

1 **Title:** Coach Education and Positive Youth Development as a Means of Improving
2 Australian Sport.

3
4
5 **Jaimee, E. Bateman^{1*}, Geoff P Lovell^{2,3}, Karena, J. Burke⁴, Michele Lastella^{5*}**

6
7
8 **Affiliations:**

9 ^{1,4} Central Queensland University, School of Health, Medical and Applied Sciences,
10 Rockhampton, Australia

11 ² Hartpury University, United Kingdom

12 ³ University of the Sunshine Coast, Australia

13 ⁵ Central Queensland University, Appleton Institute for Behavioural Science, School of
14 Health, Medical and Applied Sciences, Adelaide, Australia

15
16
17 *corresponding author

18
19
20 **Correspondence to:**

21
22 Jaimee, E. Bateman

23 Central Queensland University, School of Health, Medical and Applied Sciences,
24 Rockhampton, 4701, Australia

25 Tel: +61 409524633

26 Email: jaimie.bateman@cqumail.com or jaibatie@bigpond.com

27
28
29 **Article Type:** Opinion

30 **Word Count:** 2000

31
32
33
34 **Keywords:** positive youth development; coach education; Australian youth sport; youth
35 athlete development; youth sport coaches

36

Coach Education and Positive Youth Development as a Means of Improving Australian Sport

Introduction

Sport plays a large role in Australian culture (Light, 2010) with over 90% of Australians involved in playing or watching sport (Australian Sports Commission, 2017). However, retention of Australian athletes is at risk (Australian Sports Commission, 2017). Protecting Australian sport from decreased participation across all ages is vital to maintaining the intergenerational cycle of Australians playing sport (Australian Sports Commission, 2017). Sport is important to Australians' mental and physical health and contributes substantially to the economy (Australian Sports Commission, 2017). To address the prospect of declining participation, the Australian Sports Commission (2017) has declared a focus towards increasing youth athlete participation by the year 2036.

The objective of this paper is to suggest that Australian sport coaches, are vital in sustaining Australian youth sport participation (Duda, 1996; Cote & Mallett, 2012; Vella et al., 2013). Through coach education, coaches have the potential to enhance motivational climates that foster positive youth development (Bailey et al., 2013; Duda, 1996; Falcao et al., 2012; Santos et al., 2017). Positive youth development through sport occurs when young athletes obtain personal, physical and social skills from playing sport, that can be transferred to other areas of their lives; improving their present and future wellbeing and societal contributions (Holt et al., 2016).

Positive youth development through sport has been shown to increase participant retention (Cote et al., 2010; Smith & Smoll, 1997), due to enhancing athletes' general wellbeing (Falcao et al., 2012; Roth & Brooks-Gunn, 2003) and consequently boosting their enjoyment of sport. However, research on positive youth development in Australian sport is lacking (Gould, 2016; Light, 2010). More Australian studies are required to investigate if current coach education is adequate in providing coaches with knowledge and skills to foster positive youth development. Thus, this paper will conclude with research recommendations aimed at advancing our understanding of the effectiveness of Australian coaches and Australian coach education in promoting positive youth development through sport.

Motivational requirements for positive youth development

Positive youth development occurs when children's values, beliefs and life-skills are proactively strengthened to enable maturation into well-balanced, optimal-functioning individuals (Gould & Carson, 2008). For positive youth development to occur, attention must be given to the motivational climate surrounding young people (Bailey et al., 2013; Dweck, 1986). The *motivational climate* is created through the way that influential adults define success; consequently, shaping how children interpret their efforts towards achieving goals (Dweck, 1986).

Two types of motivational climates have been identified; mastery and performance (Duda, 1996). In *mastery-orientated* environments, rather than emphasising goal attainment, success is interpreted as self-improvement obtained when working towards one's goals (Duda, 1996). Focusing on the enjoyment and satisfaction of progress, especially through challenges and overcoming failures, teaches individuals social-emotional skills such as self-determination, work ethic and citizenship (Dweck, 1986). In contrast, *performance-orientated* environments can be detrimental to personal growth as they emphasise social comparisons and superior outcomes over others, with goal attainment the definition of success (Dweck, 1986). Performance-orientated individuals often seek easy pathways to achievement so as to avoid failure and social judgements, but in the process prevent themselves from developing social-emotional skills and satisfaction in the progress made toward goal attainment (Duda, 1996).

Fostering positive youth development through sport

86 Sport is often considered training for real-life (Petitpas et al., 2005) and ideal for enhancing
87 youth's positive development (Camire, 2015; Vella et al., 2011). *Positive youth development*
88 *through sport* goes beyond building athletes' sport specific abilities, and aims to cultivate
89 their psychological, social, emotional, physical and intellectual skills (Cote et al., 2010; Roth
90 & Brooks-Gunn, 2003; Santos et al., 2017) that can be utilised in sport and life (Falcao et al.,
91 2012; Gould & Carson, 2008). Mastery-orientated contexts that de-emphasise the outcome
92 of winning and prioritise athletes' self-improvement in abilities and sportsmanship (Bailey et
93 al., 2013; Duda, 1996; Roth & Brooks-Gunn, 2003), have been reported as necessary for
94 positive youth development through sport (Cote & Mallett, 2012). Mastery-orientated sports
95 provide athletes with opportunities to experience challenges, independence and cooperation;
96 all while athletes' efforts are supported and encouraged (Ames & Archer, 1988; Bailey et al.,
97 2013; Dweck, 1986). Athletes who feel safe and supported in taking risks towards reaching
98 goals, regardless of the outcome, are more likely to engage in activities that foster their
99 cognitive and social-emotional skills (Duda, 1996; Falcao et al., 2012; Vella et al., 2013).
100 The support, enjoyment and positive development experienced in mastery-orientated sports,
101 as well as increased overall wellbeing (Camire & Trudel, 2014; Roth & Brooks-Gunn, 2003),
102 reinforces athletes' desire to remain playing sport (Ames & Archer, 1988; Bailey et al., 2013;
103 Cote & Mallett, 2012).

104 **The importance of coaches**

105 In the context of sport, youth coaches are considered teachers and leaders (Feltz et al., 1999).
106 Parents, athletes and sporting organisations entrust coaches to help athletes develop, both in
107 and out of the sporting arena (Camire, 2015; Strachan et al., 2016). As the primary influences
108 on the sporting climate (Ames & Archer, 1988; Duda, 1996; Bailey et al., 2013), coaches are
109 pivotal in fostering positive youth development through sport (Camire et al., 2012; Cote et
110 al., 2010; Vella et al., 2013). When coaches deliberately create mastery-orientated
111 environments that aim to develop athletes beyond sporting skills and tactics, positive youth
112 development becomes more likely (Holt et al., 2017). Creating a mastery-orientated
113 environment conducive to positive youth development, requires coaches emphasise the goal
114 of sport as being to learn from mistakes while enjoying working hard for personal
115 improvement (Duda, 1996). Coaches should focus on athletes' development rather than
116 performance, with athletes evaluated against themselves, not others (Ames & Archer, 1988).
117 It is vital that coaches make all athletes feel important and acknowledged (Dweck, 1986).
118 Coaches can further encourage athletes' positive development by incorporating deliberate
119 lessons into their programs, designed to teach life-skills (Gould & Carson, 2008; Holt et al.,
120 2017) such as emotional control (Falcao et al., 2012), cultural competence, personal
121 responsibility, and interpersonal skills (Camire et al., 2012; Light, 2010). Finally, improving
122 youth athletes' positive development can be achieved through coaching behaviours such as
123 role modelling, fostering strong relationships, using empathetic communication (Smith &
124 Smoll, 1997) and positive reinforcement (Gould et al., 1989).

125 **Problems with positive youth development through sport**

126 Athlete development through sport is, unfortunately, not always positive (Shields &
127 Bredemeier, 2010). Just as coaches shape mastery-orientated environments, they also
128 influence performance-orientated athletes (Duda, 1996), possibly due to cultural norms of
129 winning at all costs (Cote & Mallett, 2012). Currently, youth sports in Australia are
130 predominantly performance-driven (Agnew et al., 2016; Cote & Mallett, 2012). Athletes
131 who participate in performance-driven sports are more likely to develop negatively (Cote et
132 al., 2010) and experience increased adversity in (Camire et al., 2012) and out of sport (Gould
133 & Carson, 2008). In their report to the Australian Sports Commission, Cote and Mallett
134 (2012) suggested that athlete attrition in Australian youth sports may be attributed to the
135 performance-driven sporting culture and its lack of emphasis on positive youth development.

136 Most coaches understand that they can inspire positive youth development (Gould et al.,
137 2006; Santos et al., 2017; Vella et al., 2011; 2013); however, preliminary data suggests they
138 do not fully understand why (Bean & Forneris, 2017). Many coaches do not actively foster
139 positive youth development in athletes, believing positive development occurs through
140 participation alone (Bean & Forneris, 2017). Other coaches take a reactive approach, only
141 addressing personal development if problems occur (Zakrajsek & Zizzi, 2008). Coaches who
142 do aim to incorporate positive youth development, often use limited positive youth
143 development methods (Gould et al., 1989) or inadvertently employ approaches that
144 negatively impact youth development (Dweck, 1986; McCallister et al., 2000).

145 A lack of education on positive youth development in sport (Erickson et al., 2008; Harwood,
146 2008; Santos et al., 2017) may attribute to coaching mistakes and limitations (Lerner et al.,
147 2005; Strachan et al., 2016) that negatively influence athletes (Cote et al., 2010; Petitpas et
148 al., 2005; Vella et al., 2013). Positive youth development coach education programs help
149 coaches develop confidence (Falcao et al., 2012; Santos et al., 2017), self-awareness (Smith
150 & Smoll, 1997) and knowledge (Vella et al., 2013) in fostering positive development in
151 athletes. Despite the advantages of educating coaches on positive youth development, most
152 compulsory coach education courses focus primarily on sporting skills and tactics (Santos et
153 al., 2017). Little importance is given in coach education to the holistic development of
154 athletes, especially at the community level (Wiersma & Sherman, 2005).

155 **The need for mandatory positive youth development coach education**

156 International research provides a strong argument for the mandatory inclusion of positive
157 youth development components in Australian coach education (Erickson et al., 2008; Falcao
158 et al., 2012; Harwood, 2008; Strachan et al., 2016). For example, without being part of
159 mandatory education, positive youth development in sport is devalued (Falcao et al., 2012;
160 Harwood, 2008; Strachan et al., 2016) and difficult for coaches to source (Erickson et al.,
161 2008; Strachan et al., 2016). Positive youth development education programs are available
162 online, however most coaches are unaware of their existence (Nash & Sproule, 2012).

163 Introducing mandatory positive youth development education would ensure all Australian
164 coaches are aware of the importance of positive youth development in sport (Harwood, 2008)
165 and equipped with the knowledge, confidence and skills to foster positive development in
166 larger populations of athletes (Falcao et al., 2012). Larger numbers of positively developed
167 athletes will increase sport participation rates (Cote & Mallett, 2012), athletes' longevity in
168 sport (Camire et al., 2012), individual contributions to society (Lerner et al., 2005), sporting
169 organisations' sustainability, and the Australian economy (Australian Sports Commission,
170 2017). Therefore, coach education that includes positive youth development education, not
171 just sport specific information, will help coaches create mastery-orientated sporting
172 environments that enable youth to develop into healthy, functioning adults with less
173 destructive behaviours, improved civic engagement (Lerner et al., 2005) and sustained sports
174 participation (Duda, 1996). Successful integration of positive youth development coach
175 education into Australian youth sport will require the collaboration of governing sporting
176 bodies, policymakers, education providers, coaches, sporting clubs and parents (Australian
177 Sports Commission, 2017; Camire, 2015).

178 **Shortfalls in Australian research**

179 Positive youth development has been studied from various theoretical perspectives including
180 motivation theory, self-determination theory, social learning theory and ecological systems
181 theory (Lerner et al., 2005; Weiss, 2016), however few real-world applications have resulted
182 (Weiss, 2016). To date there has been a lack of large-scale research on positive youth
183 development in Australian sport to support claims that increasing coach education on positive
184 youth development will actually benefit Australian sport (Light, 2010; Vella et al., 2011).

185 There is currently little research within the Australian context to answer the following
186 pertinent questions:

- 187 • Is there concordance between what Australian coaches should know and practice
188 regarding positive youth development in sport and what they actually do understand
189 and apply (Bailey et al., 2013)?
- 190 • Do Australian coaches have efficient access to quality positive youth development
191 coach education (Bailey et al., 2013; Nash & Sproule, 2012; Pope et al., 2015) that
192 has been empirically tested for Australian youth sporting populations (Conroy &
193 Coatsworth, 2006; Gould, 2016)?
- 194 • What opinions and knowledge do Australian coaches and parents have about coach
195 education and positive youth development in sport (Bailey et al., 2013; Wiersma &
196 Sherman, 2005; Newman et al., 2016; Santos et al., 2017; Vargas-Tonsing, 2007;
197 Camire & Trudel, 2014)?
- 198 • What cultural impacts and individual beliefs influence positive youth development in
199 Australian sport (Bailey et al., 2013)?

200 **Conclusion**

201 The objective of this paper was to stress the important role of coach education in providing
202 coaches with information on creating mastery-orientated environments that foster positive
203 youth development. Past research indicates that positive youth development through sport
204 benefits individual athletes, coaches, families, sporting organisations and communities. The
205 diverse benefits of positive youth development through sport, suggest that enhancing positive
206 youth development in Australian sport through improved, mandatory coach education may
207 have profound consequences, including sustained youth athlete participation. However, more
208 research is needed to determine if international findings are relevant for Australian sport and
209 to further understand how positive youth development can be fostered through Australian
210 sport to benefit everyone involved.

211 **References**

- 212 Agnew, D., Pill, S., & Drummond, M. (2016). Investigating the elements that encourage or
213 inhibit the participation of children and youth in Australian Football. *Annals of*
214 *Leisure Research*, 19(1), 27-46. <https://doi.org/10.1080/11745398.2015.1036898>
- 215 Ames, C., & Archer, J. (1988). Achievement goals in the classroom: Students' learning
216 strategies and motivation processes. *Journal of Educational Psychology*, 80(3), 260-
217 267. <https://doi.org/10.1037/0022-0663.80.3.260>
- 218 Australian Sports Commission. (2017). *Intergenerational review of Australian sport 2017*.
219 [https://www.sportaus.gov.au/_data/assets/pdf_file/0011/660395/Intergenerational R](https://www.sportaus.gov.au/_data/assets/pdf_file/0011/660395/Intergenerational_Review_of_Australian_Sport_2017.pdf)
220 [eview of Australian Sport 2017.pdf](https://www.sportaus.gov.au/_data/assets/pdf_file/0011/660395/Intergenerational_Review_of_Australian_Sport_2017.pdf)
- 221 Bailey, R., Cope, E. J., & Pearce, G. (2013). Why do children take part in, and remain
222 involved in sport? A literature review and discussion of implications for sports
223 coaches. *International Journal of Coaching Science*, 7(1), 55-74.
- 224 Bean, C., & Forneris, T. (2017). Is life skill development a by-product of sport participation?
225 Perceptions of youth sport coaches. *Journal of Applied Sport Psychology*, 29(2), 234-
226 250. <https://doi.org/10.1080/10413200.2016.1231723>
- 227 Camire, M. (2015). Reconciling competition and positive youth development in sport. *Straps*,
228 3(1), 25-39. <https://doi.org/10.3917/sta.109.0025>
- 229 Camire, M., & Trudel, P. (2014). Helping youth sport coaches integrate psychological skills
230 in their coaching practice. *Qualitative Research in Sport, Exercise and Health*, 6(4),
231 617-634. <https://doi.org/10.1080/2159676X.2013.841281>
- 232 Camire, M., Trudel, P., & Forneris, T. (2012). Coaching and transferring life skills:
233 Philosophies and strategies used by model high school coaches. *The Sport*
234 *Psychologist*, 26(1), 243-260. <https://doi.org/10.1123/tsp.26.2.243>
- 235 Conroy, D. E., & Coatsworth, J. D. (2006). Coach training as a strategy for promoting youth
236 social development. *The Sport Psychologist*, 20(1), 128-144.
237 <https://doi.org/10.1123/tsp.20.2.128>
- 238 Cote, J., Bruner, M., Erickson, K., Strachan, L., & Fraser-Thomas, J. (2010). Athlete
239 development and coaching. In J. Lyle, & C. Cushion (Eds.), *Sports Coaching:*
240 *Professionalisation and Practice* (pp. 63-84). Churchill Livingstone Elsevier.
- 241 Cote, J., & Mallett, C. J. (2012). *Review of junior sport framework draft briefing paper:*
242 *Positive youth development through sport* (Project No. 715). Australian Sports
243 Commission.
- 244 Duda, J. L. (1996). Maximising motivation in sport and physical education among children
245 and adolescents: The case for greater task involvement. *Quest*, 48(3), 290-302.
246 <https://doi.org/10.1080/00336297.1996.10484198>
- 247 Dweck, C. S. (1986). Motivational processes affecting learning. *American Psychologist*,
248 41(10), 1040-1048. <https://doi.org/10.1037/0003-066X.41.10.1040>
- 249 Erickson, K., Bruner, M. W., MacDonald, D. J., & Cote, J. (2008). Gaining insight into
250 actual and preferred sources of coaching knowledge. *International Journal of Sports*
251 *Science and Coaching*, 3(4), 526-538. <https://doi.org/10.1260/174795408787186468>
- 252 Falcao, W. R., Bloom, G. A., & Gilbert, W. D. (2012). Coaches' perceptions of a coach
253 training program designed to promote youth developmental outcomes. *Journal of*
254 *Applied Sport Psychology*, 24(4), 429-444.
255 <https://doi.org/10.1080/10413200.2012.6924522>
- 256 Feltz, D. L., Chase, M. A., Moritz, S., & Sullivan, P. J. (1999). A conceptual model of
257 coaching efficacy: Preliminary investigation and instrument development. *Journal of*
258 *Educational Psychology*, 91(4), 765-776. <https://doi.org/10.1037/0022-0663.91.4.765>
- 259 Gould, D. (2016). Conducting impactful coaching science research: The forgotten role of
260 Knowledge integration and dissemination. *International Sport Coaching Journal*,

- 261 3(1), 197-203. <https://doi.org/10.1123/iscj.2015-0013>
- 262 Gould, D., & Carson, S. (2008). Life skills development through sport: Current status and
263 future directions. *International Review of Sport and Exercise Psychology*, 1(1), 58-78.
264 <https://doi.org/10.1080/17509840701834573>
- 265 Gould, D., Chung, Y., Smith, P., & White, J. (2006). Future directions in coaching life skills:
266 Understanding high school coaches' views and needs. *Athletic Insight*, 8(3), 28-38.
- 267 Gould, D., Hodge, K., Peterson, K., & Giannini, J. (1989). An exploratory examination of
268 strategies used by elite coaches to enhance self-efficacy in athletes. *Journal of Sport
269 & Exercise Psychology*, 11(1), 128-140. <https://doi.org/10.1123/jsep.11.2.128>
- 270 Harwood, C. (2008). Developmental consulting in a professional football academy: The 5Cs
271 Coaching Efficacy program. *The Sport Psychologist*, 22(1), 109-133.
272 <https://doi.org/10.1123/tsp.22.1.109>
- 273 Holt, N. L., Neely, K. C., Slater, L. G., Camire, M., Cote, J., Fraser-Thomas, J., MacDonald,
274 D., Strachan, L., & Tamminen, K. A. (2017). A grounded theory of positive youth
275 development through sport based on results from a qualitative meta-study.
276 *International Review of Sport and Exercise Psychology*, 10(1), 1-49.
277 <https://doi.org/10.1080/1750984X.2016.1180704>
- 278 Holt, N. L., Deal, C. J., & Smyth, C. L. (2016). Future directions for positive youth
279 development through sport. In N. L. Holt (Ed.), *Positive youth development through
280 sport* (2nd ed., pp. 83-96). Routledge.
- 281 Lerner, R. M., Lerner, J. V., Almerigi, J. B., Theokas, C., Phelps, E., Gestsdottir, S.,
282 Naudeau, S., Jelicic, H., Alberts, A., Ma, L., Smith, L. M., Bobek, D. L., Richman-
283 Raphael, D., Simpson, I., DiDenti Christiansen, E., & von Eye, A. (2005). Positive
284 youth development, participation in community youth development programs, and
285 community contributions of fifth-grade adolescents: Findings from the first wave of
286 the 4-H study of positive youth development. *The Journal of Early
287 Adolescence*, 25(1), 17-71. <http://doi.org/10.1177/0272431604272461>
- 288 Light, R. L. (2010). Children's social and personal development through sport: A case study
289 of an Australian swimming club. *Journal of Sport and Social Issues*, 34(4), 379-395.
290 <https://doi.org/10.1177/0193723510383848>
- 291 McCallister, S. G., Blinde, E. M., & Weiss, W. M. (2000). Teaching values and
292 implementing philosophies: Dilemmas of the youth sport coach. *Physical Educator*,
293 57(1), 35-44.
- 294 Nash, C., & Sproule, J. (2012). Coaches perceptions of their coach education experiences.
295 *International Journal of Sport Psychology*, 43(1), 33-52.
296 [https://www.researchgate.net/profile/John_Sproule/publication/234092162_Coaches
297 perceptions_of_their_coach_education_experiences/links/0912f50efe81d72764000000
298 0.pdf](https://www.researchgate.net/profile/John_Sproule/publication/234092162_Coaches_perceptions_of_their_coach_education_experiences/links/0912f50efe81d72764000000.pdf)
- 299 Newman, T. J., Ortega, R. M., Lower, L. M., & Paluta, M. (2016). Informing priorities for
300 coaching education: Perspectives from youth sport leaders. *International Journal of
301 Sports Science and Coaching*, 11(3), 422-435.
302 <https://doi.org/10.1177/1747954116645207>
- 303 Petitpas, A. J., Cornelius, A. E., Van Raalte, J. L., & Jones, T. (2005). A framework for
304 planning youth sport programs that foster psychosocial development. *The Sport
305 Psychologist*, 19(1), 63-80. <https://doi.org/10.1123/tsp.19.1.63>
- 306 Pope, J. P., Stewart, N. W., Law, B., Hall, C. R., Gregg, M. J., & Robertson, R. (2015).
307 Knowledge translation of sport psychology to coaches: Coaches' use of online
308 resources. *International Journal of Sports Science & Coaching*, 10(6), 1055-1070.
309 <https://doi.org/10.1260/1747-9541.10.6.1055>

- 310 Roth, J. L., & Brooks-Gunn, J. (2003). What exactly is a youth development program?
311 Answers from research and practice. *Applied Developmental Science*, 7(2), 94-111.
312 https://doi.org/10.1207/S1532480XADS0702_6
- 313 Santos, F., Camire, M., MacDonald, D. J., Campos, H., Conceicao, M., & Silva, P. (2017).
314 Youth sport coaches' perspective on positive youth development and its worth in
315 mainstream coach education courses. *International Sport Coaching Journal*, 4(1), 38-
316 46. <https://doi.org/10.1123/iscj.2016-0092>
- 317 Shields, D. L., & Bredemeier, B. L. (2010). Competition: Was Kohn right? *Phi Delta*
318 *Kappan*, 91(5), 62-67. <https://doi.org/10.1177/003172171009100516>
- 319 Smith, R. E., & Smoll, F. L. (1997). Coaching the coaches: Youth sports as a scientific and
320 applied behavioral setting. *Current Directions in Psychological Science*, 6(1), 16-21.
321 <https://doi.org/10.1111/1467-8721.ep11512606>
- 322 Strachan, L., MacDonald, D. J., & Côté, J. (2016). Project SCORE! Coaches' perceptions of
323 an online tool to promote positive youth development in sport. *International Journal*
324 *of Sports Science & Coaching*, 11(1), 108–115.
325 <https://doi.org/10.1177/1747954115624827>
- 326 Vargas-Tonsing, T. M. (2007). Coaches' preferences for continuing coaching education.
327 *International Journal of Sports Science & Coaching*, 2(1), 25-35.
328 <https://doi.org/10.1260/174795407780367186>
- 329 Vella, S., Oades, L., & Crowe, T. (2013). A pilot test of transformational leadership training
330 for sports coaches: Impact on the developmental experiences of adolescent athletes.
331 *International Journal of Sports Science and Coaching*, 8(3), 513-530.
332 <https://doi.org/10.1260/1747-9541.8.3.513>
- 333 Vella, S., Oades, L., & Crowe, T. (2011). The role of the coach in facilitating positive youth
334 development: Moving from theory to practice. *Journal of applied sport psychology*,
335 23(1), 33-48. <https://doi.org/10.1080/10413200.2010.511423>
- 336 Wiersma, L. D., & Sherman, C. P. (2005). Volunteer youth sport coaches' perspectives of
337 coaching education/certification and parental codes of conduct. *Research Quarterly*
338 *for Exercise and Sport*, 76(3), 324-338.
339 <https://doi.org/10.1080/02701367.2005.10599303>
- 340 Weiss, M. R. (2016). Old wine in a new bottle: Historical reflections on sport as a context of
341 youth development. In N. L. Hold (Ed.), *Positive youth development through sport*
342 (2nd ed., pp. 7-20). Routledge.
- 343 Zakrajsek, R. A., & Zizzi, S. J. (2008). How do coaches' attitudes change when exposed to a
344 sport psychology workshop? *Journal of Coaching Education*, 1(1), 66-83.
345 <https://doi.org/10.1123/jce.1.1.66>