

COACHING BEHAVIORS IN CANADIAN YOUTH SPORT

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ABSTRACT

The purpose of the study was to examine coaching behaviors based on youth sport context and coaching certification. Sixty-three coaches, equally divided among three coaching contexts in Canada, and with varying degrees of certification, each completed the Revised Leadership Scale for Sport (Zhang, Jensen, & Mann, 1997). Results showed no significant interactions or main effects for context or possession of certification, which suggested that Canadian youth sport coaches exhibited similar perceived coaching behaviors regardless of context. These perceived behaviors were mostly positive, with high occurrences of training and instruction, positive feedback, and consideration behaviors. The perceived focus on positive and supportive coaching behaviors, regardless of the contextual stream or formal coaching education may help create environments that foster positive psychosocial development of youth sport athletes in Canada.

Keywords: Coaching Behaviors, Youth Sport, Canadian Contexts

INTRODUCTION

Coaches influence the youth sport experience through their goals, values, attitudes, and behaviors (Fraser-Thomas & Côté, 2009; Newin, Bloom, & Loughhead, 2008; Smith & Smoll, 2002). The degree of enjoyment experienced by youth and their desire to continue involvement in sport has largely been influenced by their coach (e.g., Fraser-Thomas, Côté, & Deakin, 2005; Smoll, Smith, Barnett, & Everett, 1993; Weiss & Williams, 2004). Appropriate coaching behaviors have been linked to higher self-esteem, higher competence, and longer involvement in sport (Amorose and Anderson-Butcher, 2007; Conroy & Coatsworth, 2006; Smith, Zane, Smoll, & Coppel, 1983). Coaching behavior has also been linked to several

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