

Understanding the influence of the Good Sports intervention upon youth sport parents and
leaders through Transformative Learning Theory

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A thesis submitted to
Auckland University of Technology
in fulfilment of the requirements for the degree of
Master of Philosophy

2018

Faculty of Health and Environmental Sciences

Auckland University of Technology

Abstract

Sports codes and government organisations have identified that sport participation numbers are decreasing, especially within the ages of 7-13. Less mainstream sports and the increased access of technological options could explain this decrease in participation. However, the experiences of the children are sometimes forgotten or discounted. Aktive Sport and Recreation piloted the Good Sports project, aiming to help adults become aware of the negative behaviours which inhibit a positive youth sports experience. The aim of this study was to understand if Good Sports workshop presented to a Volunteer Governance Group (VGG) of a popular winter sport could create a change in thinking. The study used a case study approach whereby baseline and post-intervention surveys, observations of participants during the workshop and interviews following the workshop were used to ascertain if a change in thinking had occurred. The study identified that the Good Sports workshop was not only able to create awareness regarding negative adult behaviour in youth sport, but it also created a change in thinking. Previous studies have identified that a change in thinking predisposes a change of behaviour and this study provided examples of changes of behaviour. The study was able to provide evidence that the Good Sports workshop delivered to the VGG had a positive impact upon its members and is likely to filter through to those who they influence.

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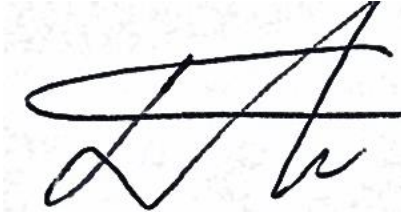
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Attestation of Authorship

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person (except where explicitly defined in the acknowledgements), nor material which to a substantial extent has been submitted for the award of any other degree or diploma of a university or other institution of higher learning.

A handwritten signature in black ink, appearing to be 'Javeed Ali', written in a cursive style.

Javeed Ali

Acknowledgements

Firstly, I would like to acknowledge the Good Sports Research Group and Aktive for the scholarship I received to do this research. It has been an ultimate pleasure being part of this group. Seeing the changes, we have already made, and the ones Good Sports will make in the future is very exciting. Special thanks go to Simon Walters for bringing me onto the research group in the early days.

Secondly, I would like to say a big thank you to both my supervisors Dr Sarah-Kate Millar and Dr Patricia Lucas. This master's journey has been a long, and sometimes stressful. However, I have learnt a lot about myself and the world of academia and research. Thank you for all your support and hard work that you have put in to help me get to this point.

Thirdly, I would like to acknowledge all my friends and family from near and abroad. Your support along this journey has been amazing.

Fourthly, I would like to extend my gratitude towards my manager at Sport Waitakere, Jewelz Petley. Thank you for letting me take time off work to get to meetings with my supervisors, workshops and to write my thesis when I felt I was behind.

Finally, to my lovely wife. You pushed me to take this opportunity, and you have supported me through all the highs and lows. We even got married during this time. You're a star!

Ethics Approval

Ethics approval was granted by the Auckland University of Technology Ethics Committee on 1 March 2017 (17/25, Appendix A)

Chapter 1 - Introduction

It is now common knowledge amongst academics and practitioners that the number of children involved in organised sport is decreasing (Woods, 2007). Although many reasons are anecdotally reported about why children drop out of sport, it is known that adult behaviours play a significant role in the experiences children have. Adults hold multiple roles within youth sport, which include, but are not limited to, coach, administrator, manager and parent. Therefore, it is important that an educational intervention underpinned by theory and academic research be offered to adults, within youth sport, to decrease the effects of negative experiences children may receive. This study, to the best of our knowledge, is one of the first to explore the learnings of parents and leaders within youth sport after participating in an educational intervention.

This case study adheres to the recommendations of Stake (1995) for using multiple methods of data collection. The parameters of a case study involve a group or person experiencing a phenomenon at a specific time and place (Creswell, 2014). The focus of this study was the (adult) members of the Volunteer Governance Group (VGG) who had participated in the Good Sports workshop. The study includes survey data collected prior to and following the workshop, interviews with some members of the VGG, interviews with the facilitators of the Good Sports workshop, and observation of the VGG during the workshop. In total, 24 surveys were completed (16 pre-intervention and eight post-intervention). Three VGG members and the two facilitators were interviewed in this study. The focus of the data collection with the members of the VGG was to ascertain whether the Good Sports workshop had created a change in thinking. The facilitator interviews explored how the facilitators felt the members of the VGG reacted to the Good Sports workshop and how this differed to other groups they may have facilitated. The difference between pre-intervention and post-intervention survey data were analysed to indicate whether a positive change in thinking had occurred regarding contemporary youth sport issues highlighted by the Good Sports workshop. Observation data was used to support the findings of the survey and interview data. Once all data was collected, Transformative Learning Theory was used as a framework to discuss the findings of this study. The study revealed that, overall, participants reacted positively to the intervention.

1.1 Background

1.1.1 The challenges in youth sport. Sideline and parental behaviour have become an increasing issue in New Zealand and around the world within youth sport. Mainstream media have reported many instances of negative parental behaviour in New Zealand. These reports tend to focus on cases where spectators and/or players have attacked officials.

Negative behaviours in youth sport is an issue within most sporting codes, predominantly Rugby, Rugby League and Soccer (Football). These codes are trying to combat these behaviours through their own initiatives to create better sporting environments where officials are not abused physically or verbally, and children have a positive youth sport experience. Sporting codes are working towards eradicating negative sideline behaviour, the impact of poor sideline behaviour is usually on the enjoyment the children experience within the confines of the sporting field. In 2014, Auckland Cricket stated that they had a 25% decrease in junior players over the previous five seasons. It can be argued there are many options for children to choose from, which include the availability of less mainstream sports and the increased access to technological options. However, the behaviour of parents could be the reason that children do not enjoy participating in sport anymore. For example, Knight, Boden, and Holt (2010) explored the preferred parental behaviour of Canadian junior tennis players. The study found an excess of 20% of parents were observed displaying negative behaviour towards their child's tennis performance.

The behaviour of parents and other influential adults prior to, during and post competition, in youth sport has been well documented in the literature to have a negative effect on children's ongoing participation in sport. The outcomes of a parents attitudes and behaviours can include children being embarrassed or nervous (Knight et al., 2010; Knight & Holt, 2014). These attitudes and behaviours can eventually lead to decreased enjoyment and ultimately dropping out of sport. Literature highlights that dropout can be caused by parents getting too involved (Jeffery-Tosoni, Fraser-Thomas, & Baker, 2015), creating a competitive environment in non-competitive situations (Elliott & Drummond, 2013; Fraser-Thomas & Côté, 2006) and pushing to specialise in one sport at an early age (Fraser-Thomas & Côté, 2006; Wall & Côté, 2007). Thus, it can be proposed that an educational intervention could help expand the thinking of parents involved in youth sport. Ensuring that children receive a positive youth sport experience.

Educational interventions have been proven successful in healthcare situations, such as educating parents regarding good sleeping behaviours in children (Jones, Owens, & Pham, 2013). A North American study of municipal recreation managers suggested that to create positive sport environments, an educational intervention should not only be targeted at coaches but parents as well (Barcelona & Young, 2010), ensuring children have a positive sport experience all the time. Literature indicates that there is a need for an educational intervention or else the status quo will remain where children are most likely to drop out of organised sport between the ages of 10 and 13 (Seefeldt, Ewing, Hylka, Trevor, & Walk, 1989).

Within the sporting context, interventions are recommended to enhance the attitude of parents (Gershgoren, Tenenbaum, Gershgoren, & Eklund, 2011). Interventions could be recommended because, in the current environment, parents receive minimal training regarding the pressures within youth sport (Gould, Lauer, Rolo, Jannes, & Pennisi, 2006). Elliott and Drummond (2014) state that interventions should be implemented within the youth sport context to further improve the knowledge of parents in aiding their child's development, throughout their early years. They suggest codes of conduct, aimed at managing parental sideline behaviour, are not deterring parents enough to enable a more positive sport experience for children. Therefore, interventions should not strive to change the behaviours of parents in grassroots sport but to challenge the social constructions of sport and normalisation of poor behaviour (Elliott & Drummond, 2014). It is evident in the number of punitive, restrictive and contractual methods implemented by sports organisations are not having the desired effect. Thus, an educational intervention is required to help alleviate these pressures.

1.1.2 Good sports. Good Sports is a Sport New Zealand funded initiative which aims to create positive sporting experiences for children (ages 7-13) by educating and supporting key adults within a child's sporting journey. Good Sports aims to create an awareness of negative behaviours, which in turn ensure children are given an opportunity to develop a lifelong love of sport. Contemporary issues within youth sport include, but are not limited to, the amount of game time children receive, sideline behaviour, verbal abuse, decreased enjoyment and player burnout. Good Sports addresses these key contemporary issues by creating an awareness of these behaviours within adults in youth sport through a workshop, promoting a positive shift away from the negative behaviours (Aktive, 2017). Good Sports was designed and is managed by Aktive Sport and Recreation. Aktive is a key strategic

partner of Sport New Zealand and are a charitable trust committed to helping people and communities across Auckland to be physically active. Good Sports is currently finishing a three-year pilot study within a major city of New Zealand. Should the pilot be perceived as being successful, Good Sports will potentially be rolled out across the nation (Active Auckland Sport and Recreation, 2016).

Good Sports is underpinned by academic research through its spine and its delivery. Academic research worldwide indicates that the most meaningful adult behaviours to the experiences of kids can be clustered into two patterns, the climate of performance and the climate of development. The Good Sports spine (Appendix B) clusters the least desirable behaviours within youth sport on the left, the climate of performance, and the most desirable behaviours on the right, the climate of development. It is important to note that individuals may not sit 100% in either one of these clusters. The Good Sports spine is broken up into five sections: (i) inspire, (ii) connect, (iii) empower, (iv) play, and (v) sample. The first three sections are underpinned by Self-Determination Theory (SDT). SDT suggests that an individual has three basic psychological needs (autonomy, competence and relatedness) that, when satisfied, can lead to optimal well-being, development and experience (Ryan & Deci, 2000). The Developmental Model for Sport Participation (DMSP) underpins the final two sections. The seven postulates of DMSP highlight that high levels of deliberate play and sampling multiple sports will create lifelong participants or elite athletes in sports where peak performance is reached after maturity. Good Sports uses workshops to create awareness of adult behaviours that may detract from a positive youth sport experience for children.

Good Sports uses a two-pronged approach, where adults in youth sport are upskilled through workshops. These workshops make the adults aware of negative behaviours in youth sport, with the aim of initiating cultural change within their sporting communities. Transformative Learning Theory underpins the workshops. In the first stage, sports administrators and community leaders attend a two-day workshop (developer's workshop) to educate them regarding the importance of the Good Sports values, which are reflected in the Good Sports spine. Within the developer's workshop, the fundamental premise is to ensure the participants travel a transformative journey not too dissimilar to those they will be presenting to in their sporting communities. By experiencing a transformation themselves, it is possible the messages of Good Sports will resonate strongly. Empowering them to influence members of their sporting community positively. Developers are given resources and tools to be able to deliver workshops (community workshops) within their communities

to create awareness and promote a shift away from the climate of sporting performance towards a climate of sporting development.

Transformative Learning Theory underpins Good Sports. Transformative learning is most commonly used in adult education settings and is a theory that describes the process of creating change in the frame of reference within an individual (Mezirow, 1997). Transformative learning aims to free individuals from coerced influence through dialogue, reflection and critique (Dirkx, 1998). According to Mezirow (1978b), there are ten stages within which transformative learning occurs. The Good Sports intervention begins at phase one by introducing the participants to a sport related ‘disorienting dilemma’. An individual is considered to be experiencing a disorienting dilemma when they begin to question their previous beliefs and the systems that they took for granted. This process is regarded as a catalyst to change (Cranton, 2016; Fenoglio & Taylor, 2014; Kroth & Cranton, 2014; Nohl, 2015; Snyder, 2008; Stuckey, Taylor, & Cranton, 2013; Taylor, 2007; Wilhelmson, Aberg, Backstrom, & Olsson, 2015). A disorienting dilemma can be delivered using stories, situations and questions (Taylor, 2009). During Good Sports, a video clip from the documentary Trophy Kids is used to emphasise negative adult behaviours in youth sport that many may have seen or experienced themselves. The Trophy Kids video clip is followed by workshop activities, such as ‘think-pair-share’, to allow the facilitators to extract the pre-existing ideas that some adults may have and challenge them to reflect (Kaddoura, 2013). Thus, beginning the transformative learning journey for the participants.

1.2 The Case: Volunteer Governance Group (VGG)

This study is an intensive examination of VGG members (Andrew, Pedersen, & McEvoy, 2011; Gratton & Jones, 2010), who are bound together in this case by participating in the Good Sports workshop at the same time and place (Creswell, 2014). The 18 members of the VGG who attended the Good Sports workshop in March at the offices of the RSO (Regional Sports Organisation) are the case that was studied. Stake (1995) identifies a case as a group that is bound by time, place and context. It was initially expected that members of the VGG would also be parents of children currently participating in youth sport. Therefore, this group would be able to give insights as administrators or leaders in a club, but also able to recount living experiences with their children as a parent. Unfortunately, within this study the VGG members interviewed were not parents of children currently participating in youth

sport. However, most of the participants had been parents of children participating in youth sport previously and could reflect on their experiences.

The VGG's primary purpose is to coordinate the efforts of junior clubs that cater for 5 to 13-year olds across the region. Matters relating to development, coaching, compliance, team format, competition and safety are some of the areas the VGG oversees during their monthly meetings. Members of the VGG are representatives from each of the junior [winter sport] clubs across the region. Generally, members of the VGG have been long-term volunteers for their junior club and been asked to or volunteered to represent their club to the RSO. The VGG manages the direction of the junior clubs within the sport. The VGG is perceived as a conduit between the RSO and their clubs, as they relay messages from the RSO to the club and vice versa. Historically, this group has been predominantly male. In recent history, there have been a number of females within the group. The members are generally middle-aged and older.

Within their clubs, the members of the VGG are leaders as they manage and coordinate their junior club within the sport. They provide support for coaches and managers along with ensuring children get opportunities to participate in the sport. Within grassroots sports organisations, volunteer executive members are responsible for a number of tasks which include, but are not limited to, coordination of tasks and activities, fundraising, budgeting, strategic planning and organisational policy development (Doherty & Carron, 2003). Often in grassroots sport organisations leaders are volunteers, who are also parents, (Hertting, 2010) and easily relate to their members. Leaders within sports organisations provide guidance and support for their members and their support structures (Rundle-Thiele & Auld, 2009). Leaders in grassroots sports organisations, who generally lead volunteers, use their influencing skills to ensure volunteers are motivated to achieve organisational goals and tasks (Brawley, Flora, Locke, & Gierc, 2016; Camplin, 2009), and to enable knowledge transfer to occur (Reid, 2014). Thus, club leaders such as the VGG members, are an integral part of grassroots sport organisations, as they are the influencers of change within their clubs. Leaders within sport can aid the thinking within organisations that youth sport is not primarily competitive, but more to give children the opportunity to experience sport in a low-pressure environment (Culver, Trudel, Werthner, 2009) which children find conducive to their enjoyment.

1.3 Research Question

The purpose of this study is to understand the effect of the Good Sports intervention upon the members of the VGG. It is hoped that the information and experiences provided by the participants can be used to inform a nationwide roll-out or aid other educational interventions which seek to create positive youth sport experiences.

RQ: To what extent does the thinking of youth sport parents and leaders change following the Good Sports intervention?

1.4 Thesis Structure

This thesis is structured as follows: Chapter one provides an introduction to the study, briefly explaining the Good Sports intervention and the parameters of the case study. Chapter two reviews previous studies of parental behaviours within youth sport from the child's perspective and the perspective of other adults, transformative learning and interventions. Chapter three is a description of the research methods, including the researcher's paradigm, participants, instrumentation and data analysis. Chapter four is a presentation of the results of the study. Chapter five is a discussion of the research which is broken up into ten sections representing the ten stages of Transformational Learning Theory. The thesis concludes with Chapter six which is a presentation of the conclusions of this study, providing limitations, practical implications and directions for future research.

Chapter 2 - Literature Review

Chapter 2 is a review of the relevant literature for this study. It starts by separately analysing the perspectives of children and adults on parental behaviours observed and experienced in youth sport. This is followed by a review of Transformative Learning Theory and interventions which impact behaviour change. The literature review highlights that there is a disparity in the literature between the perceptions and expectations of children in comparison to the behaviours expressed by adults and parents.

2.1 Behaviours within Youth Sport

Youth sport is a complex phenomenon where many adults have roles that overlap. Parents' roles within youth sport can range from being in charge of logistics such as driving to and from practice and games to something as complex as being a coach or official (Hedstrom & Gould, 2007) of their child's team. Within youth sport, there are at least two primary parties; the child (the participant) and the parent (the provider). Therefore, it is important to examine the perspectives of these parties to understand the issues within youth sport fully. The literature review begins with the perspective of children.

2.1.1 Children's Perspective

Within the literature, it is evident that there is a large discrepancy between the actions and behaviours shown by adults and what children want. Research has highlighted many instances where parental perceptions of behaviours are vastly different from those of children. This includes behaviours such as putting pressure upon their child (Kanters, Bocarro, & Casper, 2008), prioritising team success (Jeffery-Tosoni et al., 2015) and coaching from the sidelines (Gould, Pierce, Wright, Lauer, & Nalepa, 2016; Omli & LaVoi, 2009; Omli, LaVoi, & Wiese-Bjornstal, 2008). Parents believe they do not express these behaviours whereas, children perceive parents do (Ross, Mallett, & Parkes, 2015).

Parental behaviours can have unintended consequences. An example is when parents spend large amounts of money for extra coaching. Parents perceive this behaviour as one that will help their child develop; however, some children perceive receiving extra coaching as adding pressure because they feel they need to perform better (Jeffery-Tosoni et al., 2015; Knight, Neely, & Holt, 2011; Omli & Wiese-Bjornstal, 2011) to pay their parents back. Due to the perceived costs associated with extra coaching (Lauer, Gould, Roman, & Pierce, 2010). Children have expressed that they feel they are not good enough for their parents if they do not succeed or are as perfect as what their parents expect (Lauer et al., 2010). These findings

outline that discrepancies between the perceptions of children and parents exist; therefore, it is important to understand the behaviours currently experienced by children in youth sport.

2.1.1.1 The behaviour of adults. Past studies have yielded some valuable insights into what children preferred in the behaviours of adults in youth sport. The behaviours of both coaches and parents were found to have positive and negative impacts upon the motivation of children within youth sport (Keegan, Harwood, Spray, & Lavallee, 2009). For example, parents become pushier regarding competition (Lauer et al., 2010) and background anger increases (Omli & LaVoi, 2009) as children grew older. The positive and negative behaviours of adults during and outside of competition are explored.

2.1.1.1.1 In competition behaviours. The existing literature emphasises that sideline behaviour of parents is an issue that children have to try and navigate. Sideline behaviour encapsulates actions towards their child, other children and others (coaches, referees, administrators) within youth sport.

Children suggested that if parents are to provide verbal support, they prefer it to include positive comments as negative comments add more pressure to competition (Knight et al., 2011). During competition, many parents only supported their child, which some children preferred, (Omli & Wiese-Bjornstal, 2011); however, the majority of children suggested they would rather their parents support the whole team (Knight et al., 2011; Omli & Wiese-Bjornstal, 2011). The study of Omli & Wiese-Bjornstal (2011) explored parent behaviours, which children (aged 7-14) experienced whilst participating in sport. The study also investigated what behaviours children would like to see from parents. The study took place in the midwestern area of the United States of America. The impact of only supporting one child can be detrimental to others within a team. Thus, parents should be emotionally intelligent when supporting a single child in a team, understanding that their comments can make other children within a team feel that they are not good enough to receive support (Omli & Wiese-Bjornstal, 2011).

Parents who show a lack of emotional restraint during competition were found to have a negative effect on the whole team (Lauer et al., 2010). Parents can show a lack of emotional restraint by fanatically cheering, encroaching onto the playing field and making physical contact with officials and players. These behaviours add pressure on children and are annoying and distracting (Omli & Wiese-Bjornstal, 2011). Children indicated that yelling from the sidelines during competition occurred quite frequently as parents often made negative comments towards players, coaches and officials due to singular events (Jeffery-

Tosoni et al., 2015). With a number of negative behaviours present, children preferred to participate in a sporting environment where parents did not yell at coaches, officials or both (Omli & Wiese-Bjornstal, 2011). Children felt the only way to decrease the amount of yelling by parents was to conform to their ideals by playing competitively and scoring, even if this was against what they believed in (Walters, Payne, Schluter, & Thomson, 2015). However, children would prefer if adults were quiet, controlled their emotions and maintained a positive attitude while paying attention and out of view of their child (Omli & Wiese-Bjornstal, 2011).

Kidman, McKenzie and McKenzie (1999) and Walters, Schluter, Oldham, Thomson and Payne (2012) undertook parent and coach observation studies respectively which focussed on the comments made by parents or coaches and what the interpretation of each comment meant. In Kidman, McKenzie and McKenzie (1999) out of 8,748 comments, 47.2% were positive, 34.5% negative and 18.4% were neutral comments. In comparison Walters, Schluter, Oldham, Thomson and Payne (2012) found that 43% of comments made were neutral, 35.4% were positive, and 21.6% were negative. Although the frequency of neutral and positive comments made was somewhat different, it is important to identify that sports management principles and ideas have moved forward into a space where coach behaviour is more athlete-centred. The latter study focussed on coaches, with the former focusing on parents. What was similar between studies was the number of negative comments made within the rugby context, with 40.7%, in the Kidman et al. (1999) study, and 23% in the Walters et al. (2012) study. Although the two studies are observing two different groups', the findings from both studies suggest that rugby has a more negative aggressive stigma attached to it than that of other sports in New Zealand. The results for soccer were similar with 45.4% (Kidman et al., 1999) and 19.8% (Walters et al., 2012) for negative comments made. It is also important to note that rugby, soccer (football) and cricket had the highest rates of negative comments targeted towards their own child, 45.6%, 40% and 39.6% respectively (Kidman et al., 1999). In a study done by Goldstein and Iso-Ahola (2008), it was identified that 15% of the time parents anger was caused by their own child, it also found that 37.6% of the sample was angry for less than 2 minutes; however, contrary to popular belief, 61.2% of parents did not act upon getting angry after an anger causing event. Although there is a 13-year gap between the three studies, it identifies that negative comments on the sidelines of youth sport still occur in rugby and other codes frequently.

Children mentioned that the frequency of instructional comments during sport was concerning. Instructional comments are those where a parent or adult instructs the child on what to do (Omli & Wiese-Bjornstal, 2011) during a game situation. Parents may believe giving instructional comments aid their child. However, it usually has a long-term detrimental effect. Providing instructional comments to children was perceived as being distracting and confusing. Children found that instructional comments, that were given from someone who was not part of the coaching group (Knight et al., 2010, 2011; Omli & Wiese-Bjornstal, 2011), often conflicted with tactics from the coach, confusing the child, inhibiting their natural instincts and hindering their development within the sport (Jeffery-Tosoni et al., 2015; Keegan et al., 2009; Kidman et al., 1999; Knight & Holt, 2014; Knight et al., 2011; Omli & Wiese-Bjornstal, 2011; Streaun, 1995). There is an exception to this finding. Children are open to listening to instructional comments from a parent who is a coach or has played at a relatable level (Knight et al., 2010) as long as it aligns with team goals or tactics (Knight et al., 2011). When children were asked about preferred parent-spectator behaviour, instructional comments were not mentioned (Jeffery-Tosoni et al., 2015). This identifies that instructional comments do not have a significant positive impact on children within youth sport.

The tone of comments made is very important (Dorsch, Smith, Wilson, & McDonough, 2015; Fraser-Thomas & Côté, 2009; Holt, Tamminen, Black, Sehn, & Wall, 2008; Jeffery-Tosoni et al., 2015; Knight et al., 2010; Knight & Holt, 2014), as instructional comments can come across with a negative tone (Jeffery-Tosoni et al., 2015). This finding was supported by the Omli and Wiese-Bjornstal (2011) study and provided evidence that if the tone of the comment is not sincere or sounds frustrated, children are negatively affected. Through the literature, it is evident that parents may not be aware their tone of voice can be detrimental to their child's sporting experience.

Non-verbal behaviours of adults during competition was also found to have significant impacts upon children participating in youth sport. Children feared to make mistakes during competition as they felt they would be punished the following week at training by coaches (Keegan et al., 2009). Thus, the opportunity to learn from mistakes are taken away from the child (Austin, 2007; Hertting, 2010; Jeffery-Tosoni et al., 2015; Kapur & Bielaczyc, 2012; Keegan, Spray, Harwood, & Lavalley, 2010; Seifriz, Duda, & Chi, 1992; Theeboom, Knop, & Weiss, 1995), due to the lack of a safe to fail environment.

Studies suggested that it was important to children that they were all treated equally and fairly (Keegan et al., 2009; Walters et al., 2015). This meant that they received equal playing time regardless of gender and skill, while also being able to try new skills or positions (Walters et al., 2015). The findings from the literature so far highlight that for a child to have a positive youth sports experience during competition, many behaviours need to be rectified. Although behaviours during competition are a worry to scholars and sports managers, the behaviour outside of competition can also have a detrimental effect upon the child.

2.1.1.1.2 Out of competition behaviours. Out of competition behaviours include behaviours that may occur prior to and after competition. Pre-competition can consist of many aspects of a child's sporting experience. For this study, it includes a child's experiences at home, to and from training and games. During the pre-competition stage of youth sport, children have indicated they want supportive involvement from their parents (Atkins, Johnson, Force, & Petrie, 2013; Knight et al., 2010). The consensus amongst the children surveyed in the literature was that they preferred if their parents did not mention the game or talk tactics prior to competition. As these conversations made them nervous or increased the perceived expectations, increasing pressure upon them (Knight et al., 2010, 2011; Knight & Holt, 2014). Adding pressure to a child's sport experience can lead to participatory withdrawal (Atkins et al., 2013) and decreased enjoyment. Literature suggests, when parents do not put pressure on their child to succeed, their child is generally: (i) more gracious towards opponents, (ii) plays within the spirit of the sport and, is (iii) unlikely to show dissent towards the coach, the amount of playing time they receive, or other unfair or unjust circumstances (LaVoi & Stellino, 2008). However, should the parent want to discuss the upcoming game with their child, children preferred the conversation to be centred on effort and participation (Keegan et al., 2009). Much of the literature suggests that children do not appreciate discussing their game with their parents prior to competition (Keegan et al., 2009; Knight et al., 2010, 2011; Knight & Holt, 2014). It can be summarised that the pre-competition conversation should always relate back to why the child decided to play sport.

It is essential to understand there is a multitude of reasons as to why children participate in sport. Thus, parents should be supportive and emphasise fun instead of winning (Atkins et al., 2013; Gould et al., 2006; Harwood & Knight, 2015; Knight et al., 2010). Children perceived coaches who focused on winning and played certain players in positions that suited their skills to aid the coaches goal of winning impeded their long-term skill

development and deemed the behaviour to be unfair (Walters et al., 2015). Parents can also be guilty of impeding long-term skill development.

There are many times within a child's life that parents reward and incentivise perceived good behaviours and youth sport is no different. Parents who incentivise or reward outcomes, such as scoring goals, has been found to have a mixed effect on children. Children perceived rewards for effort more positively (Keegan et al., 2009) in comparison to performance.

Adults pursuits of winning within youth sport do not correlate with preferred behaviours outlined by children, as children do not explicitly mention winning when discussing youth sport (Walters et al., 2015). This notion was also supported by Keegan et al. (2009), where children mentioned promoting rivalry and competition was perceived negatively. Therefore, it was found, to ensure children have positive experiences within youth sport it is important to not focus on the outcomes but focus on the processes.

Adults who listened to and supported their child had a positive influence upon them. In contrast, actions such as pushing children too hard or influencing selection decisions led to children feeling anger, frustration, their motivation undermined and possibly damaged relationships with their parents (Keegan et al., 2010). It meant that children of parents who focussed upon performance found competition less enjoyable. Whereas, concentrating upon effort made the child feel less pressure to perform (Omli & Wiese-Bjornstal, 2011).

Previous studies have demonstrated that parents should emphasise effort in youth sport, this is no different when giving feedback. Parents should comment on attitude and effort rather than performance related issues (Knight et al., 2010, 2011). If feedback is provided immediately after competition, it should be positive, praising good performance and effort (Omli & LaVoi, 2009) or encouragement to counter mistakes and losses (Omli & Wiese-Bjornstal, 2011). If feedback is critical, it should be given away from others (Knight et al., 2011). Knight et al. (2011) also found that children prefer the 'feedback sandwich'. Thus, if a parent gave critical feedback that it was supported positive feedback before and after the critical feedback. Emphasising effort and having fun within youth sport can make children feel more positively about themselves, have more fun, feel more motivated to improve and believe they are good at sport (Atkins et al., 2013). This finding was also supported for behaviours expressed by coaches (Keegan et al., 2009). The consensus of the results in the literature indicated that children did not like receiving feedback from their parents post-competition, especially if it was following a loss (Knight et al., 2010; Knight &

Holt, 2014). However, parents who provide children with positive or constructive feedback can positively impact motivation (Keegan et al., 2010) and aid the child adopt a mastery approach (Keegan et al., 2009). In contrast, negative feedback can negatively impact motivation (Keegan et al., 2009), frustrate children and undermine the relationship with their parent (Elliott & Drummond, 2017; Keegan et al., 2010).

It is evident that to ensure a child has a positive sporting experience, the behaviour of parents following competition is as critical as pre- and during competition. A parent who can foster an atmosphere which allows their child to be happy no matter what the result will ensure that their child will enjoy their sporting experience. Allowing for the child to fulfil their for competing in organised sport, which could include enjoyment, an opportunity to be with their friends and for them to be encouraged (Walters et al., 2015). The value, frequency and intention of feedback given by the parent to the child were highlighted within the literature. Parental feedback is powerful to a child, and a single statement can alter a child's perceptions regarding expectations from a parent (Gershgoren et al., 2011). Children prefer parents who support the development of their child and were engaged (Knight et al., 2010). Parents can aid the development of their child by promoting play activities, or unstructured sport. Participating in play activities was preferred over receiving instruction that may be in contrast to that of their coach (Keegan et al., 2009).

2.1.2 Adult's Perspective

Past studies have yielded valuable insights into the perceptions of adults within youth sport. A common thread within the youth sport literature was that parents would openly blame other parents for negative behaviours, such as excessive instruction, putting their child down in view of others and coaching from the sidelines (Elliott & Drummond, 2013). However, parents would not admit to doing so themselves.

Studies revealed conflicting data regarding the behaviour of parents in youth sport as viewed by coaches and administrators. Some studies suggested that parental behaviour is not problematic (Elliott & Drummond, 2014; Gould, Lauer, Rolo, Jannes, & Pennisi, 2008), that parents had a positive influence upon their child (Gould et al., 2006) and anecdotally 90% of parents are good and supportive (Strean, 1995). In contrast, the study by Ross, Mallett and Parkes (2015) found that coaches and administrators viewed more negative behaviours from parents rather than positive. However, parents perceived that their relationships and actions within youth sport were positive, encouraging and supportive (Elliott & Drummond, 2013). This confirms why the differing perspectives between parents and children are problematic

within youth sport (Elliott & Drummond, 2013; Harwood & Knight, 2016). Many different interactions impact parent involvement and behaviours within youth sport. These include, but are not limited to, interactions with other parents, the game situation, the performance of their child, their level of empathy and perceived knowledge of the sport (Holt et al., 2008). There are many parental behaviours that are detrimental to children in youth sport, however, in contrast to literature parents seemed to believe early specialisation was best practice.

While it is widely agreed that early specialisation is not best practice within youth sport (Anderson & Mayo, 2015; Bergeron et al., 2015; Côté, Baker, & Abernethy, 2003; Côté, Lidor, & Hackfort, 2009; Côté & Vierimaa, 2014; Ford, Ward, Hodges, & Mark Williams, 2009; Güllich, 2014; Hayman, Polman, Taylor, Hemmings, & Borkoles, 2011), parental views upon early specialisation differ. Parents felt that if they did not get their child into a sport early, their skill development would suffer in comparison to children who started early (Wiersma & Fifer, 2008). Parents were also found to not only focus on the current season but were also looking for opportunities to prepare for the forthcoming season (Jeffery-Tosoni et al., 2015). These actions would suggest that parents are the drivers of children specialising in one sport (Hamstra, Cherubini, & Swanik, 2002). Specialising in one sport is characterised by the finding that some parents limit their child's participation to a single sport due to constraints where they believe participating in multiple sports would not be fun for the child (Wiersma & Fifer, 2008). Instead of consulting their child. Due to the importance of parents within youth sport, it is essential to understand the parental behaviours that are currently occurring which are witnessed by other parents and adults.

2.1.2.1 Parental behaviours. As covered earlier in the literature review, children do not perceive winning as being important (Walters et al., 2015). However, the literature presents that parents behave contrary to the preferred behaviours of children. Studies suggest that parents have difficult relationships with their children because they would overemphasise competitive aspects of youth sport such as winning (Elliott & Drummond, 2013; Gould et al., 2006; Omli & LaVoi, 2009). This was further highlighted when parents mentioned that winning is important within youth sport (Elliott & Drummond, 2013). Therefore, when parents over-emphasise outcome goals, such as winning or performance, can lead to stress, psychological problems and a lack of motivation amongst children (Gould et al., 2006). These findings were supported in a New Zealand context where it was found that parents and coaches embodied a win at all costs attitude (Walters et al., 2015). In contrast, Wiersma and Fifer (2008) found that parents simply enjoy watching their child improve

regardless of success. The majority of the literature suggests that parents emphasise winning with their child and this can lead to parents negatively impacting their child's experience.

Parents who were also coaches preferred parents to be away from the children during competition (Strean, 1995) as they become over-involved, start questioning decisions of the coach such as why has a particular player been taken off the field (Elliott & Drummond, 2013) and start showing their frustration when their team played in competitions which stipulate minimum playing times (Wiersma & Fifer, 2008). Parents who interfered with the coaches generally gave incorrect information, negatively impacting the development of their child (Ross et al., 2015; Strean, 1995). Parents who demonstrate these behaviours would also threaten to pull their child from the sport due to selection issues (Ross et al., 2015). These interfering behaviours can be an outcome of other negative behaviours.

The literature highlighted many negative behaviours shown by parents within youth sport. Coaches reported that the most common negative behaviours demonstrated by parents included: to overemphasise winning, creating unrealistic expectations and criticising their child (Gould et al., 2006). Administrators mentioned that they encountered parents who communicated disapproval regarding poor performances and pointing out children's mistakes, negatively impacting competence, self-esteem and performance development (Ross et al., 2015). Infrequent physical abuse in the form of pushing or hitting and verbal abuse during and after competition had been observed by coaches and administrators (Ross et al., 2015). These behaviours led to parents being banned from watching their child participate.

Parents who were either over-involved or not involved enough within their child's sport were also found to have detrimental effects. Those who were over-involved, and did too much, negatively impacted their child's opportunity to develop autonomy. Whereas, parents who were not involved enough communicated a lack of interest towards their child (Ross et al., 2015). In contrast, it was found many parents showed positive behaviours during competition including showing affection following competition regardless of performance. Communicating positive messages and encouraging participation (Ross et al., 2015). Coaches and administrators highlighted that children were generally a reflection of their parents (Arthur-Banning, Wells, Baker, & Hegreness, 2009; Ross et al., 2015). Therefore, the behaviours of parents dictated how their child perceives the sport they are involved in (Wuerth, Lee, & Alfermann, 2004).

Empirical evidence has supported claims that parents acknowledge their negative behaviours, but concede they are a fabric of their sport (Elliott & Drummond, 2013; Omli & LaVoi, 2009). Yet, parents do not understand that their negative behaviours affect the experience, well-being and possibly the performance of their child and other children (Omli & LaVoi, 2009). This could explain why parents are unlikely to voluntarily offer to officiate youth sport because of the abuse they receive for making decisions parents may disagree with (Wiersma & Fifer, 2008). The level of competitiveness could explain the abuse within elite sport, where officials are heavily scrutinised, and thus the behaviours trickle down to youth sport (Elliott & Drummond, 2013).

Other negative behaviours identified by parents was their inability to stop themselves coaching from the sideline (Wiersma & Fifer, 2008), stressing their child out by engaging in conflicts with the coach (Strean, 1995), being obsessive - which negatively impacts a child's psychosocial development (Ross et al., 2015), and negative interactions with other parents (Hedstrom & Gould, 2007). These behaviours were all found to have a detrimental effect upon a child's involvement (Gould et al., 2006). These behaviours shown by parents meant that children believed that negative behaviour was acceptable (Wiersma & Fifer, 2008) and common within youth sport.

Although negative parental behaviours in youth sport are rife, many parents show supportive behaviours. Parents mentioned that they generally introduced their child to sport to teach kids about winning and losing, aiding them to develop their sportsmanship skills (Wiersma & Fifer, 2008) along with experiencing difficulties, setbacks and unfairness (Ross et al., 2015). This meant that children learnt not to blame other sources, accepted actions beyond their control (Wiersma & Fifer, 2008) and overcame challenges (Ross et al., 2015). Parents also understood that pushing their child to participate can have negative effects on their child, especially when enjoyment factors decreased and outcomes were focussed upon (Wiersma & Fifer, 2008). Thus, it was observed that parents provided space to their children by leaving them alone directly after competition (Ross et al., 2015).

Parents demonstrated that some of their supporting behaviours were learned over time (Knight, Dorsch, Osai, Haderlie, & Sellars, 2016; Knight & Holt, 2014; Wiersma & Fifer, 2008). Tennis parents learnt through experience that focusing upon winning is not conducive to their child's enjoyment, as they did not understand how difficult it is to succeed in tennis (Knight & Holt, 2014). Experiences with their other children helped shape the way parents behaved and communicated with their child to deem what was appropriate (Wiersma & Fifer,

2008). As they understood why their child is participating and how they can help enhance their child's experience (Knight & Holt, 2014).

The car ride home is another important aspect of youth sport. However, parents admitted that knowing what to say on the car ride home is challenging (Wiersma & Fifer, 2008). Hence, it is important for parents to have conversations with their child to understand what they want to achieve through sport (Knight & Holt, 2014), to help structure these conversations. Some may want to play for fun. Whereas, others may wish to pursue an elite career. A parent cannot cater their behaviours to their child without this information.

Several studies have explored the relationships between children and parents within youth sport, and the literature so far confirms that there is a disparity between the behaviours that are preferred by children and those shown by parents (Knight et al., 2016). Although parents are aware of these negative behaviours (Knight & Holt, 2014; Ross et al., 2015; Wiersma & Fifer, 2008), they generally do not self-rectify their behaviours.

Research has found that sport policy's that suggest appropriate parental behaviour in youth sport was found to influence behaviour and involvement of parents positively (Holt et al., 2008). However, Elliott and Drummond (2014) reported that sport policy's, such as codes of conduct, have had limited success addressing poor parental behaviour because they only target during competition behaviours and recommended that other avenues should be considered. Hence, a number of scholars have called for educational interventions to help create positive experiences for children within youth sport (Elliott & Drummond, 2014, 2017; Gershgoren et al., 2011; Harwood & Knight, 2015, 2016; Knight et al., 2010; LaVoi & Stellino, 2008; O'Rourke, Smith, Smoll, & Cumming, 2011). Educational interventions can be underpinned by theory and research; the Good Sports intervention is underpinned by Transformative Learning Theory.

2.2 Transformative Learning Theory

Transformative Learning Theory is used within adult education settings and is a theory that describes the process of creating change in the frame of reference within an individual (Mezirow, 1997). Central to transformative learning is meaning-making. Meaning is viewed as an interpretation or understanding of an experience (Cranton, 2016; Dirkx, 1998; Mezirow, 1997), which is a reflection upon the individual's relationship with themselves and their sociocultural context (Dirkx, 2006; Mezirow, 1997). Transformative learning aims to

free individuals from coerced influence through dialogue, reflection and critique (Dirkx, 1998).

Transformative Learning Theory is a comprehensive theory of adult learning (Cranton, 2016) and explains how adults learn (Snyder, 2008). Transformative learning is where adults recognise culturally induced roles and relationships and undertake actions to overcome them (Cranton, 2016). It is a process that transforms frames of references that may be problematic. The process makes participants more inclusive, discriminating, open, reflective and emotionally open to change (Mezirow, 2003). Using transformative learning to promote a change in thinking is useful because the content is made meaningful through the life experiences of the learners (Dirkx, 1998; Taylor, 2007). Transformative Learning Theory describes the process of transformation within any context (Cranton, 2016). The transformative learning process enables individuals to solve and redefine problems (Mezirow, 1997; Taylor, 2007). Transformative Learning Theory underpins the Good Sports intervention, as the intervention aims to shift adults from a climate of performance mindset towards a climate of development mindset. The processes of Transformative Learning Theory support this outcome of the intervention.

2.2.1 Transformative learning process. As per any other education programme, Transformative Learning Theory outlines a process which allows participants to achieve success. For the process of transformative learning to begin it is essential that the learner engages in self-reflection and must engage in critical discourse. They also have to be open to leave behind old perspectives in favour of new ones or be able to synthesise between new and old ideas (Snyder, 2008). Overarching all these prerequisites of transformative learning, participants must have an intrinsic, emotional buy-in to enable them to shift their meaning perspective (Snyder, 2008).

Transformational learning has been described as being a rational and cognitive process (Cranton, 2016). Dirkx (1998) argues that transformative learning has no distinct beginning or end. However, Mezirow (1991) mentions that a disorienting dilemma begins the transformative learning process. The disorienting dilemma is a moment when individuals are in a state questioning their previous beliefs and systems they took for granted being a catalyst for change (Cranton, 2016; Fenoglio & Taylor, 2014; Kroth & Cranton, 2014; Nohl, 2015; Snyder, 2008; Stuckey et al., 2013; Taylor, 2007; Wilhelmson et al., 2015). The disorienting dilemma leads to critical reflection.

Following the disorienting dilemma, participants critically reflect upon the behaviours they may have taken for granted (Taylor, 2007). The process of critical reflection allows participants of transformative learning to question and explore alternative ways of being in the world (Dirkx, 2006). Critical reflections are achieved by revising potential meaning perspectives and reflecting upon them (Cranton, 2016; Dirkx, 1998), reassessing consequences and origins of meaning structures (Taylor, 2008). Critical reflection can alter the frame of reference during the transformative learning process (Fenoglio & Taylor, 2014), which influences peoples thinking, beliefs and actions (Taylor, 2008). It is likely through the critical reflective process that participants feel guilt or shame due to their previous actions (Fenoglio & Taylor, 2014). Following critical reflection perspective transformation may occur.

A transformation is when individuals act upon their reflective insight (Fenoglio & Taylor, 2014), resulting in a change of perspective meaning (Nohl, 2015). Perspective transformation is the process whereby individuals recognise culturally induced roles and relationships and takes action to overcome these culturally induced roles (Mezirow, 1978b). As they begin to understand their prior attitudes and behaviours, they appreciate their attitudes and behaviours are detrimental to them and others. When an individual's perspective shifts, this represents a change in thinking, as an individual's frame of reference influences their thinking, beliefs and actions (Taylor, 2008). Through critical reflection, participants aim to understand or interpret their experiences differently (Mezirow, 1991) hence creating a perspective change. These findings support the notion that transformative learning can be fostered when students have learning experiences that are direct, enable personal engagement and stimulate reflection following the experience (Taylor, 2007). It has been suggested that transformative learning may initiate an ontological change where participants adjust or alter their being in the world (Taylor, 2007). Therefore, transformative learning has been used in various contexts including; workshops, church leadership groups, alcoholics anonymous and postpartum classes (Dirkx, 1998) to help improve or alter participants prior perspectives that had been either personally experienced, observed in others or had been previously taught (Fenoglio & Taylor, 2014). Transformative learning can help participants become more aware of assumptions, their own and those of others (Mezirow, 1997).

2.2.2 Outcomes of transformative learning. Transformative learning can serve as a change agent (Glowacki-Dudka et al., 2016) by assisting a change in thinking and empowering participants (Snyder, 2008). Transformative learning does not only influence

the individuals participating in the transformative learning process but it can potentially influence others (Taylor, 2007), such as staff or club members, particularly if a personal transformation has occurred (Dirkx, 1998). During the development of the Transformative Learning Survey, Stuckey et al. (2013) mentioned there are four possible outcomes of a transformative learning process. These include; (i) having a deeper self-awareness, (ii) having more open perspectives, (iii) experiencing a deep shift in worldview, and (iv) acting differently (Cranton, 2016). Therefore, it is possible for transformative learning to enable participants to be autonomous thinkers by negotiating their own values rather than acting upon those of others (Mezirow, 1997).

2.2.3 Evaluation of transformative learning. To evaluate the outcomes of transformative learning researchers have often used retrospective interviews to ascertain whether a transformation has occurred (Stuckey et al., 2013). There are two questionnaires used within transformative learning, the Learning Activities Survey (LAS; King, 2009) and the Transformative Learning Survey (TLS; Stuckey et al., 2013). However, using other surveys, observations and field notes can help triangulate the data allowing for a more rigorous and trustworthy study (Fenoglio & Taylor, 2014; Snyder, 2008; Stuckey et al., 2013). These data collection methods can be used to ascertain where participants are on Mezirow's (1978) ten phases of transformative learning (Table 1). Due to the theoretical underpinnings of the Good Sports intervention being the Transformative Learning Theory, this study will use Transformative Learning Theory to discuss its findings.

Table 1*Mezirow's 10 Phases of Transformative Learning*

Phase	Phase Description (Mezirow, 1978b)
Phase 1	A disorienting dilemma
Phase 2	A self-examination with feelings of guilt or shame
Phase 3	A critical assessment of epistemic, sociocultural, or psychic assumptions
Phase 4	Recognition that one's discontent and the process of transformation are shared and that others have negotiated a similar change
Phase 5	Exploration of options for new roles, relationships, and actions
Phase 6	Planning of a course of action
Phase 7	Acquisition of knowledge and skills for implementing one's plans
Phase 8	Provisional trying of new roles
Phase 9	Building of competence and self-confidence in new roles and relationships
Phase 10	A reintegration into one's life on the basis of conditions dictated by one's perspective

2.3 Interventions

Interventions are commonly used in many different contexts, such as exploring coaching techniques or dietary management programs (Anaby, Korner-Bitensky, Law, & Cormier, 2015; Burke & Williams, 2012), to initiate a change in thinking or change of behaviour. The value of an intervention programme is that it can provide specific knowledge or information, which may lead to a change in thinking (Mrazik et al., 2015). In many cases experiencing a change in thinking can lead to a behavioural change (Jones et al., 2013). Interventions are often implemented to modify negative behaviours and allow optimal behaviours to be expressed (Hassan & Morgan, 2015; Jones et al., 2013; Kingsland et al., 2015; Mrazik et al., 2015)

Interventions have been used across multiple disciplines to identify a change in behaviour. Interventions in the literature have included, but are not limited to: aiding parents to enhance sleeping patterns of their children (Jones et al., 2013), increasing sport participation within the Latino community (Corder et al., 2012), cognitive interventions with juvenile delinquents (Bogestad, Kettler, & Hagan, 2010), drinking cultures within sports clubs (Hart, 2016; Kingsland et al., 2015), creating mastery coaching climates (Hassan & Morgan, 2015), creating positive team cultures (Henriksen, 2015), mouthguard use in junior rugby league (Kroon, Cox, Knight, Nevins, & Kong, 2016) and enabling leadership in the

workplace (Wilhelmson et al., 2015). It was found that the length of interventions varied from study to study. Some interventions were one-off where it involved a parent reading an educational pamphlet regarding optimal sleeping patterns for children (Jones et al., 2013), whereas, others had multiple sessions which participants attended (Anaby et al., 2015; Henriksen, 2015; Richards & Winter, 2013; Theeboom et al., 1995; Wilhelmson et al., 2015). Intervention studies reviewed were found to create a positive change in thinking (Anaby et al., 2015; Bogestad et al., 2010; Corder et al., 2012; Dorsch, King, Dunn, Osai, & Tulane, 2017; Hart, 2016; Hassan & Morgan, 2015; Henriksen, 2015; Jones et al., 2013).

Many local, regional and national sporting organisations across the world have implemented codes of conduct to improve sideline behaviour in lieu of educational interventions. These are present at many sporting precincts and act as a policy to help ensure that supporters of youth sport behave appropriately. Research is at odds with the effectiveness of these policies. In research conducted by Holt et al. (2008), of youth soccer parents in the United States of America, it was found codes of conduct had a positive effect on behaviour. In contrast, Elliott & Drummond (2014), from an Australian perspective, argues that codes of conduct, are not effective enough to enable a positive youth sports experience. Therefore, due to their limited success addressing poor parental behaviour in Australia, Elliott and Drummond (2014) recommend that other avenues should be considered to create positive youth sport experiences.

2.3.1 Rationale for interventions within sport. Within the sporting context, there have been calls for educational interventions to help enhance the positive attitude of parents (Dorsch et al., 2017; Gershgoren et al., 2011). This is because in the current environment parents receive minimal training to support their child in the youth sport environment (Gould et al., 2006). Educational interventions addressing parental behaviour can have many benefits. Educational interventions can be tailored to ensure a positive result (Wilson et al., 2015) or address specific behaviours. Educational interventions within youth sport can be used to outline specific problematic parental behaviours (Dorsch et al., 2017; Gershgoren et al., 2011), values and benefits of youth sport beyond competition (Harwood & Knight, 2015), aid parents to understand their behaviours which are perceived negatively (Knight et al., 2010), decrease background anger (Omli & LaVoi, 2009), foster a mastery climate (Hassan & Morgan, 2015) and optimal goal development (Richards & Winter, 2013). Educational interventions can positively impact communication, attitudes and behaviours which influence the well-being, sport experience and possibly the performance of children (LaVoi & Stellino,

2008). These behaviours will invariably improve the climate of youth sport (Omli & LaVoi, 2009).

Elliott and Drummond (2014) state that interventions should be implemented within the youth sports context, especially to further improve the knowledge of parents in aiding their child's development, throughout their youth years. Educational interventions should not aim to change the behaviours of parents in grassroots sports but to challenge the social constructions of sport and normalisation of poor behaviour in grassroots sport (Elliott & Drummond, 2014). Sport-based interventions could also aid parents in other domains due to their influences upon their child (O'Rourke et al., 2011).

The use of empirical information from the literature can support sport practitioners and researchers to create effective parental education interventions within youth sport. Many scholars who have researched parental behaviour within youth sport have recommended that their work along with others should be used to inform interventions used by sporting organisations. The areas studied to inform interventions have included: the influence of coaches, parents, peers (Keegan et al., 2009) and behaviours of social agents (Keegan et al., 2010). The work of (Keegan et al., 2009, 2010) and other scholars within youth sport research can help create educational interventions that educate parents regarding optimal behaviours within youth sport (Knight & Holt, 2014; Omli & LaVoi, 2009).

In the northern hemisphere, managers of municipal recreation centres were studied to understand their attitudes and implementation of parent education programmes. Within the sample surveyed, parent training programmes are rare, and the regulation of behaviours following the programme was inconsistent. The research deduced that two-thirds of municipal recreation centres do not offer parent training programmes whereas, 25% do. Managers mentioned that non-attendance of parents, lack of budget and lack of resource to administer and enforce parent education programmes were reasons why they were not implemented in their centres. Managers mentioned that parents did require training because of their eagerness to get involved in youth sport (Barcelona & Young, 2010).

There is evidence of educational interventions that are currently implemented by sporting organisations in Australia. In 2005, the Australian Football League (AFL) implemented a 'Kids First' programme where parents signed a code of conduct, were given an educational booklet with preferred parental behaviours and recommended attendance to a parent education session held at clubs. The success of this programme has not been empirically documented. Many National Sports Organisations (NSO's) use social marketing

to educate parents through behavioural guidance information (Ross et al., 2015). New Zealand Rugby administered mandatory educational workshops to educate coaches regarding concussion management on the sidelines. Two years after the programme began significant changes in the behaviours of players and coaches were observed (Mrazik et al., 2015). In general, it is mentioned by Ross et al. (2015), that current education programmes lack rigour to influence parents or to change behaviour. The effectiveness of such interventions has not been empirically analysed despite their popularity (Ross et al., 2015). Currently, there is insufficient information that evaluates the effectiveness of restrictive, punitive, contractual or educational interventions which aim to reduce inappropriate parental behaviour within youth sport (Omli & LaVoi, 2009; Omli & Wiese-Bjornstal, 2011; Ross et al., 2015).

2.3.2 Evaluation of interventions. The effectiveness of interventions are measured by a positive or negative discrepancy of the data between the baseline results reported by the participants and the post-intervention results (Bogestad et al., 2010; Corder et al., 2012; Dorsch et al., 2017; Hassan & Morgan, 2015; Jones et al., 2013; Kingsland et al., 2015; Kroon et al., 2016; Snyder, 2008; Wilhelmson et al., 2015; Wilson et al., 2015). There are two common methods in which baseline and post-intervention data can be collected. Firstly, the data is collected via a questionnaire, this questionnaire can either be qualitative or quantitative. The questionnaire is disseminated prior to the intervention and after the intervention (Bogestad et al., 2010; Corder et al., 2012; Hassan & Morgan, 2015; Jones et al., 2013; Wilhelmson et al., 2015; Wilson et al., 2015). The alternative is a qualitative method where the researcher interviews participants to ascertain whether a change has occurred (Kingsland et al., 2015). These interviews are generally retrospective. Obtaining results via questionnaires or interviews following the intervention gives the researchers an indication of whether the intervention has achieved its intended outcomes. Although many studies in the literature review did not have a control group, it was presented that a control group would further confirm if the outcomes of the intervention were achieved (Bogestad et al., 2010).

2.4 Summary

This literature review has outlined that there has been extensive research done regarding the children's perspective of parental behaviour within youth sport. However, the level of research is not as comprehensive when focussing upon parents and their roles within youth sport, as coaches and administrators tend to be favoured. Educational interventions

underpinned by Transformative Learning Theory have been shown to have success due to its comprehensive process allowing for reflection and a shift in thinking. Interventions have had positive effects in many disciplines; however, are not as common within the sporting context.

The literature review in this chapter creates a sound argument that parents and other adults are important parties within the current climate of youth sport. Therefore, a positive parental behaviour intervention underpinned by Transformative Learning Theory may help create a positive youth sport experience. Figure 1 provides a visual depiction of the direction of this study, by outlining a proposed impact of the Good Sports intervention. It is proposed that the adults within youth sport are likely to create a positive youth sport experience for children following the Good Sports intervention which is underpinned by Transformative Learning Theory. This study will seek to understand if there has been a change in thinking following the Good Sports intervention.

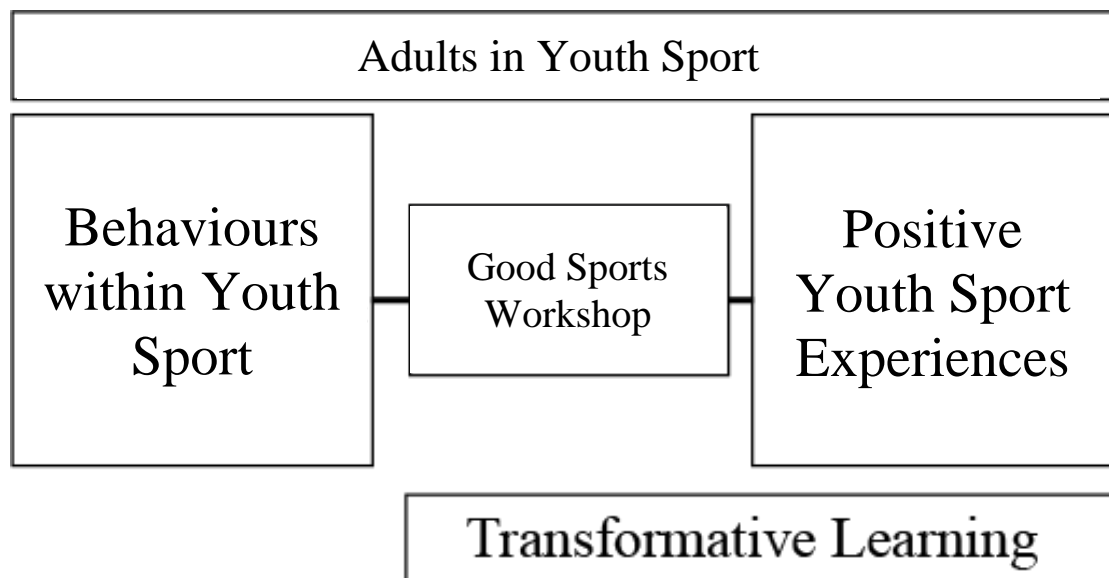


Figure 1 – Proposed Impact of Good Sports

Chapter 3 - Methods

This chapter will outline the methodology, methods and data analysis tools used within this study to evaluate any change in thinking amongst youth sport parents and leaders following the Good Sports intervention.

3.1 Research Paradigm

This study is qualitative and is placed within the interpretivist paradigm. The purpose of the interpretivist paradigm is to discover what meanings people attach to the events of their lives and what it is to be human (Grant & Giddings, 2002). The researcher's interpretation of the data presented by the participants has key importance within this study; in addition, interpretations can also be unearthed from the participants, which allows the researcher to understand the experience better by exploring beyond the words spoken (Grant & Giddings, 2002). Ritchie, Lewis, McNaughton Nicholls and Ormston (2014) mention that multiple realities do exist and that our observations and perceptions of the environment around us help construct our worldview. Using the interpretivist paradigm, it helped the researcher ascertain the various aspects that have impacted the thinking of participants within this study (Johnstone, 1999). Schneider, Elliott, LoBiondo-Wood, and Haber (2003) explain that participants within a study are 'knowers'. Therefore, the research question drives the use of the interpretivist paradigm within this study, as the study focuses upon the participants' experiences through the intervention and explore how the intervention impacted their thinking (Grant & Giddings, 2002).

3.2 Case Study Approach

Definitions of case study research emerging from the current literature include the following: case study research is an empirical investigation of a contemporary phenomenon within its natural context using multiple data sources (Hancock & Algozzine, 2017); a case within a case study is an object that is identified as a suitable case because it is peculiar and particular (Hyett, Kenny, & Dickson-Swift, 2014); and case study research is the in-depth study of a case, where a case is defined as a specific instance (Gratton & Jones, 2010). Yin (2014) suggests that case study research comes from the desire of the researcher to understand a complex social phenomenon. Stake (1995) defines case study research as the study of the particularity and complexity of a case, to gain an understanding of an activity within important circumstances. He goes further to define a case as being specific, complex and functioning. Overall, it can be identified that case study research has many different

definitions, but it focuses upon a single event or group who have experienced a similar phenomenon.

A case study approach was determined as being the most appropriate methodology for the research question posed, as this study is an accurate representation of case study research. This study is an intensive examination (Andrew et al., 2011; Gratton & Jones, 2010) of the VGG group. The literature suggests there are many ways a case can be bound. Firstly, it can be done by time and place (Creswell, 2014), in this study the participants were all at the same place at the same time attending the Good Sports workshop. Secondly, by time and activity (Stake, 1995) and thirdly, definition and context (Baxter & Jack, 2008), as the participants have gone through a particular experience, the Good Sports workshop, at the same time within the same context (Baxter & Jack, 2008; Bovaird, Löffler, & Parrado-Díez, 2002; Bryman & Bell, 2011; Gratton & Jones, 2010; Hancock & Algozzine, 2017; Hyett et al., 2014; Stake, 1995; Yin, 2014). These defining parameters allow us to bind the participants within this study together as a case (Baxter & Jack, 2008; Creswell, 2014; Gratton & Jones, 2010; Hancock & Algozzine, 2017; Hyett et al., 2014; Stake, 1995; Yin, 2014). The boundaries of a case study act in a similar way to inclusion and exclusion criteria within quantitative studies. Therefore, only members of the VGG could participate in the pre-intervention questionnaire and members of the VGG who had attended the Good Sports workshop was able to participate in the post-intervention questionnaire and follow up interviews. In a case study, the case defines the breadth and depth of the case, in contrast to quantitative studies where they are a representative sample (Baxter & Jack, 2008).

Case studies are primarily used to either explore, describe or illustrate a phenomenon (Andrew et al., 2011) and can influence future policies and procedures (Hancock & Algozzine, 2017). Case study research provides rich information as it takes the perspective of the individual(s) involved in the case, rather than that of the researcher, to gain an understanding of a contemporary issue and how it relates to a particular group (Gratton & Jones, 2010; Stake, 1995). Therefore, case studies are commonly used to examine and solve practical issues within sport (Andrew et al., 2011). The primary purpose of this study is to explore a Good Sports workshop from the parents' perspective, ascertaining whether a change in thinking has occurred. Due to the limited sample ascertained in this study, the study explored if a change in thinking occurred amongst youth sport leaders following the Good Sports workshop. Using case study as a methodology allows the researcher to understand the intricacies of the phenomenon as a lived experience. The purpose of this study aligns with

the position of Stake (1995), who mentions that case studies can be evaluation studies. The role of the researcher as an evaluator within a case study is to determine whether there are successes, failures, strengths and weaknesses (Stake, 1995).

A case study can be one of three types: instrumental, intrinsic or collective (Stake, 1995). This case study will be intrinsic, as the researcher, and the funding organisation are interested in learning about the case. Other features of an intrinsic case study can include the case being pre-selected (Stake, 1995), this case was pre-selected by the funders of this study. The purpose of an intrinsic case study is not to build upon theory (Baxter & Jack, 2008). This study is, to the best of my knowledge, the first of its kind as educational interventions have not been empirically evaluated previously within the youth sport context (Ross et al., 2015). In contrast, instrumental case studies are those which accomplish outcomes other than understanding a particular situation and collective case studies are those where differences and similarities amongst multiple cases are compared (Baxter & Jack, 2008).

Case study methodology literature suggests that a phenomenon, or case, should be explored through multiple lenses rather than through a singular account (Andrew et al., 2011; Baxter & Jack, 2008; Gratton & Jones, 2010; Hancock & Algozzine, 2017; Hyett et al., 2014; Miles, 2015). Using multiple data collection tools allows the researcher to receive data from various perspectives and sources (Andrew et al., 2011; Miles, 2015). While the use of multiple data sources enhances the credibility of the data by promoting a greater understanding of the case (Baxter & Jack, 2008). Data sources within case study research can include but are not limited to participant-observations, direct observations, physical artefacts, interviews, archival records and documentation. Methods such as quantitative surveys can also be used as data sources within case study research as it allows for a greater understanding of the phenomenon being studied (Baxter & Jack, 2008).

Within this study, multiple data-collection methods are used, allowing for statistical and textual analyses to be employed (Teddlie & Yu, 2007). The participants of this study undertook a predominantly quantitative survey prior to and following the completion of the Good Sports workshop. The survey data was aggregated, as it was identified that the study was to focus on the group rather than individuals within the group, and compared to determine if any change has occurred between the two data collection times (Bogestad et al., 2010; Corder et al., 2012; Gratton & Jones, 2010; Kroon et al., 2016). Data was also collected via follow up interviews, to further explore if a change in thinking had occurred (Kingsland et al., 2015), and via observations of the participants during the workshop. The use of

multiple methods ensure information from the surveys can be confirmed via interviews, and vice versa, while the observation data supplemented both (Moran, Matthews, & Kirby, 2011). Employing multiple methods within this study allowed for various facets of the case to be revealed and understood (Baxter & Jack, 2008).

3.3 Participants

The participants within this study are comprised of adults who are part of a Volunteer Governance Group (VGG) for a major winter sport in New Zealand. These individuals are influential within their sports community and are usually a representation of each of the 16 premier clubs within the Auckland region. The members of the VGG are the link between the Regional Sport Organisation (RSO) and the clubs that are associated with it. Therefore, the VGG was selected because it was anticipated they would be able to disseminate the messages of the Good Sports workshop into their club to initiate the drive for cultural change. Transformational Learning Theory suggests that once individuals have transformed, they can influence others within a workplace or club environment (Taylor, 2007).

Commonly within qualitative and case study research, purposive sampling techniques are employed rather than variants of random sampling (Denzin & Lincoln, 2011). Purposive sampling was used within this study as participants were selected due to their specific significance as leaders, or key influencers, in their sporting community (Teddlie & Yu, 2007). Purposive sampling is where the researcher selects their sample based on predisposed traits that will be representative of the population studied (Gray, 2009). The criteria for inclusion within this study was; be a current member of the VGG, to participate in the post-intervention questionnaire and interview, and they must have been present at the Good Sports workshop held in March 2017. Purposive sampling aids the researcher in illustrating a particular situation which is relevant to case study research (Gratton & Jones, 2010). Demographic information of the participants within this study is outlined in the results chapter (Chapter 4).

3.4 Surveys

Sapsford (2006) defines surveys as a detailed and quantified description of a population. Surveys have historically been used as a form of counting. Nowadays surveys are used as a measurement tool (Gray, 2009). Surveys can be one of two types. Analytical or descriptive. Descriptive studies aim to understand what happened during a certain moment within a population. When exploring attitudes, values and opinions to understand a certain behaviour or output, descriptive surveys are usually used in these situations (Gray, 2009).

Contrastingly, when researchers want to test a theory that seeks to understand the relationship between independent and dependent variables, analytical surveys are used. Surveys are a useful data collection method as it allows access to individuals who may not be forthcoming to participate in other data collection methods such as an interview. This study will use descriptive surveys as the relationship between variables is not being tested.

Using an online survey has many benefits which include; no direct contact between the researcher and participants, decreased time pressures, confidentiality and anonymity (Manfreda & Vehovar, 2008). These benefits are why an online survey was chosen over other alternatives such as a mail survey. Administering a mail survey is generally more expensive and requires more effort from the participants by having to mail the survey back (de Leeuw, Hox, & Dillman, 2008).

The survey implemented within this study mimicked the Good Sports spine. As a result of the intervention, it is anticipated that participants will start to move towards a climate of development from a climate of performance. Surveys were disseminated prior to and following the workshop to ascertain if a change in thinking had taken place. The purpose of the pre-intervention survey was to ascertain baseline information regarding the contemporary issues in youth sport covered by the Good Sports workshop. The post-intervention survey was a similar survey. To determine if a change in thinking had occurred means differences and effect sizes were calculated for items that were present in both surveys.

3.4.1 Survey Instrumentation

The majority of items used in the surveys within this study were validated items. These items were validated because they had been used within previous studies, having been through a rigorous validation process. The use of validated items means that the results can be compared with those of other studies. Another advantage of using items that have been previously implemented in other studies is that the items can yield consistent results from repeated samples and by other researchers, ensuring reliability (Boynton & Greenhalgh, 2004).

3.4.1.1 Demographics. Six demographic variables were collected to establish “characteristics of living individuals” (Weinstein & Pillai, 2016, p. 5). Featured in the survey were – age, gender, ethnicity, length of time they have been part of the VGG, roles they have undertaken within youth sport and whether they currently have a child participating in youth sport. These items were present in both the pre-intervention and post-intervention surveys to allow the researchers to segment the data in accordance with the age, gender and ethnicity.

3.4.1.2 Perception of Success Questionnaire. Nine items were chosen from the Perception of Success Questionnaire (POSQ; Roberts, Treasure, & Balagué, 1998). The POSQ was originally used to test task and ego orientation of children within the youth sport context. Within this study, the items and lead-in statement were adapted to portray the views of adults within youth sport whilst still measuring task and ego orientation (Table 2). Six items were used in the Inspire section and three items were used in the Connect section as the items were deemed to further unpack the nuances of the Inspire and Connect sections within the Good Sports spine.

3.4.1.3 Perceived Motivation Climate in Sport Questionnaire. Nine items were chosen from the Perceived Motivation Climate in Sport Questionnaire (PMSCQ; Seifriz, Duda, & Chi, 1992). The PMCSQ was originally used to test mastery and performance climates within a Basketball team. Within this study, the items and lead-in statement were adapted to portray the views of adults within youth sport whilst still mastery and performance climates (Table 2). Three items from the PMCSQ were used in the Connect section of the survey and six items from the PMCSQ were used in the Empower section of the survey as the items were deemed to further unpack the nuances of the Connect and Empower sections within the Good Sports spine.

3.4.1.4 Developmental Model for Sports Participation. Six items were derived from the Developmental Model for Sport Participation (DMSP; Côté et al., 2003, 2009; Côté & Vierimaa, 2014). Due to the lack of surveys measuring the DMSP within the literature, six items were developed from the DMSP, with the guidance of a sport coaching expert. Two items were used in the Play section of the survey to measure the impact of coach-led practice and child-led play on youth sport whereas, four items in the Sample section measured the impact of early specialisation in youth sport to create elite athletes or lifelong sport participants.

3.4.1.5 Mosston's Spectrum of Learning. Two items were derived from Mosston's Spectrum of Learning (Mosston & Ashworth, 2008). Mosston's Spectrum of Learning identifies that there is a spectrum of teaching methods from teacher (coach/adult)-centred to student (child)-centred. Drawing upon Mosston's Spectrum of Learning two items were developed, with the guidance of a sport coaching expert, to measure the role of adults within practice and play settings in youth sports.

3.4.1.6 Scenario Question. The following scenario was posed to participants within this study. 'Ashley is a talented young athlete living in a big town outside of one of the

main centres. Ashley plays football and rows (both for school) and also competes in club athletics. The School coaches are putting the pressure on for missing trainings as football and rowing overlap. Ashley enjoys both but is starting to be threatened with non-inclusion due to attendance issues and reduced performance. The club coach in athletics is happy to adjust sessions and targets to account for the workload and prioritise particular elements of development with a view to long-term development.’ Following this scenario-based question, participants were asked ‘what are the signs of good practice?’ and ‘what are the warning signals for the future?’ This question was present in both the pre-intervention and post-intervention surveys. It is important to note that this question was added as a request from the funder of this study.

Table 2

Youth Sport items

Item	Good Sport Spine	Measuring	Questionnaire Name	Citation	Scale	Labels
<i>In youth sport, children feel successful when....</i>						
1 They win at all costs	Inspire	Ego Orientation	Perception of Success Questionnaire (POSQ)	(Roberts, Treasure, & Balagué, 1998)	5 Point Likert Scale	Strongly Disagree - Strongly Agree
2 They believe, they are best	Inspire	Ego Orientation	Perception of Success Questionnaire (POSQ)	(Roberts, Treasure, & Balagué, 1998)	5 Point Likert Scale	Strongly Disagree - Strongly Agree
3 They are clearly better	Inspire	Ego Orientation	Perception of Success Questionnaire (POSQ)	(Roberts, Treasure, & Balagué, 1998)	5 Point Likert Scale	Strongly Disagree - Strongly Agree
4 They really improve	Inspire	Task Orientation	Perception of Success Questionnaire (POSQ)	(Roberts, Treasure, & Balagué, 1998)	5 Point Likert Scale	Strongly Disagree - Strongly Agree
5 They overcome difficulties	Inspire	Task Orientation	Perception of Success Questionnaire (POSQ)	(Roberts, Treasure, & Balagué, 1998)	5 Point Likert Scale	Strongly Disagree - Strongly Agree
6 They perform to the best of their ability	Inspire	Task Orientation	Perception of Success Questionnaire (POSQ)	(Roberts, Treasure, & Balagué, 1998)	5 Point Likert Scale	Strongly Disagree - Strongly Agree
<i>In youth sport, children feel successful when....</i>						
7 They believe, they are better than others	Connect	Ego Orientation	Perception of Success Questionnaire (POSQ)	(Roberts, Treasure, & Balagué, 1998)	5 Point Likert Scale	Strongly Disagree - Strongly Agree
8 They show other people they are the best	Connect	Ego Orientation	Perception of Success Questionnaire (POSQ)	(Roberts, Treasure, & Balagué, 1998)	5 Point Likert Scale	Strongly Disagree - Strongly Agree
9 They accomplish something others cannot do	Connect	Ego Orientation	Perception of Success Questionnaire (POSQ)	(Roberts, Treasure, & Balagué, 1998)	5 Point Likert Scale	Strongly Disagree - Strongly Agree
<i>In youth sport...</i>						
10 Even if children lose, the coach feels good about them when they don't play well	Connect	Mastery Climate	Perceived Motivation Climate in Sport Questionnaire (PMCSQ)	(Seifriz, Duda, & Chi, 1992)	5 Point Likert Scale	Strongly Disagree - Strongly Agree
11 Every child feels like he or she has an important role on the team	Connect	Mastery Climate	Perceived Motivation Climate in Sport Questionnaire (PMCSQ)	(Seifriz, Duda, & Chi, 1992)	5 Point Likert Scale	Strongly Disagree - Strongly Agree
12 Most of the players get to play in the games	Connect	Mastery Climate	Perceived Motivation Climate in Sport Questionnaire (PMCSQ)	(Seifriz, Duda, & Chi, 1992)	5 Point Likert Scale	Strongly Disagree - Strongly Agree
<i>In youth sport...</i>						
13 Children are punished when they make a mistake	Empower	Performance Climate	Perceived Motivation Climate in Sport Questionnaire (PMCSQ)	(Seifriz, Duda, & Chi, 1992)	5 Point Likert Scale	Strongly Disagree - Strongly Agree
14 It's important for children to keep trying even though they make mistakes	Empower	Mastery Climate	Perceived Motivation Climate in Sport Questionnaire (PMCSQ)	(Seifriz, Duda, & Chi, 1992)	5 Point Likert Scale	Strongly Disagree - Strongly Agree
15 The coach tries to find out what skill each player wants to improve on	Empower	Mastery Climate	Perceived Motivation Climate in Sport Questionnaire (PMCSQ)	(Seifriz, Duda, & Chi, 1992)	5 Point Likert Scale	Strongly Disagree - Strongly Agree
16 Children are encouraged to work on their weaknesses	Empower	Mastery Climate	Perceived Motivation Climate in Sport Questionnaire (PMCSQ)	(Seifriz, Duda, & Chi, 1992)	5 Point Likert Scale	Strongly Disagree - Strongly Agree
17 Children sometimes get to choose the skills they want/need to work on	Empower	Mastery Climate	Perceived Motivation Climate in Sport Questionnaire (PMCSQ)	(Seifriz, Duda, & Chi, 1992)	5 Point Likert Scale	Strongly Disagree - Strongly Agree
18 Coach allows children to learn how to solve problems on their own	Empower	Mastery Climate	Perceived Motivation Climate in Sport Questionnaire (PMCSQ)	(Seifriz, Duda, & Chi, 1992)	5 Point Likert Scale	Strongly Disagree - Strongly Agree
19 Children within youth sport learn best through repetitive drills	Play	Practice		(Côté, Lidor, & Hackfort, 2009)	5 Point Likert Scale	Strongly Disagree - Strongly Agree
20 Children within youth sport learn best through discovery and play	Play	Play		(Côté, Lidor, & Hackfort, 2009)	5 Point Likert Scale	Strongly Disagree - Strongly Agree
21 Within youth sport the role of the coach is to make decisions	Play	Practice		(Mosston & Ashworth, 2008)	5 Point Likert Scale	Strongly Disagree - Strongly Agree
22 Within youth sport the role of the coach is to help children make decisions	Play	Play		(Mosston & Ashworth, 2008)	5 Point Likert Scale	Strongly Disagree - Strongly Agree
<i>In your opinion, for children to have a greater chance of becoming an elite athlete, they should...</i>						
23 Participate in multiple sports	Sample	Sampling		(Côté, Lidor, & Hackfort, 2009)	5 Point Likert Scale	Strongly Disagree - Strongly Agree
24 Specialise (and stay) in a single sport	Sample	Early Specialisation		(Côté, Lidor, & Hackfort, 2009)	5 Point Likert Scale	Strongly Disagree - Strongly Agree
25 Be involved in high levels of child-led play/games	Sample	Early Specialisation		(Côté, Lidor, & Hackfort, 2009)	5 Point Likert Scale	Strongly Disagree - Strongly Agree
26 Be involved in high levels of coach-led structured practice within one sport	Sample	Sampling		(Côté, Lidor, & Hackfort, 2009)	5 Point Likert Scale	Strongly Disagree - Strongly Agree
<i>In your opinion, for children to have a greater chance of developing a love of sport, and continuing to participate in sport throughout their life, they should...</i>						
27 Participate in multiple sports	Sample	Sampling		(Côté, Lidor, & Hackfort, 2009)	5 Point Likert Scale	Strongly Disagree - Strongly Agree
28 Specialise (and stay) in a single sport	Sample	Early Specialisation		(Côté, Lidor, & Hackfort, 2009)	5 Point Likert Scale	Strongly Disagree - Strongly Agree
29 Be involved in high levels of child-led play/games	Sample	Early Specialisation		(Côté, Lidor, & Hackfort, 2009)	5 Point Likert Scale	Strongly Disagree - Strongly Agree
30 Be involved in high levels of coach-led structured practice within one sport	Sample	Sampling		(Côté, Lidor, & Hackfort, 2009)	5 Point Likert Scale	Strongly Disagree - Strongly Agree

3.4.1.7 Learning Activities Survey. Item one of the Learning Activities Survey (LAS; King, 2009) was used in the post-intervention survey to measure if a change in thinking has occurred. Items in LAS uses statements that mimic the 10 stages of transformation within Mezirow's Transformative Learning Theory (Mezirow, 1978a; Table 3). Together with their supervisor, the researcher decided to omit statements from the LAS that correlated with phase's six to ten. This decision was reached because it was felt that immediately after the Good Sports workshop, participants are unlikely to have started taking steps to implement the knowledge from the Good Sports intervention. Phase's six to ten of the Transformative Learning Theory framework was explored further within the interviews. Therefore, items which correlated to phases one to five of Mezirow's (1978b) Transformative Learning Theory were included in this study. The wordings of these statements were adapted to reflect the context of this study. Within this study participants were asked to select all statements that applied to them following the Good Sports workshop and to explain why they felt the statement is applicable to them. These items were only present in the post-intervention survey.

Table 3*Mezirow's 10 Phases of Transformative Learning and LAS Items*

Phase	Phase Description (Mezirow, 1978b)	LAS Item(s) (King, 2009)
Phase 1	A disorienting dilemma	I had an experience that caused me to question the way I normally act. I had an experience that caused me to question my ideas about social roles.
Phase 2	A self-examination with feelings of guilt or shame	As I questioned my ideas, I realized I no longer agreed with my previous beliefs or role expectations. Or instead, as I questioned my ideas, I realised I still agreed with my previous beliefs or role expectations.
Phase 3	A critical assessment of epistemic, sociocultural, or psychic assumptions	I felt uncomfortable with traditional social expectations.
Phase 4	Recognition that one's discontent and the process of transformation are shared and that others have negotiated a similar change	I realized that other people also questioned their beliefs.
Phase 5	Exploration of options for new roles, relationships, and actions	I thought about acting in a different way from my usual beliefs and roles.
Phase 6	Planning of a course of action	I tried to figure out a way to adopt these new ways of acting.
Phase 7	Acquisition of knowledge and skills for implementing one's plans	I gathered the information I needed to adopt these new ways of acting.
Phase 8	Provisional trying of new roles	I tried out new roles so that I would become more comfortable or confident in them.
Phase 9	Building of competence and self-confidence in new roles and relationships	I began to think about the reactions and feedback from my new behaviour.
Phase 10	A reintegration into one's life on the basis of conditions dictated by one's perspective	I took action and adopted these new ways of acting.

3.4.1.8 Transformative Learning Survey. Two items from the Transformative Learning Survey (Stuckey et al., 2013) were adapted and used in the post-intervention survey to measure if a change in thinking had occurred. The two items used were: to what extent... ‘did the Good Sports programme lead you to understand your past experiences in a different way’ and ‘has the Good Sports programme created a deep shift in the way you view youth sports’. These items measure the cognitive aspect of Transformative Learning Theory Stuckey et al. (2013). Each of these items was measured on a 5-point Likert scale with the following anchors *Not at all*, *Not really*, *Neutral*, *Somewhat* and *Completely*. These items were only present in the post-intervention survey.

3.4.1.9 Data Analysis. Descriptive statistics including frequencies, mean scores and standard deviations were calculated for each of the quantitative items using the Statistical Package for Social Sciences (SPSS, version 24). This was undertaken for both the pre-intervention and post-intervention surveys to ascertain if the Good Sports workshop had an impact upon the participants. This was analysed by comparing means of both surveys.

For further analysis, effects sizes for each item (Cohen’s d) was also calculated. Cohens d is generally used to compare two means (Cohen, 1988, 1992). Cohen’s d allowed the researcher to ascertain the strength of the phenomenon, or the effect of the workshop (McGrath & Meyer, 2006).

Hedges’ g was also calculated to ascertain effect size. Hedges’ g and Cohens d tend to give similar results for larger sample sizes. However, for smaller sample sizes, less than 20, Hedges’ g is preferred as it calculates the effect size with a weighted pooled standard deviation, correcting for biases (Hedges & Olkin, 1985). Both, Hedges’ g and Cohens d are interpreted the same where 0.20 to 0.49 is a small effect, 0.50 to 0.79 is a medium effect and upwards of 0.80 is a large effect (Cohen, 1988; Hedges & Olkin, 1985).

3.5 Interviews

Interviews with participants and facilitators of the intervention were conducted to gain an insight into their experience related to the Good Sports workshop. Interviews are the most commonly used data collection method for psychology based sport studies (Gratton & Jones, 2010). Using interviews as a data source allows the researcher to explore a phenomenon from the perspective of the participant, as the participant must articulate their experience and perceptions of a topic in their own words. Interviews within qualitative research can take many forms. These can include; structured interviews, semi-structured

interviews and focus groups. Within this study, a semi-structured interview was used as it allowed the researcher to keep the participants on topic, allowing the researcher to ensure only relevant information was captured and provided the researcher with the scope to pursue a conversation thread more deeply. The semi-structured interviews followed the guidelines which were recommended by (Ritchie et al., 2014) to provide some structure and flow to the interview. The use of semi-structured interviews provided more information and richer data in comparison to a survey (Tracy, 2013; Turner III, 2010).

Of the 16 eligible members of the VGG, only three members indicated an expression of interest and participated in an interview regarding their experiences following the Good Sports workshop. It was anticipated that five to six interviews would have been completed allowing for theoretical saturation (Guest, Bunce, & Johnson, 2006). Due to the lack of interest shown by the members of the VGG, it was decided, in consultation with the researchers' supervisors, that the researcher would interview both the facilitators of the Good Sports workshop. This meant that three interviews with participants and two interviews with facilitators were conducted. The interviews were conducted between two and six months after the workshop.

Interviews were conducted via two different methods and with different groups. A single 10-minute telephone interview was conducted with one participant whereas, face to face interviews were conducted with two participants and the two facilitators. Interview protocols for the three interviews were produced. These interview protocol proposed; 14 questions for the face-to-face interviews with the participants, (Appendix C), eight questions for the 10-minute phone interview (Appendix D) and six questions for the interviews with the facilitators (Appendix E). All interviews with workshop participants began with demographic data, as gathering demographic data allows for variable testing but also creates an opportunity for rapport to be built between the participant and the researcher (Gray, 2009). The workshop participant interview questions included topics about the participants' views on youth sport, their experiences from the Good Sports workshop and if any changes of thinking occurred following the workshop. The questions were guided by results gathered through the surveys and Transformative Learning Theory. The facilitator interview questions were informed by the observations made by the researcher during the workshop. The interview explored the facilitators' perceptions of the group and comparing the success (or failure) of the Good Sports workshop in comparison to other Good Sports workshops they have facilitated.

Interviews were recorded on two separate audio devices to ensure if one device failed the other would continue to record the interview (Ritchie et al., 2014). Two out of the three interviews for the intervention participants took place in person at the sports club they were representing. One workshop participant interview took place on the phone whereas, the two facilitator interviews took place at their workplaces. All interviews were conducted at a venue and time that was convenient to the participant. Following the interviews, the transcription process began as soon as possible. It is noted by Hammersley and Atkinson, (1995) that transcribing time would take almost five times that of the time of the interview. The transcription process took up to three hours per interview. However, this was dependent on the length of the interview. Transcription of the interviews meant that data analysis could begin.

3.5.1 Interview Data Analysis

When undertaking a qualitative descriptive study, Sandelowski (2000) recommends simultaneously collecting and analysing data as this allows the researcher to delve deeper into the ideas presented by the participants. This was not done in any formal aspect such as annotations during the interviews. The researcher was advised by his supervisors that to ensure a rapport with the interviewee was formed all attention should be focussed upon the interviewee and their answers. However, the researcher's analysis of the responses to the questions guided their follow up questions within the interview allowing the researcher to gain a deeper understanding of the phenomenon being studied (Sandelowski, 2000).

Qualitative descriptive methodology is noted as descriptive, but it will not be free of interpretations (Sandelowski, 2000). The qualitative descriptive methodology pursues to purely describe who, what or where the participants of the research are reporting. In comparison, the use of multiple data sources such as interviews that are complemented by video or observations being viewed through a theoretical lens are typically interpretive descriptive (Thorne, Kirkham, & O'Flynn-Magee, 2004). It is argued that qualitative descriptive studies can use multiple data sources, which can include observations (Sandelowski, 2000). This case study provides a comprehensive summary of an event in the everyday terms of the participants (Sandelowski, 2000); therefore, a qualitative descriptive approach is being used.

Following transcription of the interviews, thematic analysis was used to analyse the interview data collected within this study. Thematic analysis is a process in which patterns are described within qualitative data and grouped by common themes (Braun & Clarke,

2006). The process of a thematic analysis involves searching for and identifying common threads or themes that are present in a single, or set of interviews (Vaismoradi, Turunen, & Bondas, 2013). Following data familiarisation, the data was analysed descriptively (Sandelowski, 2000). A thematic analysis was used to explore differences or similarities amongst the transcripts, identifying any characteristics that are key to the research (Magilvy & Thomas, 2009). The transcripts were coded with initial codes, prior to these codes being further refined. Themes were then generated by grouping refined codes (Sandelowski, 2000) that were created inductively from the data. In contrast, deductive theming is whereby themes are formed prior to analysing the data (Fereday & Muir-Cochrane, 2006). Creating themes inductively helps minimise the bias that may arise from themes being pushed through by the researchers own interest or potential contributions to literature (Patton, 1990). The use of an inductive approach within a thematic analysis not only helps decrease research bias, but it allows for the themes to be purely generated from the data (McCormack, 2004). The themes generated related back to the research question (Braun & Clarke, 2006).

It is recommended by Braun and Clarke (2006) that the following six steps should be undertaken when conducting a thematic analysis. These six steps are: (i) familiarisation with the data, (ii) initial coding, (iii) searching for themes, (iv) reviewing themes, (v) defining and naming themes and (vi) producing the report. Conducting a thematic analysis may seem like a linear procedure, however it consists of “constant moving back and forward between the entire data set, the coded extracts of data that you are analysing, and the analysis of the data that you are producing” (Braun & Clarke, 2006, p. 86).

3.5.1.1 Step one – Familiarisation with the data. As outlined earlier, the data was made familiar with by the researcher. This included transcribing, reading and re-reading the transcripts before initial codes were developed. This process is supported by Braun & Clarke (2006) who suggest that researchers should become familiar with the content which included reading the transcripts multiple times. This process enabled the researcher to gain a thorough understanding of the interview data.

3.5.1.2 Step two – Initial coding. The transcripts were examined twice for coding. In the first instance, codes were developed that related directly to the research question. In the second instance, further codes were developed that related to the current youth sport climate. An inductive approach was employed during the coding process as there were no existing frameworks for codes to be derived (Braun & Clarke, 2006). Thus, the data was organised into meaningful groups (Braun & Clarke, 2006). Codes are used to “identify and

provide a label for a feature of the data that is potentially relevant to the research question” (Braun & Clarke, 2012, p. 61).

3.5.1.3 Step three – Searching for themes. A theme “captures something important about the data in relation to the research question, and represents some level of patterned response or meaning within the data set” (Braun & Clarke, 2006, p. 82). Refined codes which shared common patterns were grouped together to create themes. Themes can be derived from using visual thematic maps (Braun & Clarke, 2006) or the use of tables (Grbich, 2013). Tables were used by the researcher to create themes.

3.5.1.4 Step four – Reviewing themes. Following the initial themes, the themes were reviewed. Reviewing of themes is viewed as quality control, in this stage, some new themes were added whereas, others were removed due to their relevance to the study. Reviewing themes ensures that there is a distinctive difference between themes while also ensuring that data within themes meaningfully cohere (Braun & Clarke, 2006).

3.5.1.5 Step five – Defining and naming themes. Following on from step four, themes were named and defined. This included articulating how the themes related to sub-themes (or codes) and creating a definition for each theme. Themes were presented using tables outlining themes and sub-themes (Grbich, 2013).

3.5.1.5 Step six – Producing the report. Braun & Clarke (2006) mention that producing the report is the final step of a thematic analysis. Within this study, the thesis is the report which continues through chapters four and five.

3.5.2 Computer Program Assistance

NVivo (version 11.4) software was used within this study to aid the researcher during the thematic analysis. NVivo assisted the researcher during the thematic analysis process as all the transcripts were stored in one file, all coding and themes were directly linked to the transcripts. Therefore, allowing the researcher to query, analyse and report the data.

3.6 Observations

Observations of the VGG were conducted during the Good Sports workshop. The observations focused on the body language and language used during the course of the workshop. In this study, the researcher, whilst undertaking the observations, can be characterised as observer-as-participant as the researcher spends a little amount of time inside the group and informs the participants they are being observed (Tashakkori & Teddlie, 2003).

3.7 Trustworthiness

When undertaking case study research, it is critical to ensure that the research is trustworthy, ensuring that readers can assess the validity or the reliability of the study. Validity and reliability determine the quality of a study (Bryman & Bell, 2011). Validity is concerned with understanding whether the method used to examine the phenomenon is effective (Bryman & Bell, 2011). Whereas, reliability relates to the consistency of the findings (Gratton & Jones, 2010). To ensure a study achieves this, researchers have the responsibility to ensure that: (i) the data is analysed correctly, (ii) data is collected and managed systematically, (iii) appropriate sampling techniques for case study research have been applied, (iv) a case study design is appropriate for the research question, and (v) the case study research question is written and substantiated (Russell, Gregory, Ploeg, DiCenso, & Guyatt, 2005). Using multiple data sources within case study research means that data credibility is heightened (Baxter & Jack, 2008). The use of surveys, observations and interviews can help triangulate the data allowing for a more rigorous and trustworthy study (Fenoglio & Taylor, 2014; Snyder, 2008; Stuckey et al., 2013).

Within this study, validated questionnaire items were used in the questionnaires as explained in the survey instrumentation section (3.4.1). Along with this, interviews and observations were used as data collection methods. This meant that the Good Sports workshop could be viewed and explored from multiple perspectives (Baxter & Jack, 2008; Myers, 2013). The use of multiple data sources enhances the credibility of the data by promoting a greater understanding of the case (Baxter & Jack, 2008). It is believed by using multiple data sources within this study that the trustworthiness of this data will be maintained, as it allows the study to be explored from the view of the participants, in the questionnaire and interviews, and the perspective of the researcher, through the observations. Another layer is added to this study with the interviews of the facilitators. They provided another, independent view of the study when describing what they experienced and observed when facilitating the Good Sports workshop.

Chapter 4 - Results

This chapter will describe the data collected through surveys, interviews and observations in this study. In the results and discussion chapter, the term Good Sports intervention will refer to the intervention as a whole whereas, the Good Sports workshop will refer to the specific workshop within this case study. To begin with, this chapter will report the results from the surveys breaking it into demographic information, the youth sport-specific items and post-intervention data. Following the survey data, the interview data will be reported through a thematic analysis, describing the four key themes; - (i) components of youth sport, (ii) awareness, (iii) challenging the status quo, and (iv) reinforcement. Finally, the observation data is reported.

4.1 Survey Data

Survey data was collected prior to and following the Good Sports workshop. The purpose of the pre-intervention survey was to understand baseline attitudes regarding youth sport and to compare these findings with the post-intervention survey to help understand if a change in thinking had occurred. 17 respondents completed the pre-intervention survey whereas; eight completed the post-intervention survey following the Good Sports workshop

4.1.1 Demographic Information

The majority of the respondents who completed the surveys were males, aged 35-44, who identified as New Zealand/European. The respondents in the pre- and post-intervention surveys indicated that they had children participating within youth sport (Table 4).

Table 4*Demographic Survey Data Comparison*

Construct	Pre-Intervention		Post-Intervention	
	<i>n</i>	<i>Percentage</i>	<i>n</i>	<i>Percentage</i>
Age				
18-24	0	0.0%	0	0.0%
25-34	1	5.9%	0	0.0%
35-44	8	47.1%	4	50.0%
45-54	6	35.3%	3	37.5%
55+	2	11.8%	1	12.5%
<i>Total</i>	<i>17</i>	<i>100.0%</i>	<i>8</i>	<i>100.0%</i>
Gender				
Male	14	82.4%	8	100.0%
Female	3	17.6%	0	0.0%
<i>Total</i>	<i>17</i>	<i>100.0%</i>	<i>8</i>	<i>100.0%</i>
Ethnic Group*				
NZ/European	13	68.4%	5	55.6%
Maori	3	15.8%	0	0.0%
Pacific Islander	2	10.5%	4	44.4%
Asian	1	5.3%	0	0.0%
Other	0	0.0%	0	0.0%
Child Participating in Youth Sport				
Yes	9	52.9%	5	62.5%
No	8	47.1%	3	37.5%
<i>Total</i>	<i>17</i>	<i>100.0%</i>	<i>8</i>	<i>100.0%</i>

Note: *Participants could select multiple ethnicities

Figure 2 illustrates respondents of the pre-intervention survey had greater experience ($M = 4.53$, $SD = 4.53$) as part of the VGG in comparison to the respondents of the post-intervention survey ($M = 4.03$, $SD = 5.43$).

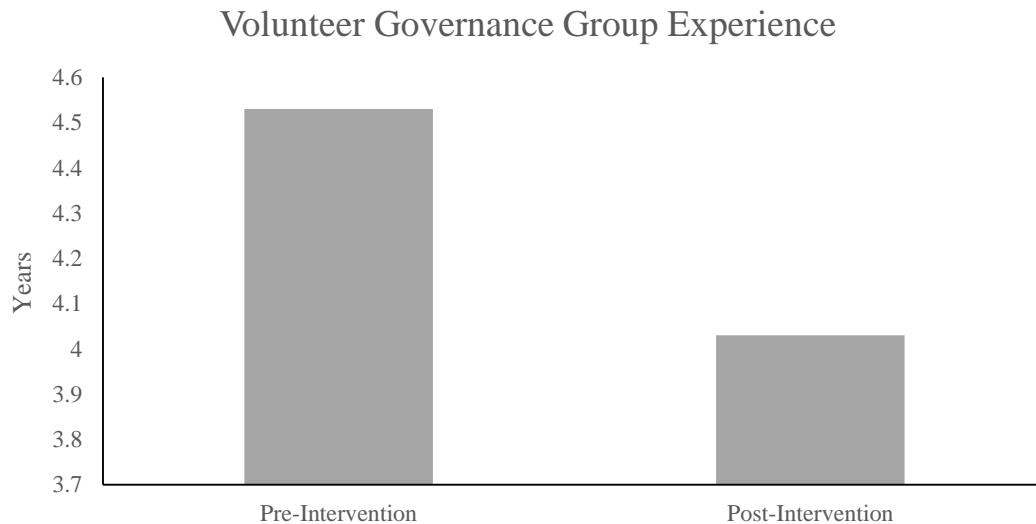


Figure 2 – Volunteer Governance Group Experience

4.1.2 Youth Sport Specific Variables

The items that promoted positive behaviour within youth sport were expected to see a positive mean difference. However, the items that discussed negative behaviours were expected to have a negative mean difference (Table 5). Means differences were calculated for youth sport specific variables between the pre-intervention and the post-intervention surveys.

Some larger means differences were observed, whereas a couple did not change (Table 5). The biggest means differences were found when respondents believed that for children to become lifelong participants in sport, children should not be involved in high levels of coach-led structured practice in one sport (Item 30; $M(\text{diff}) = -1.19$). Other results to note included, when respondents indicated that most players should get to play in games (Item 12; $M(\text{diff}) = 0.62$), that coaches empowered children to make decisions (Item 18; $M(\text{diff}) = 0.56$), and that positive coach behaviour following a loss is important (Item 10; $M(\text{diff}) = 0.44$).

Early specialisation is a contemporary issue within youth sport, and the Good Sports workshop was able to impact the thinking of participants within this study. Participants reported early specialisation is not important for children wanting to become elite athletes (Item 23; $M(\text{diff}) = 0.56$) or lifelong participants (Item 27; $M(\text{diff}) = 0.44$). Overall, the survey data showed that the Good Sports workshop made a positive impact on parents and adults perceptions of youth sport.

Table 5*Predicted Change, Means Difference and Effect Sizes for Youth Sport Specific Items*

Item	Pre- Intervention	Post- Intervention	Predicted Difference	Means Difference (M(diff))	Cohen's <i>d</i>	Hedges' <i>g</i>	CI for Effect Size	
	Mean	Mean					Lower	Upper
<i>In youth sport, children feel successful when</i>								
1 They win at all costs	2.06	1.88	Negative	-0.18	-0.15	-0.14	-0.98	0.70
2 They believe, they are best	3.12	3.13	Negative	0.01	0.01	0.01	-0.83	0.85
3 They are clearly better	3.12	3.00	Negative	-0.12	-0.10	-0.10	-0.94	0.74
4 They really improve	4.41	4.50	Positive	0.09	0.09	0.09	-0.76	0.93
5 They overcome difficulties	4.41	4.25	Positive	-0.16	-0.18	-0.18	-1.02	0.66
6 They perform to the best of their ability	4.71	4.75	Positive	0.04	0.09	0.08	-0.76	0.92
<i>In youth sport, children feel successful when</i>								
7 They believe, they are better than others	2.75	2.88	Negative	0.13	0.12	0.11	-0.73	0.95
8 They show other people they are the best	3.31	3.13	Negative	-0.18	-0.16	-0.16	-1.00	0.68
9 They accomplish something others cannot do	3.75	3.75	Negative	0.00	0.00	0.00	-0.84	0.84
<i>In youth sport...</i>								
10 Even if children lose, the coach feels good about them when they don't play well	4.19	4.63	Positive	0.44	0.71	0.69	-0.17	1.55
11 Every child feels like he or she has an important role on the team	4.25	4.63	Positive	0.38	0.68	0.66	-0.20	1.52
12 Most of the players get to play in the games	4.13	4.75	Positive	0.62	0.52	0.50	-0.35	1.35
<i>In youth sport...</i>								
13 Children are punished when they make a mistake	1.50	1.13	Negative	-0.37	-0.66	-0.64	-1.50	0.22
14 It's important for children to keep trying even though you make mistakes	4.63	4.88	Positive	0.25	0.45	0.44	-0.41	1.29
15 The coach tries to find out what skill each player wants to improve on	4.06	4.25	Positive	0.19	0.23	0.23	-0.62	1.07

16 Children are encouraged to work on their weaknesses	4.38	4.25	Positive	-0.13	-0.18	-0.18	-1.02	0.67
17 Children sometimes get to choose the skills they want/need to work on	3.50	3.75	Positive	0.25	0.27	0.26	-0.59	1.10
18 Coach allows children to learn how to solve problems on their own	3.44	4.00	Positive	0.56	0.62	0.60	-0.26	1.46
19 Children within youth sport learn best through repetitive drills	3.75	3.63	Negative	-0.12	-0.17	-0.17	-1.01	0.68
20 Children within youth sport learn best through discovery and play	4.00	4.13	Positive	0.13	0.16	0.15	-0.69	0.99
21 Within youth sport the role of the coach is to make decisions	3.06	3.38	Negative	0.32	0.36	0.35	-0.49	1.20
22 Within youth sport the role of the coach is to help children make decisions	4.31	4.38	Positive	0.07	0.11	0.10	-0.74	0.94
<i>In your opinion, for children to have a greater chance of becoming an elite athlete, they should...</i>								
23 Participate in multiple sports	3.69	4.25	Positive	0.56	0.61	0.53	-0.33	1.38
24 Specialise (and stay) in a single sport	2.69	2.25	Negative	-0.44	-0.46	-0.46	-1.31	0.39
25 Be involved in high levels of child-led play/games	3.75	3.75	Positive	0.00	0.00	0.00	-0.84	0.84
26 Be involved in high levels of coach-led structured practice within one sport	3.63	3.25	Negative	-0.38	-0.50	-0.47	-1.32	0.38
<i>In your opinion, for children to have a greater chance of developing a love of sport, and continuing to participate in sport throughout their life, they should...</i>								
27 Participate in multiple sports	3.94	4.38	Positive	0.44	0.55	0.52	-0.33	1.37
28 Specialise (and stay) in a single sport	2.50	2.25	Negative	-0.25	-0.30	-0.27	-1.11	0.57
29 Be involved in high levels of child-led play/games	3.94	3.75	Positive	-0.19	-0.22	-0.21	-1.06	0.63
30 Be involved in high levels of coach-led structured practice within one sport	3.94	2.75	Negative	-1.19	-1.37	-1.33	-2.25	-0.41

Note: Confidence Interval calculated at 95%

Cohen's d was calculated to ascertain the effect sizes between the two surveys (Table 5). The calculations highlighted that a third of the items measured had a medium effect size. The only item with a large effect size was Item 30, which explored if children want to be lifelong participants in sport they should be involved in high levels of coach-led practice in one sport ($d = -1.37$). Other items to note included Item 10 ($d = 0.71$), Item 11 ($d = 0.68$), Item 13 ($d = 0.66$) and that children should participate in multiple sports to give themselves an opportunity to become an elite athlete ($d = 0.61$) or become a lifelong sport participant ($d = 0.55$). Many of the items measuring positive behaviours (task orientation, mastery climate and sampling) had medium to large effects.

Hedges g was also calculated because the sample size was less than 20. Calculation of Hedges g identified that Item 26, no longer has a medium effect size but has a small effect. No other substantial differences were observed with the calculations of Hedges g and Cohen's d .

4.1.3 Post-Intervention Variables

Extra items were added in the post-intervention survey to ascertain any changes in thinking that may have occurred immediately because of participating in the Good Sports workshop.

The survey data from the post-intervention survey provides evidence that the Good Sports workshop had positively influenced participants upon what makes a positive sports experience for children ($M = 4.00$, $SD = 0.54$) and the perceived role of adults ($M = 4.00$, $SD = 0.54$) within youth sport. The respondents were asked to explain the rationale of their answer. Of the five responses received for the positive experiences for children item the responses expressed that the material used in the intervention provided 'some very good scenarios', was 'a good memory jogger', allowed a participant to look at youth sport 'from the point of view of the athlete in the video who was under a lot of pressure from his father or coach', empowered a participant to 'ensure all contacts [within youth sport] reflect Good Sports principles'. Whereas, another participant mentioned that the intervention had limited impact as they 'already had reasonable understanding'. For the role of adults within youth sport, a participant mentioned that 'adults play important roles in child enjoyment and performance in sports'.

Two items from the Transformative Learning Survey (TLS) were incorporated in the post-intervention survey to ascertain if the process of transformational learning had begun. The first of these two items asked if the Good Sports workshop led them to understand their

past experiences in a different way. The results to this item were positive ($M = 3.83$, $SD = 0.41$). However, when asked to explain their rationale further, the responses were quite polarising. One respondent mentioned that the intervention allowed for them to reflect upon their own experiences, another mentioned the intervention reinforced what they already believed and that children should choose the sport that they enjoy and are better built for. The second item measured if the Good Sports workshop had created a deep shift in the way the participants' view youth sport. The results to this item were neutral ($M = 3.17$, $SD = 0.98$). The two responses when prompted to explain further their rationale mentioned that 'children have pressures from various people [within youth sport]' and that they should focus more upon the enjoyment of the child rather than them excelling.

Table 6 showcases that many of the respondents of the post-intervention survey experienced a disorienting dilemma followed by phases two and five (38% respectively). The next phase which most of the respondents identified as being in was phase two. Phase two respondents identified they were self-examining which may have included feelings of guilt or shame. The workshop did induce feelings where traditional social expectations of youth sport made them feel uncomfortable. Some respondents elaborated that they have thought about acting in a different manner from the usual beliefs and roles regarding youth sport.

When participants selected a statement, they were asked to provide a rationale for selecting the statement they felt was most applicable to them. For respondents selecting phase one, it was apparent that the intervention made the participants more aware of the behaviours within their environment and started reflecting and questioning their own abilities and behaviours. Although many respondents selected that they believed they were in phase two, the open-ended text boxes offered a different insight. Two participants agreed that self-examination occurred, others mentioned it questioned parts of their previous beliefs and roles regarding youth sport.

Table 6*Learning Activities Survey Item Results*

Phase	Phase Description (Mezirow, 1978)	Amended LAS Item(s) (King, 2009)	Frequency	Percentage
Phase 1	A disorienting dilemma	I had an experience that caused me to question the way I normally act within youth sport.	6	75%
		I had an experience that caused me to question my ideas about social roles with youth sport. (Examples of social roles include what a mother or father should do or how an adult or child should act)	3	38%
		As I questioned my ideas, I realised I no longer agreed with my previous beliefs or role expectations within youth sport.	3	38%
Phase 2	A self-examination with feelings of guilt or shame	Or instead, as I questioned my ideas, I realised I still agreed with my beliefs or role expectations.	3	38%
Phase 3	A critical assessment of epistemic, sociocultural, or psychic assumptions	I felt uncomfortable with traditional social expectations around youth sport	1	13%
Phase 4	Recognition that one's discontent and the process of transformation are shared and that others have negotiated a similar change	I realised that other people also questioned their beliefs regarding youth sport.	2	25%
Phase 5	Exploration of options for new roles, relationships, and actions	I thought about acting in a different way from my usual beliefs and roles regarding youth sport	3	38%

4.2 Interviews

In total, five interviews were conducted within this study. Three interviews were with the participants of the Good Sports workshop, the remaining two interviews were with the facilitators of the Good Sports workshop, for this group. The age of the participants and time in their role as an administrator in the Volunteer Governance Group (VGG) varied (Table 6).

Table 7

Interview Participant Demographics

	Age	Gender	Years in Volunteer Governance Group	Parent of a Child currently in Youth Sport?
Participant 1	44	Male	First Year	No
Participant 2	24	Male	First Year	No
Participant 3	49	Male	Fourth Year	No

Facilitator 1 was the lead trainer for Good Sports who was involved in the conception and helping train Good Sports Developers (individuals that facilitated interventions within the community). Facilitator 1 has facilitated many sessions within his role as the lead trainer. Facilitator 2 is an employee of the RSO that is partnered with this study. His role involved working with junior coaches for club and representative levels of the sport. He is also a Good Sports Developer.

A thematic analysis was undertaken to analyse the interview transcripts. The themes that answered the research question fell into three broad categories. These were awareness, challenging the status quo and reinforcement. Through the inductive process another theme was derived; components of youth sport. This theme gives the study a reference for the perceptions of youth sport held by the participants. Figure 3 provides a visual representation of the themes derived from the interviews within this study.

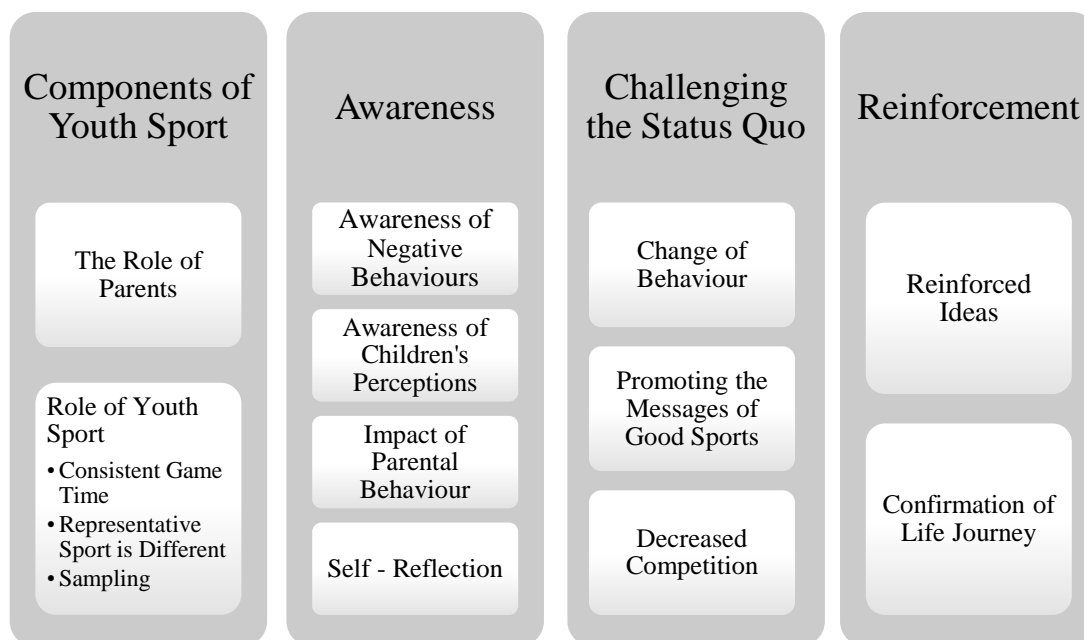


Figure 3 - Visual Representation of Interview Themes

4.2.1 Theme One – Components of Youth Sport

The first theme of components of youth sport provides a background to the perceptions of youth sport by the participants. Participants were asked to discuss what they believed was the role of parents within youth sport and what they believe children want from youth sport. The conversations regarding what children wanted further deepened to discuss sampling, the amount of game time children receive and how the participants' perceived representative sport as being different. This provided an insight into how the participants' perceived youth sport.

4.2.1.1 The role of parents. As all participants were volunteer sports administrators within their clubs, they had multiple interactions with parents over their tenure. Of the three interviews, common ideas to flow from each of the participants was that the role of parents was to initiate their child's sporting experience.

I think the key role is just to, the initiation, so you know take your kid along to any club, any sport, it doesn't have to be [winter sport]. Pay their fees, buy their kit and then let them go. It's not their job to force the opportunity on the kid. I mean kids might play [winter sport] one year, soccer the next, then softball you know, to change sports every year. But you know provide the opportunity. (Participant 2)

The other two participants built upon this idea and emphasised that parents need to be involved in their child's youth sport experience by supporting them.

I think [it's] just to provide support for the child, help them to do the things that they can't do by themselves. Like kids can't drive themselves, they don't work, they don't have money to buy boots or things like that. So just providing that support for the child and supporting them in whatever they do and also supporting the coaches and the other parents. (Participant 1)

Participant 3 went further and explained that although it was important for parents to initiate the contact and provide tangible and intangible support, He hoped that parents would put their hands up to coach or manage a team as well.

get their children into the sport, enjoying sport and going beyond that, to coach a whole team, manage a whole team, and other than that you've got parents who need to support their children. (Participant 3)

The perspective of all three participants further enhances the notion that parents are an important aspect of youth sport and they have an important role to ensure children have a positive experience.

4.2.1.2 Role of youth sport. The views of each of the three participants regarding the role of youth sport for children were very similar. Fun was a term used by all three participants.

I think it's just for them to get involved, have fun, try different things, get confidence and try things that they haven't tried before... but on the whole, I think youth sport should be get out there, have fun, exercise be a be a part of a team and culture and make friends. (Participant 1)

Participant 3 echoed the sentiments of Participant 1 where he mentions "I think it's a way for kids to really have fun really, end of the day you want them enjoying whatever sport they are in." An interesting point to note was the generic messages of both participants who believed that being involved in any sport was important rather than the sport they are involved in. Participant 2 had very strong views of the role of youth sport. He rated the value of youth

sport as being superior to the educational system regarding the development of social skills. He mentioned:

I think it's about becoming a person, I mean team sports are ten times better than going to school in terms of social skills you know. These people are your mates, there's a pressure to perform as a kid because of your mate's 'cause of the peers around you. And so, to become a person you have to learn how to work under pressure and be social and keep relationships and I think youth sport is probably the only really significant way in New Zealand to become a person you know, an adult, or a young person. I think it's the most important thing we can do, and when people say, 'sports isn't everything', 'I don't have my kids playing sport', you know I think they're being detrimental to their kid's development. (Participant 2)

It was evident through the responses from all three participants that youth sport developed children whilst ensuring that it is fun.

4.2.1.2.1 Consistent game time. Participant 2 recounted conversations he had with a coach within his club regarding the amount of game time some children were receiving.

I mean we've got our team here, and I talked to them and I'm like that kid has to play half a game, and they're like 'yeah we play him half [a] game', and I watch the game, he'll get on for five minutes and it's like he hasn't played half a game. [I said] 'you know you guys are not living up to what you agreed to do as coaches.' (Participant 2)

He went further on to discuss how he would suggest solutions so that every child did get a fair turn every game. "I advocate for sub-maps because it allows you to have it all pre-planned and give it to someone else you're running the subs" taking the onus off the coaches. However, he has found that many coaches are not receptive to the solution.

but it's getting them to implement it, and as you get to the 11's, 12's, 13's where it becomes competitive it just all just goes out the window, you know there's kids that sit on the sideline. (Participant 2)

4.2.1.2.2 Representative sport is different. Two of the participants within this study were coaches of youth representative teams. They explicitly mentioned that representative sport was different to the school or club level because there was more pressure to perform in contrast to focusing upon development.

with the rep stuff, I would probably be in the middle [on a continuum of climate of performance to climate of development], sort of, because I do believe the rep stuff is different to the school/club stuff, but I know that I'm not gunna, I don't wanna go to the extreme of performance. (Participant 1)

Participant 1 here shows that he was wary of going to the extreme of the climate of performance with his representative team, however, Participant 2 shares a similar but stronger story:

if you go to my rep coaching, I'm probably a two [on a continuum of the climate of performance to the climate of development, out of ten]. You know it's very much a we want to go and win this tournament, and it's not a win at all costs which is why I'm not a one, if I've got an injured player, he's sitting down for the tournament. I'm not going to risk his life and his future, but definitely, there's a pressure to win. (Participant 2)

This study has been able to identify that a discourse may be present within coaches who coach at a club or school level and also coach at a representative level.

4.2.1.2.3 Sampling. Anecdotally it is known that many parents force their child to specialise in a single sport to ensure that they are successful and have the best opportunity to make representative teams. When Participant 1, a representative coach, was asked if children should specialise in a single sport he mentioned, "I think they should try a whole lot of different things". He went on to further explain that children should also sample multiple positions within a sport –

I also believe that within the sport, you can't typecast children as one position. It's no good them being [a position from] under 8s all the way through. They should try other positions as well. (Participant 1)

Participant 2 highlighted that children might choose to play multiple sports and parents should not force a sport upon their child.

4.2.2 Theme Two – Awareness

Within the awareness theme, there were four sub-themes. The sub-themes encompassed; awareness of the negative behaviours within youth sport, awareness of children's perceptions, the impact of parental behaviours and self-reflection. For the purpose of this study, the awareness theme is defined as recognising that an alternative thought process could provide new insights into a problem (Dirkx, Mezirow, & Cranton, 2006), or become aware of behaviours they may not have been aware of prior to the Good Sports intervention.

4.2.2.1 Awareness of negative behaviours. One member of the VGG explained how the Good Sports workshop made him more aware of behaviours that were present in his community and/or teams. He mentions that “I’ve seen a lot of parents like that, the guy in the videos really putting all that stress and pressure on their children to perform, especially when they’re a child who’s a really good athlete” (Participant 1). During the workshop, participants were shown a clip from the documentary *Trophy Kids*, in this clip Justus’ father Jamie pressures his son through extra one-on-one training to ensure his child was the best. This quote draws attention to the fact that this behaviour is present and relatable to this participant. Although no other participants explicitly mentioned relating to the Justus clip, both facilitators mentioned that others within the group expressed that the behaviours from the *Trophy Kids* clip were present in their clubs and communities. Facilitator 1 indicated that “there was a point in time where someone raised their hand, and they said something to the effect of this happens in our club and this is a real issue.” This was supported by Facilitator 2 who mentioned “some of the responses on that night was... I’ve seen it”.

4.2.2.2 Awareness of children’s perceptions. The ethos of the Good Sports intervention is to create positive youth sport experiences for children, so they can either follow their own elite dreams or remain lifelong participants. The Good Sports workshop highlighted the role of the coach to a participant. He mentioned, “it’s an eye-opener for me because it just shows how important the coach is” (Participant 1). This highlights that Participant 1, who is an experienced coach, did not fully understand the importance of his role as a coach within youth sport prior to the Good Sports workshop.

4.2.2.3 Impact of parental behaviours. The Good Sports workshop created awareness of behaviours that these individuals may have turned a blind eye to because they

did not understand the negative effects of the behaviour. One behaviour that was identified was the feedback, or lack of, following competition. A participant recounted a hypothetical situation, where

there's nothing said, there's no feedback there's no 'oh good game today' it's just silence, it's just get in the car and go home. And I guess that to me is worse than yelling and screaming at your kid. Just making them feel that they've gotta be silent cause they weren't good enough and up to your standard. (Participant 2)

Anecdotally, within western society, it is understood that 'if you have nothing nice to say, you say nothing at all.' However, this behaviour, within youth sport, which could be assumed as being non-problematic, has negative effects upon children. In contrast, the behaviour of over passionate parents was also identified as a behaviour that was not noticed prior to the Good Sports workshop. It was mentioned their behaviour was as bad as that of parents who value winning at all costs. "I think there's the over passionate, over passionate parent, over passionate coach. I think I'm more aware that that's just as dangerous as the one who is obviously just all about winning" (Participant 3). These two comments highlight that the participants now understand that negative behaviours do have a negative impact on children.

Negative parental behaviours do not only impact the children but may also affect how forthcoming adults are to volunteer their time as coaches, managers or officials. Participant 2 mentioned that within his club they approach parents to coach a team but "more and more they become hesitant and just won't do it." This is further reinforced by Participant 3 who mentions "the challenging part of it [being an administrator] is that you do not get to pick and choose the coaches really. It's not like you've got them knocking down your door." These comments identify that negative parental behaviours are as dangerous to other parent's perceptions of the sport and sports roles as they are to a child's enjoyment and continued participation.

4.2.2.4 Self-reflection. The Good Sports workshop created an opportunity for participants to self-reflect upon their behaviours past or present. The content of the workshop including the Trophy Kids clip together with further information shared by the facilitators resonated with a participant in this study. He said, "it puts the pressure on you to think about

yourself” (Participant 2). This evidence suggests that the messages of the Good Sports workshop resonate at a deep, cognitive level to this participant.

4.2.3 Theme Three – Challenging the status quo

A lot of the focus on youth sport is about performance, winning and achieving short-term objectives. Thus, the Good Sports intervention was positioned to challenge the status quo so that children had a more enjoyable experience within youth sport. Another theme that emerged from the interview data was that participants were willing to challenge the status quo. For this study challenging the status quo is defined as using the knowledge ascertained from the Good Sports workshop to influence negative behaviours that feature within youth sport. Within this theme three subthemes emerged, these were a change of behaviour, promotion of Good Sports messages and decreased competition.

4.2.3.1 Change of behaviour. The Good Sports workshop was able to empower the participants to make a change. In one case a participant changed their behaviour because it would positively impact the children he coached. This participant used the knowledge he gained through the Good Sports workshop to change the way he conducted himself with his representative team compared to seasons previous.

the way I deal with my rep players this year has changed, last year I put a real strong emphasis on the parents to stay out of it, let us go through. ‘cause it such a pressure, pressure pot of a situation, whereas this year I’m putting more emphasis on everything that the parents say has gotta be positive, I need you guys to really work with me here because we are being critical and trying to make these players the best they can in the six weeks that we’ve got them.
(Participant 2)

This quote highlights that this participant understood that parents were an integral aspect of the child’s development and enjoyment of the campaign. This finding is also supported by Facilitator 2. He recounted a situation where a [VGG] member questioned the appointment of a coach for a rep team as he did not share the values of Good Sports.

we had [a group member, who] was quite vocal on some of the coach allocations for our rep [programme], especially within his region. We had a coach in there that didn’t live the values that we wanted but the allocation of him as coach was already set from a previous campaign and he mentioned

why are we allocating these coaches when we're wanting to drive the Good Sports into our culture of [winter sport], we're going against it by allowing this guy to coach. He [was] very, very, accurate in the points he was making.
(Facilitator 2)

These two quotes emphasise that the Good Sports workshop instilled confidence in the participants to influence the behaviours of others ensuring children have a positive youth sport experience.

4.2.3.2 Promoting the messages of Good Sports. All the members of the VGG that attended this workshop were also administrators of their respective clubs. As part of this workshop, it was hoped that the VGG members and coaches were able to drive the messages of Good Sports to parents and other adults within the sport. Facilitator 2 mentioned “that’s why I needed to make sure that it was driven by both ends. Not just left on the coach’s lap, and he was forced to deal with it”. Two of the three participants in this study recounted examples of how they have spread the messages of the Good Sports intervention. Firstly, a participant noticed negative behaviour on the sideline and took it upon himself to educate a member of the opposition about the negative effects of his actions.

I had an incident on Saturday where I went and spoke to an opposition coach at an under 8s game. Everything he said was positive but the tone he used was extremely negative, extremely aggressive and I kinda said to him, ‘hey look I understand your being positive but maybe think about your tone, because you’re yelling at the kids, all they can hear is the tone of your voice, they are not hearing the words coming out of your mouth.’ And he was really good about it he kinda goes ‘oh okay, I never thought about it that way’.
(Participant 2)

Another participant of this study undertook a similar action. In this case, the participant used his initiative to approach a situation that could have been potentially toxic. The Good Sports workshop gave this participant the confidence to intervene in a situation that had negative implications for the children participating.

So, there was one coach this year in particular, in fact, two coaches were at different values, so at the start of the season, I said I’m not happy with you

guys just continuing as you are and not having an open discussion. I was talking to them individually, and I could tell they have misaligned values and I said to them separately, I need to get you two together, because I believe if you two keep going like this the kids will know, and the kids will feel that tension that's between you two, and even though you might not think they know, they will know. You need to sort it out before you start the season otherwise I'm going to call it [for both of you] not being a coach. So, I was very clear about that with them. I don't think I would have been as strong about that without being, 'cause there was one coach that was basically holding grudges you could say about what happen previous season he wasn't letting it go, so I tried to find a way for him to let it go. (Participant 3)

These two examples highlight how the Good Sports workshop drew the participants' attention to behaviours they may not have otherwise been aware of if they had not attended the workshop. The reasoning why participants from the workshops, intervened in their examples was to ensure that the children had a positive youth sports experience supporting the ethos of Good Sports.

4.2.3.3 Decreased competition. Apart from changing their own behaviours and passing on the messages of the Good Sports intervention, two participants recounted ways in which they decreased the competition either in their training sessions or within their club. They both tried to decrease the pressure to perform upon the children and emphasise other aspects of youth sport. Participant 1 explained how he organised his trainings

If you can try and keep in mind the stuff from the Good Sports [workshop and] centre it towards [the children] rather than making it competitive, professional, All Blacks type of format [then] it's not going to be beneficial on the whole for the kids. (Participant 1)

This quote shows the value that this participant puts upon the child's experience within youth sport. These environments allow for children to thrive and achieve. In contrast, situations which put pressure on children creates a fear of failure environment. Another example was discussed by Participant 3, where he spoke about a league table his club use to display on their website where all their junior teams were rated or ranked against each other.

We used to be pretty public about keeping a ladder for all the [club name] teams, and that used to drive some bad behaviours with parents and coaches being really worried about what the score was on the day. So, we've backed off on that now so there were two reasons why we wanted to keep the scores, one is so that it allows us to get some sort of measure of success of the teams and lets them see that a public way it seems, it is sport after all. It will also allow us, for the teams that are struggling we can actually monitor that and try to do something about it, but yeah, some coaches and some teams seem to be very obsessed about that ladder. Yeah so were backed off that now and, are saying we are keeping it so we can monitor teams and are they doing really well and perhaps they should move up a section and the teams that are struggling well we need to address it, that's why we are doing that.
(Participant 3)

Both examples noted have identified behaviours that the participants had perceived as supporting a climate of performance. Using their positions as club administrators, leaders and individuals who had experienced the messages of the Good Sports intervention, used their new-found knowledge to help foster a climate of development. This is supported by Participant 3 who mentions that “we are keeping it, so we can monitor teams and [to see if] they [are] doing really well, and perhaps they should move up a section and the teams that are struggling well we need to address it, that's why we are doing that.”

4.2.4 Theme Four – Reinforcement

The fourth theme in this study was reinforcement. Transformative Learning Theory does not cover reinforcement. For this study, Reinforcement is defined as ideas and behaviours being confirmed by participating in the Good Sports workshop. Within this theme, two subthemes were apparent, reinforced ideas and confirmation of life journey.

4.2.4.1 Reinforced ideas. It was evident that all three participants within this study already on the path towards promoting a climate of development. They understood that the climate of performance was not ideal for the development of children within youth sport. Participant 2 mentioned that the Good Sports workshop “reinforced kinda my thinking and the way that I operate” (Participant 2). He went on to say that “I think it definitely reinforces, but it kind of reinforces to the point where it brings it more to the forefront you know. It was sort of at the back of my head” (Participant 2). This is an interesting comment as it seems

that the Good Sports workshop brought his ideas from the individuals subconscious to his conscious thoughts, therefore, possibly, promoting more positive behaviours within youth sport settings.

4.2.4.2 Confirmation of life journey. Two of the three participants were over 40 and already had children go through the youth sport system. It was interesting to note that throughout their journey as a parent and/or coach, they were already aligned to the climate of development. Both participants identified that had they participated in the Good Sports intervention earlier in their youth sport journey. They would have had a large change in thinking.

I guess if I'm thinking on five years ago, and I'd had that course [Good Sports] it probably would have been a lot more of a change, but I think for me I already was aligning to that (Participant 3)

Another participant expressed a similar sentiment. Explaining that he had a change in thinking, but it could have been greater.

I think when I was a coach I'm seeing myself in my earlier day's sort of probably being a bit too, you know putting a bit too much on the kids. But I think I've mellowed down as I've got older and I think yeah, I've had a shift (Participant 1)

These statements provide evidence that although the Good Sports workshop had a positive impact on the participants, the messages were reinforced through their experiences in youth sport.

4.3 Observations

During the workshop, the researcher observed the body language and the comments made by the participants. Table 8 presents the data collected via observations during the Good Sports workshop.

Table 8*Observational Data*

Type of Data	Example
Comments made	<p>The issues highlighted in the video clip is apparent in their clubs because of talented children</p> <p>Pressure from Dads, who may be coaches of teams, on talented children</p> <p>Car ride home is initiated by parents, upon reflection they feel the kid may feel targeted, as the parent (who may be the coach) is criticising their performance</p> <p>Parents may not listen to the messages of Good Sports because they believe there is money in the sport because of its growing professionalism</p> <p>Children's motivations and parents motivations for participation may not align</p> <p>Good Sports message needs to go out to parents, not only coaches and managers</p> <p>Good Sports has value for their clubs</p>
Body language	<p>VGG member sniggers when parent telling child of in Trophy Kids</p> <p>VGG members agree that the Justus issues is apparent within their sport</p> <p>VGG members agree that parents use their child as their "ticket" to money, through professionalism of the sport</p>

The data indicates that many of the VGG members understood the purpose of the Good Sports intervention and understood the importance of Good Sports within their club. It is especially encouraging to see that the car ride home and pressure upon talented players was discussed. As these issues have a substantial impact upon the experience children receive within youth sport.

Chapter 5 - Discussion

The purpose of this study was to understand whether the Good Sports workshop had helped create a change in thinking with parents and leaders who were part of a Volunteer Governance Group (VGG). Chapter four presented and analysed descriptive findings along with calculation of effects sizes from the survey data. Interview data were thematically analysed using the recommendations of Braun & Clarke (2006, 2012). The results section in the previous chapter presented data as a description, with minimal interpretation, whereas, this chapter will discuss the findings more collectively. It is important to understand that this case study is not generalisable to the larger population, as it provides an insight to the participants of this case study and is not representative of the youth sport community (Stake, 1995). This discussion chapter will use Transformative Learning Theory to discuss the findings in chapter four in detail. The 10 phases of transformative learning can be used as an analytical tool to understand whether this workshop is achieving its intention of creating a transformation (Snyder, 2008).

5.1 Phase One - A disorienting dilemma

Within this study, the Good Sports workshop was presented as the disorienting dilemma to begin the transformative learning process, as described by Mezirow (1991). A disorienting dilemma can be created by using questions, stories or situations (Taylor, 2009). Within the Good Sports workshop participants were shown a video clip from Trophy Kids, whereby they were exposed to a scenario where a child was pushed by his father to extremes where the child would cry, and his father would continue to yell at him. The group were further prompted to discuss and question within themselves whether behaviours that they saw in the clip existed in their sport, leading to self-examination. The post-intervention survey results showed that three-quarters of workshop participants (Table 6, Phase 1) identified that the workshop helped them question the way they normally act within youth sport. The findings discussed, where participants thought about their behaviours in youth sport, support other transformative learning studies. Literature suggests that participants who reflected internally and their surroundings started to question their previous beliefs they took for granted (see Cranton, 2016; Fenoglio & Taylor, 2014; Kroth & Cranton, 2014; Nohl, 2015; Snyder, 2008; Stuckey et al., 2013; Taylor, 2007; Wilhelmson et al., 2015). In this study it is promising to find that most of the participants experienced a disorienting dilemma as this is the catalyst for perspective transformation (see Glowacki-Dudka et al., 2016; Mezirow,

1978b; Snyder, 2008; Stone, Duerden, Duffy, Hill, & Witesman, 2017; Taylor, 2007; Wilhelmson et al., 2015). Participants identifying that they have experienced a disorienting dilemma indicates that they have begun the journey to achieve the four outcomes of transformative learning which include (i) having a deeper self-awareness, (ii) having more open perspectives, (iii) experiencing a deep shift in worldview, and (iv) acting differently (Cranton, 2016).

5.2 Phase Two - A self-examination with feelings of guilt or shame

5.2.1 Self-reflection. A key premise to the Transformative Learning process is self-reflection, which is the second of ten phases of Transformative Learning Theory (Mezirow, 1978a, 1991). In this study, which explores the experiences of the participants throughout the Good Sports workshop, all three VGG members interviewed indicated they personally had gone through a self-reflection process following the workshop. Participant 2 mentioned that the workshop put pressure on him to think about himself and his actions. Participant 2's thoughts are consistent with the post-intervention survey, where almost 40% of the participants in this study indicated that they either no longer agreed or still agreed with their beliefs or role expectations regarding youth sport. This finding highlights that the disorienting dilemma the Good Sports workshop presented allowed the participants to reflect, question and explore alternative ways of being in the world. Therefore, it could be argued that the workshop was able to help begin the process of critical reflection as set out by Dirkx (2006).

In this study, the participants acknowledged that they reflected on their behaviours and the behaviours of others. For example, Participant 1 said, "I've seen a lot of parents like that [...] guy in the video really putting all that stress and pressure on their children to perform." Literature suggests that it is likely through the critical reflective process that participants feel guilt or shame due to their previous actions (Fenoglio & Taylor, 2014). Interview participants did not explicitly express feelings of guilt or shame. In contrast, Fenoglio & Taylor (2014), found participants were very forthcoming regarding their feelings of guilt or shame while experiencing perspective transformation. It could be reasoned that the items measuring phase two of the Transformative Learning Theory, adapted from the Learning Activities Survey (LAS) and used in the post-intervention survey, did not explicitly mention guilt or shame. Therefore, we cannot identify whether the participants did experience feelings of guilt or shame. However, the survey and interview data supported the

interpretation of the participants themselves that they were in phase two of their transformative learning journey. The results discussed so far in this study indicate that reflections occurred not only inwards but outwards too. Hence, the participants became aware of the behaviours that happened around them as well.

5.2.2 Awareness of negative behaviours. It was found through the interview process that negative behaviours such as parents putting pressure on their child to perform, readily occur within the sport. Facilitator 1 explained that during the workshop “there was a point in time where someone raised their hand, and they said something to the effect of this happens in our club and this is a real issue.” The comments of both the facilitators and the researchers’ observations confirmed others within the group also had observed similar experiences in their own settings. The findings of the survey supported the interview and observation data. In particular, 23 out of the 30 items concerning youth sport changed as expected following the workshop (Table 5). The youth sport-specific items which showed the most promising results included key contemporary issues such as children feeling they have an important role within the team (Item 11), most children participate in competition (Item 12) and early specialisation (Items 23, 24, 26, 27, 28 and 30). The findings were further supported with medium effect sizes for items 10, 11, 12 and 13. The observations of the facilitators, researcher and the results of the survey indicate that this Good Sports workshop created an environment where the participants could compare and identify their own previous experiences with the video clip shown in the workshop. Being aware of negative parental behaviours was an important outcome for the participants as this could allow them to understand what behaviours create a negative experience for children. This study’s ability to create an awareness of negative adult behaviour is encouraging, as this can be the impetus for a conversation which could help diminish negative behaviours (Taylor, 2007). During the interview, it was expressed by Facilitator 2 (who is an employee of the organisation the VGG belongs to) that the role of the participants in this study was to pass on the messages of Good Sports to others within their club. Participants were expected to pass on the messages of Good Sports via conversations with parents and adults within their club when negative behaviours were identified. This was shown when he said, “so that’s why I needed to make sure that it was driven by both ends [by coaches and VGG members], not just left on the coach’s lap and he was forced to deal with it.” This study provides evidence that the foundations are laid for participants to pass on the messages of Good Sport. The promotion of Good Sports messages is discussed in further detail in phase nine.

5.3 Phase Three - A critical assessment of epistemic, sociocultural, or psychic assumptions

Within youth sport, parents and adults have a large influence from getting their child into sport to being administrators and organisers. The impact of parental behaviour on children within youth sport was discussed with the interview participants. Their behaviours can impact the epistemic and sociocultural assumptions within youth sport.

Awareness of negative behaviours by the participants within their club or sport community is important as it ensures that the behaviours are not being ignored. However, understanding the negative impact of these behaviours is important to help create positive experiences for children in youth sport. Anecdotally, mainstream media tend to focus upon the negative behaviours of adults within the game or on the sidelines. Unfortunately, in reality, negative parental behaviours can extend post-game (Elliott & Drummond, 2017).

A key behaviour identified by participants that has a negative impact on children was debriefing post-game. Participant 2 explained a hypothetical situation where parents do not provide any feedback following competition. Participant 2 felt in this situation the behaviour was worse than scolding their child, believing that leaving their child in silence meant the child felt as if they were not good enough. This perspective of Participant 2 is in contrast to the literature where scholars have found that parents provide space for their child (Ross et al., 2015), because children did not want to receive feedback from their parents following competition, especially if it was following a loss (Knight et al., 2010; Knight & Holt, 2014). This would suggest that this participant may have misunderstood the importance of parental feedback following competition. Participant 2's perspective regarding silence could have been an outcome of the workshop being shortened on the day. Although the perspective of Participant 2 is contrary to that commonly found in sport coaching literature, it could possibly be that silence following competition was a negative behaviour in his mind and because the workshop was unable to unpack this further, it was unable to alter his perspective.

Participant 2 described during his interview, while verbal abuse is common, he has also witnessed physical abuse in youth sport less commonly. When asked if the Good Sports workshop helped him notice behaviours he may not have before where he said: "Yeah, the verbal, it's not often, but sometimes the physical side". This finding is consistent with sport coaching literature which suggests that physical and verbal abuse does occur in youth sport (Elliott & Drummond, 2013; Ross et al., 2015). The Good Sports workshop allowed the

participants to reflect upon past experiences and understood that these behaviours are not ideal for creating a positive youth sport experience. It is also troubling to note that these behaviours still occur on the sidelines of youth sport events, especially as there are many domestic violence social marketing campaigns run within New Zealand. It would mean that these messages may be perceived as only being relevant within the home and not in other settings.

During the workshop, it was observed by the researcher, that the participants mentioned that parents generally initiate the conversation in the car ride home. It was also observed that participants mentioned their child might not like the criticism in the car ride home because they could be the only one to receive criticism when the parent is the coach. As noted in the results, Facilitator 2's personal opinion highlights that parents and coaches within the sport may lack the knowledge on how to conduct the conversation in the car ride home, especially if they have multiple roles within the sport. The key findings of this study where parents struggle with post-game conversations align with recent literature where parents understand that it can potentially upset children (Elliott & Drummond, 2017). Whereas, other studies have indicated that parents understand the importance of the conversations in the car ride home yet, knowing what to say was difficult (Wiersma & Fifer, 2008). In junior Australian Football it was presented that parents feel that being honest is important and the need to avoid 'sugar coating', thus the need to debrief can be a catalyst to arguments between parent and child (Elliott & Drummond, 2017). The studies by Elliott and Drummond, (2017) and Wiersma and Fifer (2008) align with the findings in this study suggesting that there is a great need to help educate parents on how to provide feedback on the car ride home, supporting the position of Facilitator 2. This education can come in the form of a guideline or a checklist. Creating such resources could alleviate the pressure off the parent to say the right things and ensuring the child enjoys their car ride home. A further effort could be made by Good Sports facilitators who know that within certain sports that the car ride home is an issue, focussing upon ensuring the messages on the car ride home reiterate effort (Omli & LaVoi, 2009). It can also be important that these messages iterate that the feedback is positive, as this type of feedback positively impacts motivation (Atkins et al., 2013; Keegan et al., 2010). The importance placed on feedback during the car ride home should resonate well with the VGG in this study as they are ultimately focussed upon retaining junior players but also increasing participation too.

The Good Sports intervention is positioned to help create positive experiences for children within youth sport. This does not only pertain to the direct impact upon children but also includes indirect implications upon youth sport such as the difficulties administrators face finding coaches, managers and officials. Interview participants mentioned that adults are hesitant to volunteer for coaching roles, meaning club administrators cannot select the most appropriate coaches due to adults not being very forthcoming. Participant 3 mentioned “the challenging part of it [being an administrator] is that you do not get to pick and choose the coaches really. It’s not like you’ve got them knocking down your door.” Literature suggests that parents who do volunteer to coach prefer to keep parents away from themselves and the teams as they find parents interfere by questioning their decisions (Elliott & Drummond, 2013) and giving conflicting information to their child and other children (Ross et al., 2015; Streat, 1995). Although the participants did not express the adversities of being a coach in youth sport, it is possible that these behaviours occur in the New Zealand context and contribute to the decreased willingness to volunteer as a coach in youth sport. Contrastingly, in a recent study, parents indicated they took more active roles within their child’s sport, such as coaching, to avoid and limit exposure to negative parents and poor coaching (Knight et al., 2016). A possible solution to this issue can be where parents should support coaches and administrators as identified by the interview participants. The researcher was unable to find literature that supported this proposition. However, it is a sound proposition. Putting the onus on parents to support coaches may encourage other parents to volunteer their time to be a coach or manager. The statement whereby parents supporting coaches may be a result of the decreasing number of volunteer coach’s forthcoming to club administrators. Therefore, it can be proposed that administrators want to ensure coaches also have a positive experience each season by feeling supported by the parents in the team and do not distance themselves due to poor behaviours.

Participant 2 mentioned that the competitiveness of parents within non-competitive (entry level) junior sport was seen as a detractor for him to volunteer as an official. Through a literature search it was found that parents also do not volunteer to officiate because of the fear of, and the frequency of, abuse for making wrong decisions or against teams (Wiersma & Fifer, 2008). Abuse of officials has been, and still is, a major issue for this sport across all levels nationally. The National Sports Organisation (NSO) has run social marketing campaigns since 2013 to help encourage positive sideline behaviour using prominent athletes from their sport. However, it does not seem to be helping. The study by Knight and colleagues

(2016), provides an interesting contrast to the idea of volunteers in sport being less forthcoming. Studies were not found that understood coach and official motivation in a New Zealand context. Following this workshop, it is possible this climate may change, because of the influences of the participants as club administrators and leaders (Bass, 1990; Brawley et al., 2016), due to less conflict and more support for coaches and officials as suggested by Dorsch et al. (2017).

5.4 Phase Four - Recognition that one's discontent and the process of transformation are shared and that others have negotiated a similar change

Phase four of the Transformative Learning Theory discusses how participants of transformative learning discuss their feelings with others and understand that others have gone through a similar journey. This study did not explore this avenue through its line of questioning during the interviews. However, a quarter of survey participants indicated that they realised others also questioned their beliefs regarding youth sport. As there is limited data in this study exploring this phase of transformative learning, it could be summarised that communication between the members of this VGG is limited outside of the meetings. Therefore, it could be reasoned that the individuals within this study participate in the VGG for the sole benefit of their own club. Building on these two tentative explanations, it could mean that the group may have lost sight of their overall purpose and could be a reason why senior members of the VGG did not welcome the Good Sports workshop. However, Facilitator 2 explained that the workshop was not explained as well as it could have been by the staff member in charge of the VGG. Thus, if he were to present the Good Sports workshop again to this VGG, he would “make it real clear that this is about junior [winter sport] participation and it's something we can bring in so that we can keep players in the game.” Ensuring that the workshop dealt with contemporary issues that affect clubs may have meant a better buy in by the senior members and the rest of the VGG. Facilitator 2's perspective is supported by the work of Snyder (2008) who explains that if adults are put into transformative learning situations without an intrinsic emotional buy-in, there is slim likelihood in a shift of meaning perspectives. Understanding the workings of this group fall outside the realms of this study, however, a sport management focussed study could identify the shortcomings of this group regarding intra-organisational communication and how that impacts on effectively achieving their outcomes.

5.5 Phase Five - Exploration of options for new roles, relationships, and actions

Participants have expressed how the workshop was able to create awareness of negative adult behaviours in youth sport and how they acted to eliminate negative behaviours in their own settings. Interview participants did not speak about how they explored or thought about their new roles as individuals going through transformative learning. Much like the survey findings for phase two, almost 40% of participants indicated they thought about acting in a different way from their usual beliefs and roles regarding youth sport. The post-intervention survey was completed within one month of the workshop. This may explain that the messages from the Good Sports workshop resonated with the participants because they may have had time to reflect on the learnings. In the interview, participants were prompted with questions measuring the Transformative Learning Theory. Participant 3 mentioned the Good Sports workshop had given him the confidence to be proactive to help promote positive experiences for children. The findings of the survey and the interview from Participant 3 would suggest that some participants within this study were planning and exploring their potential behaviour changes because of the information they received through the Good Sports workshop.

5.6 Phase Six - Planning of a course of action

The participants in this study are administrators, who are also coaches, and are the links between the Regional Sports Organisation (RSO) and their clubs, as explained by Facilitator 2. “The [VGG] are the connection between the union and the clubs, the junior clubs.” The survey data showed that the participants understood that children should get to play in competitive games most of the time following the Good Sports workshop (see Item12, Table 5) and the effect size further emphasised this. This result could be explained because the VGG is responsible for the implementation of a minimum game time policy within their clubs driven from the National Sports Organisation (NSO). In June 2014 (partway through the season), the NSO announced that every child participating in the sport (ages 5-13) must play at least half a game (Anderson, 2014). In 2015, this policy was extended to include secondary school players who competed in grades below the elite level for secondary schools (Burnes, 2015). Participant 2 spoke about situations he had witnessed where junior teams (under 12’s and under) when coaches started to focus on winning and thus taking away the opportunity for children to play the mandated half a game. With a focus on winning and

achieving outcome-based goals, coaches start playing players who could potentially win the game for the team more, rather than giving everyone a fair opportunity, against the wishes of other children in the team (Walters et al., 2015). The observations of Participant 2 were similar to those found by Elliott & Drummond (2013) and Walters et al. (2015), where it was found coaches in youth sport focussed on winning. The short-term focus of coaches not only impact upon the children, but it makes parents feel frustrated, even if their child plays the minimal required time (Wiersma & Fifer, 2008). The results for this item in the survey, along with the observations by Participant 2 in his own club, would suggest that coaches may need assistance to ensure each child gets at least the minimum playing time. This assistance could include potential strategies which are easy to implement. A possible solution to ensure children receive half a game of playing time could be the implementation of substitution maps (see 4.2.1.2.1) as proposed by Participant 2. The use of substitution maps means that coaches have a predetermined plan of which player will be substituted at what point of the game and the responsibility is given to another parent. The implementation of substitution maps takes some of the power away from the coach to leave their star player on the field for prolonged periods of time. Although the method can be overruled by the coach, it makes the coach more accountable for their actions ensuring that every child gets a fair amount of playing time. Substitution maps could be adapted to fit many traditional team sports, where ‘more skilled’ children tend to be favoured compared to lesser skilled children within the team.

5.7 Phase Seven - Acquisition of knowledge and skills for implementing one’s plans

The data gathered within this study was unable to garner results that could identify behaviours or actions which provided evidence that participants had travelled through phase seven of their transformative learning journey. The Good Sports workshop provided information to the participants about ideal behaviours in youth sport. However, limited evidence was found in this study that suggested that the participants accessed other knowledge sources to inform the way they behaved in the next three phases. The reason why the limited evidence was found is that the surveys did not explore phase seven nor did the line of questioning during the interviews. In the study of Fenoglio and Taylor (2014), participants actively sought out other information sources such as websites, attending coaching courses, journal articles and books. It could be argued that being involved in a sport

where the NSO puts a lot of resources into rectifying negative adult behaviours, they could have engaged in conversations or information searching prior to the Good Sports workshop.

5.8 Phase Eight - Provisional trying of new roles

The research question within this study aimed to understand if a change in thinking had occurred following the Good Sports workshop. A change in thinking predisposes one to act differently, and this is one of the outcomes of transformative learning (Cranton, 2016; Stuckey et al., 2013). Within this section, the interview participants have discussed how they have changed the way they behave following the Good Sports workshop and how they have tried to influence others to embody the messages of Good Sports.

Firstly, Participant 2 in his second campaign as a representative junior coach, spoke about how he changed the way he behaved from his first campaign when it came to communication. This change in behaviour meant that as a coach he was attempting to create a positive environment not only within the confines of trainings and competition but also in situations outside of his control by including the parents. Although it is not known what instructions were given by this participant to the parents, the move towards a more positive environment aligns with sport coaching literature which indicates that children prefer adults to provide feedback that focuses on effort and attitude instead of performance related feedback (Knight et al., 2010, 2011). It is important to remember that feedback is only one aspect of parental behaviour in youth sport. Positive parental behaviour helps to create a positive environment for children. When adults emphasise effort and fun, children enjoy their sport, helping them become more motivated (Keegan et al., 2009) and allowing children to believe they are good (Atkins et al., 2013). Creating a positive youth sport environment aligns with the outcomes of Good Sports. This behaviour is an example the participant provisionally trying a new role (Mezirow, 1978, 1991). Literature and Good Sports identify that a positive youth sport environment is key to children's enjoyment of sport, and it will be interesting to further explore if this environment is retained for subsequent campaigns.

The second narrative centred on the selection of representative coaches in the sport. Where a member of the VGG challenged the selection of a representative coach as they did not embody the values of Good Sports. It is very interesting and encouraging for Good Sports as a member of the VGG, a volunteer, was empowered to challenge the actions of Facilitator 2, an employee of the RSO the VGG is situated within. This participant challenged Facilitator 2 to not only promote, but abide by the values of Good Sports. Ensuring he is living and

breathing the values just like how the Facilitator expected the coaches and VGG members to. It is possible this individual may have experienced a perspective transformation from the intervention (Fenoglio & Taylor, 2014) because he reflected upon his core or central meaning structures (Dirkx, 1998; Snyder, 2008) regarding youth sport, hence trying to positively impact the experience of children in this particular representative team. Unfortunately, this member of the VGG was unsuccessful in changing the selection of this coach as the Facilitator mentioned it was too close to the tournament. The recounting of the VGG members conversations with Facilitator 2 provides evidence that this participant was using his initiative but was also empowered by the workshop to try and change a coaching appointment that he was not entirely in control of. This participant, as a volunteer leader, used his influencing skills (Brawley et al., 2016) to try and create an environment where children could experience this representative sport in a low-pressure environment (Culver et al., 2009).

5.9 Phase Nine - Building of competence and self-confidence in new roles and relationships

The previous section discussed how participants of the intervention have amended their personal behaviours and how they tried to impact others positively. Within this section, participants began to make a social change. These examples include individuals who were under their influence, such as coaches within their club, and individuals who weren't, such as parents from opposition teams.

Participant 2, recalled an incident on the sidelines of an Under 8's game, where a parent from the opposition was trying to be positive towards his own team yet his tone was quite negative. Although tone was not explicitly covered within this workshop, it is possible that the workshop helped the participant to identify negative behaviour. The Good Sports workshop may have encouraged this participant to think critically about tone of voice when giving encouragement in youth sport settings. As literature suggests, tone is critical when communicating with children (Dorsch et al., 2015; Fraser-Thomas & Côté, 2009; Holt et al., 2008; Jeffery-Tosoni et al., 2015; Knight et al., 2010; Knight & Holt, 2014), because if children perceive the encouragement to be insincere or have tones of frustration this can have a negative effect (Omli & Wiese-Bjornstal, 2011). The identification of a negative tone by Participant 2 supports the study by Jeffery-Tosoni et al. (2015) who found that children who received instructional comments during competition found tone was generally quite negative.

A study has found that adults may excuse such behaviours as being part of the fabric of the sport. However, these behaviours impact children's experiences (Omli & LaVoi, 2009). Behaviours that are engrained in the sport over an extended period of time is described as being a 'fabric of the sport'. Within this sport, it can include excessive yelling from the sideline, abuse of officials and opposition players. Behaviours which are a 'fabric of the sport' need to be focussed upon within the Good Sports workshop as these are behaviours that will most commonly occur and negatively impact the experience children receive within the sport. The actions of Participant 2 may be a result of having experienced an intrinsic emotional shift following the Good Sports workshop hence shifting his meaning perspective (Fenoglio & Taylor, 2014; Snyder, 2008; Taylor, 2008). The confidence of Participant 2 could suggest that he may have grasped his role as being a change agent through his position of leadership (Bass, 1990) and using his level of influence to create change (Brawley et al., 2016). This participant has shown through the recollection of his action that he is confident in his role whilst in his transformative learning journey.

Although Participant 2 was able to positively influence an individual unknown to him, Participant 3 influenced coaches within his own club. In this situation, Participant 3 explained how two coaches who coached together in the previous season were paired to coach together again. Participant 3 discussed how he confronted the situation between the two coaches and gave them ultimatums if their behaviours and attitudes would not change. This situation indicates that the Good Sports workshop gave Participant 3 the confidence to put the children first in this situation. It meant he had the courage to tell the coaches he was happy to take their coaching positions away if they did not resolve their issues. Literature was limited regarding the disagreement of coaches, and the impact of this disagreement upon the experience children receive in sport. This participant worked with both coaches to highlight their negative behaviours and used his influencing skills to ensure that these coaches are motivated enough to ensure the children have a positive experience (see Brawley et al., 2016). The Good Sports workshop empowered this participant which meant that he put the children's potential experience ahead of the egos of the coaches within his club (see Snyder, 2008). Both these examples show that the participants had a personal transformation and embarked on creating a social change within their sport (Dirkx, 1998) from the knowledge they gained from the Good Sports workshop. These behaviours resonate with phase nine of Transformative Learning Theory which states that an individual has built self-confidence and competence in their relationships and new roles (Mezirow, 1978b).

5.10 Phase Ten - A reintegration into one's life on the basis of conditions dictated by one's perspective

This study was able to yield one example of an entire change due to the information shared through the Good Sports workshop. The two other examples in this study illustrate that the Good Sports workshop worked as a reinforcing agent for the individuals. The workshop confirmed the participants own transformation as being a parent in youth sport and also reinforced their thoughts regarding youth sport.

5.10.1 Sampling in youth sport. Within this study, the survey findings supported the Developmental Model for Sport Participation (DMSP), which is discussed in greater detail in Chapter 2. In summary, the DMSP suggests that children should participate in multiple sports (ages 7-11) to give themselves the best chance to become elite athletes or lifelong sport participants (Côté et al., 2003, 2009; Côté & Vierimaa, 2014). The survey findings provided support for DMSP, as the means differences for a majority of the items testing for early specialisation, returned in the expected manner (Table 5). The items covered key early specialisation issues such as: for children to have the best chance to become an elite athlete they should participate in multiple sports (Item 23), specialise in a single sport (Item 24), be involved in high levels of coach-led structured practice within one sport (Item 26). Items testing for children to have a greater chance of developing a love of sport, and continuing to participate in sport throughout their life, they should: multiple sports (Item 27), specialise in a single sport (Item 28), be involved in high levels of coach-led structured practice within one sport (Item 30) were also covered. All items listed except item 30 had a medium effect size, whereas item 30 had a large effect size. The interviews indicated that children in youth sport should be allowed to play in multiple sports, with the motivation being driven by the child. Further explaining that children should not only play in one position throughout their junior years but to try multiple positions. Anecdotally, many players are assigned positions in junior sport due to their physical attributes pre-puberty. Thus, to Participant 1 early specialisation doesn't only apply to participating in one-sport year-round, but it extends to positional play. Taking this perspective into account, it is essential that children get to experience every position whilst playing and growing within the sport.

The researcher observed during the workshop that the participants have noticed that some parents use their child as their way to gain considerable amounts of money due to the growing professionalism of the sport. The money can include scholarships to wealthy private

schools, which gives the child a greater opportunity to get a professional contract with one of the elite franchises. Combining the findings from all three data sources, this study can suggest that the participants may have changed their thinking towards early specialisation in youth sport, because of the Good Sports workshop. The results from this study support DMSP but also the work of Gould et al. (2016) who found that tennis coaches urged parents to encourage their children to participate in other sports. The survey and interview data provide support for DMSP which suggests that elite athletes generally participate in multiple sports (Anderson & Mayo, 2015; Ford, Ward, Hodges, & Mark Williams, 2009; Güllich, 2014; Hayman, Polman, Taylor, Hemmings, & Borkoles, 2011). Although the participants of the workshop did not explicitly mention that the professionalism of the sport is why children may specialise early, it could be proposed the opportunity to become an elite athlete may be the reason why early specialisation occurs within this sport. In New Zealand, high school students are being signed on by elite sport franchises from as young as 13, as explained by Facilitator 2: “now the Under 12, Under 13s kids [are] moving into the schools that have a pro system that feed[s] into the professional environment.” This study has highlighted that the professionalism of the sport is an issue parents’ are struggling to grapple with. Therefore, RSO’s need to understand parent’s views of the professionalism of the sport. This would allow sport managers to understand the pressures children and parents are under. Opportunities to alleviate these pressures on both parties could include developing educational material or presenting workshops to help everyone understand that early specialisation in the sport is not required to become a successful elite athlete.

5.10.2 Confirmation of life journey. Towards the end of each of the interviews, participants were asked if they had felt a deep shift following the Good Sports workshop. Participants 1 and 3 indicated that they had a shift, but had they participated in the Good Sports workshop earlier in their lives a larger shift was more likely to occur. Participant 1 explained, “I guess if I’m thinking on five years ago, and I’d had that course it probably would have been a lot more of a change, but I think for me I already was aligning to that before through that way of going.” The survey data indicated that participants did not experience a deep shift in their thinking, but the workshop had led them to understand their past experiences in a different way. Using the survey and interview findings together would suggest that the participants in this study had experienced a disorienting dilemma earlier in their lives, as a coach or parent, explaining why a deep shift was not reported. Similar results were found by Fenoglio & Taylor (2014) who studied coaches transformation in the United

Kingdom. The study followed their transformative learning journey as coaches without a formal disorienting dilemma like a workshop. Literature also suggests that positive or supporting parental behaviour can be learnt through experiences with older children (Knight et al., 2016; Knight & Holt, 2014; Wiersma & Fifer, 2008). Therefore, it could be proposed that these participants have learnt their behaviours through their experiences prior to the Good Sports workshop. An alternative reasoning as to why the level of the shift, which was self-reported, was minimal could be due to being exposed to social marketing campaigns or education regarding adult behaviour in youth sport. This could indicate that through other organisations, through their own experiences or their own initiative, the participants of this study may have been exposed to messages which aimed to create positive experiences in youth sport. Exposure to these programmes and messages could also be why two of the participants in this study mentioned that the Good Sports workshop reinforced their thoughts regarding youth sport, bringing some ideas from the subconscious areas of their brain towards their consciousness. Negative adult behaviour in youth sport has been thoroughly researched, and many programmes have been developed worldwide to counter its negative effects (Ross et al., 2015).

5.11 Other Interesting Findings

Through the interview process, other interesting findings surfaced which were not directly related to the research question. These interesting findings are reported as the researcher believes these findings directly relate to the context in which this study was undertaken. Therefore, it can provide a new insight for further academic research.

5.11.1 Representative sport is different. Two participants within this study were Under 13 representative coaches. Both participants had surprising views regarding their approach to representative coaching in comparison to their club or school coaching.

The focus for both Participant 1 and 2, whilst coaching their representative side is on performance and hence winning is important. This was a surprise for the researcher as both these participants advocated within their interviews that fun and development is important within youth sport. However, as individuals who were responsible for passing on the messages of Good Sports to members of their clubs, it could be presented that these individuals did not fully embody the values of Good Sports, especially within the representative sport context. Although there is no literature to support this standpoint, a search of the literature found no evidence that transformation is conditional and contextual.

Transformative learning processes could further understand if these positions exist where participants only applied their learnings contextually.

Building upon the responses of both representative coaches, it would be intriguing to further understand if a climate of performance is common amongst junior representative coaches in multiple sports. The perceptions of both the participants could be attributed to the New Zealand culture of the sport where it is viewed as a major passion and religion (Walters et al., 2012). Although the sport is not the number one participated sport in New Zealand, it is the sport that most New Zealanders support. This is evident with the support of the national team through the recent World Championship event hosted in New Zealand. In contrast, when the national team fails the public is quick to ask questions because the national team is known as one of the most successful teams in the world. Therefore, with excellence being synonymous with the national team of this sport it could be implied that these coaches believe they are breeding the next group of athletes for the national team. It could be surmised that the coaches may embrace a winning culture as it resonates with a New Zealand males' sense of identity (Pringle, 2001). The findings regarding winning being important in representative sport could suggest that the environment children are exposed to, where children are identified for their perceived talent, could be a negative experience whereby the children are being pressured at ages as young as 11 or 12. Conversely, it could also be suggested that these coaches are trying to further their aspirations of being coaches at the elite level. Therefore, it could be propositioned that these participants believe the only way to get higher honours in coaching is to be successful.

5.11.2 The role of parents. This study discovered that all three interview participants indicated that parents played a large part within youth sport.

Participant 1: I think just to provide support for the child. Help them to do the things that they can do by themselves. Like kids can't drive themselves, they don't work, they don't have money to buy boots or things like that. So just providing that support for the child and supporting them in whatever they do, and also supporting the coaches and the other parents.

Participant 2: I think the key role is just the initiation. So, take your kid along to any club, any sport, it doesn't have to be [winter sport]. Pay their fees, buy their kit and then let them go.

Participant 3: Some parents [need] to step up and be coaches and organisers and managers. [Parents need to] get their children into the sport, enjoying sport going beyond that coach a whole team, manage a whole team, and other than that you've got parents who need to support their children.

The literature explains that the role of parents is to facilitate participation within sport (Ewing, 1999; Gould et al., 2006; Hellstedt, 1990; Keegan et al., 2010) and the participants in this study provided a similar viewpoint. The role of parents as providers (Fredricks & Eccles, 2001) is crucial because it allows the child to experience the sport. Children can experience sport by parents registering them into organised competitions or parents providing children opportunities in less formal settings, encouraging play. Parents introducing children to organised sport act as socialising agents (Hellstedt, 1990), introducing them to an activity they may not have accessed before formally. In this study, it is encouraging that the role of parents is to initially get children participating in sport. Parents giving children the opportunity to participate can be viewed in both a positive and negative light. Positively, it means that the child is participating in sport and learning the skills and life lessons that are a by-product of participating in sport. Whereas negatively, a parent could be forcing a child into the sport they like, as a parent, or have played rather than taking in the child's perspectives and feelings towards the sport. The participants confirmed that parents play an integral role within the lives of children in sport and life in general; as they are the enablers. Hence, parents can be viewed as the most influential adults in their child's life and are their providers (Elliott & Drummond, 2013; Harwood & Knight, 2015; Stein, Raedeke, & Glenn, 1999) during their youth years. This was not the only aspect of parenting within youth sport that was discussed by the participants. A parents' role is not only to initiate participation in a sport but to also provide support.

Parental support was also identified as being significant by the participants. Types of support the participants mentioned were both tangible and intangible. These included; financial support (through paying fees, purchasing equipment and uniforms), logistical support (providing transport to and from training and competitions) and emotional support. The types of support mentioned by the participants reiterated those found commonly within the literature (Gould et al., 2006; Harwood & Knight, 2009; Timperio et al., 2013). Participants highlighted that parents are required to provide unconditional support to their child, but it was found that parents should also support the coaches and administrators within

the sport as well. This study highlights that parents' roles within youth sport are complex and require engaging with many different people. Due to parents having a position of authority they have an influence upon their child's motivation (Keegan et al., 2009) and their support of their child and other adults within youth sport is vital to ensure that children have a positive youth sport experience.

Participants mentioned that parents should undertake other roles such as being a coach or manager in youth sport. The findings of this study are supported by Knight et al. (2016) who found that parents are forthcoming to support coaches. Through the researchers understanding of the participant's roles within their clubs, it could be argued that the participant's role as an administrator influenced their thinking as to what roles parents should undertake within youth sport. This could be because within their role it is important that there are enough coaches for the demand of children wanting to play the sport. The participants thinking could be explained by him experiencing first-hand that coaches are not forthcoming in youth sport. The demotivation of the parents could be due to negative parent behaviours (Elliott & Drummond, 2013) within the current climate.

Chapter 6 - Conclusion

The purpose of this study was to understand if participating in the Good Sports workshop would create a change in thinking amongst the participants. The study has presented, explored and discussed the perceptions of the Volunteer Governance Group (VGG) following participation in the Good Sports workshop. A change in thinking occurred, and this was measured using pre- and post-intervention surveys, interviews with participants and facilitators and observations made by the researcher.

6.1 Study Conclusions

The research question underpinning this study was to understand to what extent does the thinking of youth sport parents and leaders change following the Good Sports intervention? This case study explored the experiences of the VGG members who participated in a Good Sports workshop in early 2017. Time and place, bound the case study as per the recommendations of (Stake, 1995). The Good Sports intervention is underpinned by Transformative Learning Theory, and the framework of this theory was used as a tool to analyse the findings in this study (Snyder, 2008). The results of this study will now be measured against the outcomes of transformative learning to understand if a change in thinking has occurred. The four outcomes of transformative learning are; (i) having a deeper self-awareness, (ii) having more open perspectives, (iii) experiencing a deep shift in worldview, and (iv) acting differently (Cranton, 2016). The study was able to highlight that the Good Sports workshop presented to the VGG had a positive impact upon the members as it achieved the outcomes of transformative learning as suggested by Cranton (2016). The findings of this study have identified that the change in thinking is evident as shown by the results of the surveys and interviews. Jones et al., (2013) mention that a change in thinking is antecedent to a change of behaviour. Therefore, the extent of the change in thinking can be best described by the impact of the Good Sports workshop which has meant that participants have changed the way they behave in youth sport.

6.1.1 Deeper Self Awareness

The study was able to deduce that the Good Sports workshop was able to create a deeper self-awareness of behaviours and actions that occur within youth sport. This is highlighted where a participant mentioned that the workshop put pressure on him to think about himself. Their thoughts are supported by the post-intervention survey, where a number of participants indicated that they no longer agreed with their previous beliefs. The data

highlighted that participants within this study, as a result of the Good Sports workshop, started to self-reflect and be more aware of the behaviours that occurred around them. The participants indicated that as a result of the Good Sports workshop they pay attention to more negative parental behaviours than they use to previously. Taking the results of this study into account, it showcases that participants had a deeper level of self-awareness, but also a deeper awareness of the behaviours that occur around them and within their club settings.

6.1.2 Having More Open Perspectives

Through attendance and participation within the Good Sports workshop, the study was able to highlight that participants did begin to have more open perspectives. Some participants indicated they thought about acting in a different way from their usual beliefs and roles regarding youth sport. This finding shows that the workshop was able to impact the participants within this study positively. Having a more open perspective meant that participants were empowered, helping them to act in ways that would only impact positively on the children within their club. Due to the participants having a more open perspective it meant that the participants were able to identify negative behaviours that may have been excused previously because they are a fabric of the sport. They were then able to help individuals understand that these behaviours are not ideal, and do not contribute towards a positive youth sport experience for children.

An example of having more open experiences can be identified by the results of the surveys. The survey analysis highlighted mean differences and effect sizes for contemporary youth sport issues such as children; are made to feel good even if they do not play well, have an important role to play in the team, get to play in most of the games, are not punished for making mistakes and early specialisation. The large means differences and medium and large effect sizes show that a change in thinking has occurred for these behaviours. Therefore, it can be proposed that because of the Good Sports workshop a change in thinking occurred, through more open perspectives, and behaviours towards these contemporary issues are likely to change as a consequence.

6.1.3 Experiencing a Deep-Shift in Worldview

Although this study identified it could not be wholly responsible for the deep-shift in the worldview of the interview participants, it can be proposed that it played a significant role. Participants within this study identified that if they participated in a similar educational workshop earlier on in their lives, they would have experienced a greater shift. Therefore, it

can be proposed that the Good Sports workshop in this case aided and enhanced a deep-shift the participants had previously experienced. This can be highlighted by a quote from Participant 2 who said the Good Sports workshop “reinforced my thinking and the way that I operate.” This emphasises that the participants were already at a point in their lives as coaches and administrators, whereby they lived by the principles of Good Sports but attending the workshop refreshed their thoughts regarding the role of adults in youth sport. These findings would suggest that children who participate under the leadership of the participants within this study are likely to have a positive youth sport experience because they embody the values and behaviours of Good Sports.

6.1.4 Acting Differently

The study has highlighted instances in which the interview participants have acted differently, or a change in thinking has occurred. Although Transformative Learning Theory is solely concerned with acting differently, the literature review within this study has identified that a change in thinking is a precursor to a change in behaviour and thus acting differently.

An example of acting differently was shown by Participant 2, who explained how he changed the way he communicated with the children within his representative team because of the Good Sports workshop. In previous campaigns, he had isolated his team from their parents so that his coaching staff were in control of the behaviours and attitudes the children were exposed to. In the season following the Good Sports workshop, Participant 2 ensured that the parents had a more active role to play emphasising that the children rely upon parental support to have a positive and supportive experience during the representative campaign. This example is one of many within this study that provides evidence that the Good Sports workshop was able to help change the way the participants of this study behaved within youth sport.

6.2 Contribution to Knowledge

To the best of our knowledge, this study is one of the first of its kind, providing empirical findings analysing the perceptions and learnings from a parental educational intervention in a New Zealand youth sport context. Sporting organisations worldwide have implemented many initiatives to combat negative parental behaviour. These have included: educational programmes, social marketing campaigns and codes of conduct (Elliott & Drummond, 2014; Ross et al., 2015; Skille, 2008). Therefore, this study provides a baseline

of information to be built upon within New Zealand. With the Good Sports intervention likely to be rolled out nationally following a successful three-year pilot; it provides an opportunity for academics within sport coaching to further understand the success of this intervention. This study presents an insight into the VGG and allows for researchers to take learnings which they feel are generalisable within their settings to understand if the same changes of thinking do occur.

6.3 Significance of the Work

Negative parental behaviour is a major issue for many sports in New Zealand, and this is identified with the number of punitive, contractual and social marketing campaigns run within grassroots sport with an aim to improve sideline behaviour. Thus, the study of a parental educational intervention in a New Zealand context gives this study significance. In New Zealand, many sports clubs are majorly run by volunteers who are viewed as leaders and their influence upon children and parents is quite large. Therefore, this study highlighted that an educational intervention that is implemented, underpinned by empirical research and Transformative Learning Theory, can possibly heed positive results. The findings from this study have supported the literature which shows the strength of transformative learning in adult education programmes. This study supports the work of Fenoglio and Taylor (2014), who explained that transformative learning could alter the way coaches behave, creating a positive youth sport environment. Literature suggests that transformative learning was able to positively influence adults in other disciplines including business (Wilhelmson et al., 2015), education (Mezirow, 1978a; Stone et al., 2017) and in the sport, peace and development sector (Giulianotti, 2011). It is important to remember that the results from this case study cannot be generalised within other contexts, but it can provide a starting point for further research within this area.

6.3 Limitations

Within this study, there were many limitations, which included the delivery of the workshop. It is possible that the way the workshop was explained to members of the VGG could explain the lack of interview participants and post-intervention survey respondents.

Firstly, the fit of the Good Sports workshop for the organisation was found to be an issue as highlighted by Facilitator 2:

when we first introduced what was happening, I know that it wasn't probably plugged in as with our previous manager, plugged in as effective as possible. It was almost like here, it's a phone case just have a look at it.

This would suggest that the staff member who was in charge of the VGG from an organisational perspective did not do the intervention justice. With Facilitator 2 likening the selling of the intervention as a 'phone case', it would suggest that it was of low value. Prior to the workshop (held in March), the researcher was invited to speak about the Good Sports workshop in February. It could be asserted that following this presentation from the researcher the workshop may not have been discussed until the March meeting agenda was sent out. This was supported by Facilitator 2 again who said:

we were sort of squeezed in there, and it felt like we were just off the shelf. If I could redo it again, [it] would be to make it real clear that this is about junior [winter sport] participation and it's something we can bring in, so we can keep players in the game. I felt like the way that maybe [Organisation staff member] painted it was like just give them 10 minutes or something like that.

The sentiments of Facilitator 2 highlighted that the workshop could have been pitched to the participants in a better light and thus it may have increased the engagement of the participants within this study. In contrast to feelings of 'we are helping an external organisation out' which may have been present. From the researcher's observations, there was a sense of complacency from the leadership of the VGG, suggesting that the Good Sports workshop was not important to them, as the negative behaviours being addressed did not occur in their clubs. Due to this standpoint, it could be reasoned that this is why the length of the workshop was decreased on the day.

Secondly, on the day of the workshop, the time allocated to the facilitators was halved by senior members of the VGG minutes prior to the beginning of the workshop. The month in which the workshop was presented is generally a busy month for the VGG and the Good Sports workshop may not have been a priority. This behaviour could be linked to the previous point, where the VGG may have felt it was just another presentation from an external organisation. This limitation hindered the facilitators' ability to truly present a workshop.

Facilitator 1 said “we didn’t have enough time, and this is the difference between giving a talk and running a workshop. We weren’t able to run a workshop.” This would suggest that many activities, behaviours and underlying psychological assumptions regarding youth sport were not able to be explored and unpacked during the workshop. The lack of time to uncover key issues was explained by Facilitator 1, “I think what we were able to do in 30 minutes was good, but I don’t think it’s enough. I think that the people who truly need to reason with and deal with this need conversation and dialogue.” Facilitator 1 suggests that the data in this study could have been different or stronger had the workshop run its full course.

Thirdly, the number of participants willing to participate in this study post-workshop was very disappointing. This was highlighted by only eight of the 18 workshop attendees completing the post-intervention survey. Even more disappointingly, only three workshop attendees participated in an interview regarding their experience during and after the Good Sports workshop. Of these three participants, none of them were parents of children currently participating in youth sport. Two had children that had been through the youth sport programme, so were discussing their experiences from a retrospective perspective. Whereas, the other participant spoke from an administrator/coach perspective. Limiting the study even more. Recommendations from Guest et al. (2006) mention that theoretical saturation is likely to occur after 12 interviews, but basic themes can start to appear after six interviews. In this study only three participants indicated they would like to be interviewed, a decision was made together with the research funders and the researcher’s supervisors that the observations and perceptions of the facilitators will be included to supplement the interview data from the participants. The limited number of participants within this study is likely to have biased the findings. This could be because the participants who did participate in the study were already aligning to the climate of development and were more comfortable with their standpoint, creating a selection bias. To gain a thorough understanding of the VGG, more interviews would allow for more rigorous conclusions to be drawn.

Fourthly, researcher bias could have influenced the findings of this study. The researcher within this study is well connected in this sport and has been a grassroots official for over ten years. It is possible that the experiences the researcher has received during his experience as an official may have biased the line of questioning within the interviews or the interpretation of the data. The researcher was also part of the Good Sports research working group and has a keen interest in the experiences of children within youth sport. Although

researcher bias was acknowledged and consciously minimised. It is possible researcher bias may have been present within this study.

6.4 Practical Implications

This study has highlighted a few shortcomings of both the NSO and RSO when it comes to providing tangible support and resources for adults within this sport. The sport can be commended for implementing policies such as ensuring every child plays at least half a game and creating social marketing campaigns regarding sideline behaviour (including abuse of children and officials). However, it does fall short in providing strategies and tangible resources that help adults ensure children receive a positive experience within their sport.

The first practical implication this study has unearthed is the use of substitution maps as a strategy to ensure every child receives half a game as per the policy from the NSO. Ensuring children get to make the most of their opportunities. Up to Under 13's in this sport, the rules regarding substitution do not emulate what is seen on television. Thus, children can be interchanged as many times as the coach sees fit. A substitution map is a pre-determined plan of at what time of the game what players are substituted. The substitution maps are then handed over to a parent helper who is in charge of running the substitutions for the team. The use of substitution maps alleviates the pressure of worrying about substitutions on game day. Implementing such a strategy to support the policy could possibly ensure adherence. This can be produced as a set of cards or a template given to coaches at the beginning of the season. Ensuring every child gets half a game takes away the control some coach's relish in trying to focus on winning, but it will also ensure parents do not get angry because their child isn't getting the minimum mandated playing time.

The second practical implication this study has unearthed is the need for a tool or resource to aid parents to navigate the car ride home better. This study and other studies indicate that the car ride home is an issue parents' tend to grapple with. A possible solution could be for NSO's to partner up with a food or beverage organisation which gives children a voucher post-competition. This voucher would have several questions on the back to help parents ask the right questions following competition. Ensuring children have a positive youth sport experience.

6.5 Directions for Future Research

A direction for future research could include replicating this study. In the replication, it is recommended that the participants of the study are more engaged, thus allowing for a

greater number of survey respondents and interview participants. Replicating this study with greater engagement will identify if the findings of this study are representative of the VGG.

Another avenue for future research can include replicating this study in another context. Thus, the workshop can still be presented to a VGG, but in a different context, this can consist of other mainstream or alternative sports that have identified adult behaviour in youth sport is an issue.

Following members of the VGG for an extended period of time has been identified as another potential direction for future research. As only one interview was conducted with each of the participants. A longitudinal study would be able to decipher if the learnings from the Good Sports workshop infiltrated the way the participants behaved, rather than just understanding if a change in thinking had occurred.

Another avenue for further research would be to understand the contextual transformation found in this study. Two participants explained that representative sport is different to club and school versions of the sport. Therefore, further research into the contextual transformation would be of interest to further understand representative sport coaches. This study could provide insights regarding the predispositions representative coaches carry into their campaigns, even though the players are Under 12 or 13.

A final avenue for further research would be to explore the effectiveness of educational interventions in contrast to restrictive, punitive and contractual interventions used by sports organisations. Currently, within the grassroots sporting landscape NSO's, RSO's and clubs are implementing restrictive, punitive and contractual methods to help improve the sideline environment in youth sport. Comparing and contrasting these methods against each other will allow for a rigorous exploration of their successes and shortcomings. This exploration will hopefully provide greater insights into which method resonates more with parents and coaches. A large research project like this is likely to require a lot of resources. However, the impact of such a study on the experiences of children could be ground-breaking and will help sports organisations to understand that a little sign or contract may not be as strong as an educational intervention or vice versa.

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Appendix A - Ethics Approval



AUTEC Secretariat

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1 March 2017

Sarah Kate Millar
Faculty of Health and Environmental Sciences

Dear Sarah Kate

Re Ethics Application: **17/25 How does the thinking of youth sport parents and leaders change following the Good Sports intervention?**

Thank you for providing evidence as requested, which satisfies the points raised by the Auckland University of Technology Ethics Committee (AUTEC).

Your ethics application has been approved for three years until 1 March 2020.

As part of the ethics approval process, you are required to submit the following to AUTEC:

- A brief annual progress report using form EA2, which is available online through <http://www.aut.ac.nz/researchethics>. When necessary this form may also be used to request an extension of the approval at least one month prior to its expiry on 1 March 2020;
- A brief report on the status of the project using form EA3, which is available online through <http://www.aut.ac.nz/researchethics>. This report is to be submitted either when the approval expires on 1 March 2020 or on completion of the project.

It is a condition of approval that AUTEC is notified of any adverse events or if the research does not commence. AUTEC approval needs to be sought for any alteration to the research, including any alteration of or addition to any documents that are provided to participants. You are responsible for ensuring that research undertaken under this approval occurs within the parameters outlined in the approved application.

AUTEC grants ethical approval only. If you require management approval from an institution or organisation for your research, then you will need to obtain this.

To enable us to provide you with efficient service, please use the application number and study title in all correspondence with us. If you have any enquiries about this application, or anything else, please do contact us at ethics@aut.ac.nz.

All the very best with your research,

A handwritten signature in black ink, appearing to read 'K O'Connor', is placed above the typed name of the signatory.

Kate O'Connor
Executive Secretary
Auckland University of Technology Ethics Committee

Cc: nbn7521@aut.ac.nz; Patricia Lucas

Appendix B - Good Sports Spine



Climate of PERFORMANCE	AREA OF A CHILD'S SPORT EXPERIENCE	Climate of DEVELOPMENT
<p>PRIMARY FOCUS: WINNING & LOSING</p> <p>Win at all costs attitude High concern with status/ego Mistakes are to be avoided Focus on the outcome</p>	<p>1 INSPIRE</p> <p>Child's belief in their own ability</p>	<p>PRIMARY FOCUS: EFFORT & IMPROVEMENT</p> <p>Striving to play to one's best Little concern with status/ego Mistakes are necessary for growth Praise for effort & trying new things</p>
<p>ONLY THE BEST MATTER</p> <p>Love/affection based on performance Playing favourites or most talented Encouraging gossip and rumour</p>	<p>2 CONNECT</p> <p>Child's sense of belonging to others and inclusion to the group</p>	<p>EVERYONE MATTERS</p> <p>Cheering for all children Unconditional affection Encourage friendship and care All valued as important</p>
<p>STRICT ADULT CONTROL</p> <p>Adults make all decisions Mistakes immediately corrected Ignore children's ideas/feelings</p>	<p>3 EMPOWER</p> <p>Child's sense of personal autonomy</p>	<p>KIDS HAVE CONTROL</p> <p>Children involved in decisions Time given to correct own mistakes Recognise children's ideas/feelings</p>
<p>PERFORMANCE TRAINING</p> <p>Repetitive drilling Direction instruction & punishment</p>	<p>4 PLAY</p> <p>Purpose of training Role of adults Teaching strategies</p>	<p>LEARNING THROUGH PLAY</p> <p>Enjoyment first and foremost Discovery approach Strategic questioning Healthy desire to compete</p>
<p>EARLY SPECIALISATION</p> <p>Single sport Year-round Pressure to select one sport young</p>	<p>5 SAMPLE</p> <p>What investment in sport during early/middle childhood means for long term participation</p>	<p>LATE SPECIALISATION</p> <p>Trying out multiple sports Balance with school & mates Single sport focus best after sampling</p>

Appendix C - Pre-Intervention Survey

You are invited to take part in a survey to help gain an understanding of the current youth sport (ages 7-13) environment. This survey will take approximately 10-15 minutes to complete. This is an anonymous survey and therefore you will not be identifiable to the researcher, in any presentation or publication of the results. By completing this survey, you indicate your consent to participate. If you would like further information, please click on the information sheet link below.

What is your age?

- ☐ 18-24
- ☐ 25-34
- ☐ 35-44
- ☐ 45-54
- ☐ 54+

What is your gender?

- ☐ Male
- ☐ Female

What ethnic group(s) do you identify with?

- ☐ NZ/European
- ☐ Maori
- ☐ Pacific Islander
- ☐ Asian
- ☐ Other (Please state) _____

Apart from your role as a parent or supporter, what other roles have you undertaken within sport?

In the box below please enter your role, how long you have been in the role and what sport have you held that role in, in the following format: Coach - 4 years - Rugby

Do you currently have a child participating in youth sport? (Ages 7-13)

☐ Yes

☐ No

How many years have you been part of the [Volunteer Governance Group]?

To what extent do you agree with the following statements:

In our club/team, children feel successful when....

	Strongly Disagree 1	2	3	4	Strongly Agree 5
They win at all costs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They believe they are the best	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They believe they are clearly better	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They really improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They overcome difficulties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They perform to the best of their ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you agree with the following statements:

In our club/team, children feel successful when...

	Strongly Disagree 1	2	3	4	Strongly Agree 5
They believe they are better than others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They show other people (e.g. peers, coaches, parents etc.) they are the best	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They accomplish something others cannot do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you agree with the following statements:

In our club/team...

	Strongly Disagree 1	2	3	4	Strongly Agree 5
Even if children lose, the coach feels good about them when they play well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Every child feels like he or she has an important role on the team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of the players get to play in the games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you agree with the following statements:

In our club/team...

	Strongly Disagree 1	2	3	4	Strongly Agree 5
Children are punished when they make a mistake	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important for children to keep trying even though they make mistakes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The coach tries to find out what skill each child wants to improve on	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Children are encouraged to work on their weaknesses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Children sometimes get to choose the skills they want/need to work on	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The coach allows children to learn how to solve problems on their own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you agree with the following statements:

	Strongly Disagree 1	2	3	4	Strongly Agree 5
Children within youth sport learn best through repetition and drills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Children within youth sport learn best through playing games at training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Within youth sport the role of the coach is to make decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Within youth sport the role of the coach is to help children make decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you agree with the following statements:

In your opinion, for children to have a greater chance of becoming an elite athlete, they should...

	Strongly Disagree 1	2	3	4	Strongly Agree 5
Participate in multiple sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specialise (and stay) in a single sport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be involved in high levels of child-led play/games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be involved in high levels of coach-led structured practice within one sport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you agree with the following statements:

In your opinion, for children to have a greater chance of developing a love of sport, and continuing to participate in sport throughout their life, they should...

	Strongly Disagree 1	2	3	4	Strongly Agree 5
Participate in multiple sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specialise (and stay) in a single sport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be involved in high levels of child-led play/games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be involved in high levels of child-led play/games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Read the scenario below, and please answer the questions that follow:

Ashley is a talented young athlete living a big town outside of one of the main centres. Ashley plays football and rows (both for school) and also competes in club athletics. The School coaches are putting the pressure on for missing trainings as football and rowing overlap. Ashley enjoys both but is starting to be threatened with non-inclusion due to attendance issues and reduced performance. The club coach in athletics is happy to adjust sessions and targets to account for the workload and prioritise particular elements of development with a view to long-term development.

What are the signs of good practice?

What are the warning signals for the future?

Appendix D - Post-Intervention Survey

You are invited to take part in a survey to help gain an understanding of any change in thinking that may have become apparent since the Good Sports programme. This survey will take approximately 10-15 minutes to complete. This is an anonymous survey and therefore you will not be identifiable to the researcher, in any presentation or publication of the results. By completing this survey, you indicate your consent to participate. If you would like further information, please click on the information sheet link below.

What is your age?

- ☐ 18-24
- ☐ 25-34
- ☐ 35-44
- ☐ 45-54
- ☐ 55+

What is your gender?

- ☐ Male
- ☐ Female

What ethnic group(s) do you identify with?

- ☐ NZ/European
- ☐ Maori
- ☐ Pacific Islander
- ☐ Asian
- ☐ Other (Please state) _____

Do you currently have a child participating in youth sport? (Ages 7-13)

- ☐ Yes
- ☐ No

To what extent has the Good Sports workshop influenced you on:

What makes a positive sports experience for children

- ☐ Not at all
- ☐ Not really
- ☐ Neutral
- ☐ To some degree
- ☐ A lot

Please explain your answer to the question above

To what extent has the Good Sports workshop influenced you on:

The role of key adults (parents, coaches, sport administrators etc.) in children's sports experiences

- ☐ Not at all
- ☐ Not really
- ☐ Neutral
- ☐ To some degree
- ☐ A lot

Please explain your answer to the question above

To what extent do you agree with the following statements:

In our club/team, children feel successful when....

	Strongly Disagree 1	2	3	4	Strongly Agree 5
They win at all costs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They believe they are the best	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They believe they are clearly better	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They really improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They overcome difficulties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They perform to the best of their ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you agree with the following statements:

In our club/team, children feel successful when...

	Strongly Disagree 1	2	3	4	Strongly Agree 5
They believe they are better than others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They show other people (e.g. peers, coaches, parents) they are the best	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They accomplish something others cannot do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you agree with the following statements:

In our club/team...

	Strongly Disagree 1	2	3	4	Strongly Agree 5
Even if children lose, the coach feels good about them when they play well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Every child feels like he or she has an important role on the team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of the players get to play in the games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you agree with the following statements:

In our club/team...

	Strongly Disagree 1	2	3	4	Strongly Agree 5
Children are punished when they make a mistake	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important for children to keep trying even though they make mistakes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The coach tries to find out what skill each child wants to improve on	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Children are encouraged to work on their weaknesses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Children sometimes get to choose the skills they want/need to work on	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The coach allows the children to learn how to solve problems on their own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you agree with the following statements:

	Strongly Disagree 1	2	3	4	Strongly Agree 5
Children within youth sport learn best through repetition and drills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Children within youth sport learn best through playing games at training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Within youth sport the role of the coach is to make decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Within youth sport the role of the coach is to help children make decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you agree with the following statements:

In your opinion, for children to have a greater chance of becoming an elite athlete, they should...

	Strongly Disagree 1	2	3	4	Strongly Agree 5
Participate in multiple sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specialise (and stay) in a single sport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be involved in high levels of child-led play/games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be involved in high levels of coach-led structured practice within one sport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you agree with the following statements:

In your opinion, for children to have a greater chance of developing a love of sport, and continuing to participate in sport throughout their life, they should...

	Strongly Disagree 1	2	3	4	Strongly Agree 5
Participate in multiple sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specialise (and stay) in a single sport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be involved in high levels of child-led play/games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be involved in high levels of coach-led structured practice within one sport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Read the scenario below, and please answer the questions that follows

Ashley is a talented young athlete living in a big town outside of one of the main centres. Ashley plays football and rows (both for school) and also competes in club athletics. The School coaches are putting the pressure on for missing trainings as football and rowing overlap. Ashley enjoys both but is starting to be threatened with non-inclusion due to attendance issues and reduced performance. The club coach in athletics is happy to adjust sessions and targets to account for the workload and prioritise particular elements of development with a view to long-term development.

What are the signs of good practice?

What are the warning signals for the future?

Thinking about your experiences through the Good Sport workshop, please select all statements that may APPLY to you in the youth sport context.

For each statement selected, please provide more information regarding your answer (i.e. why, how etc.)

☐ I had an experience that caused me to question the way I normally act within youth sport. _____

☐ I had an experience that caused me to question my ideas about social roles within youth sport. (Examples of social roles include what a mother or father should do or how an adult or child should act).

☐ As I questioned my ideas, I realised I no longer agreed with my previous beliefs or role expectations within youth sport.

☐ Or, instead, as I questioned my ideas, I realised I still agreed with my beliefs or role expectations. _____

☐ I realised that other people also questioned their beliefs regarding youth sport.

☐ I thought about acting in a different way from my usual beliefs and roles regarding youth sport. _____

☐ I felt uncomfortable with traditional social expectations regarding youth sport.

To what extent did the Good Sports workshop lead you to understand your past experiences in a different way?

- ☐ Not at all
- ☐ Not really
- ☐ Neutral
- ☐ Somewhat
- ☐ Completely

Please explain your answer to the question above

To what extent has the Good Sports workshop created a deep shift in the way you view youth sports?

- ☐ Not at all
- ☐ Not really
- ☐ Neutral
- ☐ Somewhat
- ☐ Completely

Please explain your answer to the question above

Appendix E - Face to Face Interview Protocol

AUT

TE WĀNANGA ARONUI
O TĀMAKI MAKAU RAU

Appendix C

Interview Protocol and Question Guidelines

Project Title: How does the thinking of parents and leaders, within youth sports rugby (ages 7-13) in Auckland, change following the Good Sports intervention programme?

Researcher: Javeed Ali, 021 183 5876, nbn7521@aut.ac.nz

Masters Supervisor: Dr Sarah-Kate Millar, 921 9999 ext. 7667 skmillar@aut.ac.nz

Prior to meeting the participant, the primary researcher will advise their primary supervisor that they have arrived at the venue for the interview. Primary researcher introduces himself to the participant. Primary researcher then hands the participant another copy of the information sheet and consent form. The consent form is to be signed prior to the interview commencing.

Semi-Structured Interview questions

1. Please state your age.
2. How many years have you been part of the JRC.
3. Do you currently have a child participating in youth sport?
4. To what extent do your past experiences shape the way you behave and act around youth sport?
5. What do you believe is the role of youth sport for children?
6. What do you believe is the key role of a parent or adult within youth sport?
7. How do you believe children expect parents to behave in youth sport?
8. What are parental behaviours you feel are an issue within youth sport?
9. With the rugby season now in full flight, have you seen behaviours on the sidelines/trainings that you may have turned a blind eye to previously but notice more because of the Good Sport workshop?
10. Since participating in the GoodSport intervention programme, do you believe you have experienced a time when you realised that your values, beliefs, opinions or expectations have changed? If yes, please explain why.
11. In the movie *Chasing Great* (about arguably New Zealand's greatest ever All Black, Richie McCaw) Richie McCaw's family member mentioned to a young Richie McCaw "you don't just want to be an All Black, you want to be a great All Black". In your opinion, does a statement like this help or hinder a child's sporting experience?
12. When supporting your child or team within your sport please identify your normal behaviours during a game last season. Reflecting upon the GoodSports programme do you believe your thinking has been changed regarding optimal behaviours and why?
13. Maintaining good behaviour is usually incentivised with a reward, should fun be used as a reward for good behaviour and optimal skill development or should fun always be present in the youth sports experience?
14. Please detail your thoughts regarding this statement. Following the GoodSports programme, it would be impossible for me to back to being the way I once was.

Following the interview the end time will be noted and the primary supervisor will be advised that the interview has ended.

Appendix F - Phone Interview Protocol

AUT

TE WĀNANGA ARONUI
O TĀMAKI MAKĀU RAU

Appendix C

Interview Protocol and Question Guidelines

Project Title: How does the thinking of parents and leaders, within youth sports rugby (ages 7-13) in Auckland, change following the Good Sports intervention programme?

Researcher: Javeed Ali, 021 183 5876, nbn7521@aut.ac.nz

Masters Supervisor: Dr Sarah-Kate Millar, 921 9999 ext. 7667 skmillar@aut.ac.nz

Prior to meeting the participant, the primary researcher will advise their primary supervisor that they have arrived at the venue for the interview. Primary researcher introduces himself to the participant. Primary researcher then hands the participant another copy of the information sheet and consent form. The consent form is to be signed prior to the interview commencing.

Semi-Structured Interview questions

1. Please state your age.
2. How many years have you been part of the JRC.
3. Do you currently have a child participating in youth sport?
4. To what extent do your past experiences shape the way you behave and act around youth sport?
5. What do you believe is the role of youth sport for children?
6. What do you believe is the key role of a parent or adult within youth sport?
7. With the rugby season now in full flight, have you seen behaviours on the sidelines/trainings that you may have turned a blind eye to previously but notice more because of the Good Sport workshop?
8. Since participating in the GoodSport intervention programme, do you believe you have experienced a time when you realised that your values, beliefs, opinions or expectations have changed? If yes, please explain why.

Following the interview the end time will be noted and the primary supervisor will be advised that the interview has ended.

Appendix G - Workshop Facilitator Interview Protocol

AUT

TE WĀNANGA ARONUI
O TĀMAKI MAKĀU RAU

Appendix D

Interview Protocol and Question Guidelines for Workshop presenters

Project Title: How does the thinking of parents and leaders, within youth sports rugby (ages 7-13) in Auckland, change following the Good Sports intervention programme?

Researcher: Javeed Ali, 021 183 5876, nbn7521@aut.ac.nz

Masters Supervisor: Dr Sarah-Kate Millar, 921 9999 ext. 7667 skmillar@aut.ac.nz

Prior to meeting the participant, the primary researcher will advise their primary supervisor that they have arrived at the venue for the interview. Primary researcher introduces himself to the participant. Primary researcher then hands the participant another copy of the information sheet and consent form. The consent form is to be signed prior to the interview commencing.

Semi-Structured Interview questions

1. Please state your name and role within the Good Sports programme.
2. Reflecting upon the Good Sports workshop describe to me your initial views of the group.
3. Did the dynamics and feel of the group change throughout the course of the workshop? Why/Why not?
4. One of the comments received in the post workshop survey was the workshop reinforced what I already knew in youth sport, do you believe you could apply this comment to many within the group? Why/Why not?
5. To what extent do you believe that the messages of the Good Sport workshop caused participants of the 8 March workshop to view youth sport in a different way to their previous thoughts.
6. Comparing the 8 March workshop to other Good Sport workshops how do you feel the workshop went in terms of conveying the messages of Good Sport and provoking thought? Please explain your positioning.

Following the interview the end time will be noted and the primary supervisor will be advised that the interview has ended.

Appendix H - Survey Participant Information Sheet

AUT

TE WĀNANGA ARONUI
O TĀMAKI MAKĀU RAU

Participant Information Sheet - Survey

Date Information Sheet Produced:

1st February 2017

Project Title

How does the thinking of parents within youth sport (ages 7-13), change following the Good Sports intervention?

An Invitation

I would like to invite you to participate in this research project by completing a survey. Completing this survey is purely voluntary and optional, should you decide to begin you are more than welcome to withdraw from the research project before data collection has ended. If you are interested, you can enter your personal information into the second survey to be interviewed regarding this topic. My name is Javeed Ali and this research project is a requirement for me to attain my Master of Philosophy. The data collected from this survey may possibly be used to aid future research projects.

What is the purpose of this research?

The purpose of this research is to identify if any change of thinking has occurred following the Good Sports intervention programme. This research will result in a thesis for my Master of Philosophy however, other publications such as case study reports and journal articles may result from this research

How was I identified and why am I being invited to participate in this research?

You have been selected to participate in this study as you are partaking in a Good Sport community workshop. Therefore, in partnership with your organisation and Active Auckland you have been selected to partake in this study as your views are important to the youth sporting landscape of New Zealand.

How do I agree to participate in this research?

Your participation in this research is voluntary (it is your choice) and whether you choose to participate will neither advantage nor disadvantage you. You can withdraw from the study at any time. If you choose to withdraw from the study, then you will be offered the choice between having any data that is identifiable as belonging to you removed or allowing it to continue to be used. However, once the findings have been produced, removal of your data may not be possible.

Should you express interest in participating within the interview stage of the research, a consent form will be given to you prior to the interview. This will need to be signed and returned prior to the interview beginning.

What will happen in this research?

Should you agree to participate in this research project you will be required to complete two online based surveys. The data from the survey, will inform any change of thinking present following the Good Sport workshop programme.

What are the discomforts and risks?

No discomforts or risks are anticipated when participating within this study.

What are the benefits?

The benefits for you, as the participant of the research project, is that you are aiding the Active Auckland ascertain how successful their Good Sports programme currently is. This will help in creating a more positive youth sport experience across New Zealand.

This research will assist myself in attaining my Master of Philosophy qualification.

How will my privacy be protected?

Participants in this research project will remain confidential at all time. The answers to the survey will be anonymous, as the researcher I will not be able to identify individuals who have taken the survey. Once it has been completed it will be stored in a locked cupboard as outlined by the Auckland University of Technology Ethics Committee.

All information during the interviews will remain confidential. No identifiable information will be presented within the output of the research.

What opportunity do I have to consider this invitation?

You have up to two weeks from the original email notification of the survey.

Will I receive feedback on the results of this research?

As the participant of this research you will not get individual feedback regarding the research however, Active Auckland will receive information regarding the results of this research project.

What do I do if I have concerns about this research?

Any concerns regarding the nature of this project should be notified in the first instance to the Project Supervisor,
Dr Sarah-Kate Millar

sarahkate.millar@aut.ac.nz

921 9999 ext. 7667

Concerns regarding the conduct of the research should be notified to the Executive Secretary of AUTC,

Kate O'Connor

ethics@aut.ac.nz

921 9999 ext. 6038.

Whom do I contact for further information about this research?

Please keep this Information Sheet and a copy of the Consent Form for your future reference. You are also able to contact the research team as follows:

Researcher Contact Details:

Javeed Ali

nbn7521@aut.ac.nz

Project Supervisor Contact Details:

Dr Sarah-Kate Millar

sarahkate.millar@aut.ac.nz

921 9999 ext. 7667

Approved by the Auckland University of Technology Ethics Committee on 1 March 2017, AUTC Reference number 17/25.

Appendix I - Observation Participant Information Sheet

Participant Information Sheet - Observation

AUT

TE WĀNANGA ARONUI
O TĀMAKI MAKĀU RAU

Date Information Sheet Produced:

1 February 2017

Project Title

How does the thinking of parents and leaders, within youth sport rugby (ages 7-13), change following the Good Sports intervention?

An Invitation

I would like to invite you to participate in this research project by being observed during the ~~GoodSports~~ programme on 8th March 2017. Taking part in this observation is purely voluntary and optional, should you decide to begin you are more than welcome to withdraw from the research project before data collection has ended. My name is Javeed Ali and this research project is a requirement for me to attain my Master of Philosophy. The data collected from this survey may possibly be used to aid future research projects.

What is the purpose of this research?

The purpose of this research is to identify if any change of thinking has occurred following the Good Sports intervention programme. This research will result in a thesis for my Master of Philosophy however, other publications such as case study reports and journal articles may result from this research

How was I identified and why am I being invited to participate in this research?

You have been selected to participate in this study as you are part of the Junior Rugby Committee for Auckland Rugby. It is presumed that individuals within the JRC have been involved in rugby for a long period, hence why you are your clubs delegate. Therefore, in partnership with Auckland Rugby and Aktive Auckland the JRC have been selected to partake in this study as your views are important to the youth sporting landscape of New Zealand.

How do I agree to participate in this research?

Your participation in this research is voluntary (it is your choice) and whether you choose to participate will neither advantage nor disadvantage you. You can withdraw from the study at any time. If you choose to withdraw from the study, then you will be offered the choice between having any data that is identifiable as belonging to you removed or allowing it to continue to be used. However, once the findings have been produced, removal of your data may not be possible.

You should receive a consent form along with this information sheet, please fully read this information sheet before completing the attached consent form. The consent form will need to be signed and returned to myself prior to the observation beginning. You will need to sign in when attending the observation, if a consent form has not been received from you, a hard copy of the information sheet and consent form will be available for you to read and sign prior to the commencement of the intervention.

Should you not wish to participate in this aspect of the study, and wish to consult with your peers from the JRC, the first 5-10 mins of the meeting will be dedicated to this. Should one potential participant not wish to partake in this aspect of the study, then the JRC as a collective can choose to not be observed during the GoodSport intervention while the programme still runs its course.

What will happen in this research?

Should you agree to participate in this research project, observations of the JRC group will be conducted during the intervention. *During the observations, I will be seated in the room, ideally out of sight, and will be taking notes upon the language used and body language expressed during the intervention.* You will be offered an opportunity to be interviewed about your experience, should you express interest in being interviewed. The data from the observations will inform any change of thinking present following the Good Sport intervention programme.

What are the discomforts and risks?

No discomforts or risks are anticipated when participating within this study.

What opportunity do I have to consider this invitation?

You have up to two weeks from the original email notification of the survey.

Will I receive feedback on the results of this research?

As the participant of this research you will not get individual feedback regarding the research however, Aukture will receive information regarding the results of this research project.

What do I do if I have concerns about this research?

Any concerns regarding the nature of this project should be notified in the first instance to the Project Supervisor,
Dr Sarah-Kate Millar

sarahkate.millar@aut.ac.nz

921 9999 ext. 7667

Concerns regarding the conduct of the research should be notified to the Executive Secretary of AUTEK,

Kate O'Connor

ethics@aut.ac.nz

921 9999 ext. 6038.

Whom do I contact for further information about this research?

Please keep this Information Sheet and a copy of the Consent Form for your future reference. You are also able to contact the research team as follows:

Researcher Contact Details:

Javeed Ali

nbn7521@aut.ac.nz

Project Supervisor Contact Details:

Dr Sarah-Kate Millar

sarahkate.millar@aut.ac.nz

921 9999 ext. 7667

Approved by the Auckland University of Technology Ethics Committee on 1 March 2017, AUTEK Reference number 17/25.

Appendix J - Interview Participant Information Sheet



Participant Information Sheet - Interview

Date Information Sheet Produced:

1st February 2017

Project Title

How does the thinking of parents and leaders, within youth sport rugby (ages 7-13), change following the Good Sports intervention?

An Invitation

I would like to invite you to participate in this research project by participating in an interview. Completing this interview is purely voluntary and optional, should you decide to begin you are more than welcome to withdraw from the research project before data collection has ended. My name is Javeed Ali and this research project is a requirement for me to attain my Master of Philosophy. The data collected from this survey may possibly be used to aid future research projects.

What is the purpose of this research?

The purpose of this research is to identify if any change of thinking has occurred following the Good Sports intervention programme. This research will result in a thesis for my Master of Philosophy however, other publications such as case study reports and journal articles may result from this research

How was I identified and why am I being invited to participate in this research?

You have been selected to participate in this study as you are part of the Junior Rugby Committee for Auckland Rugby. It is presumed that individuals within the JRC have been involved in rugby for a long period, hence why you are your clubs delegate. Therefore, in partnership with Auckland Rugby and Aktive Auckland the JRC have been selected to partake in this study as your views are important to the youth sporting landscape of New Zealand.

How do I agree to participate in this research?

Your participation in this research is voluntary (it is your choice) and whether you choose to participate will neither advantage nor disadvantage you. You can withdraw from the study at any time. If you choose to withdraw from the study, then you will be offered the choice between having any data that is identifiable as belonging to you removed or allowing it to continue to be used. However, once the findings have been produced, removal of your data may not be possible.

A consent form will be given to you prior to the interview. This will need to be signed and returned prior to the interview beginning.

What will happen in this research?

Should you agree to participate in this research project you will be required to partake in an interview about your experience through the GoodSport intervention programme. The data from the interview will inform any change of thinking present following the Good Sport intervention programme.

What are the discomforts and risks?

No discomforts or risks are anticipated when participating within this study.

What are the benefits?

The benefits for you, as the participant of the research project, is that you are aiding the Aktive Auckland ascertain how successful their Good Sports programme currently is. This will help in creating a more positive youth sport experience across New Zealand.

This research will assist myself in attaining my Master of Philosophy qualification.

How will my privacy be protected?

Participants in this research project will remain confidential at all time. All information derived during the interviews (including transcripts) will be stored in a locked cupboard as outlined by the Auckland University of Technology Ethics Committee.

No identifiable information will be presented within the output of the research.

What opportunity do I have to consider this invitation?

You have two weeks from the receipt of the email with this Information sheet

Will I receive feedback on the results of this research?

As the participant of this research you will not get individual feedback regarding the research however, Active Auckland and Auckland Rugby will receive information regarding the results of this research project.

What do I do if I have concerns about this research?

Any concerns regarding the nature of this project should be notified in the first instance to the Project Supervisor, Dr Sarah-Kate Millar

sarahkate.millar@aut.ac.nz

921 9999 ext 7667

Concerns regarding the conduct of the research should be notified to the Executive Secretary of AUTC, Kate O'Connor

ethics@aut.ac.nz

921 9999 ext 6038.

Whom do I contact for further information about this research?

Please keep this Information Sheet and a copy of the Consent Form for your future reference. You are also able to contact the research team as follows:

Researcher Contact Details:

Javeed Ali

nbn7521@aut.ac.nz

Project Supervisor Contact Details:

Dr Sarah-Kate Millar

sarahkate.millar@aut.ac.nz

921 9999 ext 7667

Approved by the Auckland University of Technology Ethics Committee on 1 March 2017, AUTC Reference number 17/25

Appendix K - Observation Consent Form

AUT

TE WĀNANGA ARONUI
O TĀMAKI MAKĀU RAU

Consent Form - Observations

Project title: How does the thinking of parents and leaders, within youth sport rugby (ages 7-13), change following the Good Sports intervention?

Project Supervisor: Dr Sarah-Kate Millar

Researcher: Javeed Ali

- ☐ I have read and understood the information provided about this research project in the Information Sheet dated 1st February 2017
- ☐ I have had an opportunity to ask questions and to have them answered.
- ☐ I understand that notes will be taken during the observation
- ☐ I understand that taking part in this study is voluntary (my choice) and that I may withdraw from the study at any time without being disadvantaged in any way.
- ☐ I understand that if I withdraw from the study then I will be offered the choice between having any data that is identifiable as belonging to me removed or allowing it to continue to be used. However, once the findings have been produced, removal of my data may not be possible.
- ☐ I agree to take part in this research.
- ☐ I wish to receive a summary of the research findings (please tick one): Yes ☐ No ☐

Participant's signature:

Participant's name:

Participant's Contact Details (if appropriate):

.....

.....

.....

Date:

Approved by the Auckland University of Technology Ethics Committee on 1 March 2017 AUTEK Reference number 17/25

Note: The Participant should retain a copy of this form.

|

Appendix L - Interview Consent Form

AUT

TE WĀNANGA ARONUI
O TĀMAKI MAKAU RAU

Consent Form - Interview

Project title: How does the thinking of parents and leaders, within youth sport rugby (ages 7-13), change following the Good Sports intervention?

Project Supervisor: Dr Sarah-Kate Millar

Researcher: Javeed Ali

- ☐ I have read and understood the information provided about this research project in the Information Sheet dated 1st February 2017
- ☐ I have had an opportunity to ask questions and to have them answered.
- ☐ I understand that notes will be taken during the interviews and that the interview will also be audio-taped and transcribed.
- ☐ I understand that taking part in this study is voluntary (my choice) and that I may withdraw from the study at any time without being disadvantaged in any way.
- ☐ I understand that if I withdraw from the study then I will be offered the choice between having any data that is identifiable as belonging to me removed or allowing it to continue to be used. However, once the findings have been produced, removal of my data may not be possible.
- ☐ I agree to take part in this research.
- ☐ I wish to receive a summary of the research findings (please tick one): Yes ☐ No ☐

Participant's signature:

Participant's name:

Participant's Contact Details (if appropriate):

.....
.....
.....
.....

Date:

Approved by the Auckland University of Technology Ethics Committee on 1 Mar 17 AUTEK Reference number 17/25

Note: The Participant should retain a copy of this form.