reach distance difference was calculated for the ANT-direction and dichotomized as < 4 cm (low-risk) or ≥ 4 cm (high-risk). Mean FMS-CS, YBT-CS, and YBT-ANT reach differences for HS and MS players were compared using independent t-tests. Chi-square statistics were used to evaluate the relationships between high and low FMS and YBT risk groups. **RESULTS:** No differences were found between HS and MS players in FMS-CS (12.8 ± 2.3 vs 12.9 ± 1.9 ; $p=0.836$), YBT-CS ($87.1 \pm 7.9\%$ vs $88.2 \pm 8.5\%$; $p=0.560$), or YBT-ANT reach difference (2.8 ± 2.3 cm vs. 3.2 ± 2.5 cm; $p=0.491$). Having an FMS-CS ≤ 14 was not significantly associated with YBT-CS ($c^2=1.27$; $p=0.260$), nor YBT-ANT reach difference ($c^2=0.21$; $p=0.650$). Notably, those with an FMS-CS ≤ 13 were 2.5 times as likely to also have a YBT-CS $< 89.6\%$ ($c^2=4.25$, $p=0.039$; $OR=2.55$, $95\%CI=1.04-6.23$). **CONCLUSION:** Performance on FMS and YBT, as determined by previously reported injury risk cutoff scores, were not related, thus suggesting the potential utility of using both tests for injury prediction.

Longshore, Kathryn

What Do you Mean Respond, not React? Mindfulness Training for Coaches

Coaching, at any level and in any sport, comes with a full deck of sources of stress, a rollercoaster of emotions, and a revolving door of demands, all while managing multiple and sometimes conflicting roles (Fletcher & Scott, 2010; Frey, 2007; Giges et al., 2005). It is no wonder it is a profession fueled by passion: for the sport, people, teaching, learning, and importantly, embracing challenge. Speaking of challenge, potentially the biggest one for coaches is how to fuel the passion, manage the demands, perform one's best, and still be a functioning person. When coaches are busy helping others, how can

coaches also help themselves?

Mindfulness training for coaches is one potential strategy for helping coaches learn how to help themselves to manage stress and emotions, recharge, focus, gain deeper self-awareness, relate to and communicate with their athletes, and perform better on and off the field (Longshore & Sachs, 2015). Rather than removing coaches' problems or stress, which is likely impossible, mindfulness training allows coaches to try a different way of coping with those things.

Mindfulness refers to a way of being characterized by "paying attention in a particular way, on purpose, in the present moment, and nonjudgmentally" (Kabat-Zinn, 1994, p.4). This tendency to be more present, less reactive, and more accepting of experience allows for greater flexibility, openness, connection, and focus, all things arguably beneficial in coaching, both on and off the field (Baltzell et al., 2014; Gardner & Moore, 2012; Virgili, 2013).

This workshop offers a taster of a mindfulness training program for coaches, including an understanding of what mindfulness is and why coaches. A number of experiential mindfulness practices will be included throughout the workshop, such as 21 breaths, transitions, mindful walking, and building compassion. Importantly, practical applications to coaching will be discussed throughout, giving coaches and educators a tangible resource to utilize.

McCann, Dave

Activating the Project Play Playbook—State Youth Sport Summits

The goal of Project Play is to help all children in America become active through sports and to keep them active throughout their lives. The Project Play Report, known as The Playbook, was published in early 2015. It synthesized two years of discussions with experts in youth sports and child development. It converts what we know about children into 8 recommendations ("Plays") that can be used by all of us who organize, manage, and coach youth sports. This presentation highlights how sport leaders like yourselves in the states of Colorado and Illinois brought the Playbook to their states to determine how it can be used to serve the developmental needs of children through youth sports. As a leader in sports development in your state, you are invited to participate in this effort. The Playbook presents a model that enables youth sports to take the

lead in making sure that every 12-year-old in America has the ability, confidence, and desire to be physically active for life! This is the meaning of physical literacy, and achieving it is the central goal of Project Play. Project Play synthesized and extended this template and created The Playbook to apply it to youth sports in the US. Ultimately, the Playbook calls for change, starting with the groups that most directly control the policies, practices, and partnerships in youth sports. It also identifies how communities and individuals can become more effective in how they impact the lives of children in their states.

McCarthy, Liam and Bob Muir

Successful Coaching Strategies in Elite Female Football: A Player and Coach Perspective

The purpose of the present research is to establish what great coaching looks like for elite female footballers, in which circumstances, and why. An established and growing body of research suggests that females are fundamentally different to males and that their bio-psych-social uniqueness impacts their sport experiences. Further, these differences are exaggerated in post-pubescent years. As gatekeepers to sporting participation and performance, there is an explicit need for coaches to both understand and provide affordances for the uniqueness of the female sport performer by way of bio-psych-social considerations. However, a dearth of research fails to create a link between the "who," "what," and "how" in this area. These affordances, or "how to coach" strategies, underpinned by knowledge of the performer, were ascertained from semi-structured interviews and observation of four coach-athlete dyads. The findings present a set of context dependent and context independent principles and recommendations which may serve well to manifest themselves within coach education programs, as strategies which coaches may reasonably assume could bring about successful outcomes. Keywords: Female football, coaching, gender, critical realism, communication, menstruation, trust, respect, physical capability.

McEwan, Islay; Petra V. Kolic; and William G. Taylor

The Use of Video in Sport Coaching: A Generational Schism

The use of video is now a common occurrence in sports coaching across the performance and recreational pathways. It is seen as a key tool in the identification,

documentation, and analysis of training, tactics, and game based situations (Groom & Nelson, 2013; Williams & Manley, 2014). Despite its increased usage, however, the application of video in sports coaching has received little critical examination. This presentation seeks to address this shortfall. Drawing on empirical data collected while observing and interviewing coaches and young elite athletes across two sports (n = 16), it is argued that there is a notable divide in the manner in which video and the personalization of imagery is used across the generations (Hier, 2003; Lyon, 2003). As coaches embrace the technological advances that smaller, more portable and increasingly sophisticated cameras and playback facilities have brought, this has led, it is argued, to a retreat into more detailed and reductionist data collection and analysis processes. This celebration of “data for data’s sake” is accompanied by an objectification of the performance and the performer; a feature that was evident during the observations of feedback sessions involving coach and athlete. While this depersonalized interaction was a theme of coaches’ interaction with young athletes, the moving image, and the public and personal declaration of individuality and performance was commonplace among the young athletes. Each young athlete interviewed had either Facebook, Instagram, or personal websites where short and very personalized video clips were posted during and immediately after training and competition. The construction, sharing of videos, and intimate disclosure of personal detail was a self-generated act of subjectification and public consumption. The evidence of the study points to a generational gap in the way moving images are constructed, shared, and valued, and has impact on sports coaching across the ages. This presentation seeks to make all parties aware of the issues so that a more productive and ethical use of video maybe enacted (Ball, 1995; Gulson and Parkes, 2010).

McGladrey, Brian; Evelyn Gordon; and Melissa Thompson

Effective Mentoring in Sport Coaching

The roles of player and coach differ so greatly with regard to responsibilities that it is unreasonable to suggest that playing ability (of any level) would automatically translate to an ability to coach. Therefore, there is a definitive need for effective mentors who are charged with transitioning players to the role of coach, developing an understanding of leadership, and identifying coaching “models” to facilitate the transition. Implementing a structured,

formalized, and well-planned mentoring program for those seeking a sustainable career in sport coaching is important in the development of knowledgeable professionals. The Transformational Leadership Theory (Burns, 1978; Bass, 1990) is an appropriate choice for exploring the mentor/student coach relationship, as its basic tenet involves “transforming” the follower (player) into the leader (coach). Bass further identified four primary dimensions of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Learning and relying on these dimensions can allow mentors to practice effective relationships with their student coaches. Another prominent perspective in mentoring literature is Clutterbuck’s (1985) MENTOR method; the acronym stands for management of the relationship, encouragement, nurture, teach, offer of respect, and respond. He proposes five stages the mentoring relationship moves through: building connections, goal setting, progression, maturation, and moving on (Jenkins, 2013). Using these methods as a guide can lay the foundation for a strong mentoring experience. The purpose of this research-to-practice workshop is to help participants identify strategies to improve their capabilities as mentors. These two theories will be presented, along with examples of mentoring strategies for each stage. Then participants will explore their style of mentorship. Finally, participants will work with one another to develop strategies that are useful in their current setting. Therefore, the workshop could be beneficial for both the new mentor and the seasoned coach.

McGuire, Rick and Amber Lattner

Developing a High Performance Culture through Positive Coaching

Everything rises and falls on leadership (Maxwell, 2007). Critical to a leader’s role is building and sustaining a culture of performance excellence that allows each individual to optimally contribute to the greater mission of the team, organization, or school (Deal and Peterson, 1999; Coffman & Buckingham, 1999). Developing a strong team culture is one of the most challenging and yet perhaps one of the most powerful components in allowing individuals and groups to deliver their absolute best, on a consistent basis, while simultaneously being happier, healthier, and more fulfilled for their efforts (McGuire, 2012). Ultimately, much of this culture building begins and ends with the messages and behaviors that the coach sends and models (Bandura, 1977). Thus,

an understanding of how to get the most out of athletes from a coaching perspective will also inform coaches about how to develop a strong team culture. If coaches can activate the person within the performer, athletes can do more and perform more optimally, thus creating a high performance culture.

The purpose of this presentation is to discuss the use of a positive coaching system grounded in research from sport psychology (Cox, 2011), positive psychology (Seligman, 2011), and traditional coaching theory (Vernacchia, McGuire, & Cook, 1995) that helps coaches not only tap the individual human potential on their team, but also create a positive, powerful, and productive team culture that facilitates high performance. , Positive coaching differs from traditional coach education tools or training systems as a more comprehensive, integrated approach that offers a framework for teams, schools, or organizations to educate, equip, and empower their coaches and leaders to create high performance cultures. Coaches will leave this presentation with an understanding of principles of positive coaching and increased knowledge of how to apply positive coaching to intentionally develop a high performance team culture.

Moorcroft, Scott

Assessing Coaching Communities of Practice for the Continuing Professional Development of Youth Sport Coaches

This study explored a coaching community of practice (CCoP) model of continuing professional development for youth sport coaches. A CCoP is defined as a group of people [coaches] who share a common concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis (Culver & Trudel, 2006). Five youth sport coaches from one organization in an urban area of the northwestern US participated in a series of CCoP sessions facilitated by the lead researcher. Coaches were provided with multiple options for discussion formats, and learning topics were generated by the participating coaches. CCoP session transcripts, reflective journals, and semi-structured interviews were analyzed to assess the types of coaching knowledge discussed, applications of coaching knowledge to practice, and coaches' perceptions of participating in a CCoP. Coaches addressed professional and interpersonal coaching knowledge in the CCoP sessions but did not address intrapersonal knowledge in any substantial manner (Cote and Gilbert, 2009). Coaches reported

applying both professional and interpersonal coaching knowledge acquired from CCoP sessions directly to their coaching practice. Coaches' perceptions of the social constructivist learning environment in a CCoP were positive due to high levels of mutual engagement, increased connections with coaching peers, a distribution of relevant knowledge across the community, and a perceived increase in professional and interpersonal coaching knowledge. CCoP should be considered as a viable model for the continuing professional development of youth sport coaches, an important component of comprehensive coaching education programs, and an integral piece of the professionalization agenda set forth by the ICCE.

Nash, Christine

Workshop—Formal Coach Education at the University of Edinburgh: Online Provision

Globally, coaching is in its most dynamic era in history. Today coaching effectiveness is measured on a host of factors that ultimately contribute to the overall development of athletes rather than a season or career win-loss record. Twenty-first century technology provides greater accessibility to information and visibility to a global community. In this environment, coaches have a responsibility to improve and expand their own capabilities to fully meet the needs of their athletes. This presentation discusses the successful development of an online MSc program in sports coaching and performance at the University of Edinburgh. The establishment of the United Kingdom Coaching Certificate (UKCC) across four levels and different coaching contexts has provided an opportunity to modernize existing coach qualification and learning programs. This program has been developed to articulate with the emerging UKCC Level Four certification process, and the University of Edinburgh is one of the first universities in the UK to gain this professional accreditation. The University of Edinburgh recognizes the benefits of online education to students, particularly in providing opportunities to gain academic credits and/or a qualification through part-time or full-time distance learning. The university sees its Online and Distance Learning (ODL) provision as being of equal quality in terms of teaching methods and scholarly rigor as its conventional provision, and recognizes that it is the mode of first choice for many students. ODL offers an effective way of overcoming barriers to accessibility in traditional teaching delivery, providing learning material in a flexible and readily accessible manner alongside peer

support and academic mentorship. This MSc program concentrates on the “how” of coaching, linking theory to practice. Although online there are many opportunities for discussion, collaboration, and building the coaching networks is necessary for coach development.

Nash, Christine and Sarah McQuade **Workshop—Positioning Remote Mentoring as a Development Tool in Performance Coaching**

Christine Nash and Sarah McQuade

This workshop will present research and a case study that evaluates the effectiveness of online mentoring. In addition, evidence of practice from two international coach/ leadership development programs in which mentoring is an integral feature of the delivery of the program will be offered.

This interactive workshop session will provide delegates with the opportunity to:

- Explore the effectiveness of the online mentoring program in setting up and managing the various relationships,
- Compare and contrast the effectiveness of the online vs in-person mentor-coach relationship,
- Evaluate the capabilities required of the effective online mentor and coach, and
- Consider how they could create effective online mentoring to replicate the role of the missing mentor in the field.

Nichols, Brett; Megan Babkes Stellino; and Bob Brustad

Predicting Coaching Efficacy in NCAA Assistant Coaches

Assistant coaches represent an understudied population of coaches (Gilbert & Trudel, 2004) within current coaching literature. NCAA intercollegiate athletics assistant coaches have many important roles including, but not limited to, being involved with the skill development of athletes, practice planning and execution, and game strategy implementation. Understanding the coaching efficacy of this coaching population is important because coaching efficacy can impact coaching behaviors, player/team satisfaction, player/team performance, and player/team confidence (Feltz, Chase, Moritz, & Sullivan, 1999). As an important

concept in coaching research and practical day-to-day coaching, understanding the coaching efficacy of coaches in a supporting role is relevant to coaches, coach educators, and sport scientists. The purpose of this study was to examine the multivariate relationships among coaching goals, coaching commitment, and coaching values with five dimensions of coaching efficacy (motivation, game strategy, technique, character building, and physical conditioning). Intercollegiate assistant coaches (N=601) from a variety of sports completed a survey regarding each of the aforementioned variables. MANOVA demonstrated differences between NCAA Division I coaches (n=327) and Division III coaches (n=274). Two separate 16-variable canonical correlations revealed significant relationships among coaching goals, commitment, and values with coaching efficacy in both the DI and DIII samples. Additionally, each of the predictor variables was examined as a multivariate contributor to each dimension of coaching efficacy. Results support the importance of learning more about assistant coaches, coaching efficacy, and further examining coaching goals, commitment, and values as they relate to additional social-psychological variables. The results from this original research provide an important glimpse into the understanding of the unique population of assistant coaches.

Nkala, Chantelle

The Integration and Influence of Sport Science Knowledge in the Coaching Practices of High Performances Coaches

Sport science is a multidisciplinary practice that focuses on enhancing human understanding and performance by the application of scientific principles and techniques. Sport science can have a positive influence on coaches, but research suggests that the transfer of knowledge into coaching practice remains poor. With coaches often not finding sport science research applicable in a sports environment, coaches are less likely to utilize the wealth of scientific knowledge in practice. This does not negate the importance of sport science to athletic performance. It does, however, question how sport science is used effectively by coaches. Although previous research has indicated that the transfer of knowledge remains poor, the intent of a majority of sport science research is to benefit the coach and athlete. This study focuses on the integration and influence of sport science knowledge in the coaching practices of high performance coaches in South Africa. The research will determine four specific questions:

1. How do coaches access the knowledge of sport scientists?
2. What barriers do coaches encounter in the accessing of sport science information?
3. What is the perception of sport science by coaches?
4. How do coaches integrate this knowledge into coaching practice?

Forty professional coaches from various sporting codes, with level 3-4 qualifications will be invited to participate in the study. A focus group of 8-10 coaches will be developed, and questionnaires will be administered as a mode of data collection. A qualitative/descriptive analysis and a chi square test will be used to analyze the data. The results will determine how high performance coaches access and integrate sport science into their coaching practices. It will also allow the researcher to determine how sport science knowledge guides the practices of coaches.

Palombo, Ian and Melissa Streno **Best Practices for the Prevention, Identification, and Management of Eating Disorders**

In recent years, the NCAA has organized efforts around the clear message received from polling their athletes that highlighted mental health as their number one concern. Moreover, a majority of female athletes specifically reported eating disorders as the number one health issue related to their sport. Although sport promotes a myriad of positive developmental factors, research also shows that sport participation can increase and intensify the biological, psychological, and social risk factors that contribute to the development of mental health disorders, specifically eating disorders. In sum, athletes are more likely to suffer from mental health issues and are exposed to more risk factors than non-athletes. Given that injuries and illnesses threaten athletes' success, careers, and their lives, sport organizations provide an enormous amount of resources to educate coaches and training staffs on the best practices to manage these potential obstacles. Generally, the signs and symptoms associated with physical ailments are outwardly observable. Propitiously, the warning signs and symptoms of mental health disorders, many of which are comorbid with eating disorders, are similarly recognizable, yet they go unnoticed; or worse, they are ignored. This lecture is designed to encourage best practices for preventing, recognizing, and addressing eating disorders in athletes just as frequently as is done with injuries. Through building awareness

and acceptance around risk factors related to sport, the presenters aim to provide methods for reducing the potential consequences of eating disorders in athletes and increase opportunities to maintain and explore his or her athletic identity. Attendees will be provided with practical information on inhibiting risk factors and recognizing warning signs and symptoms of eating disorders in their athletes, clear and concise materials that specifically illustrate these warning signs, and guidelines and action steps for addressing them.

Pasquini, Erica **Creating a Coach Education Intervention: Interrupting the Coach Expectancy Cycle**

The coach expectancy cycle is a four-stage model that explains coach feedback behaviors related to talent identification (Horn, Lox, and Labrador, 2001). In the first stage, coaches make judgments of talent based on previous sport experience and prior knowledge. In the second stage, these judgments influence coach behaviors. Solomon (2008, 2012) has shown that coaches give more instruction, praise, and corrective instruction to athletes they perceive to be more talented. In the third stage the unequal behaviors coaches exhibit affect athlete performance and satisfaction in sport. Research has shown that when athletes perceive poor coaching behavior, such as unequal feedback, athletes have decreased motivation and increased instances of dropout (Gearity & Murray, 2011; Hollembeak & Amorose, 2005). In the fourth stage, athlete performance reinforces coaches' initial talent judgments, perpetuating the cycle. This workshop will present a novel coach education intervention aimed at the interruption of the first and second stages of the cycle. The intervention was created using research surrounding the coach expectancy cycle, specifically, educating coaches on what this cycle looks like and how to improve their talent identification and feedback techniques. The goal of the intervention is to create more awareness for coaches about their talent identification processes, the potentially unequal treatment they provide, and how to evenly distribute feedback across athletes. The overarching goal of such an intervention is to improve overall performance and satisfaction. Researchers, coaches, and coach developers will learn about the development and implementation of this intervention within the youth soccer realm. Further, participants will have the opportunity to workshop the potential ways to diversify this intervention to other levels and sporting contexts.

Quinn, Ron and Sam Snow

Workshop—US Youth Soccer Best Practices for Coaching 4-12-year-olds

The US Youth Soccer National Youth course began as one of the first large-scale child-centered programs in 1996. Now with 20 years of experience delivering coaching education programs, this presentation will demonstrate the six principles of youth soccer coaching (developmentally appropriate; clear, concise, and correct information; simple to complex; safe and appropriate training space; decision making; and implications for the game) through a progressive game-centered pedagogy.

[Note: this is an extension of the presentation from the 2015 conference.]

Raymond, Eric Garand

KIN-BALL® Sport: A Non-Traditional Action-Packed Sport

KIN-BALL® sport is played with three teams and a very light 4-foot ball, and requires skills and strategies not found in any traditional athletic competition. There is no physical contact, no intimidation, no interference and no one left out. Every member of the team is involved in the continuous action. The game promotes cooperation, speed, agility, aerobic activity, coordination, flexibility, and sportsmanship. Participants will be initiated to the sport and play different cooperative games. Play inside or outside. Have a ball!

Ross, Shaina

Soccer for Social Change Workshop: Using Sports in Youth Development

This interactive presentation will offer practical knowledge of best practices in implementing sports-based youth development programming. Using the US Soccer Foundation's evidence-based Soccer for Success program, the presenter will demonstrate the role of the coach as a mentor in a group-mentorship setting. As such, the attendees will learn how to be intentional coach-mentors using the US Soccer Foundation's Coach-Mentor Blueprint. Within the blueprint, attendees will discuss the core qualities coach-mentors need and the process of building a relationship with players/mentees. Opportunities for coach-mentors to develop personalized skill development goals are embedded in the process of building the relationship. As the season and the relationship progresses, coach-mentors can identify ways this can translate into skill development.

Attendees will leave understanding their potential impact as an agent of change for the youth they serve.

Seewald, Lyndsey

The Role of a Coach in an Athlete's Return to Sport after Injury: An Exploration and Creation of a Coaching Manual

Due to increasing physical demands in sport, injuries will continue to occur among athletes. The purpose of this study was to explore coaching approaches that facilitate an athlete's return to sport after injury. Five collegiate coaches were interviewed to discover components that address the role a coach can play in this return to sport. Results indicated eight main themes that aid in an injured athletes' return to sport: support, communication, team inclusion, knowledge of injury, goal setting, psychological aspects, and motivation. These findings were used to develop a comprehensive manual that provides information for collegiate coaches to support athletes who are returning to sport after injury.

Sherwin, Ian; Mark Campbell; and Tadhg MacIntyre

Coaching Behaviors and their Impact on Athlete Development

A high-quality interdependent coach-athlete relationship is central to effective coaching (Jowett, 2005) and athlete development in sport. The aim of this research was to observe coaching behaviors during training and game situations (events) and assess the impact on the coach/athlete relationship. Additionally, this research aimed to examine the impact of coaching behaviors on the development of an athlete-centered training environment that is conducive to athlete development.

Methods:

High performance coaches (n = 6) from 3 team sports (Rugby, Field hockey, Gaelic Games) and their athletes (n = 152) volunteered to participate in this longitudinal study which took place over the course of one playing season. All teams were playing at the highest adult level in their respective national leagues. Coaching behaviors were assessed using the CBAS system during 6 events and recorded on video and audio recording devices. Stimulated recall procedures were used in follow up meetings with the coaches after each event to get feedback on their coaching behaviors. Feedback from athletes was obtained through the CBS-S questionnaire on three separate occasions, the

beginning, mid-point, and end of the season.

Results:

Coaches from rugby and field hockey had a significantly higher rate and quantity of positive feedback during events in comparison to Gaelic Games. Athletes in Gaelic Games also scored higher in their negative rapport with their coaches than the other two sports. Coaches who gave more positive feedback and scored higher on positive rapport with their athletes were also more likely to empower and seek feedback from their athletes during the season than coaches who had a lower score for positive rapport.

Conclusions:

Coaches who have a higher number of positive behaviors are more likely to create an athlete-centered training environment that is conducive to athlete development.

Shigeno, Terilyn, E. Earlynn Lauer, Leslee A. Fisher, and Rebecca A. Zakrajsek **Strategies for Creating a Positive Moral Atmosphere in Youth Sport Teams**

Coaches play a highly influential role in the ethical decision-making of athletes and have a responsibility for creating a positive moral atmosphere within their teams (e.g., Guivernau & Duda, 2002; Shields, LaVoi, Bredemeier, & Power, 2007; Stephens & Bredemeier, 1996). Shields and Bredemeier (1995) created the 12-Component Model of Moral Action which includes a component regarding how the moral atmosphere contextually influences the judgment of athletes. According to the National Standards for Sport Coaches (NSSC), Domain 1, quality coaches should identify and teach positive values through sport, demonstrate ethical conduct interactions, and reinforce appropriate athletic behavior (NASPE, 2006). However, little information is available for coaches on how to best implement these standards in an age- and developmentally-appropriate manner within their team environment. Thus, the purpose of the workshop is to provide coaches with strategies to promote a positive moral atmosphere in their youth sport teams. First, the presenters will provide a review of the developmental considerations for working with various youth age groups and engage coaches in a discussion about when transgressive behaviors (e.g., cheating, lying) begin and the prevalence of these behaviors in youth sport. Second, we will use an interactive workbook geared toward instilling a positive moral atmosphere, and coaches will actively participate in generating strategies

to promote ethical and moral behaviors. In addition, experiences of club level youth soccer coaches will be used to help inform these strategies. Lastly, upon completing the workbook, coaches will have a plan for incorporating positive moral atmosphere into their own coaching philosophies and existing practice plans.

Sillett, Suzanne and Diana Cutaia **Winning through the Character-Building Mindset**

Supporting athletes' character development is one of the greatest responsibilities a coach has. From recreational to competitive to college level, coaches have an opportunity to not only create better athletes, but also better people. Creating championship-level teams and developing players' character are not mutually exclusive, and when both are focused on, the results can be extraordinary. Sport provides the context and the structure for coaches to capitalize on teachable moments to help athletes of any level develop and improve character traits such as empathy, self-regulation persistence, and optimism. Typical character education programs take away from sports skills development by requiring coaches to conduct ancillary lesson plans. This session will teach coaches how to make any sports drill or activity a character-building session without adding any additional lessons and detracting from the time you spend developing your team.

Smith, Bruce and Matt Lehrer **The Impact of Elite Performance on Community Engagement**

Community Rowing offers the largest range free programming in the United States, serving beginners from all walks of life, including people of all ages who are physically and mentally disabled, at-risk youth, Military Veterans, morbidly obese youth, and others. CRI also produced 2 of the six medals for US Rowing at the 2015 World Championships in Aiguebelette, France, earning silver in the LTA 4+ event, and a bronze in the LM 8+ event for the US.

The interaction of elite athletes and beginners can be a powerful tool for growth, innovation, and performance for sport at every level. Identifying effective strategies to blend programs at the opposite ends of the performance spectrum provides a road map for sport to improve performance and simultaneously to establish a strong model for community engagement. Bringing these

elements together in a framework that allows both elite performance and social impact programs to thrive can be transformative for the sustainability of small-market Olympic sports.

Stanbrough, Mark

Where's the Evidence? Convincing Athletes Psychological Skills Training Works

Most coaches do not have the availability of a sport psychologist to develop and implement a Psychological Skills Training (PST) program. Coaches who develop their own program often have the difficult challenge of convincing athletes that a PST program is beneficial. There will be athletes who do not believe in the importance of PST and must be convinced of its importance. PST is most effective when there is commitment and belief on the part of the athletes: commitment to practicing and applying the mental skills and belief that these exercises can and will contribute to their development (Chase, 2013; Morris & Thomas, 2004; Karageorghis & Terry, 2011). Practical activities that have been used by successful coaches implementing a PST program will be presented. The activities help provide evidence on convincing athletes of the importance of a PST program. Emphasis will be on specific activities that 1) determine the importance of mental training, 2) use Chevreul's pendulum to establish the connection between the mind and the body, 3) use mental recall, 4) view the importance of negative versus positive thinking, 5) help understand the fight or flight response in relationship to the mind-physiological connection, and 6) emphasize the ability to focus. Physical activities will also be presented as evidence that will help convince athletes to engage in a PST program. In addition, the use of famous athletes, mental training sport-specific stories and use of the media will be presented in an activity format as evidence that a systematic PST program is highly beneficial.

Stewart, Craig

Mental Toughness and the Millennial Athlete: Are They Compatible?

Using longitudinal data taken from over 800 athletes and former athletes, athletes' preferences for coaching behavior and characteristics are applied to the development of "mental toughness" (MT). By analyzing the written responses of students in basic coaching classes on their preferred characteristics of coaches and those coaches who were perceived as their "best" and

"worst," recommendations will be presented using the work of Ericsson, Krampe, & Tesch-Romer (1993). The role of deliberate practice in the acquisition of expert performance..and work related to characteristics of today's athlete such as Lombardo, B. (2004). Coaching in the 21st Century; Jannssen, J. Coaching today's athlete, Monasco, M. & Martin, M. (2007). The millennial student: A new generation of learners in the development of athletes who are mentally prepared for competition.

Swisher, Anna and Andy Dotterweich

Challenges, Changes, and Opportunities in NGB Coach Education from 2003 to 2015

Advances in technology make it possible to transform the scope, duration, and format of formal coach education programs such as those operated by sport National Governing Bodies (NGBs). The United States Olympic Committee (USOC), which provides oversight to Olympic sports, has a strong interest in developing quality coach education programs. The purpose of this research is to better understand the challenges, changes, and trends in coach education administered by NGBs. We compared the findings from a 2003 survey administered by the USOC to 45 NGBs examining the content, delivery, and development of coach education programs with an updated version of the survey administered in 2015. An online, anonymous survey was sent to the individuals responsible for overseeing coach education at each of the 45 Olympic sport NGBs. The survey consisted of 32 multiple choice questions covering staffing, budget, content, and delivery of coach education programs. While 70% of NGBs have a system for identifying coaches, the majority (77.8% of NGBs) feel as if there are not enough qualified coaches in their sport. Whether this stems from an inadequate coach education system, limited appeal of the sport, or poor sport marketing, there is a clear need to enhance the education level of coaches. The number one challenge for NGBs in coach education is budget and the number two challenge is maintaining current, quality course content. Three strategies for maximizing impact with limited resources would be to partner with other organizations (e.g., National Alliance for Youth Sport), to pool resources between NGBs to create a unified foundation for a coach education program, and to create a mentorship program to allow coaches to learn in more informal settings. Mentoring is widely acknowledged as an important coach learning tool, yet only 38.9% of NGBs reported having a mentoring program.

Syer, Tina and Andrea Vest-Ettekal

Practitioners and Researchers Collaborating to Gain Insight into Program Impact

In Fall 2014 Positive Coaching Alliance (PCA) and the Institute for Applied Research in Youth Development (IARYD) at Tufts University began a three-year, longitudinal study exploring PCA's impact on student-athletes' character development in four public high schools in the greater-Boston area. This research is made possible by generous funding from the John Templeton Foundation. PCA and IARYD aim to share with fellow practitioners and researchers how they: 1) collaborated to secure financial support for this work, 2) worked together to formulate PCA's Theory of Change, 3) selected specific measures and study design, and 4) are modifying the study based on insights from Year One. PCA and IARYD will share how an additional, complementary evaluation proposal has been submitted to another foundation. We'll explore how these two research collaborations stand to help PCA improve our programming, secure additional support from donors, and help us convince more schools and youth sports organizations to work with us to implement our programs.

Taylor, William G.

Dr. Taylor's title did not come through in spreadsheet. An email was sent requesting it

The desire to professionalize the sport coach and sport coaching structures can be found across many parts of the developed world. Indeed, the International Council for Coaching Excellence (ICCE) states that the development of coaching as a profession is one of its key objectives (ICCE, 2013). What professionalism entails, what changes in practice, and how these may impact ethical decision-making, however, has received scant attention from researchers and sporting agencies (Taylor & Garratt, 2010). This presentation examines one of the central tenets of professional behavior, the ethics of coaches making decisions without explicit athlete permission. Sport coaches acting as the "knowledgeable other" often structures training, competition, programs of training and sessions without expressed agreement. Whether these decisions are made from a position of authority, a belief that the coach's insight will provide the greatest reward, or to unburden athletes from the management of coaching situations so they might focus on performance, these types of decisions have ethical consequences (Evetts, 2010). A review of over 30 sporting bodies' coaching education programs revealed that only two

included content related to the ethics of decision-making within the coaching process. This presentation seeks to alert coaches and coach educators to the issues surrounding this key element of professional coaching practice; this will in turn encourage more thoughtful and ethically informed practice.

Theimer, Michael

USA Shooting: Developing Online Coach Education Courses

USA Shooting is developing its first coach education program that focuses on Olympic shooting sports coach development. We have licensed a web-based learning management system to provide 24/7 easy access to online courses (prerequisites).

Once coaches have completed all prerequisites, which provide a foundational knowledge base, the coach can register for and attend a live, hands-on, ground course where our master instructors will deliver more in-depth learning on various topics that cannot be taught online.

Van Mullem, Pete and Chris Croft

The Mentality of a Mentee: 5 Strategies to Enhance Relationships and Learn from Mentor-Coaches

Mentoring is the act of guiding another person (Cassidy & Rossi, 2006). Examples include advising, teaching, instructing, and helping (Potrac & Marshall, 2011). When we think of mentorship in sport, an image of a coach guiding and nurturing a student-athlete may come to mind. While this scenario is often true, mentorship can also be a powerful educational method for aspiring coaches (Bloom, 2013; Jones, Harris, & Miles, 2009). Established coaches frequently state that their best learning experiences as a coach occurred under the guidance of a mentor (Cushion, 2006). The challenge in learning from mentors is that the mentoring process is difficult to formalize and often mentor-mentee relationships occur based on chance (Bloom, 1998). Formalized mentoring programs for coaches have been implemented in Canada, Australia and the United Kingdom. However, mentee/mentor matching, a lack of funding, unclear assessment procedures, and questions of how best to train mentors have been identified as challenges to administering a structured mentorship program for coaches (Bloom, 2013). The lack of a formalized mentorship program or the inability of a structured program to overcome roadblocks in educating coaches should not limit a coach from receiving the benefits

of a mentor-mentee relationship. Therefore, utilizing a facilitated workshop format, attendees will collaborate in an interactive learning environment to identify the characteristics of a successful mentor-mentee relationship. In addition, attendees will discuss the following five strategies a coach can take to develop the mentality of a mentee and subsequently learn from mentors: 1) continually seek advice, 2) demonstrate a passion for learning, 3) respect the mentor's time, 4) seek opportunities to assist the mentor in achieving success, and 5) take personal ownership of the mentee-mentor relationship.

Walker, Miranda; Rick McGuire; and Amber Lattner

Teaching the Skill of Focus

Focus: Most would agree it is a concept desired by all coaches in all sport settings. When athletes are completely focused on the appropriate task at hand, there is no room for distraction. Focus is the driving factor for athletes to prepare their best in practice so they can perform their best in competition (McGuire, 2012). Although the world of sport understands this, focus is often portrayed as an elusive and intangible concept that cannot be taught. This presentation seeks to challenge this belief by presenting focus as a skill. Similar to other physical or tactical skills coaches are accustomed to teaching, focus is also just a skill that may be taught, learned, practiced, developed, and utilized in every practice and in every competition setting. Focus is a thought, it is controllable, and it is a choice. Coaches and athletes take control when they make the choice to engage in developing the skills of focus. Presenters will identify and discuss the five specific individual skills that comprise the skill set of focus along with . Attendees will gain a framework for how to practically employ and integrate this understanding of focus into their current coaching methods to further drive and support optimal performance.

Westre, Kirk

Servant-leadership in Sport

Sport has a long tradition of applying leadership and management practices from business. Servant-leadership (Greenleaf, 1977) is a prominent theory in business and other fields today; therefore, the study of servant-leadership and its potential applicability to sport appears warranted. Yet despite its increasing popularity, very few studies to date have recognized servant-leadership's potential application to sport.

In order to address this need, this study investigated the meaning of servant-leadership in sport and examined the applicability of the servant-leadership theory to the sport setting. More specifically, this study examined the shared meanings and experiences of sport coaches who practice servant-leadership. The characteristics of servant-leaders, first described by Robert K. Greenleaf (1977), serve as the framework for this study. A qualitative, multiple case study research methodology with a heuristic phenomenological slant was chosen for this study. This study explored the experiences of six college coaches who were identified as possessing many of the characteristics and attributes of servant-leaders. Semi-structured, in-depth interviews were used to ascertain the participants' (coaches) experiences with the phenomenon.

Six themes emerged from the interviews and the data analysis that characterized the specific practices of the servant-leader coaches interviewed for this study. These themes were: a different perspective on winning and success, empowerment of athletes through the establishment of ownership in the program, building of team cohesion and relationships among members, motivational techniques, risk-taking and innovation, and the costs of being a servant-leader coach.

The data was discussed in relationship to the ten characteristics of servant-leadership as identified by Spears (1995) as well as additional authors who have written about the characteristics of servant-leaders. It was concluded that servant-leadership does have potential as a viable leadership style in the sport setting.

Wilson, C. H., Jody Langdon, and Drew Zwald

To App or Not to App: The Impact of Technology-infused Basketballs Generating Immediate, Auditory Feedback on Free Throw Performance

Technological advances in sport analysis technology products provide administrators, coaches, and athletes with a dizzying array of potential resources intended to improve performance. Yet stakeholders must evaluate if the products are effective, and if they provide an acceptable return on their investment of time and money. In basketball, free throws are a prime candidate for technological analysis. The free throw is a discrete skill with a defined beginning and end point within a short time period, and is also a closed skill with a stable performance environment

(Wrisberg, 2007). In addition, free throws are considered an important aspect of winning basketball games (Lopez-Gutierrez & Jimenez-Torres (2013), which explains why free throws have been studied by a variety of subdisciplines of kinesiology and other fields of study for over 60 years.

The purpose of this study was to measure the effectiveness of audio feedback from technology-infused basketballs on free throw performance and shot release angle variability among college-age basketball players. These technology-infused basketballs have an internally embedded computer chip that sends real-time data to an application which notes and announces shot release angle, commonly called shot arc. Wrisberg (2007) noted that coaches should focus on one cue at a time, such as shot arc, and emphasize consistency of movement production, such as consistent shot arc, in discrete, closed skills like free throws.

Previous research has shown that there are optimal shot arc angles for different heights of shooters, but to our knowledge this has not been measured with contemporary technology. It was our hypothesis that the experimental groups that received the auditory feedback on their shot arc would show greater improvements in free throw accuracy and have smaller shot arc variability than the control group who did not receive feedback. Results and implications for stakeholders will be discussed in this session.

Wilson, Sandy and Gibson Darden **A Transfer of Learning Framework for Effective Practice Design**

If the primary purpose of practice is to transfer skill improvement to the criterion context (competition), then coaches need to develop an ability to design and evaluate practice activities that maximize this positive transfer and minimize the “wasting” of valuable practice time. This presentation will provide a framework for coaches to apply transfer of learning principles to the design of effective skill practice. Theoretical models (e.g., identical elements, dynamic systems, transfer-appropriate processing) and recent research related to the “transfer principle” will be evaluated and then applied to the design of sport practice. Transfer of learning principles identified in the skill acquisition literature include a wide variety of types (e.g., near, far) and elements (e.g., perceptual, psychological) that often depend on multiple variables (e.g., stage of learning; skill type). This can make it difficult to interpret and apply the “transfer principle” to practice. The presentation will provide usable categories for coaches to evaluate the transferability of their practice. In each category, recent research and practical examples will highlight

their application and spur attendees to re-evaluate the effectiveness of their practice activities and drills.

Woodburn, Andrea **Developing Coaching Efficacy in an Undergraduate Coach Education Program: Work in Progress in the Baccalauréat en Intervention Sportive at Université Laval (Quebec, Canada)**

Despite limited empirical evidence of the role of mentorship in coach learning, mentorship continues to be discussed as an important potential means of learning for sport coaches (Jones, Harris, & Miles, 2009). The purpose of this study is to examine actions that mentors of novice sport coaches take while mentoring novice coaches and that the novice coaches themselves deem as having contributed positively to their learning. As part of an undergraduate degree in sport leadership, student coaches enrolled in the Baccalauréat en Intervention Sportive at Université Laval must complete three internships under the supervision of an experienced mentor, one of which must be in sport coaching, and two of which can be either in sport coaching or sport administration. During their internships, as part of a formative assessment requirement, they are invited to document through a critical incident method a minimum of five actions that their mentor took that they think contributed to their learning. They are under no obligation to invent an action should they be unable to identify five. A basic qualitative study will be performed on the critical incidents of 71 student-coaches that document mentor actions (only those in coaching internships) during the 2015-2016 academic year. Using inductive analysis (Saldana, 2011), emerging themes will be identified for the types of mentor actions that the student-coaches deem contributory to their learning. Results will be discussed in light of their potential for guiding future mentor training in the BIS and contributing to the limited body of knowledge on mentorship in coach education, particularly for novice coaches in training.

Worrell, Mark **Baseball Pitching Mechanics**

In order to maximize the quality and effectiveness of their pitching mechanics, pitchers need to constantly practice and execute their pitching delivery. Youth pitchers and professional pitchers are very similar because they constantly experience many of the same flaws in their pitching mechanics, but to a different extent. A few of the

main mechanical flaws that are common in all pitchers are body timing, throwing arm extension, and the utilization of the core and lower half. In order to maximize effective body timing, pitchers need to make sure their lower half and upper half are in sync with one another. For example, a good reference point is to make sure that when the pitcher's hands descend, their front (raised) knee descends at the same time. By doing so, pitchers can prevent their upper or lower half from rushing ahead or falling behind the other half of their body, ultimately resulting in increased possibility of injury and/or less effective pitches. In order to maximize their throwing arm extension, pitchers must bend their back upon extending towards home plate, fully extend their latissimus dorsi muscle, and extend their throwing arm as far out in front of their body as possible. By doing so, pitchers will greatly improve their pitching accuracy, release the ball closer to the batter, and typically experience greater movement and velocity on their pitches. In order to maximize their utilization of the core and lower half throughout the pitching motion, pitchers must incorporate a strong push off (from their back leg) from the pitching rubber. By doing so, pitchers will typically experience greater velocity and decrease the risk for injury to their pitching arm due to the increased workload on the larger and stronger muscles located in the abdomen, gluteus maximus, and legs.

Wurst, Katerine and Stacie Darke **Heads up! Resources and Strategies to Increase Concussion Management Competence for Coaches**

Concern regarding sport-concussion has never been greater, and coaches often find themselves having to educate athletes about the risks and ensure the presence of a concussion management protocol while simultaneously managing players' fear of injury and return to play decisions. A concussion is a traumatic brain injury (TBI) that alters the way the brain functions (Mayo Clinic, 2014). The complexity of the problem facing sport coaches with regards to concussions ranges from awareness of protocol to management of interactions with athletes and parents. The multitude of pressures exerted on coaches can cause confusion about their role, the distinction between educational efforts versus clinical decision-making, and how to handle the various stake holders. An ill-structured problem in the context of learning is one in which much of the given and goal states are unknown, vague, or extremely situation-dependent, and often include multiple solutions (Smith &

Ragan, 2005). This presentation aims to demystify sport concussion, clarify the boundaries between educational and clinical roles, and assist in determining what information is needed to be up-to-date with the current protocols for sport-concussion management.

Zakrajsek, Rebecca; Sara Erdner; and Joe Raabe **Creating a Needs-Supportive Coaching Climate**

According to the National Standards for Sport Coaches (NSSC), Standard 32, quality coaches "effectively manage staff members" and utilize the coaching staff "in an effective manner in order to properly support the athletes they serve" (NASPE, 2006, p. 20). Coaches continue to acknowledge that their primary mode of learning how to coach is through their experiences in the profession (Gilbert & Trudel, 2001; Salmela, 1995). In this development, assistant coaches are meaningfully influenced by their head coaches, who impact how coaching staff members think, feel, and behave or perform (Cushion, Armour, & Jones, 2003). Self-determination theory (Deci & Ryan, 2000) offers a practical framework for head coaches to effectively foster a climate that can positively nurture the development and functioning of coaching staff members. The main premise of this theory is that optimal functioning is more likely to occur when an individual's three basic psychological needs of autonomy, competence, and relatedness are satisfied (Deci & Ryan, 2000). Based on existing research, this workshop's first objective will be to present self-determination theory as a relevant framework for head coaches to work with their coaching staff. Secondly, specific examples from interviews with assistant coaches will be offered about how head coaches either nurture or thwart their basic psychological needs and thus, impact their functioning, performance, and motivation to stay in the coaching profession. Third, founded on evidence-based information and their personal experiences, workshop participants will actively develop strategies for creating a positive coaching staff climate. Specifically, they will have the opportunity to generate an implementation plan to incorporate ideas learned in the session into their daily interactions with their staff to promote coach development.

Zalls, Lauren; Molly Ellis; Kai Laird; and Kacey Gibson **Mind Games at Play: The Psychology**

behind Sport

This workshop aims to provide its participants with a deeper understanding of how sport psychology is utilized in an athletic setting, in addition to the advantages of implementing a mental skills training program into a team's regimen. The authors of the workshop will outline their own personal experience of providing sport psychology services to two, Division I, men's and women's soccer programs over a period of eight months. It will address topics ranging from the authors' experiences integrating into the culture of a new team, the significance of utilizing assessment to inform their treatment planning and practice, in addition to the resulting impact of a mental skills training program on team morale, individual confidence, and player/coach development. More specifically, the mental skills covered in this workshop will address common "performance themes" seen across all sports, including coping with adversity, achievement motivation, goal setting and mental preparation, peaking under pressure, and freedom from worry. / / The presentation will begin with an overview of the authors' initial interviews with the coaching staff and players, which will emphasize the coaches' and players' perceptions of sport psychology. From there, the authors will explain how assessment and empirically-based research led them to the creation of a unique mental skills training program specific to the needs of each team. The authors will disclose their own methodology for structuring their scope of practice, and incorporate an interactive component in which coaches will begin to identify the needs of their own teams and programs. The final portion of the workshop will explore the results of implementing a mental skills conditioning program with both teams, and also include the athletes' and coaches' feedback on the interventions used by the consultants. The workshop will end with an interactive example of the authors' most effective (as identified by the athletes) intervention techniques.

Zuleger, Brian

Best Practices for Communicating and Gaining Entree to Educate Coaches

This workshop will teach coaching educators how to gain entree in order to provide effective coaching education. In order to effectively implement coaching education, we, as coaching educators, must improve our entree and delivery methods. This workshop will review the research and experiential evidence supporting the best methods for communicating and gaining entry

in order to effectively educate coaches. A recent study including coaches from a variety of countries and levels of sport investigated coaches' preferred methods for receiving coaching education (Stoskowski & Collins, 2015). Stoskowski and Collins (2015) found that coaches' top preference for coaching education was to learn informally from each other. Recent research has investigated informal coaching education via concepts such as a "community of practice" or "learning community" and found these methods to be effective (e.g. Bertram, & Gilbert, 2011; Culver, Trudel, & Werthner, 2009; Gilbert, Gallimore & Trudel, 2009; Stoszkowski & Collins, 2014; Trudel & Gilbert, 2004).

This workshop will provide evidence-based education on best practices in coaching education. In addition, workshop participants will engage in discussions with other coaching educators and an expert who was mentored by Vernacchia and McGuire.

The goal of this workshop is to provide coaching educators with evidencebased practices about the most effective means for delivering information to coaches so that they can implement best practices. By improving the methods of establishing rapport with coaches, coaching educators will benefit from improved relationships with coaches, which will lead to the coaches being more receptive and open to learning from research and adopting evidence-based practices. Ultimately, this improvement in coaching education will result in improved experiences and performances for athletes at all levels and abilities.

Zwald, Drew; Hal Wilson; Trey Burdette; and Jody Langdon

Practical Applications of Holistic, Athlete-Centered Coaching

Holistic, Athlete-Centered Coaching (HACC) shifts the focus from what the coach does to what the athlete needs by considering all aspects of each athlete's total personal development, including his or her interrelated physical, mental, emotional, social, and spiritual health and wellness (Wilson & Burdette, in press). Holistic care, in general, has long been valued in medical fields (Anandarajah & Hight, 2001; Baldacchino, 2006; Koenig, 2008) and student services (Broughton & Neyer, 2001; Love & Talbot, 2009), but is now also a concept that has gained much traction in kinesiology related fields, including sport and exercise psychology (Kissinger & Watson, 2009), sport management (Hirko, 2009), athletic training (Dawson, Hamson-Utley, Hansen, & Olpin, 2014),

and sports chaplaincy (Dzikus, Hardin, & Waller, 2012).

In the last decade and a half, holistic care has also started receiving significant attention in coaching education and research (Denison & Avner, 2011; Light, Evans, Harvey, Hassanin, 2015; Lyle, 2002; Jones, 2006; Jones & Turner, 2006; Potrac, Brewer, Jones, Armour, Hoff, 2000; Vella, Oades, & Crowe, 2011), although terms such as humanistic, compassionate, and positive coaching are often used interchangeably. Gone are the days of results-only centered coaching where athletes are commodities to be exploited and discarded in pursuit of championships. Coaches and administrators at all levels are now realizing that not only will their athletes have a better overall experience through holistic, athlete-centered coaching, but that it is still possible to be successful on the scoreboard as well.

In this session we will provide a brief overview of HACC, contrast it with traditional “conquest” coaching, provide practical strategies of how to apply HACC in coaching at various levels including through the coaching philosophy, use of goals and objectives, creating a positive motivational climate through autonomy-supportive coaching strategies, community-service team building activities, and fostering a growth mindset (Dweck, 2006).

Author Biographies

Abraham, Andrew

Andrew Abraham, PhD, is a principal lecturer in sport coaching at Leeds Beckett University. He has 17 years' experience in researching coaching and coach education. He has been involved in writing numerous degrees and postgraduate qualifications in the area of sport coaching and coach education. Most recently he has been engaged in researching and creating a bespoke postgraduate qualification in coach education for the English Football Association. Andrew has written numerous book chapters, papers, and professional reports. Andrew also coaches/cat herds the Otley Zebras U9 (soon to be U10) Rugby team.

Arrington, Malia

Malia joined the USOC in 2011. Her position was established as a result of the recommendations of the USOC's Working Group for Safe Training Environments, led by four-time U.S. Olympian and recently-appointed USOC board member Nina Kemppel.

In its report, the working group encouraged the USOC to take a "leadership role" in promoting safe training environments, a charge Malia now directs. Among other things, Arrington's duties include the development of centralized and standardized resources for use by National Governing Bodies (NGBs) and encouraging NGBs to adopt policies, practices, programs and tools to address sexual and physical misconduct.

Distinguished among law professionals, Arrington was recognized as a Super Lawyer "Colorado Rising Star" (Appellate) in 2011. She has served judicial clerkships in Colorado, and a judicial internship in the Netherlands. Additionally, she is a member of the Colorado Bar Association Ethics Committee and was a mentor for the Bridgeway Home for Girls.

Arrington's law experience coincides with her background in sports. While obtaining a bachelor's degree in international studies at Emory University, she was also a member of the varsity soccer team and coached youth soccer in Atlanta. She also has a J.D. and master's degree in biomedical ethics from the University of Virginia.

Barnes, Colin

Colin Barnes, MA, is a doctoral candidate for sport pedagogy at the University of Alabama and is the volunteer assistant coach for the University of Alabama Women's Soccer Team. He played professionally in America, has over 15 years of coaching experience at many different levels including youth, collegiate, state, and regional staff for the Olympic Development Program and was the 2011 National Soccer Coaches Association of America Southeast Region Assistant Coach of the Year.

Bolger, Christine

Christine Bolger is the manager of coaching programs within the USOC's Sport Performance division. Her responsibilities include creating professional development opportunities for Team USA coaches and working with the USOC Sport Performance staff to identify critical issues and experts in the field of coaching.

Boone Ginter, Kathy

Kathy S. Boone-Ginter teaches in the Department of Kinesiology, Recreation and Sport and is a counselor at the Student Counseling Center at Indiana State University, Terre Haute, IN. She earned her PhD with an emphasis in sport psychology, motor learning, and counseling from the University of Tennessee, Knoxville. She has a master's degree in sport psychology from Purdue University. She has a master's degree in coaching, a certificate in counseling, and a bachelor's degree in physical education and psychology from Indiana State University. Her professional experience includes teaching and coaching at the youth sport, high school, and collegiate levels. Her research interests are in the area of cohesion, coaching, and bullying. She spends her leisure time shooting competitive pool.

Brooks, Scott

Dr. Scott Brooks is currently an associate professor at the University of Missouri-Columbia with a joint appointment in the departments of sociology and black studies. He is primarily an ethnographer interested in: equity, student engagement, coaching and leadership, and community-based learning. He examines the influences, experiences, learning pathways, and outcomes of underrepresented K-12 and college students, particularly athletes. Brooks has published in academic journals, edited volumes, and textbooks; been quoted and reviewed by the Wall Street Journal, New York Times, Washington Post, Der Spiegel, and SLAM magazine; and invited to speak on the topic of sport internationally. Additionally, Dr. Brooks has consulted the NFL, MLB, college, and high school coaches and athletes and is a senior fellow at the Wharton Sports Business Initiative and Yale Urban Ethnography Project. His book, *Black Men Can't Shoot* (University of Chicago, 2009), tells the importance of exposure, networks, and opportunities towards earning an athletic scholarship.

Brown, Jack

Jack Brown is entering his 4th season as a volunteer coach for the University of Missouri swimming and diving team. While at Mizzou, the team has experienced tremendous success including program high finishes at the 2016 NCAA Championships and SEC and NCAA champions. He is a graduate assistant within the school of Education, School, and Counseling Psychology, teaches graduate courses on sport psychology, and provides sport psychology services in the athletic department. Additionally, Jack is involved as a presenter and researcher with the Missouri Institute for Positive Coaching, where he has presented in front of the Missouri Board of Educators, the University of Missouri Athletic Department, and at the Association for Applied Sport Psychology annual conference. His research interest is focused on coach education and how individual differences affect coach education outcomes. As an athlete, Jack swam for the University of Arizona and was a member of the United States National Swimming Team.

Boyle, Stephen

Steve Boyle is the principal and founder of 2-4-1 Sports, a national organization that brings physical literacy using sports sampling to children through camps, clinics, PLUSS Clubs™, and BrainErgizers™. Recently recognized by the Aspen Institute's Sport and Society Program as one of eight model programs in the United States in the original Project Play report, 2-4-1 Sports embodies their motto Life's 2 Short 4 Just 1 Sport™. Steve's philosophy focuses on lifelong wellness by recognizing the mind/body connection and the value of nutrition and mindfulness as it relates to physical literacy. As a former Division 1 athlete born to Irish immigrants, Steve has taught and coached throughout the United States. His diverse background in teaching, working with children with cancer, athletic coaching, college advising, life-coaching and counseling makes him a highly sought after speaker and consultant.

Brustad, Robert

Robert Brustad is professor in the School of Sport & Exercise Science at the University of Northern Colorado with an emphasis in the social psychology of sport and physical activity. His areas of focus include children and youth in sport and physical activity; cross-cultural aspects of sport; and talent development. He is the former editor of *Journal of Sport & Exercise Psychology*.

Bryant, Kevin

Kevin Bryant is a PhD student at the University of Idaho in sport pedagogy and character education, graduation expected May, 2016. Bryant is owner and president of Thrive Athletic Consulting, LLC. The company's goal is to encourage, challenge, and equip high school athletic directors from all over the United States. Bryant is the author of *The Athletic Director Survival Guide* (June 2014).

Bryant, Michael

Mike Bryant is an assistant professor/major coordinator of sport management at the University of Minnesota Morris. He has several years of industry experience in intercollegiate athletics coaching and administration, which lends to his theory-to-practice academic approach and utilizing sport as a platform to examine leadership, diversity, inclusion, and equity.

Burdette, Trey

Trey Burdette is an associate professor of coaching education in the School of Health and Kinesiology at Georgia Southern University. He earned his EdD in educational leadership from Georgia Southern University. His primary teaching responsibilities are in coaching education, undergraduate and graduate, and his research interests are in sport performance and sport leadership. He has instructed at both national and international coaching clinics.

Carson, Fraser

Fraser Carson is a lecturer in sport coaching and a member of the Centre for Sport Research at Deakin University in Australia. His current research is focusing on mental health and wellbeing of sports coaches, and the identification of a signature pedagogy for coaching. He has extensive experience in applied performance psychology and coach education with high performance and professional athletes, coaches, and organizations.

Cole, Mark

Dr. Cole has over 20 years of experience working with athletes in the clinic, high school, collegiate, professional, and Olympic settings. As an assistant professor in the Department of Kinesiology at Western Illinois University, he enjoys sharing his enthusiasm for sport and exercise psychology and the sociology of sport with his students and the community. Dr. Cole's research and consultation interests examine relationships between psychological constructs, such as emotional intelligence and mindfulness, human performance, and sport injury. He has presented nationally and internationally within his areas of expertise and consulted with high school, collegiate, and professional athletes. Dr. Cole is a member of the Association for Applied Sport Psychology, American Psychological Association, National Athletic Trainers' Association and the United States Olympic Sports Medicine Society.

Collins, Karen

As an associate professor and option coordinator in kinesiology: sport studies at the University of New Hampshire, Dr. Collins focuses her research primarily on issues in coaching and coaching education. Together with Dr. Bob Barcelona, they co-direct CoachSmartNH, a coaching education program for schools and communities in New Hampshire.

Connolly, Graeme

Graeme Connolly is an associate professor and graduate program coordinator in the Department of Kinesiology and Health Science at Augusta University (Augusta, GA). He recently developed and now oversees the graduate level online sports coaching certificate that is being offered to students from multiple disciplines within the College of Education. He is particularly interested in research focused on coaching expertise and effectiveness in high school and club team sport contexts. He is a former professional soccer player (in the UK) and has coached soccer in the US since 1998, with experience at the college, high school, and club levels.

Coon, Joshua

Joshua Coon is a 4th year doctoral student in exercise science (social psychology of sport and physical activity) at the University of Northern Colorado. He is a former collegiate head cross-country coach and has also coached at the high school level. He currently resides in Colorado where he enjoys spending time outdoors, running, and camping with his family.

Croft, Chris

Dr. Croft is currently the director of basketball operations for the University of Southern Mississippi. In addition, he serves as an adjunct online professor of sport management at the University of Southern Indiana. Dr. Croft has been involved in college athletics since 1995 as an assistant basketball coach, head basketball coach, and a college administrator. He has experience working at four levels of higher education including junior college, NAIA, NCAA Division I, and NCAA Division II levels. Beginning as a student manager, then coach and administrator, to professor in academia, Dr. Croft has a unique and thorough understanding of the business side of intercollegiate athletics and its relationship with higher education.

Cutaia, Diana

Diana is president and founder of Coaching Peace Consulting where she works with organizations, schools, departments, and teams to create cultures and be leaders that will employ empathy, seek balance, and ensure equality and acceptance. Prior to Coaching Peace Consulting, Diana was the director of athletics at Wheelock College where she developed and taught the innovative sport-based youth-development program. Diana is also currently an adjunct instructor at Dean College.

Dahlin, Sean

Sean earned his bachelor's degree from Brigham Young University, his master's degree from Idaho State University, and he is currently in his third year of doctoral studies at The Ohio State University. Sean has experience in athletic administration at the intercollegiate level and has coached baseball at the high school and intercollegiate levels. Sean's research interests include coaching effectiveness, coaching efficacy, coaching development, coaching education, intercollegiate athletics, and leadership styles in sport.

Dale, Gregory A.

Gregory A. Dale, PhD, is a professor of sport psychology and sport ethics at Duke University. He is also director of the sport psychology and leadership programs for Duke Athletics. In addition to his work with Duke Athletes and coaches, Greg consults with numerous college and professional athletes and provides interactive and engaging workshops for coaches, parents, and student-athletes at the middle and high school levels. Greg has also provided teambuilding and performance and leadership programming for organizations and corporations around the world including IBM, VF Corporation, COACH, The World Bank, Airports Council International, Habitat for Humanity International, Pfizer, Northwestern Mutual, and Skanska International. He has written four books related to leadership and performance. In addition, he has written scripts and served as the "expert" on a series of thirteen videos on leadership, performance and parenting. Greg is a member of National Advisory Board for Positive Coaching Alliance.

Darden, Gibson

Gib Darden is a professor of motor behavior at Coastal Carolina University. He has researched, published, and presented in areas of effective practice design in sport and physical activity settings. Dr. Darden has provided leadership in a variety of organizations articulating the need for quality sport and coaching education programs, including serving on the National Standards for Sport Coaches task force.

DeCano, Polo

Polo DeCano is a doctoral student in school psychology at the University of Washington, and a teaching associate for the Center for Leadership in Athletics (CLA) and their Intercollegiate Athletics Leadership (IAL) MA program. Polo teaches a resilience class in the College of Education at UW, delivers talks related to resilience and has developed a resilience curriculum for early learning educators to support the wellness of young people. Polo's purpose for earning a graduate education was to further establish mental health and wellness supports in athletics and to leverage athletics to cultivate wellness in young people.

Dieffenbach, Kristen

Kristen Dieffenbach is an associate professor of athletic coaching education and the director of the Center for Applied Coaching and Sport Science at West Virginia University. She is an Association of Applied Sport Psychology certified consultant, the PR and outreach head on the AASP eBoard, and is the chair of NCACE, the National Council for Accreditation of Coaching Education. Kristen is also a professional coach with a category 1 (elite) USA Cycling license and a Level II endurance specialization from USA track and field. She has coached for over 20 years at the high school, collegiate, recreational, and elite levels and works with coaching education at all levels of performance. Her research interests include professionalism and ethics in coaching, athlete talent development, and underrecovery.

Dotterweich, Andy

Dr. Dotterweich is an associate professor in the Department of Exercise and Sport Science at East Tennessee State University. Currently, he works with the ETSU Center of Excellence for Sport Science and Coach Education (CESSCE) designing and implementing their community sport and long-term athlete development programs.

Dubina, Nadine

Nadine Dubina is a graduate assistant in the Coaching Education Department for the United States Olympic Committee. She is working primarily with winter sports at the Olympic Training Center in Lake Placid, NY. Nadine is currently developing and continuously improving coach education programming for Team USA. She is currently pursuing her doctorate in kinesiology, coaching, and teaching studies at West Virginia University.

Ellis, Molly

Molly Ellis is a native of the Midwest and a lover of physical, mental, and emotional health; thus her desire to incorporate passion with career. The Performance Pursuit has allowed Molly to use her experience as a Division I athlete and her training in sport/health psychology to positively impact athletes and exercisers who are seeking improved performance. As both a former track and field athlete who has competed at the national level, as well as a current avid exerciser, she has a deep understanding of the demands of sport and exercise and the need for sport psychology services. Most recently, Molly has been certified as a Level I USA Track & Field coach with the intention of enriching her perspective of athletics and allowing her to better work with individuals and teams.

Erdner, Sara M.

Sara M. Erdner, MS, serves as a PhD student in the sport psychology and motor behavior program in the Department of Kinesiology, Recreation, and Sport Studies at The University of Tennessee. She received her bachelor's degree in communication arts from The University of Alabama-Huntsville and her master's degree in communication studies from The University of Tennessee. Currently, Sara's research interests include the coach-athlete and athletic trainer-athlete relationships. Specifically, Sara is interested in the ways in which these relationships influence the athlete's level of resilience in sport and injury rehabilitation.

Fetisova, Yulia

Yulia is a former high performance tennis player. She has served as a tennis coach for the last 14 years. Presently, she is a post graduate research student at Victoria University, Australia investigating the tennis coach expertise.

Fletcher, Carol

Dr. Fletcher has almost 40 years of teaching experience and an extensive background in curriculum development, intercollegiate athletics, event and facility management, media, and athletic administration.

Fleming, Peter

Peter has taught in the government school sector for 35 years, starting as a physical educator and then moving into school administration. He has coached to elite level in the sport of basketball and worked in two successful sport schools. Peter is currently the assistant director of the Maribyrnong Sports Academy in Melbourne's burgeoning Western suburbs—the fastest growth corridor in Australia. Maribyrnong Sports Academy is the Victorian government's first sports specialism and home to over 520 student athletes learning and training in world class sports facilities and supported by over 70 coaches, sports scientists, consultants and 120 teachers.

Fraser, Jennifer

Jennifer Fraser, PhD, is the author of *Teaching Bullies: Zero Tolerance on the Court or in the Classroom*. Her book argues that especially in sport culture, we have normalized, and in fact, teach bullying to children. Psychologists, psychiatrists, and neuroscientists say the mental health suffering that emotional abuse causes is devastating. Fraser is keen to see a shift in our understanding of emotional abuse and the damage it does.

Gano-Overway, Lori

Lori is an associate professor in Health and Exercise Science and is interested in the psychosocial aspects of physical activity. She teaches sport psychology, health and exercise psychology, motor behavior, research methods, and administration of sport and physical education programs. Her areas of research include examining: 1) how the climate created by coaches and physical educators can positively influence youth development and achievement motivation; 2) how the situational and dispositional achievement goals may influence people's resiliency to failure by influencing self-regulatory processes and practice strategies; 3) how athletes regulate their sport conduct in order to act in moral and ethical ways. Lori is also the Folio Review Coordinator for NCACE, the National Council for the Accreditation of Coaching Education.

Gearity, Brian

Dr. Brian Gearity is the director of the online MA in sport coaching program at the University of Denver. His research interests include coach education, learning, and development; psychological, sociological, and social theory applied to coaching; strength and conditioning; philosophy of science and qualitative research; and service-learning and leadership.

Gibson, Kacey

Kacey is a former Division I, and All-American, cross-country and indoor/outdoor track & field runner from Florida State University. In her tenure there, Kacey participated in winning two Atlantic Coast Conference championships, two South Regional Championships, and also earned third place at the NCAA Cross Country Championships. Kacey concluded her running career at Edinboro University, where she earned All-Atlantic and All-American honors in her final season of cross-country. She is certified as a Level I USA Track & Field coach and has held triathlon coaching positions specializing in running and proper technique, and currently brings her sport psychology services to many individuals and teams in the Chicago area.

Gilbert, Wade

Dr. Wade Gilbert is an award-winning professor in the Department of Kinesiology at California State University, Fresno. Gilbert has more than 20 years of experience conducting applied research and consulting with coaches and sport organizations around the world. He is widely published and is frequently invited to serve as a featured speaker at national and international events. Gilbert is also editor-in-chief of the *International Sport Coaching Journal*.

Gordon, Evelyn

Evelyn J. Gordon, PhD, is an assistant professor of sport coaching education at the University of Southern Mississippi. Her research interests include new teacher induction programs, informal and formal mentoring, and sport team cohesion. Gordon teaches undergraduate courses in pedagogy.

Hacker, Colleen

Dr. Colleen Hacker is a professor of Kinesiology at Pacific Lutheran University and has delivered over 100 professional presentations, published more than 45 articles, chapters, and a book. In addition to her faculty appointment, Dr. Hacker is a member of the United States coaching staff for both teams and individual Olympians at five Olympic Games (in both Winter and Summer Games) and serves as the mental skills coach to professional athletes in a variety of sports including MLB, NFL, MLS, and NWPS. She is a certified consultant in AASP, a member of the USOC Sport and Mental Training Registry, a member of the National Advisory Board for the Positive Coaching Alliance, and has received numerous professional awards including the Distinguished Professional Practice Award from AASP, the American Psychological Association's Presidential Citation, Faculty Excellence in Teaching Award, the NAGWS Pathfinder Award, the NASPE Inspiration Award, and ESPNW named Dr. Hacker as one of 30 women in the USA who "change the way sports are played."

Hanson, Bo

Bo Hanson has been working within sport and the business sector for over 15 years, delivering leadership, management, and coach development. In addition to his own athletic career, comprising of four Olympics and including three Olympic medals, he has worked internationally with more than 22,000 coaches, athletes, and sports administrators from more than 40 different sports to improve coaching strategies and performance.

Hart, Algerian

Algerian Hart, PhD, is the sport management graduate coordinator in the Kinesiology Department at Western Illinois University. He earned a Bachelor of Arts degree from Long Beach State University, and his master's degree and PhD from Washington State University. A former world-class athlete and coach, he was a recognized NCAA (National Collegiate Athletic Association) speaker for hazing, and drugs and alcohol awareness. His research interests include: 1) interdisciplinary approaches in sport leadership; 2) curriculum development, designed to empower marginalized populations in higher education; and, 3) the plight of NCAA governed student-athlete matriculation.

Hedlund, David

Dr. Hedlund has almost 20 years of domestic and international experience in sports, business, and education. His areas of sport expertise, research, and consulting include coaching, leadership, management, marketing, consumer behavior, and analytics.

Henson, Miles

Miles Henson is a director of People Academy, based in London. Over the last 10 years he has earned the mantle and global reputation of being world class in the field of helping organizations solve their people puzzles. He is in demand in many industries. Much of Miles' time today is spent as a mentor working with teams helping them manage and improve performance through a greater understanding of how to deliver and embed messages.

Miles is currently engaged with the United States Olympic Committee as their primary consultant to the National Team Coach Leadership Education Program, assisting Team USA with coach/athlete relationships and understanding behavior characteristics for improving high performing sport teams. Miles is also a fellow of Southampton University in the UK where he works with 3rd Year graduates helping them prepare for communications styles in the workplace. He also presents the "Business Show" on a UK radio station, which is now in its 5th year.

Jankowski, Mike

Mike Jankowski is the Head Coach of the US snowboarding and freeskiiing teams for the halfpipe, slopestyle, and big air disciplines.

Following the 2014 Winter Olympics in Sochi, Jankowski has helped lead US athletes to a total of 18 Winter Olympic medals in three Olympics—2006, 2010 and 2014, including a podium sweep in 2014 by the freeski slopestyle mens' team.

Coach Janks began as a snowboard instructor in the early 1990s in Northern Arizona. Before being named head coach in 2006, he was the coach of the Stratton Mountain School Team, the US Junior National Team, and the assistant coach of the Olympic Team. He lives in Portland, Oregon, and is an enthusiastic supporter of sport-based community projects as a newly named ambassador for the Laureus USA Sport for Good Foundation.

Jefferies, Steve

Dr. Jefferies is currently serving as past president of SHAPE America and his primary professional focus is on issues influencing the future of American public school physical education. In 1999, Jefferies was recognized as Central Washington University's Distinguished Professor of Public Service. Jefferies is also nationally known as the creator and publisher of *www.pelinks4u.org*, the online magazine for physical education professionals, and PE News, the monthly emailed newsletter he sends to more than 30,000 subscribers. Originally from Great Britain, he taught public school physical education before completing his MS and PhD degrees at the University of Oregon.

Kipp, Lindsay

Dr. Lindsay Kipp is an assistant professor at Texas State University in the Department of Health and Human Performance. Her research area is in positive youth development through physical activity, specifically how coaches and peers can promote psychosocial and physical benefits for youth, such as self-esteem, self-determined motivation, connection with others, and physical activity behavior.

Kjaer, Jørgen Bagger

Jørgen Bagger Kjær is a Phd candidate and graduate lecturer at George Mason University. He is also the assistant athletic director and head varsity soccer coach at Sidwell Friends School in Washington, DC.

Koli , Petra V.

Petra Koli is a PhD research student, currently investigating the impact of high performance coach education in the United Kingdom (United Kingdom Coaching Certificate Coach Level 4 award, UKCC CL4). Petra was born in Croatia, lived in Austria for 22 years and moved to the UK in 2013 to study the MSc Exercise and Sport Science at the Manchester Metropolitan University (MMU Cheshire). This interactive poster provides insight into preliminary findings and reflexive comments from the 12-month engagement in ethnographically inspired field observations of formal coach education on the UKCC CL4 programme.

Koomas, Alyssa

Alyssa Koomas, project manager for Healthy Kids Out of School and a registered dietitian nutritionist, works closely with state and local leaders across the country to develop outreach and training materials that facilitate adoption of healthy principles in youth sports and extracurricular organizations. Through the development and promotion of the Coaching Healthy Habits training, Healthy Kids Out of School has helped tens of thousands of youth sports coaches instill healthy habits in their youth athletes so they can perform their best on and off the field.

Kroshus, Emily

Emily Kroshus is currently an assistant professor at University of Washington in the Department of Pediatrics, based at the Seattle Children's Research Institute in the Center for Child Health, Behavior, and Development. Previously, she was a research fellow at the National Collegiate Athletic Association's Sport Science Institute. Her work, drawing from literatures in social and behavioral sciences, communication science, and social epidemiology, focuses on translational health communication, with a particular emphasis on concussion and mental health help seeking in youth, adolescent, and young adult sport. A focus of her work is identifying social and contextual determinants of help seeking behaviors, with an overarching interest in addressing disparities related to gender, race, sexual orientation, and socioeconomic status.

Kuhlman, Jolynn

Jolynn Kuhlman is a professor and coordinator of the Master's program in coaching, at Indiana State University. She is a previous president of the National Council for Accreditation of Coaching Education, and a contributor to the National Coaching Report: The State of Coaching in the U.S.A. Dr. Kuhlman is a former youth sport, high school, and college coach, and collegiate athlete. The focus of her research during her 29 years at ISU involves visual perception and performance and coach education. Dr. Kuhlman received her PhD in education in motor behavior and sport psychology and a Master of Science in physical education from the University of Tennessee, Knoxville, and a Bachelor of Science in health and physical education from Penn State University.

Lacy, Alan

Dr. Alan C. Lacy currently serves as an interim associate vice president in the Office of the Provost at Illinois State University. He has previously served as associate dean in the College of Applied Science and Technology and director of the School of Kinesiology and Recreation. After teaching and coaching in the public schools in Texas and Arizona, he earned his EdD from Arizona State University in 1983. He has been a faculty member at TCU, Indiana State University, and at Illinois State University since in 1999. During his career, Dr. Lacy has published over 25 articles on teaching and coaching effectiveness, made over 50 presentations, and authored Measurement and Evaluation in Physical Education and Exercise Science, now in its 7th edition. He is a fellow of the Research Consortium of the American Alliance of Health, Physical Education, Recreation, and Dance.

Laird, Kai

Kaimare, known to many as Kai, was born and raised in the southern most isles of the Caribbean, Trinidad and Tobago. Passionate about sports and assisting others reach their full potential, Kai has been working with competitive and elite athletes since 2012. His first professional sport psychology experience occurred while working in the Elite Development Performance Unit (EDPU) at the Sports Company of Trinidad and Tobago (SporTT) where he worked alongside sport psychology consultants providing services to several athletes and teams on a national level. Since then, Kai has spoken and consulted with various Division I athletes, teams, coaches, and elite academies assisting individuals and teams achieve their desired level of performance and success.

Langdon, Jody

Jody Langdon is an assistant professor of health and kinesiology in the School of Health and Kinesiology at Georgia Southern University. She earned her PhD in physical education teacher education from the University of South Carolina. Her primary teaching responsibilities include research methods at the undergraduate and graduate level across several programs, including coaching education, exercise science, athletic training, sport nutrition, and sport and exercise psychology. Her primary research interests include autonomy supportive teaching and coaching as well as concussion education.

Lattner, Amber

As a doctoral candidate in applied sport psychology at the University of Missouri, Amber Lattner serves as a mental performance coach in Mizzou Athletics. She completed her master's in sport & performance psychology at the University of Denver, and her Bachelor's in management consulting at the University of Notre Dame where she played on the women's soccer team and led Notre Dame Christian Athletes. Amber's research and applied work revolves around masculinity in sport, optimizing transitions, and identity and leadership development through sport.

Lauer, Earlynn E.

E. Earlynn Lauer, MS, is a doctoral student and graduate teaching associate in the sport psychology/motor Behavior program in the Department of Kinesiology, Recreation, & Sport Studies at The University of Tennessee. She is a certified tennis instructor through the Professional Tennis Registry, and her research interests focus on working with youth sport psychology professionals and coaches to integrate mental skills training in youth sports.

LaVoi, Nicole

Nicole M. LaVoi, PhD, is a senior lecturer in the School of Kinesiology and co-director of the Tucker Center for Girls & Women at the University of Minnesota. Her research pertains to gender and coaching, and media portrayals of women in sport. She is the primary author of the *Longitudinal Women in College Coaching and Report Card* research series, and a new book by Routledge titled *Women in Sport Coaching* (2016). LaVoi also serves on the board of directors for the Alliance of Women Coaches.

Lehrer, Matt

With a background in the sports industry domestically and abroad, Matt Lehrer is the director of coaching education at Community Rowing, Inc. and the Institute for Rowing Leadership. Driven by the belief that sports present a unique arena to positively impact lives, his passion for working intensively with coaches to improve their craft is rooted by the profound influence sport has had on his life. His current role provides a myriad of opportunities to engage with coaches at all stages along the pathway of learning and an opportunity to grow the sport by driving positive athlete experiences through long-term coach development.

Longshore, Kathryn

Dr. Kat Longshore is a mental performance coach and psychology professor at Lafayette College. She is passionate about empowering people to be their best selves by improving their performance on the field and in life. Kat earned her PhD in the psychology of human movement from Temple University in 2015. Kat is a British Association of Sport and Exercise Science (BASES) Accredited, Sport Psychology pathway, practitioner. Kat has nearly 10 years of applied experience working with athletes, coaches, and teams across a variety of ages, sports, and levels on the mental side of the game. Highlights include, England Women's Lacrosse Team, Great Britain Women's Softball Team, Women's DI Lacrosse, Women's DI Softball, and Mindfulness Training for DI athletes (football, field hockey, soccer, volleyball, lacrosse, tennis). Kat is the creator of the Mindfulness Training for Coaches (MTC) program, an evidence-based stress and emotion management program for coaches (Longshore & Sachs, 2015). Through this program, she works with coaches to develop deeper self-awareness, improved coping with stress and managing emotions, enhanced focus, better communication and connection, a chance to recharge, and balance on and off the field.

Lopez, Sarah

Sara serves as director for the Center for Leadership in Athletics and Executive Director for the Intercollegiate Athletic Leadership (IAL) MEd program. Bringing an extensive background in sports administration and education, her role in the Center is overall management for the growing portfolio of activities and the development new professional development initiatives. Sara completed her doctoral degree at the University of Washington's College of Education with a research focus on the professional preparation and continuing education of intercollegiate athletic coaches.

MacIntyre, Tadhg

Dr. Tadhg MacIntyre is a lecturer in sport, exercise, and performance psychology at the University of Limerick. His predominant research interest applies the strength-based approach to investigating key questions in cognitive psychology and performance psychology. Professional issues in the practice of sport psychology are another domain of enquiry that he has pursued. His third area of interest is within the realm of exercise psychology and positive psychology, and is concerned with the interplay between physical activity and positive emotions.

Mann, Mallory

Dr. Mallory Mann is a visiting assistant professor of kinesiology at Pacific Lutheran University where she has taught courses in both sport psychology and coaching. She has also conducted over 400 sport psychology consulting hours with individual athletes and teams in six different sports competing at various levels from youth to college, and she has coached in both NCAA Division I and III. Dr. Mann's scholarly and research interests include coaching effectiveness and gender and sport.

McCann, Dave

Dave McCann is the founder of Sport Development Concepts, LLC, which provides consulting services to municipalities, youth sport organizations, and national governing bodies on the development of sport, including: recruitment, retention, and advancement of athletes; coaching and sport parent education; and physical literacy assessment and programming. He recently created the Youth Sport Project which organized the Colorado Youth Sport Summit, an activation event of Project Play. He is recognized as one of the nation's leading experts on Long Term Athlete Development (LTAD). Previously he served as director of Rugby Development and director of Coaching for USA Rugby, director of Educational Services for the US Ski and Snowboard Association, manager of coaching education for the US Olympic Committee, and director of the Institute for Sport Coaching. In 2011 he created the National Coaching Conference, which brings together coaches, coach educators, and program administrators to discuss and develop solutions to improve our national sports development, education, and performance system. In 2007 he was elected president of the National Council for Accreditation of Coaching Education. Throughout his career he has trained over 3,000 sport coaches and instructors in clinics across the country.

McCarthy, Liam

Liam joined St Mary's University in October 2015, after more than four years as head of coach education for the National Governing Body of an Olympic Sport. Liam currently lectures in the physical and sport education degree program, leading modules on the sports coaching pathway. Liam attended Loughborough University (BSc sport science) and Leeds Beckett University (MSc sports coaching with distinction) where he also worked as a lecturer in sports coaching. Liam works with a number of national and international organizations supporting coach development, and is currently embarking on a PhD in the area of coach learning.

McQuade, Sarah

Sarah McQuade has spent 20 years working within education, sports and sport coach education. Originally a PE teacher and lecturer in sport science, she then worked with sports coach UK, the UK government's lead agency for coaching. She led the technical development of the UK Coaching Certificate (a professional qualifications framework). Sarah is now based in the USA and works with US-based sports organizations including the US Olympic Committee, USA Football (American Football's youth governing body) and the University of Delaware as a consultant, coach developer, and mentor. She is also a doctoral student at the University of Edinburgh focusing on coach mentoring.

McEwan, Islay

Dr. McEwan is a senior lecturer at Manchester Metropolitan University, Cheshire Campus. Her research expertise is the efficacy of physiotherapeutic interventions in musculoskeletal medicine.

McGladrey, Brian

Brian McGladrey, PhD, CSCS, is an assistant professor in the Department of Health, Educational Administration, and Movement Studies at Central Washington University, and is the Department's coordinator for the coaching minor program. Dr. McGladrey's professional background includes 13 years as a high school baseball coach, currently coaching at Ellensburg High School. He is an NSCA Certified Strength & Conditioning Specialist, and has worked with both high school and collegiate athletes in the role of strength and conditioning coach.

McGuire, Rick

Dr. Rick McGuire is the director of the Missouri Institute for Positive Coaching. He recently retired as the director of sport psychology for intercollegiate athletics at the University of Missouri, and graduate professor of sport psychology in the Department of Educational, School and Counseling Psychology. For 27 years (1983-2010) he was Missouri's head track and field coach. Rick is a founding member of the Association for Applied Sport Psychology (AASP), was in the initial class of AASP certified consultants, and has been honored with the recognition of AASP fellow. Rick has numerous publications, including his most recent 2016 work *The Power of Positive Coaching*, and his 2012 groundbreaking books, *From the Whistle to the Snap: Winning the Mental Game of Football!* and *Winning Kids With Sport: Teach ... Model ... Practice ... Inspire*.

Moorcroft, Scott

Scott is currently pursuing his doctoral degree in education, curriculum and instruction with an emphasis in kinesiology at Boise State University. He is a program coordinator and instructor within the Master of Athletic Leadership Program at Boise State and also teaches sport coaching within the Department of Kinesiology. Scott also teaches undergraduate leadership courses within Boise State's College of Innovation and Design and is the director of coach development with the Boise Nationals Soccer Club.

Nash, Christine

Currently I am deputy head of the Institute for Sport, Physical Education and Health Sciences at the University of Edinburgh in Scotland. I am also program director for our new online MS in Sport Coaching and Performance. I was a national swimming coach in the UK and coached in the US. I am involved in coach education in a of variety sports. I sit on the Coaching Standards Group, the committee that endorses coach education courses in the UK.

Nater, Swen

Swen Nater is a two-time UCLA basketball champion, a twelve-year NBA/ABA and All-Star player, a rebounding champion and record holder, a college championship coach, and a nominee for the Naismith Memorial Basketball Hall of Fame. His tenure at UCLA under the direction of John Wooden, led him to co-write *You Haven't Taught Until They Have Learned*, a comprehensive study of Wooden's teaching, relationship, and continuous improvement methods, which he believes is the three-component package responsible for UCLA's sustained success at the championship level.

Newland, Aubrey

Aubrey Newland is a sport and exercise psychology professor in the Kinesiology Department at California State University, Chico. She received her PhD from the University of Utah and her MS from Western Illinois University. She is interested in studying how coaches can optimize the motivation and overall experience of their athletes.

Nichols, Brett

Brett Nichols has a PhD in sport & exercise science with an emphasis in social psychology of sport from the University of Northern Colorado. He has coached a variety of sports including basketball, soccer, golf, and track & field at the youth, high school, collegiate, and international levels over the past decade. Dr. Nichols teaches sport sociology, sport psychology, and coaching classes at UNC while doing research in multiple different countries. Brett's primary areas of interest are effective coaching, social psychological aspects of coaching, intercollegiate athletics, motivation, and sport in culture/society.

Nkala, Chantelle

Chantelle Nkala graduated from the University of Johannesburg with an honor's degree in sport science in 2014. She is currently conducting her research on the integration and influence of sport science knowledge on the coaching practices of high performance coaches. Her passion for coaching and sport science has led her to work for the South African Sports Confederation and Olympic Committee in the Coaching Development Department while she is concurrently conducting her research. She aims to continue to work closely with coaches to improve the coaching discipline.

She is a keen long distance runner who runs half marathons with the objective of qualifying for the Comrades Marathon in 2017.

O'Connell, Erin

Erin O'Connell has twenty plus years' experience as a student-athlete, coach, and intercollegiate athletics administrator. She currently serves as the president of USRowing, the national governing body for all rowing in the United States. She has a passion for creating and sustaining an atmosphere in which athletes and coaches can thrive.

Owings-Olson, Hannah

Hannah is a program administrator and lecturer at the UW Center for Leadership in Athletics. Her primary work in the Center is focused around Academic Programs and Community Partnerships & Outreach. She helps drive the Intercollegiate Athletic Leadership (IAL) MEd programs, assisting with student advising, curriculum development, and internship management. She also spearheads the program's nationwide marketing efforts. Hannah's work with Community Partnerships centers around connecting Seattle area Sport-Based Youth Development organizations and seeking research and programming initiatives. Prior to joining the CLA staff, Hannah worked in the professional sports sector with a focus on marketing, game day production, and event management. She received her Master's of Education in the IAL program at UW in 2007 and earned her PhD in educational leadership & policy study in 2014, with research focused on effective coaching at the high school level. Hannah is also the head varsity softball coach at Newport High School in Bellevue.

Pack, Simon

Dr. Pack holds a PhD in sport management from The Ohio State University; an MS in sport administration from NC–Chapel Hill; a BA in business administration and a BS in recreation, parks, and tourism from the University of Florida. Dr. Pack has served in various roles for organizations in the fields of sport marketing, sponsorships, event management, collegiate athletic administration, student-athlete support services, and sport coaching. His research interests include organizational behavior, human resource management, the psychosocial aspects of sport, and using sport as a tool for development.

Palombo, Ian

I draw from my experiences as an ex-competitive athlete, strength and conditioning coach, and my training in clinical and sport psychology in my role coordinating athlete's care for Eating Disorder Center of Denver's Athlete Program. I spend each and every day building and supporting an empowerment-based environment for athletes to recover where they don't have to risk losing everything they've worked toward in sport. I view my role as a consistent and encouraging support for athletes to interrupt the eating disorder in order to explore their identity and discover what helps them to perform their best both inside and outside of sport. I earned my MA in applied sport and performance psychology from the Graduate School of Professional Psychology at the University of Denver, and my BS in organizational behavior and leadership from the University of Rhode Island. I have also completed numerous certifications and continuing education through the National Academy of Sports Medicine. Finally, prior to EDC-D, I held positions as a sport psychology consultant for high school athletes, strength & conditioning coach, corporate wellness consultant, personal trainer, and—most surprising—senior accountant for a midsize healthcare company.

Pasquini, Erica

Erica Pasquini is a PhD candidate at The University of Southern Mississippi in kinesiology with a focus in sport pedagogy. Currently, Pasquini is working with a local youth sports team to collect data exploring the coach expectancy cycle in youth sport. More specifically, this research is providing coach education interventions to youth sport coaches in order to potentially mitigate the affects of the cycle and create higher instances of equal coaching behavior between high and low expectancy athletes.

Quinn, Ron

Ron is entering his 33rd year in teaching at Xavier University. During this time he has worked at every educational level, and holding such positions as a health and physical education teacher, director of athletics, sports information director, physical education department chair, and coach of a variety of sports (soccer, tennis, JV basketball, & swimming). Ron is considered a leading authority in youth soccer and coaching education presenting at prestigious national and international conferences. Dr. Quinn has authored, co-authored, or provided chapters to seven soccer coaching books. He has published over 25 articles on various aspects of youth coaching and has conducted numerous coaching education programs.

Raabe, Joe

Johannes Raabe, PhD, recently graduated from the University of Tennessee with a PhD in sport psychology and motor behavior. He currently serves as a post-doc in the Institute of Sport Science at the University of Tuebingen in Germany. His research is grounded in self-determination theory and focused on finding ways to optimize motivation in a wide range of elite performance domains. He is particularly interested in the coach-athlete relationship and how coaches can foster positive motivational environments for the athletes they work with.

Raymond, Eric Garand

Eric Raymond Garand works on developing Kin-Ball as coordinator at IKBF. He holds a sports background having played in several sports at an elite level. He holds his National Certification of Coaches Program and has coached various sports. He did training at the SPARK institute and did the Let's move P.A.L., at the National Shape America 2015.

Ross, Shaina

Shaina joined the foundation in January 2013. She comes to us from The McClendon Center in Washington, DC, where she worked as a case manager/adaptive skills counselor, managing a large case load and performing outreach efforts to ensure continued engagement in services. Shaina also worked as a head organizer for Communities United DC, where she developed community organizations in underserved neighborhoods to work for positive social and economic advancement. Shaina graduated from the University of Central Florida with a bachelor's degree in liberal studies and psychology, and was a four-year member of the varsity soccer team. After graduation, Shaina worked for The Mental Health Association of Central Florida, and later as a teacher at the Bright Learning Private School, both in Orlando, FL.

Sacks, Jason

Jason is the national director of business development for Positive Coaching Alliance, overseeing three areas: new chapter expansion, national partnerships, and corporate/strategic partnerships. Jason has been with PCA since April 2006. He has served as the partner development associate for the New Jersey/Philadelphia region, as well as PCA's director of partner development from 2008-10. Most recently, Jason was the executive director for PCA's Chicago Chapter from 2010 to 2015.

Seewald, Lyndsey

I graduated from Carroll University with a psychology degree in 2011 and continued on to the University of Denver to obtain my master's in sport & performance psychology. Currently, I am the head women's basketball coach at UW-Waukesha, a junior college in southeast Wisconsin. My philosophy is simple; basketball can be just a game, but I believe it is a place to learn life lessons, make great memories, and build lifelong relationships.

Sillett, Suzanne

With over 20 years of coaching under her belt, Suzanne Sillett is currently the senior manager of training and education at Coaching Corps. She has coached college soccer at Marist College and San Francisco State University as well as high school and club soccer. Suzanne has been a National Trainer for the US Soccer Foundation, holds an NSCAA National Diploma, an NSCAA Goalkeeper Level I Diploma, and was inducted into the

Berkeley High School Hall of Fame as a coach in 2015.

Sinelnikov, Oleg

Oleg Sinelnikov, PhD, is an associate professor at the University of Alabama in the Department of Kinesiology for Sport Pedagogy. He was a professional goalkeeper in America before becoming a teacher educator and researcher in curriculum and instruction models. Sinelnikov still coaches youth soccer and is on state and regional staff as a goalkeeper coach for the Olympic Development Program.

Sherwin, Ian

Ian is undertaking a PhD in talent development in team sports specifically looking at the role of the coach. His research interests include coach and athlete development, team leadership, and skill acquisition. Prior to his current research Ian worked with the National Governing Body for rugby in Ireland for 13 years and also coached for 4 years with one of Ireland's professional rugby teams. Ian still coaches his local club team and teaches on the graduate and undergraduate sport sciences program at the University of Limerick, Ireland.

Shigeno, Terilyn

Terilyn C. Shigeno, MS, is a doctoral student and graduate teaching associate in the sport psychology/ motor Behavior program in the Department of Kinesiology, Recreation, & Sport Studies at The University of Tennessee. Her research interests focus on moral identity and moral reasoning in sport.

Smith, Bruce

Bruce Smith is a US National Team coach and serves as the executive director at Community Rowing, Inc. With entrepreneurial and development experience for several real estate projects including three boathouses in the United States, he has extensive experience starting and running events that showcase rowing. By bringing together rowers, local community leaders, politicians, and other stakeholders, Smith has developed new racing venues and managed the extensive staff and logistics for events ranging from national team selection to multi-day community events involving thousands of people and multiple high value sponsors.

Stanbrough, Mark

Dr. Mark Stanbrough is a professor at Emporia State

University in Emporia, Kansas. He teaches graduate and undergraduate exercise physiology, sports psychology, and coaching classes, and also directs the ESU coaching education program. He has coached for over 30 years at the collegiate, high school, middle school, and club levels. Dr. Stanbrough has served on NASPE and NCACE committees in helping to promote coaching education.

Stellino, Megan Babkes

Megan Stellino teaches undergraduate and graduate level courses on the psychology and sociology of sport, developmental kinesiology, motivation, and motor behavior. Dr. Stellino's research focuses on the influence that significant others (parents, siblings, peers, coaches) have on the developmental psychosocial components of youth sport involvement and physical activity. Dr. Stellino is a former Division I collegiate gymnast, and has coached individuals of various sports and ability levels.

Stewart, Craig

Craig Stewart, EdD, 38 years at Montana State University in Bozeman. Over 40 articles/presentations in the areas of coach education. 30+ years in coaching, officiating, and sport administration at local, state and regional levels—including recreational, developmental, competitive high school varsity, and Olympic Development teams. Authored and directs the coaching science minor at Montana State University. Developed and administered on-line coach education program for Montana High School Assoc. for 15 years. Reader for three professional journals.

Stoll, Sharon

Sharon Kay Stoll, PhD, is the director of the Center for ETHICS*, University of Idaho, the first center to be focused on measuring moral reasoning and moral development of athlete populations. Dr. Stoll is a former athlete and coach at high school and collegiate level. She is a consultant for numerous institutions and agencies, which have ethics as a mission statement.

Swisher, Anna

Anna Swisher is a doctoral candidate in sport physiology at East Tennessee State University and the US director of education for Eleiko Sport. She is a co-author of the Eleiko Strength Coach course, which she teaches across the country. Her research interests focus on weightlifting, sport performance, athlete monitoring, and coach education.

Syer, Tina

Tina Syer serves as the chief impact officer for Positive Coaching Alliance (PCA), where she has worked since 2000. In this capacity she oversees PCA's programs, marketing, and evaluation. Tina's coaching experience includes the youth, high school, college, and Olympic Development levels. After graduating from Stanford University with honors in psychology, Tina worked for the Institute for Research on Learning in Menlo Park, CA.

Taylor, William G.

William G. Taylor is a senior lecturer in the Department of Exercise and Sport Science, Manchester Metropolitan University, UK, where he is the research lead for the Cluster for Research into Coaching. His research interests focused on postmodern critiques of coaching structures and practice, coaching in the risk society, and the development of professionalism and professional identity among sport coaches.

Théimer, Mike

Mike Theimer is a 1976 Olympian, nine time US National Champion, and was awarded the United States International Distinguished Shooter Badge. Mike has coached various high school and 4H rifle teams/athletes and is currently the Youth Programs & Coach Academy Director for USA Shooting the national governing body for the Olympic Shooting Sports in the US. He has developed and published over 50 online coach courses for the first USA Shooting Coach Academy with the help of over 20 content experts from the USOC, USA Shooting National Assistant Rifle, Pistol, Shotgun and Paralympic coaches.

Thompson, Melissa

Melissa Thompson is an associate professor in the School of Kinesiology at the University of Southern Mississippi. She is a certified consultant through the Association of Applied Sport Psychology and a former collegiate softball coach. Her primary areas of research include coach development through internship experiences and coaching ethics.

Van Mullem, Pete

Dr. Van Mullem is currently an associate professor in sport administration at Lewis-Clark State College (ID). Van Mullem has over 14 years of professional experience in coaching and athletic administrative positions at the junior high, high school, small college, NCAA Division II and Division I level. Dr. Van Mullem received his master's and his doctorate in sport ethics from the University of Idaho. His scholarly interests include coaching education and ethical sport leadership.

Vest-Ettekal, Andrea

Andrea Vest Ettekal is a research assistant professor at the Institute for Applied Research in Youth Development at Tufts University (Medford, MA). She earned her doctorate in Family and Human Development from Arizona State University (Tempe, AZ) where she gained expertise in youth out-of-school time (OST) activities with a focus on sports. She has special interests in the selection and influence of friends, as well as the role of culture and ethnicity in OST activities.

Walker, Miranda

Miranda was a three sport student-athlete at the University of Arkansas where she earned her BA in psychology. She continued her education by earning her MEd from the University of Missouri in counseling psychology, with an emphasis in sport psychology. She is currently a third year doctoral student in health education and promotion program, with an emphasis in sport psychology. Miranda serves as a mentor for the Total Person Program for the University of Missouri athletic department. She also serves as a graduate assistant for the Missouri Institute for Positive Coaching working under the direction of Dr. Rick McGuire.

Westre, Kirk

Dr. Kirk Westre is professor and chair of the Department of Kinesiology at Whitworth University in Spokane, WA. He received a master's in sport psychology from the University of Oregon and a PhD in Leadership Studies from Gonzaga University. Dr. Westre has taught at the collegiate level for 27 years and has coached at the high school and collegiate level for 31 years.

Wilson, Sandy

Sandy Wilson is an associate professor of Kinesiology at Coastal Carolina University. Her role is to coordinate the Sport Coaching minor, teach coaching pedagogy and management classes, and supervise the coaching practicum.

Wilson, C.H.

C.H. "Hal" Wilson, Jr. is an assistant professor of Coaching Education in the School of Health and Kinesiology at Georgia Southern University. He earned his Ph.D. in Kinesiology and Sport Studies from the University of Tennessee, studying influences on coaching leadership. He has twenty years of coaching experience at the youth, high school, and college levels, including both male and female teams at public and private institutions throughout the southeastern United States.

<h2>Woodburn, Andrea

Andrea J. (A.J.) Woodburn, PhD, is an assistant professor at Université Laval, Canada, and is responsible for student internships in the undergraduate Baccalauréat en Intervention sportive program. Her research focuses on coach learning in tertiary coach education, with a particular interest in learning during internships and the development of the student-coach as a reflective practitioner. A former alpine ski coach and master learning facilitator in Canada's National Coaching Certification Program, she has helped many Canadian national sport federations develop their coaching education programs.

Worrell, Mark

Mark Worrell is currently a PhD candidate in the Physical Education Teacher Education Program at UT Austin. He has approximately nine years of professional baseball experience and played in the major leagues with three different organizations.

Wurst, Katherine

Katherine (Katie) Wurst, M.A., CC-AASP is a certified sport psychology consultant who specializes in applied sport and performance psychology and coach education. She is an active member and certified consultant for the Association for Applied Sport Psychology (AASP), an experienced sports management professional, and is a regular presenter at the National Coaching Conference. Her current role within First15 Sport Performance is director of performance, and she is a co-founder of the company.

Zakrajsek, Rebecca

Rebecca A. Zakrajsek, PhD, CC-AASP, serves as an assistant professor of sport psychology in the Department of Kinesiology, Recreation, & Sport Studies at The University of Tennessee. She is a certified consultant through the Association for Applied Sport Psychology. Dr. Zakrajsek's research focus involves sport psychology service provision and coach education. More

specifically, she is interested in ways sport psychology consultants can work effectively with and through coaches to contribute to optimal performance and development.

Zallis, Lauren

As a sport psychology consultant, Lauren Zallis aims to provide individualized mental skills training and support to meet the needs of her athletes to help them exceed their performance goals. A former Division I women's soccer player and four-year letter winner at the collegiate level, her passion for sports is what led her to pursue a career that would allow her to remain close to athletics and help with the development of elite youth in sport. During her collegiate soccer experience at Northern Arizona University, she earned the title of captain for two years, in which she was able to lead her team to two Big Sky conference championships and two NCAA tournament appearances. Lauren's sport psychology consulting is complemented with her longstanding experience as a physical educator and personal trainer,

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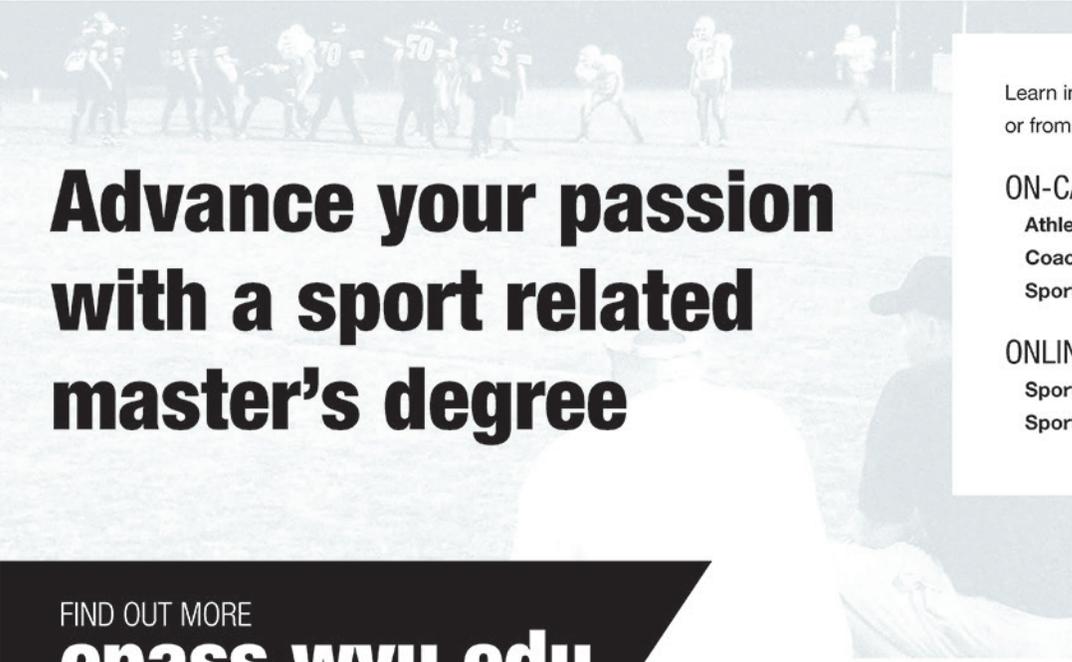
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