

Sport Coaching Context and Social Organization

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Abstract: The purpose of this study was to examine how coaching context relates to behaviors and attitudes in youth sports; different types of sporting contexts determine different approaches and needs in coaching. Nine coaches from a social and a professional sport setting were interviewed. Methods such as semi-structured interviews and participant observation were used in data collection and data was analyzed through content analysis. Coaches are key aspects to training and their perception of social organizational climate can play an important role in youths' personal development. The study provides more information about the need to create nurturing environments for talented athletes' program. The study also stresses the way organization and structure influence the way coaches look at competition and training, highlighting the issue of sport settings as a factor that may distinguish between coaches' orientations at different contexts. Finally, the sporting context and its relation to developing skills were analyzed. The current results have implications for both coaching youth sport and for the educational programs of these coaches in other countries and sport systems.

Keywords: *coaching; context; education; youth sport; development*

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Introduction

Youth can pursue development goals through engagement in a widespread of sports-based programmes that promote social, educational, and health goals (Harvey, Kirk, & Donovan, 2011). In fact, it is important to understand how organized sports, as a series of social relationships and processes, can contribute to social and personal change of youth (Haudenhuyse, Theeboom, & Fred, 2011).

Acknowledging the sport system in Portugal there are some differences from the school based athlete development system in North America. Portugal has well established sport clubs that cluster together to form associations at a regional level. In turn, these build up to form the Sport Federation that dictates norms and rules for each specific sport.

Social and professional coaching contexts are deeply differentiated in Portugal's associative structure. The social oriented club plays on regional competitions and focuses primarily on the development of skills and sport participation in a deprived social area; whilst the professional club focuses on performance outcomes with talented athletes on national and more competitive national competitions.

Acknowledging these differences and given the integral, multifaceted role that coaches play in youth sport, research has focused on how coaches' behaviors and attitudes exert a powerful influence on children's experiences in youth sport (Zourbanos, Hatzigeorgiadis, Goudas, Papaioannou, Chroni, & Theodorakis, 2011; Adie, Duda, & Ntoumanis, 2012; Jøesaar, Vello Hein, & Hagger, 2012). In fact, some of the most important and methodologically sound youth sports research conducted to date has focused on the approaches coaches take while interacting with youth.

Furthermore, few studies have studied how different organizational contexts impact the level of sport coaching (Sullivan, Paquette, Holt, & Bloom, 2012). Since the 1990s, contextual factors have been considered an important part of coaching models alongside with coach's personal dispositions, athletes' personal characteristics for developing athletes in what is defined as coaching effectiveness (Côté, 1998; Côté & Gilbert, 2009).

When considering the athletes' development, it is important to integrate coaching practice and provide further delimitation of different coaching contexts (Côté, Young, North, & Duffy, 2007; Lafrenière, Jowett, Vallerand, & Carbonneau, 2011). For example, the Developmental Model of Sport Participation (DMSP) (Côté, Baker, & Abernethy, 2007) as described by Côté and Gilbert (2009) has been a useful framework on the understanding of stages and trajectories towards elite performance, continued participation, and personal development in sport, considering different pathways of sport involvement in adolescent years.

Contextual factors in youth participation settings need to be reestablished in the way that there is a need to further comprehend the organizational values in the way coaches perceive their organizational experiences (Shaw & Allen, 2009), and dynamic forces among sport clubs, new directions of league design and the management of sport systems (Chalip & Scott, 2005).

Stressing the contextualist approach of the Person-Proximal Processes-Context-Time (PPCT) model (Bronfenbrenner & Evans, 2000; Bronfenbrenner & Morris, 1998), context involves five interconnected systems (micro-, meso-, exo-, and macrosystems). Furthermore, proximal processes as described by the model (Bronfenbrenner, 1999; Bronfenbrenner & Ceci, 1994) are defined as the key factor in development. This concept represents a functional relationship both to the environment and to the characteristics

of the developing person (Bronfenbrenner, 1999). These processes in turn produce two major developmental outcomes: competence (acquisition and further development of skill, knowledge and/or ability to conduct one's own behavior) and dysfunction (difficulties in maintaining control and integration of behavior).

From this perspective, two considerations: first, sociocultural context (macrosystem), sport organizational climate (microsystem), and coaches' personal characteristics influence coaches' behaviors indirectly through coaches' expectancies, beliefs, and goals. Second, coaches' behaviors directly influence athletes' evaluations of their coaches' behaviors and team performance.

Since each of these contexts considered (social vs. professional) are characterized by different situational variables (e.g., the importance of competition, training organization and youth sport structure), by placing this research within this framework, one can be able to support the influential importance of contextual factors in youth sport coaching. So it can be supposed that working in different contexts with different athletes (underserved youth and talented athletes on the verge of professionalism) can indeed impose different challenges and problems to the coaches.

Methods

Participants and Site

The participants were nine coaches from two contrasting Portuguese football clubs, five coaches ($M_{age} = 39,2$ years) from a Professional Oriented Club (POC), and four coaches ($M_{age} = 41, 5$ years) from the Social Oriented Club (SOC). The POC has a senior squad in the first professional division and youth squads in national competitive levels of practice, this club displayed 16 youth teams in several championships. The POC is representative of the professional orientation of most of the clubs playing in the Portuguese first division. The SOC is heavily volunteer and nested in a web of social deprived neighborhoods with a strong identity with the community. This club displayed 11 teams in regional competitions. The current longitudinal study was conducted from October 2010 to May 2012.

Coaches in POC have consistently more field training experience, in average 5 years more than their SOC counterparts; more academic background and more years in the current group level, in average 5 years in POC against 3 years in SOC (See Table 1).

These urban football clubs were chosen for their representativeness of two contrasting levels of organization (professional vs. social) within the Portuguese football system. The participants in the study were assigned by a purpose sampling method (Trochim, Donnelly, 2008). The selection was based on the clubs' unique characteristics (competitive level, geographical location, organization and sport structure) and their representativeness of the independent variable chosen for the study (coaching context).

Procedures

The first author of this paper collected the data in both clubs. Prior data arrangement was established with the coordinators of each club to inform them about the procedures of the semistructured interviews. After the approval and in order to arrange date and place for the interviews, coaches and directors were fully informed of the study. The project was approved by the Ethics Committee of the Faculty of Sport Sciences of the University.

After data collection, the first author of this paper verified each recorded interview with the second author, and then information was crossed with a qualitative analysis

Table 1*Coaches Sport Trajectory and Experience*

Club	<i>Professional Oriented Club</i>					<i>Social Oriented Club</i>			
Team	<i>Under 14</i>	<i>Under 15</i>	<i>Under 16</i>	<i>Under 17</i>	<i>Under 18</i>	<i>Under 13</i>	<i>Under15</i>	<i>Under 17</i>	<i>Under 17</i>
Age	30	32	46	44	45	60	23	52	28
Academic Qualifications	High School	High School	High School	Sports Science Degree	Sports Science Degree	Elementary School	Human Resources Student	5th Grade	Sport Science Degree
Sport Qualifications	Level II	Level I	Level II	Level II	Level II	Level 1	Level I	Level I	Level 1
Sport Career Player (years)	8	10	19	10	7	20	11	8	10
Highest Achievement Player	District Division	3rd Division	3rd Division	Professional league 2	U17 Nacional Champ	District Division	District Division	District Division	District Division
Coach Experience (Years)	7	14	10	22	18	20	2	15	5
Highest Achievement Coach	District Division	National Under 15	Junior District Division	Under 17 National Division	3rd Division Seniores	District Division	District Division Under15	District Division	District Division
Years of Experience (Years)	3	2	3	6	12	-	2	3	2

specialist. All data was collected in Portuguese, the researchers' native language and further translation steps were conducted to complete a content analysis.

Data Collection

The technique of triangulation was used to facilitate data validation through combination of several research methodologies. Throughout the interview process, rapport was maintained neutral to strengthen the willingness of the coaches to share their perceptions and experiences and leading questions that influenced the direction of the responses were avoided.

The semistructured interviews focused on the coaches feelings toward the club's organization (structure and organization): "Describe the club's organization. What do you feel toward it?" and connection to the community, "What social role has the club in the community?" In order to map the coaches' experiences of being in the club and attitudes toward competition they were asked to "Describe what social skills you think the club develops." The interviews also stressed the interpersonal relations: "How do you define the club's climate? How does it encourage and incite good practices?" and the coaches' views of athletes' social relationships: "Can you describe the interactions that take place among athletes? (Positive and negative examples)."

During each visit to the club, a field diary and a Field Descriptive Analysis table were assembled (See Table 2). Each table contained elements such as observed individual behavior, context of practice, interaction patterns, description of the people in the sport setting and nonverbal behavior.

Data Analysis

Participant observation in both clubs added up to 131 hours of direct observation. Sport and biographical data was also obtained when semistructured interviews were conducted. This information provided a clear picture of academic background, sport experience, and the coach level of expertise.

This method allowed us to analyze the contrasting environments (context) and pattern of interactions (proximal processes) based on the four main concepts of Bronfenbrenners' PPCT model (Bronfenbrenner, 1999; Bronfenbrenner & Evans, 2000; Bronfenbrenner & Morris, 1998).

Through content analysis, an organizing system of categories emerged from the semistructured interviews and field diary (Krippendorff, 2004). This involved identifying emerging themes and ideas and grouping them into major categories. The analysis started by coding the quotes, with participants able to present their experiences in a flexible way and subsequently coding emerging data. Theme identification and categories emerged from the transcribed interviews, and deductive reasoning followed the hypothesized dimensions (Hsieh & Shannon, 2008).

Internal validity criteria involved a retro feedback method to ascertain that participants were acknowledged every step of the way. Repeated hours of observation, multi-method data collection constituted a way of strengthening data (Maxwell, 2002; Patton, 2002) and provided a mean of transferability.

To further confirm these results, two approaches were assumed: first, an external research specialist in content analysis and extensive experience on qualitative studies verified the data. Second, checking and rechecking the data throughout the study in different moments, at the end of each day. Finally, after the coaches from the two clubs were interviewed.

Table 2*Field Descriptive Analysis*

Denomination			Time	Reference	
Physical Time	Month	Day	Hour	Temperature	
Context (Mycrosystem)	Structure		Physical Characteristics		Internal Organization
					Planned
					Not Planned
Person in context	Race		Sex	Age	
Individual Behavior (Person)	Competence			Dysfunction	
Interaction Patterns and Group Activities (Proximal Processes)					
Communication	Content			Intensity	
	Time and language routine			Function	
Non verbal behavior and lingusitic propoerties	Young athletes			Adults	
Motivation and Goal Achievement	Individual			Group	
Influence of other social systems in context	Proximal (Mesosystem)			Non Proximal (Exosystem)	

Note. Based on Bronfenbrenner & Morris (1998) and Bronfenbrenner & Evans (2000)

Results

Semistructured interviews and field diary analysis on these two contexts of interest (Social Club vs. Professional Club) provided enough data to identify three distinct dimensions, eight categories and twenty groups of responses through which coaches described sport settings.

Each category was determined à priori according to the four interrelated concepts of Bronfenbrenners' model and then matched to the emerging data. Three dimensions arose helping the authors describe coaching context at different levels: (a) Personal Development and Improvement (Person), (b) Proximal Process and Social Interaction (Proximal Processes), and (c) Sport Setting and Achievement (Context) (See Table 3).

Personal Development and Self Improvement Opportunity for skills construction

Human resources are claimed by the coaches as the main quality that SOC possesses. It is a complex work in and outside the field, helping youth who live in a social deprived neighborhood context. Coaches' believe that being part of the club leaves a mark in the athletes. They resemble the club to a family structure in part because of the main relationships that operate in the SOC.

"Nobody forgets this club (...) we might be poor but not in spirit (...) I look at them and it gives me a desire of having their age again so that I could live those beautiful moments when I played (...) the friends that I had" (SOC-U15*, see Table 4).

Table 3

Dimensions, Categories, and Groups of Responses

3 Critical Dimensions	8 Categories	20 Groups Responses
Personal Development and Self-Improvement	Opportunity for Skills Construction	Social Skills and Sport
		Identity Construction
	Family Integration	Support Relations
		Family Structure and Support
Proximal Processes and Social Interactions	School Integration	School Expectations
		School-Club Integration
	Climate and values	Group Interaction
		Sport Recognition
Sport Context and Achievement	Social Relations and Efficacy	Significant Club Relations
		Coach-Athlete Relation
	Identity and Experiences	Coaches' Role
		Club History and Community
Sport Context and Achievement	Community Integration	Professional Sport
		Clubs Status
	Organization and Structure	Social Characterization
		Subsidies and Support
		Structure and Human Resources
		Physical Structure and Conditions
		Sport Mobility
		Logistic and Organization

Table 4*Labels of Interviewed Coaches*

Description	Label
SOC Under 13 Coach	SOC-U13
SOC Under 15 Coach	SOC-U15
SOC Under 17 Coach	SOC-U17
SOC Under 17b Coach	SOC-U17b
Professional Under 14 Coach	POC-U14
Professional Under 15 Coach	POC-U15
Professional Under 16 Coach	POC-U16
Professional Under 17 Coach	POC-U17
Professional Under 18 Coach	POC-U18

Coaches from the POC emphasize specific social values (assiduity, dedication, and effort) as good characteristics of their athletes. This delivery and expectancy is assured to be different from previous clubs where they've gone to. In fact, coaches from both clubs emphasize some common values that are transversal to sport participation: team spirit and shared goals, resilience which coaches transpose to future benefits in life and in other microsystems: *"I see perfectly kids who have the sense of group, go to football, go to music, go to ballet, and go to...they are more social and interactive kids."* (POC-U17).

POC coaches have a different position and specifically refer to the obligation to teach them in terms of sport development and social life skills, gaining for example, rule obedience and sense of respect, *"the freshmen come to a new reality, I think they come to work double because they bring with them a sense of responsibility"* (POC-U15).

Family Integration

Coaches from both environments recognize that parents are very important in the clubs activity and organizational functioning. They perceive that family backgrounds can be a barrier to youngster's personality trait construction *"...in some families there aren't rules, but here we have (...) we have a lot of divorced parents (...) some that live with their grandparents..."* (SOC-U17)

POC coaches also refer the importance of family structure as a common point in their discourse, although there exists a noticeable ambivalence toward parents sport participation. They state their overall importance in the early stages (sampling years), directed motivated behavior or support efficacy, common to SOC parents. On the other hand, negative professional desire toward their sons sport career which, in turn, causes disturbances inside the groups.

"...when parents follow their sons sport participation they don't do it for the recognizable merits of youth sport, most of the times they do it with the expectancy that their son can progress until he reaches a level of recognition..." (POC-U18)

Proximal Processes and Social Interactions Climate and values

SOC Coaches recognize that youth from social disadvantaged neighborhoods reproduce negative behaviors that characterize daily life, stereotyping their conduct. Despite this pertaining difficulty they consider that group experience enables youth to share a contrasting social mixture environment. Routines and some follow-up behaviors are declared important assets in maintaining them in the club, *“...we have very different social backgrounds here (...) it is very easy for them to create intricate feelings in these ages and that really exists...”*(SOC-U17). SOC coaches state pleasure and personal and physical benefits as youth's main outcomes.

Therefore, training commitment and mental availability are referred as main assets in the club sport environment. They perceive youth as being intrinsically motivated *“...we're talking about Junior U15, athletes who are automatically super motivated by training (...) championship they dispute...”* (POC-U15), dictated by their great desire in becoming professionals. POC coaches persist on educational values and goals emphasizing status and recognition. Being a coach is also being able to give them the right amount of working load and manage their psychological competencies in more demanding environments.

In fact, the clubs' organization and structure contrasts with the capacity to mobilize talented athletes: *“the club is able to capture the best because its name is a catch...”* (POC-U16). The competitive level and its regional importance (the way others perceive the club), a perceived issue among coaches and athletes, *“If we lose we have to maintain posture among the defeat, different behavior...”* (POC-U14), is viewed as a responsibility.

Social Relations and Efficacy

Complicity and friendship are the main attributes coaches use to qualify interpersonal relations and the clubs' impact on significant others. In group climate and group cohesion, SOC coaches demonstrated significantly less attention and importance to these relational aspects than POC coaches. They put big emphasis on several forms of feedback and communicative skills and particular attention to individual differences is referred as primordial instruments in athlete-coach dyad.

“...we have to deal with them differently (...) we have to know a little bit about their personality and we have to know to act in group and individually with them...”
(POC-U17)

When referring to athletes' recognition of their work they know that they're important in their (athletes) lives with particular regard to delivering discipline and good manners *“...a coach isn't just a coach, it's an older friend, an experience of life they haven't achieved yet...”*

Sport Context and Achievement Identity and Experiences

Although perceiving the club's historical background that confounds its loss identity and past greatness, SOC coaches share a common feeling toward the club, sharing unique experiences and closeness environment. SOC Coaches' common reference to a social role that takes youth from delinquent behavior is a common denominator as it pertains to a complex and deep work they pursue, *“I think we can deviate kids from bad roads.”* (SOC-U15). Being at a socially deprived neighborhood is stated as important in bringing humble and simple people together for the same purpose in the will and desire to work.

“...probably more work and more recognition in relation to these young folks that most of the times don't have a place to go and the club is almost a second home...”
(SOC-U17)

In the POC its' greater representativeness and importance has a very different social meaning, *“The club has that merit, it's a club that knows exactly the space it occupies...”* (POC-U18).

Community Integration

The microsystem describes environments such as club or school in which young athletes spend significant time interacting while mesosystems are interrelations between microsystems (for example, school and club). POC coaches feel that the loss of identity from and to community unfolds a core problem beneath it, their lack of responsiveness and proactive action.

“...logically the sport that has biggest impact and visibility is football, being in the professional league that visibility grows and therefore I think it's recognized as a city sport symbol” (POC-U18)

SOC youth is the clubs biggest asset. Despite this fact, the club has little impact in the surrounding community. A changing society is a common statement between coaches from both clubs where low community involvement dictates the clubs pace and mirrors its actions, namely, low activity funding and people disenchantment.

Organization and Structure

Context's instability produces internal adaptation and ineffective sustainable voluntary organization which, in turn reflects erratic and unpredicted training sessions. This continuing situation in the SOC represents day to day difficulties: *“the club is not stable and doesn't give security for us to do a work with some sequence...water, light, dressing room with problems; everything is a difficulty for us.”*(SOC-U17).

In turn, POC coaches perceive that changing to a professional structure alongside with a different way of seeing things, more professionalized is understood as the intended pathway to follow: *“Last year, there wasn't anything! (...) I had to do everything. It was a complete disorganization...”* (POC-U16).

Considering the sport mobility in the POC it contrasts with SOC limited capability of retaining youth always seen as a two-way downsizing movement: the clubs stays with youth that are negatively discriminated in exclusionary sport processes and also problematic socially tagged youth, *“We always keep with what gives us more work, those youth that are more irreverent, more undisciplined...it is very difficult to form a group...”* (SOC-U17). Therefore, SOC problematic youth may constitute a potential bias for resuming positive sport participation and specifically, coach managerial style and leading group behavior.

“...we have difficulties because at the sporting level, we are almost considered the garbage dump of our city (...) any kid who wants to play football (...) goes to every place but here.” (SOC-U17)

Different orientations are seen in these two clubs. While coaches recognize the predominantly parent dependency on the SOC's organization, the POC has a more structured and clear definition of organization. Coaches from both clubs especially POC

coaches recognize the importance of such values such as sense of organization, being able to provide intensive feedback information and constant search for competency, “*coaches must have organization and be competent...*” (SOC-U13).

Discussion

The clubs represent contrasting realities with different structural organization and sport trajectories which, in turn, magnify potential coaching education intervention. The results dictate that coaches influence the context in which young athletes develop and are simultaneously influenced by them. This research conducted in Portugal also provided unique insight on two contrasting realities in youth sport that have been on the forefront of sport sciences literature: talent development and sport as a mechanism of social change.

The importance of coaches’ roles in creating caring, mastery-oriented environments, to enhance positive developmental gains is well acknowledged in the literature (Gould, Flett, & Lauer, 2011). The study comes to realize the effectiveness of coaches’ behaviors (Walters, Schluter, Oldham, Thompson, & Payne, 2012) as to be influenced by situational factors. Consequently, biographical data pointed out to different sport trajectories and academic knowledge by the coaches. The coaches who have better academic and technical experience gains will improve athlete’s competence, confidence, connection, and character in specific coaching contexts (Gilbert & Trudel, 2001).

A solid description of sport environment and proximal processes in each club (Bronfenbrenner & Evans, 2000), through field analysis provided the researchers information on how the coach-athlete dyad in the POC was more communicative with better feedback providing a more mature nurturing relationship. Coach behavior can also have negative outcomes as seen in poor coaching (Gearity & Murray, 2011), consistent with SOC poor coaching skills, lack of competency, low discipline-oriented behavior, emotional and cohesion deficiency.

Coaches’ bidirectional relationships with the training environment in each structure represented the knowledge that community support and coaching experience influences coaches efficacy (Chase, Feltz, Hayashi, & Hepler, 2005). By creating positive athletic environment that fosters positive interaction through coaches’ behaviors as seen in POC (Smith & Smoll, 1997), one can see sport as a mediator to potential life learning experience when such skills like team spirit, shared objectives, and resilience can be posed into future benefits.

In adolescent years, the coaching behaviors, instruction and positive feedback are particularly relevant. In fact, coaches from the POC have a better perception of the relationship quality and rapport established amongst athletes, especially in the investment phases, as being important to building adaptive developmental experiences (Erickson, Côté, Hollenstein & Deakin, 2011; Millar, Oldham & Donovan, 2011; Walters, Schluter, Oldham, Thompson & Payne, 2012).

Considering that both settings are dependent on the clubs’ social organization, these specializing and investment phases (Côté, Baker, & Abernethy, 2003) have different characteristics depending on the club in question (Côté, Young, North, & Duffy, 2007). For example, interpersonal relationships in the SOC, coaches reveal more closeness (Jackson, Grove, & Beauchamp, 2010; Philippe & Seiler, 2006) as they are heavily dependent upon parents and establish close and proximal relationships with them.

In Portugal, coaching education is not seen as comprehensive; many youth sport coaches are volunteers who do not have time to give to coaching education (Wiersma, Sherman, 2005). This fact is very present in Portuguese coaching reality, and the literature is clear that coaching education is not being fully embraced in all youth sport settings (Stewart & Sweet, 1992).

Some authors claim that youth sports are becoming “professionalized,” with a focus on the outcomes of success rather than on educational goals or life skills development (Gould & Carson, 2004). POC coaches’ highlights on more socioeducational aspects of sporting context and talent development provided a strong emphasis on responsibility and communication, rule obedience and respect, showing more concern of their attitudes and sport development (Silvestri, 1991). POC coaches’ reveal more directedness and support focusing more on their commitment to rich learning environments, independently from the competitive nature than the SOC coaches’.

SOC coaches in turn, regard the club’s social context with underserved athletes as an opportunity for social change and inclusion in society, giving the athletes opportunities to learn rules and discipline throughout their sport career. Although these aspects are important to consider when developing sport programs in these environments, this narrative itself is criticized by some authors who relate sports and deviant behavior (Stephen & Bredemeier, 1996; Coakley, 2001). Learning from the results put in evidence here, it is evident that much more empirical research is necessary if the benefits of sporting participation for young people and society are to be established (Bailey, 2005).

It is known that organizational climate affects coaches’ perceptions and subsequent behaviors (Horn, 2008). Coaches from both clubs do not just reflect their organizational values; rather, they are at times active in constructing them (Shaw & Allen, 2009). Participant observation put in evidence starting differences in the specializing phase between the two clubs. POC’s more focused, goal-oriented and specialized environment produced more deliberate and balanced practice than the SOC (Côté, Baker, & Abernathy, 2007).

Contextually based, sport participation structure is differently defined by coaches as it has direct impingement in youth’s engagement through and in sport and their training commitment. This means that coaches, regarding the competitive context and in particular the dichotomy social vs. professional environment represent different sporting pathways and assume inherently contrasting behaviors.

In fact, a higher climate of demand and expectancy in the POC has direct impact on higher competitive rates and group dynamics which, in turn, affects coaches’ actions toward young athletes reinforcing the alleged coach-athlete dyad as previously stated. These coaches display a discourse oriented to talent development and professional engagement, with more pronounced competitive stroll to excel. On the other hand, SOC coaches emphasize the competitive enrollment and focus on important social aspects of participating in the club, fostering the sense of belonging and social change. Consequently, sport now features in various targeted youth initiatives and is more and more considered an activity based social inclusion program (Kelly, 2011).

Conclusion

It was discussed the importance of sport settings on coaches’ orientations at two main organizational contexts through an ecological model. From the features described in the study, three key elements emerged surrounding youth sport development and a basis

for their intervention. First, POC coaches have experience developing social nurturing skills, namely responsibility, respect and rule obedience in young athletes. This provides more information about the need to create nurturing, mastery environments for talented athletes' program. Sporting context is important in its relation to creating and developing life enduring skills that later can be used in everyday life.

Second, coaching in professional context is more competitive oriented, with stronger interrelationships especially in the coach-athlete dyad; it excels athletes and coaches with a bigger sense of commitment and sense of effort. In turn, SOC coaches emphasize sport participation and sense of community and sense of belonging as an important asset for these young athletes. The processes through which these "sports-based interventions" might promote social inclusion require, however, further investigation and in-depth analysis.

Third, organization and structure influence the way coaches look at competition and training. These results point to the importance of different sporting contexts in modeling coaching styles and behaviors. The educational impact of coach's attitudes is to be seen as a constant drive for mastery, caring training environments where such life skills can promote youth development. The current results have implications for both coaching youth sport and for the educational programs of these coaches in other countries and sport systems.

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