A Realist Evaluation of the Professional Development Program *Thriving through Being* with Professional Coaches and Support Staff of NCAA Women's Basketball

A Dissertation Presented for the

Doctor of Philosophy

Degree

The University of Tennessee, Knoxville

Lauren Kelly McHenry

August 2021

Copyright © 2021 by Lauren Kelly McHenry
All rights reserved

Dedication

To my participants who brought the Thriving Through Being program to life and made this project possible.

Acknowledgements

Thank you to Dr. Becky Zakrajsek, my doctoral advisor, for believing in me more than I often knew how to believe in myself over the last three years. It feels as though this PhD process has been the blink of an eye and also a lifetime. There is no way I would be where I am right now if not for the unconditional positive regard (for lack of a better term ☺) that you have shown me throughout this process—constantly challenging me while also constantly caring for me. I knew this is what I would need in a doctoral advisor, and I am so grateful that I have had the opportunity to work with you. This dissertation would not be what it is without you.

Thank you to Dr. Jeff Cochran, my master's thesis advisor, for introducing me to person-centered theory and guiding my master's thesis—the start of it all. This dissertation could not have happened without my thesis, and my thesis would not have been what it is without your guidance. I am forever grateful for your mentorship, support, and connecting me to the theory that informs everything I do. Thank you for serving on my dissertation committee and for continuing to challenge me to deepen my understanding of person-centered theory.

Thank you to Dr. Jennifer Morrow for teaching me all things program evaluation. Your courses and ongoing mentorship have taught me the knowledge and skills necessary for this dissertation. Thank you for guiding me through the pilot evaluation that preceded this project, for serving on my committee for my dissertation, and for making time to discuss my questions. I am so grateful to have had these opportunities to learn from you.

Thank you to Dr. Kristen Dieffenbach for challenging me to truly understand the broader context of coach development and the coaching profession. Your expertise has strengthened this dissertation significantly as you have added so much to my own knowledge and understanding of coach development. Thank you for serving on my dissertation committee and for making time to

discuss my questions. Your encouragement during the conversations we had stayed with me through this entire process. I feel so fortunate to have had this opportunity to learn from you.

Thank you to the NCAA WBB national staff and to the WBCA for believing in this project enough to support it—even in 2020. To Keys: Thanks for being my go-to for questions or just to chat. Your feedback led to some key changes in the wording of program materials that I know made a difference for what participants gained from it. To Lynne: Thank you for the time you put towards reviewing materials. Your feedback also strengthened the program materials and your encouragement kept me going on harder days. To Harry: Thank you for our weekly phone calls in September and October. You helped to make the program better, and you also always helped me feel better after talking.

Thank you to Shelby Miller for your efforts as my research assistant through this entire process—this was not a one-person job, and you kept me from going insane! To both Shelby and Sharon Couch, thank you for serving on my qualitative analysis team. I hope that the written results in this document do justice to the efforts and key insights you both provided through the analysis process. The results would not be what they are without each of your perspectives, time, and expertise. Thank you so much for taking on the analysis with me.

To Dr. Caroline Silby, Emily Parker, Kristen Martin, and Sandy Hatfield Clubb: None of you know each other, but I like to consider you my army of mentors, past and present. You have each played an important role in my journey to this point. To Caroline, thanks for teaching me to love sport psychology when I was 13 years old and inviting me, with open arms, to come full circle and work alongside you in the present day. Your support throughout this past year has been invaluable. To Emily, thanks for teaching me how to prioritize and re-prioritize, to ask for what I need, and to know that I have done enough at the end of each day no matter what. I did

not realize at the time that creating all of those annual reports would be such useful experience for a program evaluation dissertation. To Kristen: Thank you for creating the opportunity for me to have your supervision during my master's level counseling internship. Your mentorship during that time continues to shape who I am today. Even when we don't get to see each other often, you remain a constant support. To Sandy: This dissertation simply would not have happened without you. Thank you for truly believing in me. You have opened doors to opportunities for me that I could not have dreamed up myself. I am so grateful.

To my McHenry-Poje family: I don't often know how to comprehend how fortunate I am to have two families as loving and supportive as you all are. Mom & Dad, Jim & Gena, Megan & Daniel, Chris & Jen, James & Elen, Pete & Lacey—thank you for always understanding when I chose to keep working. Thank you for always cheering me on.

To my husband, Tom: I have tried to think of words to describe how you have supported me through this process. There are none. You are my rock and the love of my life. I am grateful.

Abstract

Scholars have consistently identified a secure relational base as a key contextual enabler for thriving—success *and* well-being—in sport. In turn, person-centered theory is a viable, evidence-based framework for coaches and support staff to cultivate a secure relational base with their athletes. Drawing from this literature, the continuing professional development program *Thriving Through Being* was developed to improve professional coach and support staff knowledge, awareness, and skills related to person-centered theory concepts (unconditional positive regard, empathy, and authenticity). This program was implemented with professional coaches and support staffs from 17 NCAA Women's Basketball programs. The purpose of the current study was to evaluate the context, resource mechanisms (program inputs and outputs), reasoning mechanisms (participant perceptions and learning), and outcomes (self-reported self-regard, thriving at work, perceived stress, and way of being) using a realist evaluation design. Results revealed that a favorable context for engagement included participants' perceived helpfulness of the program to their professional practice, perceived alignment between program concepts and professional needs and/or professional identity, and available time with access to opportunities to apply concepts. Key resource mechanisms included the placement of participants into communities of practice, an introductory workshop, six self-paced educational modules, and a synchronous closing discussion. Key reasoning mechanisms included perceptions that the program content was both relevant and enjoyable, and that program activities (i.e., reflection, application, and discussion) were useful. Participants also demonstrated a statistically significant improvement in scores on a post-program learning assessment compared to a pre-program assessment. Assessment of discussion board posts and synchronous discussions provided further evidence that participants who engaged in program activities met the program's

learning objectives related to understanding and demonstrating person-centered theory concepts. Key outcomes included an increase in self-reported unconditional positive self-regard that maintained at a follow-up assessment as well as higher levels of self-reported thriving during program participation. Results culminated into 10 context-mechanism-outcome configurations which are represented in a validated program logic model. Results provide new insight into the delivery continuing professional development in the context of NCAA WBB as well as the applicability of person-centered theory as a framework for coach-athlete and support staff-athlete relationships.

Table of Contents

CHAPTER 1 1

Brief Literature Review 1
Context of the Current Project 3

Purpose of the Study and Guiding Evaluation Questions 5
Guiding Evaluation Questions Related to Context 5
Guiding Evaluation Questions Related to Resource Mechanisms 6
Guiding Evaluation Questions Related to Reasoning Mechanisms 6
Guiding Evaluation Questions Related to Outcomes 6

Assumptions 6

Delimitations 7

Limitations 8

Most Relevant Definitions 8

CHAPTER 2 11

Thriving: The Ultimate Outcome 11
Theoretical Foundations of Thriving 12
Process Enablers of Thriving 14
Personal Enablers of Thriving: A Fully Functioning Person 17
Contextual Enablers of Thriving: A Secure Relational Base 17

PCT: A Framework for Thriving in Coach-Athlete Relationships 19
Way of Being 20
Self-Regard 20
Conditions of Worth 21
PCT in Coach-Athlete Relationships 22
UPR in Practice: A Pilot Program and Process Evaluation 24

PCT-Based Education for Parents 26
Reported Outcomes 27
Barriers to PCT-Based Parent Education 30

Professional Development in Coaching 37
Types of Professional Learning 37
Current State of CPD in Coaching 39

Adult Learning 44
Traditional Learning Theories 45
Andragogy and Professional Development 46

Professional Development in Education 50
Lessons from CPD in K-12 Education 50
PCT-Based Training for Teachers 55

Context of the Current Project 58
Roles and Responsibilities of the Collegiate Coach 59
Coaching within NCAA WBB 62

CHAPTER 3 67
Positionality: From Athlete to Coach to Master Coach Developer 67
Professional Coach Development: Early Experiences 68
From Athlete to Coach 69
From Athlete and Coach to Counselor and Scholar 72
From Scholar to Educator and Mental Performance Consultant 75
Honing the Skills of a Master Coach Developer 76
TTB Program Description 79
TTB Program Objectives 81
Evaluation Methodology 82
Ontology and Epistemology 82
Realist Evaluation 83
Program Evaluation Purpose 85
Program Evaluation Questions and Variables of Inquiry 85
Guiding Evaluation Questions Related to Context 86
Guiding Evaluation Questions Related to Resource Mechanisms 86
Guiding Evaluation Questions Related to Reasoning Mechanisms 86
Guiding Evaluation Questions Related to Outcomes 86
Program Implementation and Evaluation Procedures 86
Implementation and Evaluation Procedures: Recruitment and Preparation 86
Implementation and Evaluation Procedures: Onboarding Activities 89
Implementation and Evaluation Procedures: Educational Modules 93
Evaluation Procedures Following Program Implementation 100
Data Collection Tools 101
Optimal Implementation Checklist and Output Records 102
Reflexive Journal 102
Introductory Workshop Mentimeter Questions 102
Pre-Program Survey Instrument 103
Website and Podcast Analytics 112
Discussion Board Posts 113
Community of Practice Synchronous Closing Discussion 114
Post-Program Survey Instrument 114
Post-Program Interview Guide 116
Two-Month Follow-up Survey Instrument 117
Data Analysis, Visualization, and Dissemination 118
Data Cleaning 118
Rigor in Qualitative Analysis 120
Analyses Related to Context 121
Analyses Related to Resource Mechanisms 122
Analyses Related to Reasoning Mechanisms 122
Analyses Related to Outcomes 123
Dissemination Plan 124

Program Budget 124
CHAPTER 4 125
RESULTS 125
Guiding Evaluation Questions Related to Context 125
Guiding Evaluation Questions Related to Resource Mechanisms 125
Guiding Evaluation Questions Related to Reasoning Mechanisms 125
Guiding Evaluation Questions Related to Outcomes 125
Evaluation Questions Related to Context 126
Macro Context: WBB Culture, American Culture, and Global and National Crises 127
EQ1: Participants 130
EQ2: Contextual Benefits and Barriers to Participation at Each Stage of TTB 131
Summary of Favorable Contexts 152
Evaluation Questions Related to Resource Mechanisms 152
EQ3: Program Implementation as Intended 153
EQ4: Program Outputs (Activities and Participation) that Occurred 153
EQ5: Processes that Occurred Between Activities and Participation 160
Summary of Relationships between Context and Resource Mechanisms 171
Evaluation Questions Related to Reasoning Mechanisms 172
EQ6: Participant Perceptions of the Program 172
EQ7: Participant Learning 182
Summary of Relationships between Resource and Reasoning Mechanisms 200
Evaluation Questions Related to Outcomes 201
EQ 8: UPSR 202
EQ 8: Perceived Stress 207
EQ8: Thriving at Work 209
EQ9: Way of Being 213
Summary of Relationships between Reasoning Mechanisms and Outcomes. 217
CMO Configurations and Validated TTB Program Theory 217
From Recruitment to Commitment to the TTB Program 218
From Educational Modules to Application in Professional Practice 218
CHAPTER 5 220
DISCUSSION 220
From Recruitment to Commitment to the TTB Program 220
CMO1: Belief that TTB will be Helpful 220
CMO2: Sufficient Onboarding 224
CMO3: Alignment of Timing with Available Time and Opportunity for Application 226
CMO4: Prioritization by Head Coach 227
From Educational Modules to Application in Professional Practice 229
CMO5: Multiple Modes of Delivery 229
CMO6: How Learning Happened 231
CMO7: Sense of Community in COPs 236
CMO8: Utility of “Live” Discussion for Accountability 238

CMO9: PCT-based Learning Objectives, UPSR, and Way of Being 239
CMO10: Engagement in Learning and Thriving at Work 242
Limitations and Future Directions 244
Conclusion 248
References 249
Appendices 283
Appendix A 284
Appendix B 296
Appendix C 340
Appendix D 348
Appendix E 351
Appendix F 407
Appendix H 412
Appendix I 415
Appendix J 417
Appendix K 421
Appendix L 423
Appendix M 425
Appendix N 431
Appendix O 438
Appendix P 445
VITA 450

List of Tables

Table 1. NCAA women's basketball demographics by division in 2019 297
Table 2. TTB learning objectives 298
Table 3. Hypothesized TTB logic model 299
Table 4. Evaluation questions and associated variables of inquiry 300
Table 5. Program implementation and evaluation procedures by week 301
Table 6. Complete evaluation timeline 304
Table 7. Data sources, collection tools, and analysis procedures 305
Table 8. Program budget 307
Table 9. Program participation 308
Table 10. Research evaluation participation 309
Table 11. Results: Context + Recruitment and introductory workshops 310
Table 12. Results: Context + educational modules. 313
Table 13. Results: Optimal implementation checklist. 314
Table 14. Results: Processes between activities and participation. 332
Table 15. Learning objectives demonstrated through written and verbal discussion. 336
Table 16. Wilcoxon signed ranks test. 337
Table 17. Results: Activities, perceptions, processes, and learning. 338
Table 18. Validated TTB program logic model. 339

List of Figures

Figure 1. Introductory workshop attendance by community of practice. 311
Figure 2. Motivation to participate by position. 312
Figure 3. Total evaluation participants by COP..... 315
Figure 4. Unique module page visitors by week..... 316
Figure 5. Unique module podcasts downloads by week..... 317
Figure 6. Total and unique module page views and unique module podcast downloads..... 318
Figure 7. When participants listened to the podcasts..... 319
Figure 8. Where participants listened to the podcasts..... 320
Figure 9. When and where participants listened to the podcasts. 321
Figure 10. Days per week spent reflecting individually. 322
Figure 11. Time spent per module outside of listening to podcasts..... 323
Figure 12. Days per week discussing module content with staff..... 324
Figure 13. Total discussion board posts and number of people posting by module..... 325
Figure 14. Total discussion board posts by COP and module. 326
Figure 15. Total discussion board posts per module by week. 327
Figure 16. Discussion board posts by rubric score and module. 328
Figure 17. Discussion board post by rubric scores, module and community of practice. 329
Figure 18. Closing discussion attendance by COP. 330
Figure 19. Closing discussion assessment scores. 331
Figure 20. Satisfaction with podcast format. 333
Figure 21. Satisfaction with podcast content. 334
Figure 22. Perceived extent to which each aspect of the program contributed to learning. 335

CHAPTER 1

INTRODUCTION

In 2009, Darling-Hammond and colleagues wrote: "efforts to improve student achievement can succeed only by building the capacity of teachers to improve their instructional practice" (p. 7). While these authors were referencing the world of education, I believe the same can be said within the world of sport: efforts to advance athlete thriving (i.e., well-being *and* success; Brown et al., 2017a) can only be achieved by developing the capacity of coaches to thrive and continually improve their professional practice. The current dissertation evaluated the context, mechanisms, and outcomes of an intra- and interpersonal development program for professional coaches of National Collegiate Athletic Association (NCAA) Women's Basketball (WBB). The program, Thriving Through Being (TTB), aimed to promote thriving through coaches' improvement in a person-centered approach to relationships with their athletes. A rationale for TTB and its evaluation will now be discussed through a brief literature review.

Brief Literature Review

A growing body of literature on the emotional, physical, and sexual abuse of athletes by coaches has exposed a win-at-all-cost culture in sport (Kerr & Stirling, 2008). Unfortunately, in such a culture, abusive coaching practices are often swept under the rug when athletes achieve successful sport outcomes (Dieffenbach, 2020), and winning too often comes at the expense of *both* coaches' and athletes' holistic (e.g., psychological, emotional, and physical) well-being (Kerr & Stirling, 2008; Santos & Costa, 2018). However, scholars have suggested that in order for coaches and athletes to thrive in sport, performance success and holistic well-being *must* co-exist (e.g., Brown et al., 2017a; Kerr & Stirling, 2008; McHenry et al., 2019). To elaborate, Brown et al. (2017a) stated that to thrive is "to grow and develop well and vigorously…to

prosper and be successful" (p. 167). Thus, thriving can only occur in the sport context when athletes and coaches experience *both* holistic well-being and performance success.

To be sure, the body of literature on thriving in sport points to a secure relational base (e.g., the perception that an important other will be there for an athlete no matter what) as a primary contextual enabler for thriving (Brown et al., 2017a; Brown et al., 2018; Brown & Arnold, 2019; Gucciardi et al., 2017). According to Person Centered Theory (PCT), a secure relational base is facilitated through a specific way of being in significant interpersonal relationships, namely the provision and perception of unconditional positive regard (UPR) in conjunction with authenticity and empathy (Rogers, 1959). Notably, one of the most significant interpersonal relationships in sport is that between coaches and athletes (Côté & Gilbert, 2009). While there is a long history with studying coach-athlete relationships, scholars have recently explored and evidenced PCT as a viable framework for coaches to learn how to cultivate a secure relational base (i.e., McHenry et al., 2019, 2020).

Drawing upon this literature, McHenry and Zakrajsek (2020) implemented and evaluated the processes and mechanisms of a pilot continuing professional development (CPD) program named UPR in Practice. The pilot program aimed to educate professional coaches of NCAA Division I sports on and facilitate their application of PCT concepts to their professional practice. Participants included 23 coaches (head, associate head, and assistant coaches as well as strength and conditioning coaches) from eight sports at one midwestern university. Seven of these participants gave consent for their materials (e.g., discussion board posts, emails to the facilitator, post-program survey responses, and post-program interview transcripts) to be analyzed for the evaluation. A detailed description of this pilot program and process evaluation are provided in Appendix A. Notably, results of the process evaluation revealed that (1) Active

participation depended on the timing of coaches' sport season and initial perceptions of PCT being applicable to their sport and professional role, (2) Positive perceptions about PCT's applicability to coaching increased as coaches completed each module, and (3) Program participation helped to enhance coaches' own self-regard, ability to manage stress, understanding of athletes' needs, and responses to athletes in stressful moments.

Taken together, post-program interviewees indicated a greater sense of thriving in their jobs as a result of participation in UPR in Practice. These participants also indicated that they may have gained even more from the program with their entire coaching staff[1] and support staff[2] participating together. These results indicated that future iterations of UPR in Practice have potential to be relevant and impactful for coaching and support staffs in the NCAA context. Results also indicated that learning objectives and experiential outcomes such as self-regard, stress, thriving, and way of being (i.e., authenticity, empathy, and UPR) would be worthy of formal assessment in future iterations of the program. Further, results point to recommendations for implementing the program within one sport, tailoring the content to be relevant for that sport, and implementing the program at an optimal time of year for that sport.

Context of the Current Project

Considering the findings and recommendations from the UPR in Practice process evaluation (McHenry & Zakrajsek, 2020; see also Appendix A), a second iteration of the UPR in Practice program (renamed to TTB) was developed to be implemented within a single sport for the current study. NCAA research findings have pointed to a climate within NCAA WBB across

---

[1] Coaching staff refers to head coaches, associate head coaches, assistant coaches, and graduate assistant coaches.
[2] Support staff refers to video coordinators, directors of operations, athletic trainers, strength and conditioning coaches, and mental performance consultants.

Divisions I (DI), II (DII), and III (DIII) that was in need of professional coaches' improvement of intra- and interpersonal knowledge and skills. To elaborate, the 2019 NCAA Growth, Opportunities, Aspirations and Learning of Students in College (GOALS) study revealed that, compared to other sports, the presence of a particular coach has a greater impact on student-athletes' initial college choice and transfer decisions.[3] Yet, compared to all other sports in 2019, NCAA DI WBB student-athletes also reported the second and third lowest levels of agreement, respectively, that their coaches care about their physical well-being (only 65% agreed) or mental well-being (only 56% agreed; NCAA, 2020a). Further, a poor relationship with a college coach has been found to be a deterrent to the pursuit of a professional career in coaching, particularly for BIPOC (Black Indigenous People of Color) and females (NCAA, 2019a).

Thus, the TTB program was considered especially relevant to the current strategic plans of both NCAA WBB (NCAA, 2019b) and the Women's Basketball Coaches Association (WBCA; WBCA, 2017)—which emphasize improving the student-athlete experience *and* supporting WBB student-athletes' future pursuit of a career in professional coaching of WBB. Thus, both organizations agreed to support the implementation of TTB within the context of NCAA WBB across all three divisions. Additionally, given the recommendation from the UPR in Practice pilot evaluation to include coaching staff and support staff in future iterations of the program, TTB was offered for up to five coaches and support staff members per participating WBB program. Notably, continued evaluation of TTB is necessary to understand how and why the revised program may (or may not) produce specific outcomes within the new context of

[3] The impact of a particular coach on initial college choice and transfer decisions is greater for BIPOC student-athletes when findings are disaggregated by race. See section in Chapter Two "Coaching in NCAA WBB" for a more detailed breakdown of these findings.

NCAA WBB. Further, it would be beneficial to expand the evaluation to include elements of process (e.g., exploring the context, resource mechanisms, and reasoning mechanisms) and outcome (e.g., exploring learning objectives as well as experiential outcomes of self-regard, stress, thriving, and way of being; Alkin & Vo, 2018).

Purpose of the Study and Guiding Evaluation Questions

A realist evaluation is an ideal design for the current study as it prompts evaluators to consider the relationships between program processes and outcomes to determine the effectiveness of a program in a particular context (Pawson & Tilley, 1997). Scholars of coach development have also indicated that realist evaluation is an ideal design for the evaluation of CPD programs within the context of professional coaching (North, 2016). Realist evaluators seek not simply to understand whether a program worked, but rather to understand why and how a program produced particular outcomes within a given context and for a specific group of people. These factors are assessed by examining the context, mechanisms, and outcomes of a program within a given context (Pawson & Tilley, 1997). Thus, the purpose of the current study was to assess the context, mechanisms, and outcomes of TTB, including resource mechanisms (i.e., program inputs and outputs) and reasoning mechanisms (i.e., changes in participants' learning and perceptions) as well as experiential outcomes (i.e., self-reported self-regard, thriving at work, perceived stress, and way of being) using a realist evaluation design.

Guiding Evaluation Questions Related to Context

EQ1. Who participated in the program?

EQ2. What were contextual benefits and/or barriers to participation at each stage of program implementation?

Guiding Evaluation Questions Related to Resource Mechanisms

EQ3. Was the program implemented as intended?

EQ4. What program outputs (activities and participation) occurred?

EQ5. What processes occurred between program activities and participation?

Guiding Evaluation Questions Related to Reasoning Mechanisms

EQ6. What were participant perceptions of the program?

EQ7. How did program outputs (activities and participation) contribute to learning?

Guiding Evaluation Questions Related to Outcomes

EQ8. What changes occurred in self-regard, perceived stress, and thriving at work?

EQ9. What changes occurred in way of being?

Assumptions

There were six main assumptions underlying the current study. First, it was assumed that CPD related to intra- and interprofessional knowledge and skills in the context of NCAA WBB coaching and support staff is a growing yet under-researched area of study. Second, it was assumed that adults enter into learning spaces with unique motivations, experiences, and backgrounds, and that adult learning theory provides best practices for leveraging adults' own experiences as part of the learning process. Thus, theoretically based knowledge and resultant best practices for adult learning (e.g., Knowles, 1980) were utilized to guide the design of TTB. Third, it was assumed that the content presented within TTB was grounded in scientific evidence and relevant for NCAA coaches and support staff's professional roles. Fourth, it was assumed that with a realist evaluation framework, the goal of the researcher was to seek understanding of and explain the underlying mechanisms, structures, and powers through multiple methods of data collection and analysis. Fifth, it was assumed that the multiple methods of data collection and

analysis used in the current study complemented each other for the purpose of understanding underlying mechanisms and relationships between contextual factors, mechanisms, and observable outcomes. Sixth, it was assumed that participants responses on survey questions as well as within program discussions and post-program interviews were honest and truthful. Measures to ensure honest responses included assuring participant confidentiality at multiple time points, not recording group discussions that were part of program participation, and asking participants to review their own data through member checking.

Delimitations

The delimitations of the current study included the population of interest and method for grouping participants. First, potential head coach participants were recruited strategically from a pool of WBCA board members and committee members. Interested head coaches then recruited members of their coaching and support staff to participate in the program with them. The sample was limited to NCAA WBB coaching staffs (e.g., head coaches, associate head, assistant coaches, and graduate assistant coaches), including support staff members (e.g., video coordinator, strength and conditioning coach, athletic trainer, mental performance consultant). This sampling pool included head coaches who were likely already more invested in CPD compared to the general population of head coaches in NCAA WBB. Thus, the findings are specific to professional coaches and support staff whose head coaches may already be invested in CPD. Second, participants were strategically placed into small groups of similar position across universities in which to engage in the TTB program material to promote connection and honest communication between group members.

Limitations

With the assumptions and delimitations noted above, the current study also began with anticipated limitations. First, it was understood that the contexts of NCAA DI, DII, and DIII would be different due to the varied competitive level and funding for athletics in each division. The program was tailored to the context of NCAA WBB, but variance in participants experiences in TTB based on division was expected. Second, the Covid-19 pandemic placed direct stressors on both participants and the program facilitator/evaluator which were unique to this context, thus limiting the generalizability of findings. Third, direct observation was not used as a form of assessment for learning. In-person observation is typically used to assess learning in PCT training programs with parents and teachers (e.g., Bratton & Landreth, 2019), and is a best practice for the evaluation of the CPD of interpersonal skills for teachers (e.g., Allen et al., 2011). Because observation instruments for PCT-based behaviors in coaching do not yet exist, learning was assessed with the use of a rubric to evaluate pre- and post-program assessment questions as well as discussions in response to specific prompts.

Most Relevant Definitions

Professional Coach is defined as a professional whose primary role involves "the guided improvement of sports participants in a single sport at identifiable stages of participant development" (ICCE, 2013, 1.2, p. 14).

Continuing Professional Development (CPD) is "the systematic maintenance, improvement and broadening of knowledge, skills and understanding, for the execution of professional and vocational duties to enhance, in the context of lifelong learning, the individual's contribution to his or her profession or work." (Construction Industry Council, 1986, p. 3, as seen in Nash et al., 2017).

Thriving is broadly defined as the "the joint experience of development and success" (Brown et al., 2017a, p. 168).

Person-Centered Theory of Interpersonal Relationships is a theory "to formulate the order which appears to exist in all interpersonal relationships and interpersonal communication" which identifies "the conditions, process, and outcomes of a deteriorating relationship and a deepening or improving relationship" (Rogers, 1959, p. 235-36).

Unconditional Positive Regard (UPR) is defined as relating to another "in such a way that no experience can be discriminated as more or less worthy of positive regard than any other" (Rogers, 1959, p. 208).

Conditional Regard is defined as "the offering of warmth, respect, acceptance, etc. only when the other fulfills some particular expectation, desire or requirement" (Wilkins, 2000, p. 37).

Negative Regard is defined as occurring "when one person conveys to another, 'Whatever you say or do, however, you are, I will hate, despise, demean, or denigrate you'…it is the root of racism, homophobia, sexism, and the like" (Wilkins, 2000, p. 38).

Disregard is defined as "paying no attention to and being neglectful of another…in an extreme form, it is the complete negation of the existence of one person by another" (Wilkins, 2000, p. 38).

Process Evaluation is a type of evaluation that may assess one or multiple of the following: program's administrative processes (i.e., inputs), implementation processes, (i.e., outputs and activities), and program mechanisms (i.e., short-term objectives and activity-output relationships; Alkin & Vo, 2018).

Outcome Evaluation is a type of evaluation that assess one or multiple intended outcomes of a program (Alkin & Vo, 2018).

Realist Evaluation is an evaluation design (i.e., methodology) that "asks not, 'What works?' or 'Does this program work?' but instead, 'What works for whom, in what circumstances, and in what respects, and how?'" (Pawson & Tilley, 2004, p. 2).

Logic Model is defined as a "depiction, or diagrammatic representation, of the various program activities and their linkages to program results. The underlying assumption is that a logical sequence exists between what a program does and what a program participant is supposed to experience" (Alkin & Vo, 2018, p. 89).

CMO Configuration is defined as a "context-mechanism-outcome pattern configuration" which serves to model various ways in which the context and mechanisms of a program interact to produce certain outcomes within a certain context (Pawson & Tilley, 2004, p. 9).

CHAPTER 2

Literature Review

The following chapter serves as the foundation for the rationale for implementing a PCT-based CPD program in the context of NCAA WBB as well as for the instructional design of the current program (TTB; outlined in detail in chapter three). More specifically, I first discuss intersections between the literature on thriving and Rogers' (1959) PCT to offer understanding of how PCT can serve as a framework for coaches to cultivate thriving through coach-athlete relationships. Next, I review PCT-based education programs for parents including the design, outcomes, barriers, and recommendations that have resulted from evaluations of these programs. I then define CPD, discuss the various types of professional learning, and review relevant challenges and recommendations for continuing CPD in the coaching profession. These recommendations point to grounding CPD in adult learning theory and drawing from the literature of CPD in education to guide CPD in professional coaching. Thus, I then review adult learning theory and relevant literature around CPD in teaching—including outcomes, barriers, and recommendations from PCT-based training for teachers. Finally, I discuss the context of the current study including collegiate coaching at large and the specific context of NCAA WBB.

Thriving: The Ultimate Outcome

In response to a growing recognition of the win-at-all-cost sport culture and its contribution to detriments in coach *and* athlete well-being, scholars have turned to the concept of thriving as the ultimate outcome to strive for in sport (e.g., Brown et al., 2017a; Kerr & Stirling, 2008; McHenry et al., 2020). This notion is grounded in the idea that, when a coach or athlete is thriving, performance success is attained *through* "effective holistic functioning" (Brown et al., 2017a, p. 167). Reviewing the various definitions of thriving across domains and contexts,

Brown et al. (2017a) proposed the following definition: thriving is "the joint experience of development and success" (p. 168). Brown and colleagues (2017a) clarified that the term development means "to grow and develop well and vigorously" (p. 167) and reflects the continuous development of holistic well-being. They also clarified that the term success means "to prosper and be successful" (p. 167) and reflects successful outcomes within a given domain (e.g., sport). Therefore, in order to thrive both development and success must co-exist. For example, if someone is learning and producing successful outcomes as a professional coach or athlete (i.e., performance success) but is not energized or experiencing healthy affect (i.e., holistic development), they are not thriving. In turn, if someone is experiencing healthy affect but feels stagnant in their ability to produce successful performance outcomes, they are also not thriving (Brown et al., 2017a; Spreitzer et al., 2005). Describing what it looks and feels like to thrive, Spreitzer et al. (2012) stated, "When thriving, people feel passionate about what they do. They produce their own energy and excitement for their work. Thriving individuals have a spark that fuels energy in themselves and others too" (p. 155).

Theoretical Foundations of Thriving

The concept of thriving is rooted in humanistic psychology which arose as a movement to understand the fullness of human potential. While humanistic psychology reached its scientific "golden age" from the 1950s-1970s, its core concepts have been influenced by the works of philosophers, theologians, literary figures, and scholars across centuries. Prominent figures from Socrates and Aristotle to Martin Büber and Abraham Maslow have sought to understand how the highest reaches of human nature may be attained *through* holistic development and well-being, and each has influenced the core theories and concepts of humanistic psychology (Moss, 2015). One fundamental and cross-theoretical concept in humanistic psychology is self-actualization.

That is, given the right environmental conditions, humanistic scholars assume that the natural human tendency is to self-actualize (i.e., to reach or grow continually towards one's maximum potential; Feeney & Collins, 2015; Kerr et al., 2016; Spreitzer & Porath, 2014).

Some scholars who have studied thriving have distinguished self-actualization from thriving (Spreitzer et al., 2005). Yet this distinction is based on a narrow interpretation of self-actualization within Maslow's (1943, 1954) theory of motivation. That interpretation is that all safety and psychological needs (i.e., physiological, safety, belonging, and esteem) must be satisfied before self-actualization can be attained. With this interpretation, self-actualization is an end-state while safety and psychological need satisfaction are the means to get there. In turn, the experience of thriving does not require total satisfaction of needs, but rather serves as an indicator that one is on the path toward self-actualization (Spreitzer et al., 2005, 2012).

However, a closer look across humanistic theories of personality, interpersonal relationship, and motivation offers a different interpretation of self-actualization (i.e., Angyal, 1941; Goldstein, 1939; Maslow, 1943, 1954; Rogers, 1959; Ryan & Deci, 2017). For example, prior to Maslow, Goldstein (1939) introduced the concept of self-actualization as the life organism's fundamental drive to actualize its potentials, from which people's creative fruition grows. Additionally, Rogers' (1959) PCT depicted self-actualization as a process that occurs throughout the lifespan. According to Rogers, (1959) self-actualization involves both the drive to meet one's own physiological needs (e.g., air, water, food) as well as the drive to continually expand one's development and effectiveness in maximizing one's potential. Rogers' (1959) likened the drive for continual expansion to one's intrinsic motivation to create, explore, and approach challenges that align with one's sense of purpose. Similar to Rogers' depiction of self-actualization, Ryan and Deci (self-determination theory; SDT; 2017) defined self-actualization

as “a description of the overarching growth and integrative process of functioning effectively” (p. 251). With these interpretations, self-actualization is a continual growth process—a means in and of itself—rather than an end-state.

Like self-actualization, thriving has been defined by some scholars as an end-state sense of achievement and prosperity (e.g., Cui, 2007; Jackson et al., 2011) and by others as a continual growth process (e.g., Benson & Scales, 2009; Kerr et al., 2016). Brown et al.’s (2017a) definition of thriving (i.e., “the joint experience of development and success;” p. 168) was intended to be applicable across contexts and time. Thus, with this definition, a person may fluctuate in their momentary states of thriving while also being on a continual upward trajectory that is—in and of itself—thriving. Taken together, self-actualization and thriving have both been considered to be momentary states of being and overarching processes. In addition, the two concepts encompass holistic well-being (i.e., development) in conjunction with maximizing one’s potential (i.e., success). When it comes to maximizing potential, it is noteworthy that both self-actualization and thriving also encompass a choosing of discomfort and challenge in order to grow into one’s potential. For example, describing self-actualization, Rogers (1959) stated that it involved “the seeking of pleasurable tensions, the tendency to be creative, the tendency to learn painfully to walk when crawling would meet the same needs more comfortably” (p. 196). Likewise, discussing thriving, Kerr and colleagues (2016) stated that thriving individuals are accepting of struggle; they “face challenges, hardships, failures, and life crises but emerge and grow from these experiences with greater self-awareness and understanding and strength” (p. 25).

Process Enablers of Thriving

Given the alignment of self-actualization and thriving, it is not surprising that scholars have identified key processes within humanistic theories as key enablers of thriving. Specifically,

scholars have consistently identified two psychological processes as the means through which thriving is set into motion. The first of these processes is basic psychological need satisfaction (i.e., autonomy, competence, and relatedness; SDT; Ryan & Deci, 2017; see also Brown et al., 2017a, 2017b, 2020; Spreitzer & Porath, 2014). The second is the appraisal of stressors as challenges rather than threats (i.e., challenge appraisal; Brown et al., 2017a, 2020; Feeney & Collins, 2015; Freeman & Rees, 2009; Kerr et al., 2016; Lazarus & Folkman, 1984; O'Leary & Ickovics, 1995; Sarkar & Fletcher, 2014).

Basic Psychological Need Satisfaction

A modern-day variant of humanistic psychology (DeRobertis & Bland, 2018), Ryan and Deci's (2017) SDT posits that the psychological need satisfaction of autonomy, competence, and relatedness is the key process that sets the self-actualizing tendency into motion through self-determined motivation, while psychological need thwarting will block self-actualization through controlled motivation (Deci & Ryan, 2017). Drawing from SDT, scholars have provided support for the relationship between need satisfaction and thriving in both work and sport contexts. For example, Spreitzer and Porath (2014) reported that within a sample of 335 employees across six organizations, satisfaction of autonomy, competence, and relatedness together explained 54% of the variance of employee's reported levels of thriving[4] and that each psychological need was an individually significant predictor of thriving. In the sport context with a sample of 535 athletes, Brown et al. (2017b) identified four latent profiles of thriving[5]: (1) thriving, (2) above average, (3) below average, and (4) low functioning. Brown and colleagues found that participants with

---

[4] Spreitzer & Porath (2014) utilized a self-report measure for thriving that was validated across multiple professional settings. This measure for thriving includes two subscales: vitality (i.e., well-being) and learning (i.e., success).
[5] Brown et al. (2017b) measured thriving with composite scores from measurements of three variables: subjective vitality, subjective performance, and positive affect.

high levels of need satisfaction were less likely to be in any other profile compared to the thriving profile. In turn, participants with high levels of need frustration were more likely to be in the below average profile compared to the thriving profile. As another example, with a sample of 51 elite male hockey players, Brown et al. (2021) found that higher levels need satisfaction six days prior to a hockey game were associated with higher perceptions of thriving during the hockey game.

Challenge Appraisal

Challenge and threat appraisal are terms coined in Lazarus and Folkman's (1984) transactional model of stress and coping. Yet Rogers' (1959) PCT (a founding theory of humanistic psychology) identified how a person will perceive stressors as challenges versus threats (see section on "Conditions of Worth") and connected threat appraisal to blockage in the self-actualizing tendency. Meanwhile, in the literature on thriving, challenge appraisal has been found to be significantly associated with perceptions of thriving. For example, using structural equation modeling with a sample of 189 university students, Flinchbaugh et al. (2015) found that stressors perceived as a hindrance were significantly negatively associated with thriving while stressors perceived as a challenge were significantly positively associated with thriving. In sport, Brown et al.'s (2017b) study with 535 athletes found that participants who perceived sport events as challenges rather than threats were significantly less likely to be in a low functioning profile compared to the thriving profile. Further, in Brown et al.'s (2021) study with 51 hockey players, challenge appraisal six days prior to a hockey game was significantly associated with higher perceptions of thriving during the game (in addition to need satisfaction; see further description of these studies in "basic psychological need satisfaction).

Personal Enablers of Thriving: A Fully Functioning Person

It is important to recognize that the processes which are considered to set thriving into motion cannot occur without specific interactions between individuals and their environmental context. Scholars have identified personal enablers of thriving to include optimism and honesty toward one's personal values (e.g., Park, 1998), self-esteem and self-efficacy (e.g., Lerner et al., 2011; Niessen et al., 2012; Park, 1998), self-determined or intrinsic motivation (e.g., Benson & Scales, 2009), proactive behaviors (e.g., Sarkar & Fletcher, 2014), religiosity or spirituality (e.g., Park 1998), continual learning (e.g., Niessen et al., 2012; Spreitzer et al., 2005), and resilience (e.g., Sarkar & Fletcher, 2014; see Brown et al., 2017a for an in-depth review of personal enablers of thriving). A theme that lies at the core of each of these personal enablers is alignment between an individual's goals and actions with their personal values and life purpose. Such an alignment requires respect for (i.e., self-esteem) and belief in (i.e., self-efficacy) oneself. These qualities are representative of what Rogers' (1959) labeled the fully functioning, or self-actualizing, person. To elaborate, a fully functioning person is congruent, which refers to the full integration of one's external experiences with his or her internal self-concept (Rogers, 1959).

Contextual Enablers of Thriving: A Secure Relational Base

Importantly, personal enablers of thriving are considered to be heavily influenced by an individual's environmental context and, in particular, the quality of interpersonal relationships within that context. Specifically, researchers have identified a challenge environment (i.e., an appropriate balance of challenge and mastery; e.g., O'Leary & Ickovics, 1995), secure relational attachment and trust (e.g., Feeney & Collins, 2015; Spreitzer et al., 2005), and support from family (e.g., Tomlinson et al., 2016), coaches (e.g., Brown et al., 2018; Brown & Arnold, 2019), employers (e.g., Paterson et al., 2014), and colleagues (e.g., Spreitzer & Porath, 2014) to be key

contextual enablers of thriving (see also Brown et al., 2017a for further review of contextual enablers). A theme that lies at the core of each of these contextual enablers is a secure relational base (e.g., the perception that an important other will be there for an individual no matter what).

To further unpack the concept of thriving *through* relationships, Feeney and Collins (2015) proposed a conceptual model for the role of relationships in thriving. Specifically, they suggested that significant relationships will serve as a source of strength (providing secure attachment and safety) in contexts of adversity and as a relational catalyst (providing encouragement and instrumental assistance) in opportunities of goal pursuit. Providing empirical evidence for this model in married couples, Tomlinson et al. (2016) found that married couples' high perceptions of relational catalyst support from their partner impacted their perceptions of social support which, in turn, predicted their general perceptions of *available* social support. Tomlinson and colleagues (2016) also found that perceptions of available social support predicted participants' perceived ability to accomplish a goal and actual achievement of that goal within one year. Scholars have found similar results in sport. For example, perceived available esteem support from any significant other was found to reduce threat appraisal in competition and improve objective performance among elite golfers (Freeman & Rees, 2009). As another example, Smittick et al. (2019) found that psychological safety, a concept related to perceived available social support, mediated the relationship between NCAA WBB student-athletes' perceptions of coaches' civility and objective measures of team performance.

In fact, the literature on thriving in sport points to the coach-athlete relationship as a critical relationship from which to cultivate a secure relational base. For example, Brown et al. (2018) interviewed five athletes, five coaches, and five mental performance consultants

regarding thriving in junior and senior national and international levels of sport. Speaking on the role of coaches in facilitating thriving, one participant stated:

> The role of the head coach cannot be underestimated. A strong head coach is completely crucial to a thriving squad. And when I say a strong head coach, I mean someone who has good effective relationships with each member of the squad (p. 141).

As another example, Brown and Arnold (2019) indicated that coaches' ability to cultivate a "fear free environment," (p. 75) by establishing trust, being accessible, praising things done well, and holding players to high performance standards while also showing interest in their lives outside of sport, was an important enabler of thriving within a professional rugby organization.

Therefore, while perceived available social support has been found to be an important predictor for overall health and well-being (see, e.g., Feeney & Collins, 2015), it has also been found to support successful performance both in and out of sport (e.g., Freeman & Rees, 2009; Tomlinson et al., 2016), indicating that it is a strong contextual enabler of thriving. Notably, Feeney and Collins (2015) posited that perceptions of available social support and psychological safety will result from having a secure relational base (e.g., the perception that a coach will be there for an athlete no matter what). Taken together, it is important to consider coaches' facilitation of a secure relational base with their athletes as an effective enabler of thriving.

PCT: A Framework for Thriving in Coach-Athlete Relationships

According to PCT, a secure relational base is facilitated through specific way of being in significant interpersonal relationships. These include the provision and perception of UPR in conjunction with authenticity and empathy (Rogers, 1959). Thus, when considering *how* coaches can cultivate a secure relational base with their athletes—in order to ultimately foster thriving—

Rogers' (1959) PCT offers a viable framework (see McHenry et al., 2019, 2020). To elaborate, I will now review the key concepts and processes outlined in PCT.

Way of Being

Rogers' (1980) labeled the joint provision of UPR, authenticity, and empathy as a growth-promoting way of being. UPR is defined as relating to another "in such a way that no experience can be discriminated as more or less worthy of positive regard than any other" (Rogers, 1959, p. 208). Importantly, UPR does not equate to agreement, tolerance, or even liking (Wilkins, 2000). Rather, UPR is an acceptance and acknowledgement of one's momentary experiences (Rogers, 1959; Schmid, 2001), while also seeing one's potential and challenging them to move toward their potential (Rogers & Büber, 1960; Schmid, 2001).

Scholars have suggested that UPR can only be accurately provided and perceived when it is offered in the context of authenticity and empathy (Wilkins, 2000). Authenticity, often referred to as congruence or genuineness, is defined as being fully oneself, such that one's internal experience is congruent with their external way of being (Rogers, 1959; Thacker, 2016; see also section on "Personal Enablers of Thriving: A Fully Functioning Person"). Notably, an authentic—or congruent—person is representative of a person who is fully functioning or thriving. Thus, it is assumed that a person must be fully functioning themselves in order to provide UPR, authenticity, and empathy, to others (Standal, 1954; Moon et al., 2001). In turn, empathy is defined as understanding another person's internal frame of reference accurately, sensing the other's feelings and perspective as if that experience were their own (Rogers, 1959).

Self-Regard

The power of Rogers' (1959, 1980) proposed way of being lies in the fact that UPR from significant others has been found to transfer to the recipient's unconditional positive self-regard

(UPSR; Iberg, 2001). According to Rogers' (1959) PCT, it is UPSR that facilitates congruence and all other characteristics associated with a fully functioning, or self-actualizing, person. In alignment with personal enablers of thriving, additional characteristics of a fully functioning person within PCT include a full openness to experiences, full reliance on the self for evaluation of their self-concept and worth, and the consistent satisfaction of their own need for positive regard (Rogers, 1959). No matter what an individual is experiencing or what is going on around them, UPSR allows a person to rely on their own self-acknowledgement of their worth and potential as a source of strength to live to their highest potential (Rogers, 1959; Schmid, 2001).

Conditions of Worth

Standal (1954) and Rogers (1957) considered the denial of self-regard under certain conditions to be maladaptive development (i.e., a block in self-actualization) and named it *conditions of worth* (also labeled *introjected regulation* within SDT; Ryan & Deci, 2017). Conditions of worth are learned and internalized based on the way significant others withhold positive regard in certain situations. To elaborate, when positive regard, authenticity, and empathy are only offered in certain conditions and withheld in others (i.e., conditional regard), then individuals will learn to regard or deny their own selves when experiencing those respective conditions. In this way, the conditions themselves become a deep threat to the self. Thus, any situation that could result in a person's misalignment with their own conditions of worth would be appraised as a threat (Bozarth & Wilkins, 2001). As discussed earlier, threat appraisal is negatively associated with the self-actualizing tendency as well as with thriving (see section on "Challenge appraisal").

PCT in Coach-Athlete Relationships

While UPR, authenticity, and empathy have not been explicitly studied in tandem in the sport context, various scholars have indicated that each are important within high functioning coach-athlete relationships (e.g., Becker, 2009; Jowett, 2007; Mageau & Vallerand, 2003; McHenry et al., 2020). Further, authenticity and empathy are reflected within Côté and Gilbert's (2009) widely adopted definition of effective coaching, which is the consistent integration and application of "professional, intrapersonal and interpersonal knowledge to improve athletes' competence, confidence, connection, and character in specific coaching contexts" (p. 316). In this definition, professional knowledge constitutes the techniques and tactics of sport while intra- and interpersonal knowledge may include concepts like UPR, authenticity, and empathy. More specifically, authenticity likely results from growth in intrapersonal knowledge including an "understanding of oneself and the ability for introspection and reflection" (Côté & Gilbert, 2009, p. 311). In addition, empathy is an important interpersonal skill in order for coaches to "communicate appropriately and effectively with their particular athletes and other people" (Côté & Gilbert, 2009, p. 310). Meanwhile, a qualitative investigation on UPR and its opposite constructs (conditional regard, negative regard, and disregard; see McHenry et al., 2019, 2020; Wilkins, 2000) has provided reason to consider UPR, with authenticity and empathy, as an important component of professional coaches' intra- and interpersonal knowledge and skills.

To elaborate, former elite athletes in McHenry and colleagues' (2020) study described experiences reflective of UPR as the perception that coaches accepted, respected, engaged with, believed in, and challenged them *no matter what*. Participants' perceived outcomes of their experiences of UPR to include positive self-regard, trust in the coach-athlete relationship, sport motivation, and sport confidence that positively influenced performance—altogether reflective of

thriving as defined by Brown et al. (2017a). In contrast, participants who did not have such experiences described one or more of the following "opposite" experiences with former coaches: conditional regard (e.g., perceptions of acceptance, respect, and valuing from coaches IF the athlete met certain conditions), negative regard (e.g., experiences of verbal abuse, shaming), and disregard (e.g., experiences of being controlled or ignored and denied attention; see McHenry et al., 2019). Athletes who experienced at least one opposite of UPR believed this led to loss of trust in their coach, loss of sport motivation, diminished sport performance, and negative self-regard or self-disregard—altogether experiencing declines in both well-being and performance.

Unfortunately, conditional regard has been reported to be a behavior commonly used by professional coaches (Bartholomew et al., 2010). In fact, Cheval et al. (2017) found that men's soccer players' higher perceptions of conditional regard from a coach predicted lower perceptions of relatedness (i.e., having a secure relational base) with that coach *and* lower perceptions of competence in their sport performance. In turn, Cheval and colleagues found lowered perceptions of competence to predict lower overall energy, lower self-esteem, and higher levels of burnout. Like the findings in McHenry et al., (2019), Cheval and colleagues' results indicated that conditional regard may actually contribute to the *opposite* of thriving (e.g., poor holistic well-being *and* poor perceptions of competence which may likely lead to poor performance outcomes). In fact, McHenry et al. (2019) suggested that the opposites of UPR, including conditional regard, negative regard, and disregard, may provide a language with which to "better name and understand the varied experiences of emotional abuse" (p. 19) of athletes by coaches in the sport context.

Meanwhile, the findings from McHenry et al. (2020) indicated that participants' perceived outcomes of UPR from coaches are not only representative of thriving, but also align

with Côté and Gilbert's (2009) proposed outcomes of effective coaching (i.e., the four C's: competence, confidence, connection, and character). For example, positive self-regard and increased confidence reflect Côté and Gilbert's (2009) definition of confidence ("internal sense of overall positive self-worth;" p. 314); and trust in the coach-athlete relationship is reflective of Côté and Gilbert's (2009) definition of connection ("positive bonds and social relationships, p. 314). Implications from McHenry et al.'s (2019, 2020) findings included a need for (a) CPD of coaches around UPR and its opposites, and (b) additional research on these constructs in the professional coaching context. Based on these findings and implications, McHenry and Zakrajsek (2020) developed and implemented a pilot CPD program, UPR in Practice, with coaches across eight sports within one NCAA Division I northwestern university athletic department.

UPR in Practice: A Pilot Program and Process Evaluation

To date, only one PCT-based pilot CPD program has been conducted with professional coaches (UPR in Practice; McHenry & Zakrajsek, 2020) within one midwestern NCAA Division I athletic department. The pilot program was centered around enhancing coaches' awareness, knowledge, and skills related to the application of Rogers (1959) PCT concepts to coach-athlete relationships with an emphasis on UPR. The pilot program began with an in-person half-day workshop which introduced coaches to the current research related to UPR and its opposite constructs in the context of sport (e.g., Bozarth, 2001; Elmore & McPeak, 2019; Iberg 2001; Lux, 2010; McHenry et al., 2019, 2020; Porges, 2011). Following the workshop, 11 coaches (26% of the coaching staff) opted to participate in an 18-week follow-up program based off of a six-step implementation plan presented by McHenry et al. (2019). This program aimed to provide greater depth in educational content and facilitate professional coaches' application of

and reflection around UPR, authenticity, and empathy in their own coaching practices. Notably, an additional 12 coaches (29%) opted into the program following changes to their schedules due to the Covid-19 pandemic. Thus, altogether 23 coaches (55%) engaged in the pilot program by, at minimum, accessing program content.

UPR in Practice was divided into the following six modules: (1) Be you: Cultivate positive self-regard, (2) Be open: Identify value in each athlete (3) Be aware: Identify triggers for negative regard or disregard, (4) Be bold: Create alternative reactions to triggers, (5) Build it vs. Fix it: Daily habits to build athletes' positive self-regard, and (6) Bend, don't break: Plan for positive regard through adversity. Each module was delivered through a blog post (5-minute read) and audio podcast (30- to 45-minute listen) on a mobile App. The App included a discussion forum with specific prompts for coaches to respond to with each module as well as an events page in which one group Zoom call was scheduled per module.

The results from a process evaluation of this pilot program indicated that the program has potential to be relevant and impactful for coaches in the NCAA context. A full review of these results—including recommendations for improving future iterations of the program—are presented in Appendix A. While these findings are limited to one study in the context of one Division I athletic department, multiple versions of PCT-based education for parents have been implemented and evaluated across different contexts (see, e.g., Cornett & Bratton, 2015). Given the fact that coaches often take on the role of a surrogate parent (e.g., McQuade, 2020), PCT-based parent education will now be reviewed for further insight into potential benefits and barriers of PCT-based education for coaches.

PCT-Based Education for Parents

There are two longstanding PCT-based training programs for parents: filial therapy (FT), developed by Bernard Guerney (1964), and child-parent relationship therapy (CPRT), adapted from FT by Garry Landreth and Sue Bratton (2006). Each training model aims to teach parents behaviors that communicate UPR, authenticity, and empathy to their young children while engaging in special play times with them. Guerney and Ryan's (2013) group FT is approximately 20-weeks with a two-and-a-half-hour weekly meeting with all members of each participating family in addition to at-home assignments. However, it has been adapted to be completed in shorter periods of time while maintaining the basic learning structure. The primary skills parents learn throughout the course of a FT program are: (1) empathy, empathic responding, and tracking (e.g., re-stating what a child said with acceptance, listening intently), (2) following children's lead (e.g., accept children's expressions as opposed to directing; allowing the child to make decisions about play time), (3) structuring play sessions (e.g., stating guidelines for the session so that children feel safe in knowing what to expect), and (4) empathically limiting children's behavior (e.g., expressing empathic disappointment in having to limit a behavior while enforcing necessary boundaries). This program was initially designed to support therapeutic change in children who have persistent, clinical mental health distress but has been adapted for parents to utilize as a preventative program.

Meanwhile, Bratton and Landreth's (2019) CPRT manual provides a 10-session program model. A helpful addition within their manual that is not part of Guerney and Ryan's (2013) FT model is the provision of catchy "rules of thumb" (p. 9) in each session to facilitate parents' remembering the techniques of empathic responding, tracking, structuring play sessions, and limit-setting. For example, a rule of thumb for empathic responding is "Be a thermostat, not a

thermometer" (p. 9), for letting the child lead, "Never do for a child that which he can do for himself" (p. 66), and for limit-setting, "Where there are no limits, there is no security."

Reported Outcomes

In both FT and CPRT, strong positive outcomes have been reported in regard to child improvements, parent improvements, and child-parent relationship improvements. A strength of the outcomes reported across numerous studies is the use of the same instruments. Specifically, the Filial Problem Checklist (Horner, 1974) and the Child Behavior Checklist (Achenbach & Rescorla, 2000, 2001) are self-report measures completed by parents or caregivers that reflect the presence of problematic behaviors and clinically significant problem behaviors, respectively, based on parental observations. Both of these instruments are commonly used to track changes in child behavior and distress. In addition, the Porter Parental Acceptance Scale (Porter, 1954), a 40-item self-report scale, and the Measurement of Empathy in Adult-Child Interactions (Stover et al., 1971), an observational instrument, have been commonly used to track changes in parent attitudes and behaviors. Finally, the Parenting Stress Index (Abidin, 2012), a 120-item self-report scale has been commonly used to measure parent stress in relationship with their child as well as stress due to life outside of parenting[6].

---

[6] The Filial Problem Checklist is evidenced to have discriminate validity (Guerney & Ryan, 2013), and the Child Behavior Checklist has been found to have a test-retest reliability of r=.88 for school-aged children (Achenbach & Rescorla, 2001). The Porter Parental Acceptance Scale has a split-half reliability of r=.76 (Porter, 1954). Administrators of the Measurement of Empathy in Adult-Child Interactions are intended to utilize inter-rater agreement for reliability (Stover, et al., 1971; see also Cornett & Bratton, 2015). The total score for the Parenting Stress Index has been found to have excellent reliability (alpha=.96) with test-retest reliability across several studies ranging from r=.65 to r=.96 (Abidin, 2012). While these measures were all designed for parents of young children and have not been validated in the context of coach-athlete relationships in collegiate coaching, they provide reason to consider professional coaches' qualitative observations of change in athlete behavior as well as context-appropriate measures of coach and support staff's attitudes toward their athletes' (i.e., way of being) as well as personal stress.

Child Outcomes

Using the Filial Problem Checklist (Horner, 1974) and the Child Behavior Checklist (Achenbach & Rescorla, 2000, 2001) measures, scholars have repeatedly found decreases in reported problematic behaviors and distress of children whose parents participate in FT or CPRT programs both through the duration of program participation and for up to three years after completion of the program (e.g., Bornsheuer-Boswell et al., 2013; Edwards et al., 2007; Lim & Ogawa, 2014; Lindo et al., 2012; Sensué, 1981). Additionally, scholars have found FT and CPRT programs to result in improved self-concept (as measured by the Joseph Preschool and Primary Self-Concept Scale; Joseph, 1979; Landreth & Lobaugh, 1998) and self-perception (as measured by the Self-Perception Profile for Children; adapted from Harter, 1982; Yuen et al., 2002) as reported by the children of participating parents[7]. Further, Parent observations of child improvement through qualitative evaluations have included children's improved communication, confidence, happiness, and decreased aggressive or withdrawn behaviors (e.g., Lahti, 1992; Edwards et al., 2007; see also Cornett & Bratton, 2015 for a complete review).

Parent Outcomes

In addition to child outcomes, FT and CPRT scholars have reported statistically significant improvements in parent scores on both the Porter Parental Acceptance Scale (Porter, 1954) and Measurement of Empathy in Adult-Child Interactions scores in numerous controlled research studies evaluating CPRT (e.g., Lee & Landreth, 2003; Sparks, 2010; Yuen et al., 2002).

---

[7] The Joseph Preschool and Primary Self-Concept Scale (Joseph, 1979) and the Self-Perception Profile for Children (Harter, 1982) are both specific to young children and have not been validated in the collegiate coaching context. While collecting data from student-athletes themselves is beyond the scope of this study (see Chapter 3), this provides a rationale for the eventual use of an appropriate measurement of student-athletes' self-concept or self-regard to assess the impact of changes in coaches' way of being on athlete outcomes.

These findings indicate that parents have improved in their self-reported attitudes toward their children and in observed empathic responses in interaction with their children. Additionally, qualitative findings have revealed parents' increases in awareness for children's feelings, confidence, knowledge, and skills in parenting, acceptance of their children, and feeling less of a need to control their children's behavior (see Cornett & Bratton, 2015 for a complete review of these findings).

Child-Parent Relationship Outcomes

Lastly, outcomes related to the parent-child relationship have been reported in FT and CPRT studies. These outcomes have primarily been assessed through qualitative analysis of program process data (e.g., interactions during observed sessions or facilitator process notes). In line with other outcomes, these are generally found to be positive and strong (Cornett & Bratton, 2015). Quantitatively, the Parenting Stress Index (Abidin, 2012) has been utilized to assess improvement in parent-child relationships. The majority of CPRT studies that have utilized this instrument have found statistically significant decreases in Parent Stress Index scores (see Cornett & Bratton, 2015).

Virtual CPRT

Of importance, both FT and CPRT are intended to involve in-person meetings and the vast majority of studies evaluating outcomes of these programs follow this protocol. Only one study, to my knowledge, has adapted a 10-week CPRT program to an online format with a global participant pool (Hicks et al., 2015). In place of in-person meetings, Hicks and colleagues (2015) provided instructional videos to be watched each week, held weekly virtual group meetings, and provided individual feedback on play session recordings that parents submitted to the facilitators. Hicks et al. (2015) measured pre- and post-program scores on the Porter Parental Acceptance

Scale (Porter, 1954) and found parents to significantly increase overall self-reports of acceptance of their children. They also found significant increases on two of the four subscales of this measurement (respect for their child's feelings and right to express them and recognition of their child's need for autonomy). Meanwhile, parents demonstrated practical but not significant increases in the other two subscales (appreciation for their child's unique make-up and unconditional love for child). Their findings are an important demonstration that PCT-based education can be effective when delivered virtually.

Barriers to PCT-Based Parent Education

Scholars have primarily emphasized the positive outcomes of FT and CPRT for both parents, children, and the parent-child relationship. However, some have discussed barriers to parent participation in FT or CPRT. Beyond practical issues such as the limits of time and location of group sessions, primary barriers have included initial participant resistance and difficulty implementing PCT-based skills in the context of participants' daily lives. Each of these barriers will now be discussed in greater detail, as they may be relevant to anticipate in the professional coaching context.

Participant Resistance

Addressing initial parent resistance to program participation, Vanfleet (2000) provided a helpful review around parent resistance to FT or CPRT. He defined resistance as "some attitude, belief, or behavior, often on the part of the client, that interferes with the progress of therapy" (p. 35) and indicated that resistance will come in various forms. For example, parents might directly question the FT or CPRT process, express disappointment if the program does not meet their expectations, display passive-aggressive or hostile behaviors, behave helplessly, or simply not engage in parts of the program. Vanfleet (2000) also outlined potential reasons for parent

resistance including skepticism around concepts being taught especially if these concepts do not align with parents' own value system, discomfort around facilitators who may be racially or culturally different from them, and exhaustion from problematic child behaviors to where they do not have the mental and physical resources to engage in a solution to the problem. Additionally, beliefs about authority and education may cause parents to either distrust or not believe they need this type of training (Vanfleet, 2000).

Parents' initial concerns about PCT not aligning with their values have been documented in several studies (see Bornsheuer-Boswell et al., 2013; Boswell, 2014; Socarras et al., 2015; Solis et al., 2004). These accounts seem to have been studies with particular cultural groups. For example, conservative Christian parents (Bornscheuer-Boswell et al., 2013) and African American parents (Socarras et al., 2015; Solis et al., 2004). Importantly, competitive sport has been viewed as a culture (Tatano, 1981), and win-at-all-cost cultural norms do not align with PCT (see Nelson et al., 2014). Thus, it is possible that coaches may experience similar hesitations toward PCT-based training. Discomfort around facilitators has also been documented due to cultural differences (e.g., Socarras et al., 2015) as well as fears of being judged by the facilitators or other participants (Chizk, 2018). Finally, Socarras and colleagues (2015) reported that personal stress was a barrier to participation in an adapted CPRT program. To be sure, the stress and pressure faced by NCAA sport coaches has been reported in research (Frey, 2007). Thus, life stress and a lack of personal emotional resources may also serve as a barrier for coach and staff engagement in PCT-based training.

Recommendations to Address Resistance

Guerney and Ryan (2013) specifically emphasized the importance of facilitator empathy for and reflective listening with parents especially when they show resistant behaviors. On a

case-by-case basis, Guerney and Ryan (2013) suggested that facilitators may make exceptions for resistant parents' participation within limits—much like how parents are taught to set limits with their children. Bratton and Landreth (2019) also recommended that CPRT facilitators should cultivate trust among participating parents, model basic techniques of CPRT, utilize concrete and concise teaching points, make assignments as simple as possible, provide examples for PCT concepts in action, actively affirm what parents do well in supervised sessions, and utilize "rules of thumb" which are catchy phrases to remind parents of techniques (pp. 5-6). Further, as a way to cultivate empathy, Vanfleet (2000) indicated that resistance is to be expected as a "natural outgrowth of the change process" (p. 38). When facilitators expect resistance, they can be curious and seek to understand any possible unmet needs a resistant parent might be having. For example, parents' need to feel in control might be unmet in the process of change for themselves and their children. Vanfleet (2000) stated that "often, resistant parents are feeling disempowered as parents" (p. 44). Through empathy and UPR for parents, a facilitator may empower parents by encouraging honest discussion about the discomfort of the change process. Vanfleet (2000) indicated that facilitators should evaluate their own expectations of parents when meeting resistance, and then seek to empathize with parents before labeling them as resistant.

Socarras et al. (2015) provided a beautiful example of addressing parent resistance, particularly related to fears around the program not aligning with personal values, cultural differences, and being judged by facilitators or other participants. These authors intentionally conducted pre-program interviews with parent participants. The purpose of these interviews was to openly discuss potential barriers to participation, parent hesitations, and specific problems parents were having with their children. Then, they designed the logistical aspects of the program around these stated barriers and utilized actual problems described by parents as training

examples and case studies throughout the program. The authors posited that pre-program interviews and their responsive adaptations to the program contributed to the low attrition rate (nine completed pre-program interviews, seven completed the workshops, and six completed post-program interviews). In post-program interviews, participants expressed that the pre-program interviews contributed to their gaining trust in program facilitator/evaluators despite differences in race, culture, and value systems. They also expressed appreciation for the culturally sensitive atmosphere that was facilitated, the social support gained among group members, and increased knowledge and application of CPRT behaviors. They actually recommended that there be more opportunities to practice skills in future iterations of the program (see Socarras et al., 2015).

Difficulty Implementing PCT-based Skills

Beyond parent resistance, another reported area of difficulty for parents in FT or CPRT programs has included children's resistance to parent attempts in applying PCT concepts. Specifically, children have been found to refuse to engage in at-home play sessions, bring up topics that are too emotionally taxing for parents during play sessions, or favor play sessions with one parent over another (Guerney and Ryan, 2013). It is plausible that coaches may face related issues with student-athletes at the collegiate level interpreting coach communications negatively regardless of coach efforts to interact with positive regard, empathy, and authenticity. For example, a participating coach in the UPR in Practice pilot program dealt with a student-athlete who refused the follow the coaches' direction and acted defensively against the coaches on a consistent basis. This continued as the coaches reported efforts to communicate UPR. Thus, these coaches decided that the best way to care for this student-athlete was not to renew their scholarship and help them to transfer schools.

Another reported difficulty in implementing PCT-based skills has been a tendency for parents to revert back to old patterns of behaviors, especially when under stress. For example, Geurney and Ryan (2013) indicated in their FT manual that parents may fail to comply with home play sessions particularly when stressed or when their children have frustrated them. In addition, Wickstrom and Falke (2013) indicated that parents have expressed a need for continued support for their use of skills learned in FT or CPRT. In a phenomenological study on parent experiences in CPRT, Wickstrom (2009) reported that allowing children to work through challenges on their own while holding positive expectations for their children's capabilities (rather than rescuing their children by stepping in to resolve challenges for them) was one of the most difficult shifts for parents to make. For example, one participant in this study stated: "to step back and let him do that and not rescue him was very difficult. But now, a month later, to see how he's stepping up, doing what he needs to do…to see the confidence in him is just amazing" (p. 199). It is possible these challenges could be relevant for professional coaches: to let go of attempts to control athletes' behaviors and open their expectations in a way that allows athletes to positively surprise them. To be sure, scholars in sport psychology have clearly demonstrated that coaches commonly utilize controlling behaviors (intentionally or not) and are unlikely to change the initial expectations they set about an athlete through the entire duration of a season (see Bartholomew et al., 2010; Solomon, 2010).

Recommendations to Address Difficulty Implementing PCT-based Skills

To address the challenge of child resistance or causing significant stress for parents, Guerney and Ryan (2013) suggested that program facilitator/evaluators ensure parents can manage their own disappointment or frustration, initiate shorter play sessions at first, and adjust their expectations for child participation. Notably, they also suggested emphasizing to parents

that children *do* want to have positive relationships with them, and thus child-led setbacks can be managed and overcome.

To address the issue of parents reverting back to old behavioral patterns, Guerney and Ryan (2013) emphasized that (a) play sessions must be consistent, and (b) the most effective play sessions will occur during the most difficult or stressful times. Additionally, they suggested that program facilitator/evaluators may help parents with specific strategies to calm and ready themselves emotionally for play sessions, especially when stressed. Further, Wickstrom and Falke (2013) presented an advanced model of CPRT to support continued long-term skill development by providing more intensive live supervision to play times with small groups of parents and their children across four half-day meetings. Results in their evaluation of this model revealed parents' increased ability to implement CPRT skills, generalization of these skills outside of play times, and appreciation for these skills. Importantly, participants tended to think they were implementing skills well when facilitators pointed out in supervision that they were not actually demonstrating them properly. The advanced supervision model allowed parents to become aware of these discrepancies and improve their overall implementation. For example, parents reported a greater understanding of the power of simply giving their undivided attention to their children.

Barriers and Recommendations for Virtual CPRT

Lastly, barriers specific to the online format of CPRT conducted by Hicks and colleagues (2015) included a significantly greater than normal attrition rate. Hicks et al. (2015) reported that a typical attrition rate for online mental health programs is roughly 20% (see also Al-Asadi et al., 2014). The attrition rate for their online CPRT adaptation was 47%. However, the authors found no significant differences in pre-test measures for parents who dropped out of the program

compared to those who stayed in. The most commonly reported reason for drop-out was the time commitment and timing of the program. Specifically, this program was conducted for 10-weeks over the summer. Many parents were not able to meet certain weekly requirements due to travel and some reported being unaware of the extent of the time commitment at the initial agreement to participate. The authors also posited that offering the program for free may have contributed to attrition rates (as suggested by Titov et al., 2010 in their review of clinical program attrition rates). Additional barriers reported by participants included occasional technical difficulties, more difficulty with spontaneous conversation during virtual group meetings, and difficulty maintaining self-discipline to complete program requirements.

The primary recommendations made by Hicks et al. (2015) to address barriers unique online training are to have consistent facilitator check ins. This is consistent with their review of attrition in online mental health programs, to where even slight facilitator involvement has been found to improve attrition (see Titov et al., 2010). Additionally, they recommended to shorten the program and offer it during a time more conducive to parents being in a typical routine. These issues are similar to the timing and time commitment issues reflected in UPR in Practice. Specifically, email reminders from both the program facilitator/evaluator and athletic director were noted as helpful for participants continued engagement in the pilot program. Further, the program was near impossible for coaches to complete while in-season due to the time and travel commitments of the season. Thus, consistent with the findings of Hicks et al. (2015), offering the program in a condensed time frame that aligns with an out-of-season or pre-season time period with more frequent facilitator check-ins would likely yield better engagement.

Taken together, the literature on PCT-based education programs for parents provide valuable insights for the development and evaluation of a PCT-based education program for

professional coaches. However, a critical difference between education for parents and coaches is that parenting is not a professional context. In contrast, coaches are professionals who face the pressures of being evaluated, hired, and fired based on their ability to meet job responsibilities (often primarily evaluated by their athletes' performance) and effectively navigate their work environment. Thus, the literature on CPD in coaching and related fields will now be reviewed as equally important for informing the current PCT-based education program.

Professional Development in Coaching

The purpose of CPD is for professionals (e.g., adults who work in an established or emerging profession) to grow their knowledge and skills in such a way that it enhances their professional efforts and outcomes and contributes to lifelong learning (see Construction Industry Council, 1986; see also Nash et al., 2017). Professional development can begin prior to entering a profession (e.g., Billet & Choy, 2014) and CPD is intended to continue throughout one's professional career (Construction Industry Council, 1986; Simons & Ruijters, 2014). Further CPD may be delivered formally or occur informally through the experience of performing job tasks. In fact, scholars have differentiated between various types of formal and informal learning within professional settings (e.g., Coombs and Ahmed, 1974; Nelson et al., 2006; Moon, 2004).

Types of Professional Learning

One particular framework that has been adopted within professional coaching (International Coach Developer Framework; ICDF; as seen in International Council for Coaching Excellence; ICCE, 2014) is outlined by Moon (2004). Within Moon's (2004) framework, learning experiences are distinguished as unmediated and mediated experiences. Within unmediated experiences, "the learner is responsible for choosing what to learn about"

(Moon, 2004, p. 74 as seen in ICCE, 2014, p. 11). Unmediated learning and may include reading books, self-initiated reflection, or self-guided online learning (ICCE, 2014; Moon, 2004).

In contrast, Moon (2004) defined mediated learning experiences as "learning that is aided directly by another person or through the use of a medium that simplifies the material of teaching" (p. 74 as seen in ICCE, 2014, p. 11). Mediated learning situations can then be divided into formal education (e.g., graded, hierarchical coursework taking place within an educational institution) and nonformal education (e.g., systematic educational activity around a particular topic, delivered to particular professional groups outside of educational institutions; see Coombs & Ahmed, 1974). For example, formal education for coaches would occur within a Bachelor sport coaching degree or a postgraduate degree specific to coaching. Nonformal education is implemented through structured seminars, mentoring, or CPD programs (ICCE, 2014). Further, and distinct from both formal and nonformal education, informal learning may include facilitated or non-facilitated learning through experience, mentoring, reflection, or communities of professional practice (Cushion et al., 2010).

Moon (2004) also identified two types of learning that may occur through either mediated and unmediated learning. These are: (1) incidental learning which is unintentional learning within one's CPD or practice context, and (2) unconscious self-reflection which is constant introspection that may occur subconsciously (see also ICCE, 2014, for a visual model of how mediated, unmediated, incidental, and unconscious self-reflection interact with the professional coaching context). Scholars who have studied coaches' professional learning have found a variety of mediated and unmediated, formal, informal, and nonformal learning practices to be effective, and that varied types of learning often occur ad-hoc to or in the midst of professional practice (e.g., Cushion et al., 2010; Dieffenbach et al., 2011; Erickson et al., 2008; Nash, 2020;

Nelson et al., 2006). Still, it is not clear whether there is a most effective combination of learning methods (Nash & McQuade, 2014; Radu, 2019). In fact, scholars have suggested that coaches tend to value informal learning through experience, observation and engagement with other coaches over formal or nonformal learning (e.g., Carter & Bloom, 2009; Cushion et al., 2010; Dieffenbach et al., 2011). A review of the current state of CPD in coaching offers an explanation for coaches' reported preferences for informal learning.

Current State of CPD in Coaching

While "Coach" is an esteemed title with which people are viewed to be influential and trusted community icons (Dieffenbach, 2020), coaching is still considered to be an emerging profession (Dieffenbach, 2020; North, 2016). In fact, it is only in the last two decades that the ICCE, partnering organizations, and governing organizations of distinct sports have made progress toward moving coaching to its current status as an emerging profession. For example, the National Standards for Sport Coaches (National Association of Sport and Physical Education; NASPE, 2006) now exist as standards for the knowledge and skills that all coaches should learn prior to or throughout a career. With this, the International Sport Coaching Framework (ISCF; ICCE, 2013) now provides a "common reference point for the education, development, and recognition of coaches" (McQuade, 2020) for all level coaches across the various coaching contexts. Notably, the ICCE and coach education scholars (e.g., Dieffenbach & Thompson, 2020; Thelwell & Dicks, 2019) have widely adopted Côté and Gilbert's (2009) definition of effective coaching as a guide for the necessary knowledge and skills that coaches should develop (see previous section on "PCT in Coach-Athlete Relationships" for this definition and its intersections with PCT). Each of these markers of progress are reflective of the three attributes of a profession outlined by Taylor and Garratt (2010) and Duffy et al. (2011): (1) a distinctive

knowledge base, (2) organization (e.g., professional association and organized credentialing), and (3) an ethical code.

Yet despite global efforts to establish coaching as a profession, the various roles that come with the title of "Coach" in the United States are still not clearly defined, often inconsistent, and unlikely to be backed with proper training (Dieffenbach, 2020). For example, coaches may find themselves fulfilling the role of mentor, psychologist, business manager, or even surrogate parent (McQuade, 2020) while the only training required for their position is to have played the sport they coach (Dieffenbach, 2020). Further, organizations and communities have demonstrated a willingness to disregard questionable ethical behavior of coaches if those coaches are winning (Dieffenbach, 2020). Yet these same organizations and communities can be just as quick to discount coaches of high ethical and moral practice after one losing season (Dieffenbach, 2020; Poliquin, 2014). This reality of hiring and firing coaches based on a win-loss record counteracts the National Standards for Sport Coaches, which promote a focus on athlete- or person-centered practices as opposed to win-at-all-cost practices (NASPE, 2006). More specifically, the pressure to win in order to keep one's job will make it more challenging for a coach to truly implement athlete- or person-centered practices (Dieffenbach, 2019).

Thus, coaches face both a lack of consistency in norms, expectations, and requirements for CPD and a continued pressure to win-at-all-cost. Considering this context, it is no surprise that CPD efforts for coaching professionals have been critiqued and devalued by coaches themselves. One key critique of previous CPD for coaches is that "courses lack relevance in both content and design" (Armour et al., 2016, p. 30). Reviewing evidence of this critique, Armour and colleagues (2016) pointed to the findings of Nash (2003) who reported that CPD in coaching over-emphasizes "what" to do in hypothetical situations as opposed to "how" to operate in a

complex sport context. Armour et al. (2016) further highlighted a study by Chesterfield et al. (2010) who examined six coaching professionals' perspectives of required education courses to attain the Union European Football Associations 'A' License. Chesterfield et al. (2010) reported that while participants' expectations started out high, they all finished the required education courses disappointed. Specifically, Chesterfield et al. (2010) stated: "some coaches rejected the content and methods presented on the course almost immediately, others tried to implement the prescribed approaches…but quickly came to reject them" (p. 304). In fact, these coaches openly admitted that they changed their behaviors to match the educational content while being evaluated, solely to earn the license.

In light of their findings, Chester and colleagues (2010) suggested that coaches are constantly comparing new information to pre-existing experiences and beliefs. Thus, coaches are active participants in learning by way of "deciding which beliefs and behaviors they would accept or reject from educators" (p. 305) as opposed to passive recipients of information. While this is one research study with a small sample, other scholars have reported similar perspectives from coaches. For example, Nash et al. (2017) interviewed 25 coaches across a variety of sport contexts about their perceptions of CPD. These authors found that coaches generally viewed formal CPD to have little to no value. And, while they expressed a desire to continue learning in ways specific to their individual needs, they reported that CPD opportunities within their sport organizations did not fit those needs.

Further explanation for coaches' reportedly overarching disappointment in mediated forms of CPD can be drawn from Lefebvre et al.'s (2016) review of 285 coach development programs that occurred between 1980 and 2014. To elaborate, Lefebvre et al. (2016) developed a classification system for mediated, nonformal learning opportunities which included the

knowledge domain addressed (professional, interpersonal, intrapersonal; adopted from Côté & Gilbert, 2009), type of learning (formal through accredited programs[8] or educational institutions; informal through private, community, or research initiatives); coaching context (youth participation; young adolescent performance; and older adolescent performance), and mode of delivery (online; individualized; collective). While they did not provide information regarding the effectiveness of coach development programs, Lefebvre and colleagues' (2016) review captures the types of CPD programs that have been offered for coaches. Their findings support the notion that the majority of coach development programs focus on professional knowledge (N = 261) over interpersonal knowledge (N = 18) and intrapersonal knowledge (N = 6). Further, the majority of coach development programs reviewed were designed for the youth sport coaching context (N = 48 for youth participation; N = 83 for youth performance). With this, the most common mode of delivery was collective (e.g., delivered to groups of coaches), and delivered through a national accredited organization (e.g., a national sport governing body).

While the majority of coach development programs have focused on professional knowledge (see also Dieffenbach, 2020), coaching professionals have reported desires for CPD to steer away from professional knowledge, and toward "people skills" (as noted by Armour and colleagues, 2016, p. 31) including "management of athletes" (Nash et al., 2017, p. 1910), reflective skills, opportunities to observe other coaches in practice, opportunities for mentoring, and content that is meaningfully relevant to their daily challenges (Nash et al., 2017).

---

[8] Accredited programs were described as programs that were delivered through a sport governing body or organization (Lefebrvre et al., 2016). Thus, Lefebrvre et al.'s (2016) classification of formal learning differs from Moon's (2004) framework which confines formal learning to learning that takes place in an educational institution. Thus, the majority of the programs classified as "formal" by Lefebrvre et al. (2016) that were accredited programs through sport governing bodies (and therefore not delivered through educational institutions) may be more effectively classified as informal programs through sport organizations.

Notably, Langan et al. (2013) and Evans et al. (2015) each completed systematic reviews of reported effectiveness of coach development programs focused on interpersonal knowledge. Langan et al. (2013) reviewed 11 articles, each of which evaluated a single coach development program on interpersonal knowledge. Several of the articles reviewed reported improvements in athlete outcomes following coaches' participation in a CPD program. For example, Smith et al. (1995, 2005) reported reductions in athlete anxiety, and Smoll et al. (2007) reported improvements in athlete-reported mastery climate behaviors. However, Langan et al. (2013) also stated that many of the interventions reviewed lacked a theoretical basis. Further, limitations to evaluation methods made it difficult to determine any overall efficacy of interpersonal coach development programs. Building off of these findings, Evans and colleagues (2015) conducted a systematic review of 17 articles on interpersonal coach development programs. Several challenges are brought to light in their review. First, all of the articles reviewed targeted youth coaches but did not specify a target context beyond this (e.g., sport or competitive level). Second, while effectiveness was most commonly reported through either athlete outcomes, coach outcomes, or both, no clear connections were made between coaching behaviors and athlete outcomes. Third, implementation indicators (e.g., the processes of program delivery and underlying theories guiding these processes) were not commonly reported, and therefore any issues of implementation processes impacting outcomes are unknown. Fourth, maintenance measures were limited to a one-time follow-up measure which does not provide enough information around long-term effectiveness (Evans et al., 2015).

Taken together, the findings regarding effectiveness of interpersonal CPD for coaching professionals are inconclusive (Evans et al., 2015, Langan et al., 2013), and the content of CPD focused on professional knowledge has been critiqued by coaches for lacking relevance and

failing to meet their professional needs (Nash et al., 2017). However, coach dissatisfaction could also be a result of inappropriate timing of CPD content in the cycle of their season, lack of coherence between CPD content and their prior experiences, beliefs, or organizational values, or a lack of opportunity for active learning and professional peer collaboration in the learning process. Further, Armour et al. (2016) demonstrated that CPD is not always grounded in adult learning theory. In interviews with policy makers and stakeholders in the English Football Association (FA), one participant stated: "It's interesting how we haven't often in the past designed our professional education for coaches, or teachers come to think of it…based on anything we know about learning" (p. 36). Notably, coaching professionals' negative perceptions of CPD mirrors findings within the literature on CPD in related professions (Armour et al., 2016). However, the closely related profession of K-12 education has made strides of improvement in evaluating CPD for teachers and determining best practices (e.g., Desimone & Garet, 2015).

By and large, the current state of CPD for coaching professionals points to the need for improvement. Scholars have indicated that adult learning theory and evaluation of CPD for professional teachers as areas of literature that will aid improvements in CPD for professional coaches. Thus, in order to draw upon the recommendations, I will now review the literature on adult learning theory, andragogy as applied to CPD, and lessons from CPD of professional teachers.

Adult Learning

For adults, "learning is embedded in the world in which we live" (Merriam & Bierema, 2013, p. 2). Scholars have suggested that continuing CPD will not be effective or perceived positively by professionals when it is not grounded in adult learning theory (Desimone & Garet,

2015; Svendsen, 2020; Zepeda, 2019). Thus, I will first review traditional theories of learning that have informed adult learning frameworks. I will then outline the assumptions of andragogy, a predominate adult learning framework, with an emphasis on applications to CPD.

Traditional Learning Theories

Humanistic learning theory stems from humanistic psychology and the work of Maslow (1954), Rogers (1959), and Rogers and Freiberg (1994) and greatly informs modern day theories of motivation (e.g., self-determination theory; Ryan & Deci, 2017). At its core, humanistic psychology emphasizes valuing the whole person and views learning as a process embedded within an individual's natural tendency toward self-actualization (Merrian & Bierema, 2013; see also section on "Theoretical Foundations of Thriving" for a detailed discussion of self-actualization). From a humanistic standpoint, educators are facilitators of an environment that supports participants' self-driven learning. Learning will be significant when it has personal meaning, is self-driven and self-evaluated, occurs in an emotionally and physically safe environment, and is acquired through practice or *doing*. Humanistic learning theory also places emphasis on teaching learners how to learn (Merriam & Bierema, 2013).

Cognitive learning theory emphasizes how humans cognitively process, recall, and apply information. Cognitive learning theory offers a hierarchical taxonomy of learning objectives: knowledge, comprehension, application, analysis, synthesis, and evaluation (Bloom, 1956). The latter three outcomes require higher-level cognitive skills such as critical thinking, reflection, and perspective-taking (Merriam & Bierema, 2013). Implications of cognitive theory also point to the importance to appropriately guiding adults in connecting new information to their pre-existing knowledge or experience. This can be done through "advanced organizers" which are introductory materials given learners prior to being introduced to new information to "bridge the

gap between what the learner already knows and what he needs to know before he can meaningfully learn the task at hand" (Ausubel, 1967, pp. 171-72).

Social learning theory emphasizes the social learning context and is heavily rooted in the work of Bandura (1986). Implications of social cognitive theory point to the extent to which adults learn through observing the experiences of others, perhaps as much as they learn from their own experiences. Further, social learning theory emphasizes the need for adults to believe in their capabilities of enacting a certain behavior as a precursor to doing so (Bandura, 1986). Merriam & Bierema (2013) suggested that adults are constantly learning through observation of others and can develop mental models of the consequences of self-behaviors by observing the consequences of others' behaviors.

Finally, constructivism (Duffy & Jonassen, 1992) is presented as a framework for adult learning rather than a theory. It is grounded in the epistemological belief that knowledge is constructed through the process of making meaning out of experience (Duffy & Jonassen, 1992; Merriam & Bierema, 2013). The constructivist learning framework offers the perspective that learning is a transaction, or negotiation, between the person, previous experiences, and new experiences. This theory points to the importance of professional learning being embedded within one's professional context and the value of collaborative discussion and personal reflection as elements that support adults in their construction of meaning (Duffy & Jonassen, 1992; Merriam & Bierema, 2013).

Andragogy and Professional Development

While pedagogy drives our understanding of how young children learn, andragogy drives our understanding of how adults learn. Influenced by the traditional learning theories described above (and most notably by humanistic learning theory), andragogy was the first formal

framework for how adults learn differently from children (Knowles, 1980). Through the framework andragogy, Knowles (1980) emphasized the fact that adult learning is embedded within the context of the adult's life and various social roles.

Andragogy originally offered four assumptions about adult learners (Knowles, 1980; Merriam & Bierema, 2013): (1) adults are self-directed learners, (2) adults' accumulated life experiences serve as an important resource for learning, (3) readiness to learn is specific to adults' current experiences and problems within their social roles, and (4) adults want to immediately apply what they learn to their current situations. Knowles and Associates (1984) added the following additional assumption: (5) adults' motivation is internally driven, and (6) adults want to understand the rationale for learning something new. The assumptions of andragogy allow for important considerations for the context, timing, and design of CPD for coaching professionals. Thus, each will now be reviewed in greater detail.

Self-Direction

The first assumption of andragogy points to its humanistic foundations which support the notion that humans have a natural internal drive to learn and that educators should facilitate a context in which learning can be self-directed (Merriam & Bierema, 2013). To elaborate, adults are expected to be responsible themselves in most or all areas of their lives. Thus, they have a "deep psychological need to be perceived by others, and treated by others, as capable of taking responsibility for themselves" (Merriam & Bierema, 2013, p. 7). Feelings of resentment and resistance can therefore occur when adults feel that educators are making them do something or forcing content rather than facilitating an internally driven process. That said, Merriam and Bierma (2013) suggested that adult learners may face the conflict of their need to be viewed as self-responsible and the possible conditioned expectation of being told what to do once they

enter an educational setting. Applying this to CPD, Zepeda (2019) suggested that facilitating active and interactive processes can support adults' need for self-directed learning while providing a structure they might expect within an educational space.

Prior Experience

The second assumption is that adults' prior experiences are a rich resource for learning. An important implication of this assumption is that adults tend to view their experiences as part of who they are, while children tend to view their experiences as things that happen to them (Merriam & Berima, 2013). Therefore, Merriam and Beirma (2013) suggested that any adult learning situation in which the learners' experiences are ignored or devalued may feel, to the learners, like a rejection of who they are. Adults may also be resistant to learning something new if their past experiences or current state of being is working for them (i.e., when collegiate coaches view their primary responsibility to be winning games and have coached repeated winning seasons). To address this assumption, adult educators should consider the learners' life experiences as a starting point of instruction. Zepeda (2019) also suggested that prompting professionals to connect prior experiences to new information through reflective practices and discussion can support this assumption in CCPD.

Readiness to Learn Rests on Social Roles

While the primary role of young children is that of a student, adults will be engaged in multiple social roles in the midst of their learning. An adult's readiness to learn, then, will likely intersect with their position in their social role. The application of this assumption in CPD is that facilitators must be sensitive to variance in readiness to learn within group settings or design CPD around adult's needs within particular social role (Zepeda, 2019). For example, a first-year head coach may be in a more "ready" position to learn about facilitating relationships across a

staff and team compared to a veteran head coach. When it is not possible to align CPD with professionals' current social roles and needs, Merriam and Beirma (2013) suggested: "The 'trick' for adult educators is to create the readiness for learning through instructional techniques that are experiential in nature." (p. 52).

Problem-Based

The fourth assumption of andragogy points to the fact that adults will seek out learning subject matter and skills that can immediately address a problem they are facing. In contrast, if learning content is not immediately applicable to them, they will not have the motivation to learn. In CPD, this assumption speaks to the importance of facilitating ways in which professionals can apply new knowledge to their current situations as opposed to instructing with the intention that knowledge may be utilized in the future. In alignment, Zepeda (2019) suggested that CPD facilitators create opportunities for professionals to apply what they learn in their professional context with observation and constructive feedback.

Autonomous Motivation

Finally, the fifth and sixth assumptions are reinforcers of the fact that andragogy is grounded in humanistic learning theory. Specifically, the notion that learners are intrinsically motivated points to the humanistic assumption that all individuals are naturally oriented towards growth and learning in supportive environmental conditions (e.g., Maslow, 1954; Rogers, 1959; Ryan & Deci, 2017). Notably, when adults can understand the rationale for their learning, they will feel more autonomous over their decision to participate in the learning or not (e.g., see Ryan & Deci, 2017 for discussion around autonomy-supportive behaviors). Therefore, if an adult is mandated to participate in a learning situation, the first task for the educator is to help the learner understand why they need to engage in learning the subject at hand. Beyond a written or spoken

case, the rationale for learning can be prompted through "real or simulated experiences in which the learners discover for themselves the gaps between where they are now and where they want to be" (Knowles et al., 2011, p. 63, as cited in Merriam & Bierema, 2013, p. 55). To support this assumption, Zepeda (2019) suggested that CPD should allow professionals as much control as possible in what and how they learn.

Professional Development in Education

Notably, theories and frameworks of adult learning have been utilized to guide CPD in professional teaching (e.g., Desimone, 2009; Desimone & Garet, 2015; Zepeda, 2019). Further, teaching is perhaps the most closely related profession to coaching because of its complex dynamics, multiple stakeholders, and ultimate goal to facilitate learning, performance, and a positive impact on students (Dieffenbach et al., 2011). Thus, I will now review the literature on CPD in teaching for further insights on how to improve CPD in professional coaching.

Lessons from CPD in K-12 Education

Much of the findings related to CPD in teaching have reinforced Armour and colleague's (2016) notion that CPD will continue to be ineffective as long as it continues to lack relevance for professionals' actual working context and fails to account for the complexity of that context (see, e.g., Armour & Yelling, 2004, 2007). In contrast, Zepeda (2019) noted that CPD for teachers *is* effective when it is "ongoing, long-term, related to the teachers' content area" (p. 34), and a part of the workday. Providing a more specific synthesis of the literature on CPD for teachers, Desimone (2009) identified five key factors that were deemed necessary for effective CPD in K-12 education. First, CPD must be relevant for the content teachers are teaching and practical in terms of how teachers can apply directly learning to their classroom plans. Second, CPD must facilitate active learning which may involve observing expert teachers or oneself and

engaging in feedback, discussion, and reflection. Third, CPD must be coherent with teachers' pre-existing knowledge and beliefs as well as with the policy and culture of their organization. Fourth, CPD must span over time. A rule of thumb recommended by Desimone (2009) is 20 hours spread across a semester. Fifth, CPD must facilitate collective participation by grouping teachers within the same school, grade, or department (Desimone, 2009).

Desimone and Garet (2015) noted that there is some evidence supporting the five features of effective CPD (Desimone, 2009) across qualitative studies, quasi-experimental studies, and controlled experimental studies, but that other controlled experimental studies did not seem to support the effectiveness of these five features. In lieu of mixed results, Desimone and Garet (2015) indicated that efforts to draw from the five features were not consistently translatable to actual effective practice. Therefore, they provided recommendations for improving the use of the five features based on the compiled research evaluations of these features in CPD. I will review their recommendations in conjunction with those offered by other scholars in the last five years. In doing so, I will also discuss possible implications for CPD in sport coaching.

Two Objectives of Professional Development

Desimone and Garet (2015) emphasized the fact that teacher CCPD rests in two theories. The first is "theory of change" (p. 254) which suggests that CPD should cultivate change in teachers' knowledge, attitudes, and behaviors. The second is "theory of instruction" (p. 254) which suggests that any teacher changes due to CPD should improve student learning and performance. Should one of these theories fail to be effective, then CPD will have failed as a whole (Desimone & Garet, 2015). Desimone and Garet (2015) noted that when focusing on theory of change, some types of change may be easier to elicit than others. For example, changing the amount of time spent on a particular activity in the classroom is easier to do than

changing the quality of a teachers' questions and facilitation of discussion during that activity. Yet the more difficult form of behavior change—improving the quality of teach-student interactions—is what has been found to improve student learning objectives (Smith et al., 2005; as seen in Desimone & Garet, 2015).

One criticism of the evaluation of coach development programs is that athlete outcomes have been assessed without clearly connecting these outcomes to changes in coaching practices as a result of CPD participation (Evans et al., 2015). Scholars have also made this critique in education, suggesting that some forms of CPD which focus on the learning process of teachers are not measurable in terms of how students are impacted (Guskey & Yoon, 2009). Yoon et al. (2007) suggested that the impact of CPD for teachers on students occurs in three steps: first, teachers learn new knowledge and skills; second, teachers' new knowledge and skills improve their classroom teaching; and third, improved classroom teaching leads to improved student outcomes. While this progression is intuitively logical, evaluators of CDP must demonstrate clarity in which part of this process they are evaluating and why. Evaluators must also consider how to effectively demonstrate connections between each step of the process. The recommendations presented next must be considered when developing evaluations.

Individual Variances in Response to Professional Development

One reality that might impact CPD evaluations is that professionals differ in prior experience and education. Thus, teachers have been found to vary significantly in their responses to the same CPD which, in turn, leads to variation in student learning and performance as a result of CPD (Desimone & Garet, 2015). Two recommendations have been made in response to this: (1) develop a catalog of CPD opportunities from which teachers can choose which opportunities best fit their needs for improvement, or (2) utilize professional coaching or mentoring through

one-on-one virtual or in-person mentorship to address specific issues within teacher evaluations (Desimone & Garet, 2009).

While the efficacy of a catalog of CPD opportunities has not been established, one-on-one mentoring has been found effective both for teacher learning and student outcomes through a meta-analysis of 60 causal studies (Kraft et al., 2018). However, one-on-one mentoring has been critiqued for its difficulty to implement on a broad scale (Kraft et al., 2018), demonstrated lack of teacher engagement (Foster, 2020), and lack of collective engagement (Desimone & Garet, 2015). An alternative solution is to place professionals into groups based on similar needs, challenges, and levels of experience—this type of intentional grouping has been found effective with math teachers learning a new software program specific to their subject matter (Bowdon et al., 2015, as seen in Desimone & Garet, 2015).

Alignment of Content with Context

Another best practice posed by Desimone and Garet (2015) was that CPD was more effective when it directly aligns with teacher curriculum. For example, Santagata et al. (2010) found their attempted alignment of CPD with teacher math curriculum aligned with only about 50 percent of their participants, and that teacher changes and impact on student learning was greater with those participants for which the CPD did align. One way this could be applied to coaching is to align CPD with the varying points in the season for collegiate coaches so that CPD is attuned to coaches' needs, responsibilities, and availability in the off-season, pre-season, and season. An additional consideration for aligning CPD with educational context is to explore ways to account for both teacher and student movement. Desimone and Garet (2015). suggested that both teachers and students may frequently switch schools and even school districts which can disrupt the process of teacher learning influencing classroom practice and student outcomes. The

rapid movement of coaches and growing movement of student-athletes through transfers in the NCAA may have similar implications. For example, creators of CPD for coaches must account for how coaches will be brought into CPD training who are hired mid-year or how to transition CPD for coaches who are fired mid-year.

Organizational Culture

Importantly, CPD has been found more effective when it is job-embedded, meaning that CPD is "a continuous thread that can be found throughout the culture" of a school or organization (Zepeda, 2019, p. 40). Along these same lines, Desimone and Garet (2015) recommended that CPD is most effective when it aligns with the priorities of an organization's leadership. When this is the case, organizational leaders will support the creation of time and space for CPD and incorporate CPD engagement in assistant coaches' and staff member evaluations. Enthusiasm about CPD from organizational leaders can also influence teachers' motivation and willingness to participate (Desimone & Garet, 2015). Within NCAA athletics, coaches may find themselves at an intersection between the culture of their athletic department, the culture of their sport, and the culture of their sport's external support for coaches (e.g., the WBCA as a supporting organization for NCAA WBB coaches). The eagerness and support of both the WBCA and NCAA WBB staff is promising for NCAA WBB coaches' participation aligning with the cultural values of their sport and sport organizations. However, their individual athletic departments may vary in how CPD is prioritized by an athletic director or head coach.

Intra and Inter-Personal CPD for Teachers

Given that the content of the current project emphasizes intra- and interpersonal skills, it is important to review the value found from addressing these types of skills in teacher CPD. One example is the effectiveness of the My Teaching Partner-Secondary program (MTP-S; Gregory

et al., 2016) which was grounded in a teacher-student interaction assessment tool encompassing interactions of emotional support (e.g., positive climate, sensitivity, positive regard), classroom organization, and instructional support; see Gregory et al., 2016, Table 1, p. 173). In much alignment with Rogers' (1959) PCT, this program is rooted in the notion that classrooms with high quality emotional and instructional support will result in trusting teacher-student relationships which will, in turn, result in more engaged and motivated students. In a randomized control study, Allen et al. (2011) found that students of teachers in the MTP-S program demonstrated a 9% gain in achievement scores one year after the intervention. This achievement gain was found to be a significant indirect effect of teacher MTP-S participation, with the mediator being changes in teacher-student interactions. Notably, no significant differences were found between teachers in different subject areas. Thus, Allen et al. (2011) offer evidence for interpersonal CPD to positively impact both objectives of CPD in education—change teacher behaviors that, in turn, impact improvements in student performance across the various contexts of classroom subjects. An additional body of literature provides an evidence base for teacher CPD that is grounded explicitly in Rogers' (1959) PCT.

PCT-Based Training for Teachers

In Rogers' (1969) book *Freedom to Learn*, he outlined a vision for extending person-centered concepts into education. Over the course of the next decade, his vision became what is called "classic learner-centered" teaching (Rogers & Freiberg, 1994). In alignment with Rogers' (1969) vision, several scholars developed and evaluated an extensive PCT-based training program titled Interpersonal Skills Training (ISP) and applied it to teaching and other professions (Aspy et al., 1983, 1984, 2014; Carkhuff, 2008). Aspy et al. (1984, 2014)—with support of the National Consortium for Humanizing Education (NCHE)—conducted a large-scale

implementation and evaluation of IPS training across forty-two states and eight foreign countries from grades one to 12. IPS facilitators underwent extensive preparation and were evaluated periodically. Aspy et al. (2014) described the following program processes:

> NCHE created an information loop with the schools. It consisted of teacher training, teacher implementation of training, evaluation of teacher implementation, feedback to teachers about implementation, revision of training based on implementation results, and teacher training with revised procedures. This feedback loop was continued over a 2-year period so that the effect of the training could be followed across an extended period of time (p. 457).

Outcomes of PCT-based Training for Teachers

Participating teachers submitted recordings of their teaching which were rated using the Carkhuff Scales, observable five-point rating scales for empathy, genuineness, and UPR (Carkhuff, 1969, 1971). An inter-rater correlation of .90 was maintained throughout the study and average scores for observed genuineness, empathy, and UPR in teachers increased from pre-training (M^{score}=2) to post-training (M^{score}=3). Further, compared to students in control groups, students with teachers who received ISP training demonstrated greater increases in performance for reading, math, and English achievement scores; they had statistically significantly fewer absences; and positive correlations were found between teachers' use of PCT concepts in the classroom and students' reports of their own self-confidence.[9]

[9] Self confidence was measured by the "How I See Myself" scale (Gordon, 1969).

Recommendations Based on PCT-based Training for Teachers

Aspy and colleagues (1983, 1984, 2014) provided insight into the micro contexts in which ISP training was most successful. Interestingly, teachers with lower fitness levels were found to be two times less likely to maintain interpersonal skills in the classroom and scored lower on the Carkhuff Scales compared to those who maintained a regular exercise regimen (Aspy et al., 1983). This finding points to the importance of teachers' regular engagement in self-care in order to have more empathic interactions with their students.

Aspy et al. (1984; 2014) also emphasized that demonstrating clear relationships between teachers' interpersonal skills and students' academic gain was most important for teacher and administration buy-in. In fact, Aspy et al. (1984) stated that most human relations programs in schools "have failed to demonstrate their relationship to the hard-nosed indices that are considered the major concerns of schools by most observers. This is regrettable because the relationship between academic gain and effective interpersonal skills has been demonstrated" (p. 458). A lack of connection between coach interpersonal skills and athlete outcomes is also a likely barrier in the sport context. To address this barrier, Aspy et al. (1984) recommended that CPD programs take on the procedures of training, implementation, and feedback. They suggested that the provision of feedback on teachers' implementation of skills is most important to allow teachers to connect changes in their own behavior to changes in student outcomes.

Lastly, Aspy et al. (1984) emphasized the value of school administrations modeling PCT-based interpersonal skills with teachers and supporting teachers' development of these skills. Specifically, in the large sample study, Aspy and colleagues (1984) found a significant relationship between principals' levels of interpersonal functioning and teachers' likelihood of implementing interpersonal skills in classrooms. Again, it is likely that administrator and/or head

coach modeling and support of PCT skills would also likely impact coaches and support staff's implementation of these skills.

In addition to ISP training, some scholars have adapted PCT-based parent education for teachers in the classroom setting. Scholars have documented improvements in both teacher behaviors as well as improvements in student behaviors and academic achievement (see Cooper et al., 2020 for a review of outcomes across 34 published evaluations). Notably, Ray (2007) provided specific insights into potential barriers to implementing PCT- based training with educators, whose adaptation of PCT-based training involved weekly 10-minute consultations between trainer and teacher. Specifically, teacher perceptions around the helpfulness of consultations were polarized to very positive or very negative ratings. Their open-ended survey responses revealed the very real barrier of time, as 10-minutes per week was a reported challenge for those who reported negative perceptions of helpfulness. These findings also emphasize the importance of professionals' understanding how their participation will help them in order for them to see CPD as important to prioritize time for.

Taken together, the literature on adult learning, CPD for professional teachers, and PCT-based training for teachers offers important considerations for the design of PCT-based CPD for coaching professionals. Notably, this body of literature emphasizes the importance of aligning CPD with professional context. Thus, I will close this chapter with a review of the context in which professional coaches and support staff work in NCAA WBB.

Context of the Current Project

Collegiate coaching as overseen by the NCAA in the United States fits within the description of an emerging profession. Specifically, there are some centralized requirements to be hired as a coach in the NCAA (e.g., a bachelor's degree, though it does not have to be related

to coaching; Sports Management Degree Guide, 2015), some available CPD opportunities through the NCAA (e.g., the NCAA Basketball Coaches Academy which targets assistant coaches; NCAA, Nda), and a reference point for ethical conduct (e.g., the NCAA Committee on Sportsmanship and Ethical Conduct; NCAA, Ndb). However, as is all too common (e.g., see Dieffenbach, 2020), the requirements to coach NCAA WBB are still minimal with an emphasis on playing and coaching experience. This lack of consistent education is reflected in the varied understandings of professionalism expressed by 12 moral exemplar Division I head coaches (Hamilton & Lavoi, 2017). Fortunately, efforts are being made to further professionalize NCAA coaching by piloting a coach credentialing process. The NCAA Women's and Men's Basketball coaches are at the forefront of this process and will be expected to go through the pilot credentialing process first before it extends to other sports (Osborn, 2019). A timeline for this process, however, has yet to be announced.

Roles and Responsibilities of the Collegiate Coach

Despite the current lack of requirements for formal or centralized coaching education in NCAA coaching, the roles and responsibilities of coaching professionals in this context are vast and complex. Reynaud (2020) provided a comprehensive overview of the competencies and skills needed to excel professionally in the collegiate sport coaching context. The skills outlined begin with conducting a needs analysis of a sport program, establishing a vision for the future of the program, and mapping out a 3- to 5-year plan involving the oversight of staff, facilities and equipment, recruiting, budgeting, scheduling and team travel, facilitating home events, managing staff and consultant contracts, training, fundraising, community service, and communication (e.g., professional knowledge; see Reynaud, 2020, pp. 138-40 for a sample plan). Beyond

managing each of these areas, collegiate coaches are tasked with cultivating a positive team culture that supports athlete development toward heightened competition (Reynaud, 2020).

Cultivating a positive team culture requires sound decisions in hiring staff and recruiting athletes who support the desired climate and fill specific needs in the program. It also requires building strong individual relationships with staff and players (Reynaud, 2020). In fact, Reynaud (2020) stated that "One of the most important things a coach can do toward building a solid program foundation…is to build and tend to quality relationships with all individuals on the team" (p. 146). In order to learn how to coach *people* (e.g., interpersonal knowledge), Reynaud (2020) suggested that coaches begin by developing their own self-awareness. This involves identifying why they coach, what they hope to achieve, what their strengths and weaknesses are, and how they will care for themselves (e.g., intrapersonal knowledge). Reynaud (2020) then suggested engaging the team in creating a team mission and nurturing individual relationships with each player and staff member (see section on "PCT: A Framework for Coach-Athlete Relationships" for discussion on how PCT aligns with this professional task). In addition, the task of building a positive team culture places responsibility on collegiate coaches to positively influence athletes' moral education by exemplifying moral and ethical behaviors (see, e.g., Dieffenbach, 2019; Hamilton & Lavoi, 2017; Thompson, 2020).

Lastly, Reynaud (2020) outlined the collegiate coach's roles of guiding effective practices, structuring competitive experiences (e.g., professional knowledge), and evaluating players, staff (e.g., interpersonal knowledge), oneself (e.g., intrapersonal knowledge), and the program as a whole. Effectively leading practices and competitions may be assumed to be most important within an institution that promotes a win-at-all-cost mentality. These competencies are also the most likely to be emphasized within the CPD and education that does exist for coaches

(Dieffenbach, 2020). Still, there are areas for improving coaching education around professional knowledge including planning for competition, integrating mental skills, and drawing from motor learning and periodization principles (Reynaud, 2020). Further, Wilson and Burdette (2020) indicated that conquest coaching (e.g., solely focusing on winning at all costs) will counterintuitively decrease athletes' motivation, confidence, ethical bounds, and likelihood for burnout—all of which can be detrimental to winning. Thus, scholars have suggested that holistic athlete-centered coaching (e.g., prioritizing athlete well-being and facilitating a positive motivational climate) will positively influence coaches' way of being as they lead athletes through practices and competitions (e.g., Wilson & Burdette, 2020).

Taken together, it is clear that the vast array of roles and responsibilities, collegiate coaching requires an equal emphasis on professional knowledge, intrapersonal knowledge, and interpersonal knowledge (Dieffenbach, 2020; Reynaud, 2020). Reynaud (2020) highlighted that establishing a vision, culture, and building quality relationships are necessary to complement technical and tactical competencies in order to weather the ups and downs that are inherent within the course of an intercollegiate competitive season. In fact, the importance of vision, organization, and empowering players through relationship align with previous findings on characteristics of expert basketball and volleyball collegiate coaches (Vallee & Bloom, 2005). However, when designing CPD for coaches in any one of Côté and Gilbert's (2009) knowledge areas, it will be important to acknowledge and respect the complexity of collegiate coaches' jobs. It may also be important to understand that collegiate coaches may come to the same CPD opportunity while at varying stages of development and/or prioritization of each of these knowledge areas. In NCAA WBB, the national staff—at minimum—have recognized a need to prioritize CPD for coaches' intra- and interpersonal skills.

Coaching within NCAA WBB

In the 2019-2020 season, NCAA institutions employed 1,101 full-time WBB head coaches and 2,619 associate head or assistant coaches who collectively served 16,440 student-athletes across DI, DII, and DIII (NCAA, 2020b). NCAA research findings point to a climate within WBB that is in need of professional coaches' improvement of intra- and interpersonal knowledge and skills. To elaborate, the 2019 NCAA Growth, Opportunities, Aspirations and Learning of Students in College (GOALS) study revealed that coaches likely have a bigger impact on student-athletes' initial college choice and transfer decisions in WBB compared to other sports, particularly for BIPOC (Black Indigenous People of Color) student-athletes (NCAA, 2020a). For example, in 2019, 60% of BIPOC DI WBB student-athletes reported that the presence of a particular coach was an important factor in their college choice compared to 46% of White DI WBB student-athletes. Further supporting this notion, only 38% of BIPOC DI WBB student-athletes believed they would have attended their current college if a different coach was there compared to 50% white student-athletes. This combined percentage (44%) was the second lowest score of all DI Men's and Women's sports, and it was only slightly higher for DII WBB (47%) and DIII WBB (60%). Likewise, 20% of DI, 21% of DII, and 9% of DIII WBB student-athletes reported that they would consider transferring if their current coach left their college. In DI, this was significantly differentiated by race such that 26% of BIPOC WBB student-athletes while only 12% of white WBB student-athletes would consider transferring if their current coach left their college (NCAA, 2020a).

Thus, while the coach-athlete relationship has, perhaps, more significant implications on student-athletes' choice of college and intentions to transfer, WBB student-athletes have also reported the worst feelings of all NCAA DI sports about their athletic experience (only 59%

reported this to be positive or very positive) and their academic experience (only 76% reported this to be positive or very positive). Further, only 65% of DI WBB student-athletes reported that they believed their coaches care about their physical well-being (the second lowest scores of all DI sports), and 56% reported the belief that their coaches care about their mental well-being (the third lowest scores of all DI sports). These findings provide context for the prevalence of WBB student-athlete transfers which has steadily risen in DI from 16% in 2013 to 20.4% in 2019 (compared to 10.1% of all DI sports in 2019; NCAA, 2020a).

Providing further context is the racial diversity among WBB student-athletes compared to other sports. To elaborate, in 2019 there were three times the percentage of student-athletes who identified as BIPOC in WBB (31%) compared to the percentage of BIPOC student-athletes in all Women's sports (11%) across all NCAA Divisions (NCAA, 2020b). When disaggregated by race, the NCAA GOALS study findings have demonstrated clear differences between BIPOC and white WBB student-athlete experiences. These differences likely impact the comparatively low perceptions that NCAA WBB student-athletes have collectively reported of athletic and college experience and of their coaches' caring for their physical and mental well-being (NCAA, 2020a). For example, only 60% of all DI WBB student-athletes agreed or strongly agreed that their coaches have created an inclusive environment for all members on the team (the fourth lowest score in all DI sports). When disaggregated by race, this finding reflects 58% agreement of BIPOC and 62% agreement of white student-athletes. Further, only 65% of all DI WBB student-athletes agreed or strongly agreed that their coaches and teammates were accepting of different viewpoints and cultures (the third lowest score in all DI sports). An even greater disparity is found when this item is disaggregated by race, with 63% agreement of BIPOC student-athletes and 69% agreement of white student-athletes. As a final example, 76% all DI

WBB student-athletes agreed or strongly agreed that their coaches and teammates were always respectful of persons of other racial/ethnic groups (the lowest score of all DI sports). Again, there is an even greater disparity in these scores when differentiated by race with 73% agreement of BIPOC student-athletes and 80% agreement of white student-athletes (NCAA, 2020a).

Notably, while the NCAA has not disaggregated the 2019 GOALS study findings by gender or sexual orientation, it is likely that student-athletes who identify as a member of the Lesbian, Bisexual, Gay, Transgender, and Queer (LBGTQ) community may also experience disparities in perceptions of factors such as team inclusivity giving a heightened importance to playing for a coach who is accepting of an LBGTQ identity. This likelihood is evidenced by the literature on the complexities of being a member of the LGBTQ community particularly in Women's sport (see, e.g., Halbrook et al., 2019; Muller, 2007; Waldron, 2016). Further, the intersectional identification of being both BIPOC and LGBTQ is expected to pose even greater challenges in terms of student-athletes feeling accepted, respected, and valued as a person on their team and within their college campus climate (Simien et al., 2019). Altogether, these findings reflect a particular need for the CPD of intra- and interpersonal knowledge and skills among coaching professionals in NCAA WBB to improve the student-athlete experience across racial and gender identity.

Of additional importance for consideration for the CPD of coaches in NCAA WBB is the racial and gender demographics of professional coaches compared to student-athletes. While almost half of all NCAA WBB student-athletes identified as BIPOC (31%) or "Other"[10] (18%), the majority of professional coaches of NCAA WBB (70%) identified as white, including 80%

[10] "Other" may include American Indian/Alaska Native, Asian/Native Hawaiian/Pacific Islander, Hispanic/Latino, Two or More Races, Unknown, or Nonresident Alien (NCAA, 2020b).

of head coaches (33% male, 47% female) and 59% of assistant coaches (20% male, 39% female; NCAA, 2020b). This means that the 49% of racial minority student-athletes have only a 20% chance of playing for a head coach who is also a racial minority and a 13% chance of playing for a head coach who identifies both as a racial minority and female. Notably, the discrepancies of racial and gender identity between student-athletes and coaches are greater in DI compared to DII, and greater in DII compared to DIII (see Table 1 in Appendix B for racial and gender demographics by division; NCAA, 2020b).

Scholars have evidenced particular barriers for women, and especially for BIPOC and/or LGBTQ women, to progress in the profession of coaching including unfavorable stereotyping of women in athletics, gender and racial discrimination, and a lack of female professional coaches to serve as role models and mentors (see, e.g., Larsen, 2016; Larsen & Clayton, 2016; Moran-Miller & Flores, 2011; NCAA, 2019a; Norman et al., 2018). Scholars have also asserted that male-coach, female-athlete relationships can contribute to lowered perceptions of female athletes' self-concept and abilities (Lavoi, 2016) and lowered perceptions of psychological safety (i.e., the *opposite* of thriving; Smittick et al., 2019). Meanwhile, racial and gender diversity in professional coaching—paired with supportive coach-athlete relationships—are likely to enhance athletes' experiences of inclusion in sport and particularly impact female athletes' eventual pursuit of a professional career in coaching (Lavoi, 2016). Taken together, NCAA WBB professional coaches' continued development of intra- and interpersonal knowledge and skills may be important for improving the student-athlete experience *and* for supporting WBB student-athletes' future pursuit of a career in professional coaching of WBB. These potential outcomes are relevant and important to the current strategic plans of both NCAA WBB and the WBCA

(NCAA, 2019b; WBCA, 2017). Therefore, both organizations have shown a vested interest in implementing the current CPD program and evaluation in this context.

CHAPTER 3

Methodology

In this chapter, I first discuss my positionality with specific attention to my own CPD and qualifications as a professional coach developer as well as my dual role of program facilitator/evaluator and evaluator. Following this discussion, I provide a detailed description of the current program, including the program objectives, learning objectives, and hypothesized logic model. I then discuss my research paradigm and philosophical framework, including the ontology, epistemology, and methodological design for the evaluation of the current program. Following this, I discuss the methods used for program implementation and evaluation including methods for data collection and analyses.

Positionality: From Athlete to Coach to Master Coach Developer

An important question to consider when it comes to the development of coaching professionals is, "Who coaches the coaches?" (ICCE, 2014, p. 4). As the primary designer, facilitator, and evaluator of the current program, it is important that I be aware of my position on the coach developer continuum (ICCE, 2014) and practice consistent reflexivity around my own development on this continuum. Specifically, the ICCE (2014) coach developer continuum outlines potential pathways for professionals to develop from coaches, to coach developers, senior coach developers, master coach developers, and finally trainers of coach developers. Designing, facilitating, and evaluating CPD programming sits within the professional tasks of a master coach developer, a position that requires a unique set of skills. Much like those who train counselors, mental performance consultants, teachers, lawyers, and doctors, the developers of professional coaches must have two layers of expertise. The first area of expertise is in coaching itself while the second is related to developing coaches, including but not limited to theory of

learning and methods of teaching, mentoring, observing, evaluating, and assessing. Thus, I position myself in terms of my own CPD around the experiences, knowledge, and skills important to become a master coach developer (ICCE, 2014). Of course, my own CPD path has not been linear, and my own "imposter syndrome" makes it difficult for me to see myself as a "master" coach developer. However, each of my CPD experiences have contributed to both my knowledge of professional coaching and my knowledge of teaching and learning—the two layers of knowledge necessary for effectively developing professional coaches.

Professional Coach Development: Early Experiences

My early conceptualizations of coach development came from my experiences as an athlete. I began figure skating at eight-years-old and lucked out with my "Basic Level 3" learn-to-skate coach who became my individual coach for 15 years and continues to be a mentor in my life. For much of my young competitive career as a figure skater, I considered coaching as a possible career as I could not, at that time, imagine my life without figure skating. Yet I also saw my coach struggle with truly establishing herself as a full-time "career coach" alongside so many coaches who gave lessons as a side job. My observations made it challenging for me to picture an actual career path toward coaching for myself. Nevertheless, I was privileged that my coach had a college degree, albeit in business, and took efforts to seek out mentors and learning opportunities for her own CPD. My understanding of coach development was further formed on a particular day when my training peers and I were in the thick of adolescence. A frustrating bunch to coach at that time, I remember my coach starting my lesson with the following directive: "If you ever want to be a coach, *major in psychology*! I don't know how to handle you guys!" Being the compliant athlete that I was, that is exactly what I ended up doing years later.

And while this one directive was not the deciding factor in my major of choice, I have been drawn to the intersections of psychology and coaching ever since.

From Athlete to Coach

The ICCE (2014) coach developer continuum indicates that the CPD of coach developers typically begins with professional experience as a coach. Thus, I will now discuss my work and educational experiences coaching—much of which occurred while I was still competing as an athlete. I became an "apprentice coach," teaching learn-to-skate once a week at age 15. The fact that I was allowed to coach at age 15 further informed my worldview that one did not need a college degree (or high school degree, for that matter!) to be a coach. Yet my earliest memory of coaching is having a realization that I had no idea how to actually *teach* some of the fundamental skills that I could so easily *do*. Thankfully, my own coach served as a mentor, periodically taking small bits of time during our lessons to "teach me how to teach." By my senior year of high school, I felt fairly confident in my ability to teach learn-to-skate: I had the required elements for passing each level memorized along with catchphrases to direct young skaters' attention ("Hug the circle!" "Draw the petals of the flower with your foot!"), methods to scaffold the learning of more complex skills, and ways to facilitate practice through play. However, it is important to note that I engaged in these methods without realizing that there may be any amount of scientific evidence behind them. And, just as I got a handle on coaching learn-to-skate, I began to teach private lessons to young kids under the informal supervision of my coach. My role shifted from helping a group of kids achieve a set of skills in eight weeks to preparing a single athlete with skills, music, and choreography for competitions. It was a new professional context that required a new set of skills. My stint as a private lesson coach did not last long as I left my home in

Raleigh, North Carolina to attend Miami University in Oxford, Ohio the next year, but I continued to teach learn-to-skate during my summers in college.

In college, I was a member of Miami University's DI intercollegiate varsity synchronized skating team for three out of four years. I embraced the student-athlete identity despite having a very different relationship with my college team coaches than what I had with my singles coach. In my first year, I fell during a competition mid-season and was benched from the long program for the remainder of the season. Unfortunately, coaches benched me without any verbal feedback around this decision. I certainly could have sought out their feedback but did not feel comfortable doing so. In my second year, I was cut from the team at the start of the season without warning. This time, I did seek feedback and sat silenced in front of my coaches as they explained that, for the purposes of team selection I was a "number," and this season the numbers did not work in my favor.

I criticized my coaches as a way to survive the pain of these experiences and was surrounded by others who supported me by also criticizing these coaches. Yet I did not understand that the pressures they faced in collegiate coaching was an entirely different context from that of my singles coach's private business. The support of those around me shifted over time from criticizing the coaches to encouraging my decision to try out for the team again in my junior and senior year. Prior to being cut, I experienced significant stress related to my college coaches' strong hold over the outcomes that, at that time, constituted my life—whether I was on the team or not, and when I was on the team, whether I had "playing time" or not. The experience of being cut and training on my own for a year allowed me to return to the team with a much greater sense of autonomy, a sense that my college coaches' regard for me did not need to dictate my regard for myself. I could rely on regard from other coaches who also taught me to

rely on my own self-regard. I was most successful in those final years, earning two national championships with my team and serving as team captain in my senior year. I still wonder if I could have gained a similar sense of autonomy and self-worth without the experience of being cut in a different, more supportive team environment. These experiences have contributed to my being quick to criticize professional coaches, at times, which is important to keep in mind as I am now in the position of facilitating CPD collegiate coaches.

Meanwhile, in college, I continued to hone my experiences and skills related to professional coaching. I majored in psychology and minored in coaching[11]. A rare option for an undergraduate minor at the time, my coaching minor shifted my worldview to consider the value of a college education specific to professional coaching—and to better understand what that education would entail. My coaching coursework included motor skill development, anatomy and physiology, psychosocial aspects of sport, and (my personal favorite) psychology of coaching. In my sophomore year, I also applied and was hired for the position of unpaid intern coach for a local Juvenile level synchronized skating team. My role expanded in my Junior and Senior years to paid intern coach with both the local Juvenile and Intermediate teams (see U. S. Figure Skating, 2021 for explanation of levels). This position paired with reflective assignments served as my applied internship experience for my coaching minor. In my Senior year, I also took on the role of volunteer assistant coach for Miami's intercollegiate club synchronized skating team, coaching athletes who had been my teammates in my sophomore year. These experiences were, again, entirely different from coaching learn-to-skate and private lessons,

---

[11] While I use the terms "professional coaching" and "professional coaches" throughout this document, it is important to note that the title of my undergraduate minor in 2008-2012 was "coaching." This reflects the fact that the emerging profession of coaching has not historically been associated with verbiage indicative of professionalism (see also, Dieffenbach, 2020).

consisting of three different levels and age brackets (one in which the athletes were also my peers), each of which required yet another set of skills.

At this point, while I completed the coaching minor, I had become more focused on pursuing a career in sport psychology. However, my psychology of coaching course with Dr. Thelma Horn sparked my interest in coach development, without knowing this was its own career possibility. In this course, I was trained to use the Coaching Behavior Assessment System (CBAS; Smith et al., 1977) observation instrument. I completed a coaching observation project using this instrument and wrote up my findings with recommendations for the coaches I observed based on relevant literature. I still have this report because Dr. Horn's feedback was so influential to me. She wrote: "You could write a really good applied article on 'How to Run an Effective Synchronized Skating Practice.'" Until this point I had not pictured myself in any position related to *developing* coaches, much less in any position to write articles that people might actually read. Yet, her feedback stuck with me through every career decision I made moving forward. Notably, this experience enabled me to apply the coach developer skill of assessing coach behaviors (ICCE, 2014) with a single instrument. I also gained a foundational understanding of important professional content knowledge for coaching as I was able to discern effective practice recommendations from relevant literature. However, I would not have actually known how to effectively facilitate professional coaches' *learning* of those recommendations.

From Athlete and Coach to Counselor and Scholar

In the next five years I transitioned back and forth between athlete, coach, graduate-level counselor, and scholar, not necessarily in a linear fashion. Upon earning my undergraduate degree, I spent three years as a professional athlete touring and performing around the world with *Disney on Ice*. In the latter half of this time, I brought my professional coaching knowledge and

skills to life as the women's training line captain. On top of my responsibilities as a performer, I was in charge of relaying performance feedback (from our performance director) to my fellow female cast members following every show and, at times, leading rehearsals. I was also in charge of documenting the technical and performance elements of each number in the show (and updating these documents with ongoing changes), leading auditions, and onboarding new hires which included orienting them to life on the road and teaching them every number in the show along with backstage rules and responsibilities. Finally, I was responsible for serving as a mentor to my colleagues and facilitating a positive and motivating climate among the 20+ women in our cast who lived, worked, and played together on seven- to nine-month long tours.

Much like Côté and Gilbert's (2009) definition of effective coaching, this position required extensive professional, intrapersonal, and interpersonal knowledge and skills. More specifically, I gained experience facilitating the learning of job responsibilities with my castmates. This required professional growth related to identifying individual needs of performers, communicating critical feedback in a positive manner (while also receiving critical feedback myself), and presenting information related to job tasks in a way that would help my castmates learn. Importantly, these are all skills listed within learning objectives expected of coach developers (ICCE, 2014). I did not learn these skills formally at the time, but rather through mentorship from my performance director, and I had the opportunity to experiment with different ways of teaching and giving feedback. Further, while it is unlikely that professional coaches in most NCAA sports would view this role as similar to theirs, it probably is the most similar position I have held to that of a professional coach in the NCAA. I believe it is important to note that while I had training specific to this role in my undergraduate education, I know that

if I were to take this role on again with the knowledge and skills gained through graduate school, I would be more effective than I had been at that time.

I was fortunate to autonomously decide to end my career as a professional figure skater and training line captain as my interest in graduate school to pursue a career in sport psychology grew. Thus, in 2015 I applied for and was accepted to the clinical mental health counseling program at the University of Tennessee where I was already interested in the doctoral program in kinesiology and sport studies with a specialization in sport psychology and motor behavior. My master's program fostered significant professional growth. While I was still unaware of professional coach development as a career path, I gained important skills related to the role of coach developer (ICCE, 2014) through this program. Specifically, I adopted and honed my person-centered theoretical orientation as a counselor, which has transferred to my theoretical framework for mental performance consulting, teaching, and coaching (I did coach—as a side job—during the first two years of my master's program). My theoretical framework is grounded in Rogers' (1959) PCT which has also become my content area of research and growing expertise. I also strengthened my facilitative skills with formal learning related to leading process groups, empathic listening and responding, and multicultural competence.

For my master's degree, I completed a 900-hour clinical mental health counseling internship that was embedded within a NCAA DI athletic department. While in this position, I began to see patterns of athletes presenting with mental health concerns from the same teams, sharing grievances about the same coaches in their individual, confidential counseling sessions. This experience happened in conjunction with data collection for my master's thesis, in which I was taken aback by the raw emotion in some of my participants' interviews discussing the opposites of UPR: conditional regard, negative regard, and disregard from their former coaches.

On a macro-level, these experiences occurred in the context of the breaking news of Larry Nassar's rampant sexual abuse of elite gymnasts and the fall of Colin Kapernack in the NFL for protesting against police killings of Black people on the football field. Taken together, while I still aimed to pursue a doctoral degree in sport psychology, I began to explicitly orient my own professional self toward a strong desire to advocate for athletes by educating coaches.

From Scholar to Educator and Mental Performance Consultant

In the final year of my master's degree, I stopped coaching and transitioned from graduate-level counselor to novice mental performance consultant. I took a supervision course for mental performance consulting and established a small client base by giving workshops for the local figure skating club. Meanwhile, I completed my thesis and was accepted to the doctoral program in kinesiology with a specialization in sport psychology and motor behavior. Over the next year, these initial few clients expanded to the twelve clients I currently work with on a regular basis. As I began my doctoral program, I continued to receive formal supervision for consulting while also entering the role of peer supervisor by mentoring students in the sport psychology and motor behavior master's program (e.g., meta-mentoring, see Vosloo et al., 2014). These formally supervised experiences allowed me to hone professional skills necessary for the role of a senior coach developer on the coach developer continuum (see ICCE, 2014). Specifically, these skills include implementing a learner-centered approach to teaching, planning, leading, and evaluating client sessions, and honing questioning and listening skills. Further, while I was working primarily with athletes, I established collaborative relationships with several coaches of the athletes who were my clients. With the desire to advocate for athletes by educating coaches, I was energized by these early experiences of working with coaches.

Meanwhile, I was exposed to concepts related to learning theory and facilitation in the first semester of my doctoral program through a course on teaching undergraduate kinesiology. This course facilitated a deep investigation into the literature related to adult learning theory, the development of learning objectives, and the assessment of learning. Through this course, I earned the Associate Center for Teaching and Learning Certificate. At the same time, I began to apply these concepts through my graduate teaching associate position in the department of kinesiology, teaching physical education courses in my first year with the addition of lecture courses (Kinesiology 231: Introduction to Sport Psychology and Kinesiology 290: Principles of Motor Skill Learning and Control) in my second year. In both courses, I served as the primary instructor of my section under the supervision of a faculty member. These formal learning experiences helped me to hone the skills of a senior coach developer and initiate learning of skills required of a master coach developer (ICCE, 2014). More specifically, I had the opportunity in one of my lecture courses to create the instructional design for the course, identify the learning objectives I would focus on, and create my own assessments of those learning objectives. In this course, I had my first try at facilitating communities of practice (another competency of a master coach developer; ICCE, 2014), establishing groups based on students' career interests who worked together on projects throughout the duration of the course.

Honing the Skills of a Master Coach Developer

In the final two years of my doctoral program, I further developed the second layer of skills required for coach developers—skills related to the facilitation of learning—through mentored experiences of designing and delivering PCT-based coach education. For example, I have co-authored a continuing education required course for the Professional Skaters Association, which oversees professional coaches in figure skating, including written content and

multiple-choice questions for the assessment of learning. In addition, I have co-presented on the information in this course on six separate occasions to professional coaches of figure skating from the grassroots to elite levels. Meanwhile, I stepped into the opportunity to develop, implement, and evaluate the UPR in Practice pilot CPD program with coaches from a single northwestern NCAA DI athletic department which laid the foundation for the current project. Through these experiences, I began to integrate my content knowledge with my knowledge around the facilitation of learning.

In the midst of my own professional development, I have wrestled with my preconceived notions about coaches that still infiltrate my worldview. I have noticed in myself a tendency to be quick to criticize coaches, given my own experiences and the extent to which I have read the literature on the emotional abuse of athletes by coaches. My preconceived notions likely came through in my presentation of content to the participants in the UPR in Practice pilot program initial workshop. One participant raised their hand toward the end of the workshop to say, "You know, most of us got into this profession because we wanted to help people." I was taken aback. I often preach the notion that professional coaching is a helping profession. Yet through my own experiences as an athlete, my experiences counseling and consulting with individual athletes, and through the work of my thesis, I had been so immersed in athlete perspectives that I needed to step back and acknowledge the perspectives of professional coaches.

As a result, I began to ask different questions like, "What is it about the NCAA system and our broader culture that produces coaches who abuse athletes—often without their even realizing it?" and "What has helped those professional coaches who are truly successful in cultivating thriving in the midst of this context?" While I had long known the work of Pat Summit and John Wooden, I began to study more present-day coaches like Valerie Kondso-

Field, Pete Carroll, Sue Enquist, and Muffet McGraw—coaches who are known for the relationships they cultivate with athletes as much as they are known from their winning records. I was struck by the parallels between these coaches' professional philosophies and PCT concepts as I integrated examples from these coaches into the UPR in Practice modules. Through working closely with the coaches who were most engaged in the UPR in Practice pilot program, I realized that in order to advocate for athletes by educating coaches, I must advocate for coaches too. More specifically, I am driven to advocate for a sport culture that supports and celebrates coaches as lifelong learners. I have come to believe that athletes will only be able to thrive to the extent that their coaches are able to thrive. I hope that the TTB program supports this notion by facilitating coaches' learning in a way that is engaging, relevant, and exciting.

Finally, I must note my position in relation to the context of delivering a CPD program for NCAA WBB coaches. If someone had told me, even a year ago, that my dissertation would be embedded within the context of NCAA WBB, I would have said, "there's no way." My entire life has been embedded in the context of figure skating which is composed of *completely* different cultural and social norms. The opportunity for my dissertation is a result of the interest practitioners have shown in my content knowledge, the current expressed needs within NCAA WBB, and my striving to always consider the "next right step" for myself. While this feels like "the next right step," I must admit that sitting in virtual meetings with members of the NCAA WBB national staff and the WBCA during the summer of 2020 led me to another level of "imposter syndrome." I do not look like a basketball player, talk like a basketball coach, or even know the X's and O's of basketball. Yet my feelings are influenced by the common preconceived notion that coaches should be taught by coaches within the same sport—a notion that perpetuates the cycle of professional coaches simply coaching the way they were coached

(Stirling, 2013). Thus, I have to remind myself of the knowledge and skills I have developed that align with the title of "master coach developer" (ICCE, 2014) including relevant content knowledge *and* skills related to the facilitation of learning. Further, I am grateful to have the support of a quality control group specifically for the purpose of ensuring that TTB program content is inclusive and aligns with the context of NCAA WBB. Entering this new context, I hope to always strive to "get it right," instead of trying to "be right" (Brown, 2018), as I work to advocate for coaches and for athletes by facilitating coaches' learning.

TTB Program Description

TTB is a CPD program intended to support coaches' intra- and interpersonal skills through the concepts of UPR, authenticity, and empathy as a way to be in their coaching to cultivate thriving—the joint experience of holistic well-being and sport success (Brown et al., 2017)—for themselves and their athletes in the NCAA WBB context. Grounded in Rogers' (1959) PCT and based on the findings of McHenry et al. (2019, 2020), the current iteration of TTB was implemented during the NCAA WBB pre-season, September 9 to November 2, 2020. And, due to the constraints of the Covid-19 pandemic, the TTB program was implemented virtually[12]. The program was designed for head coaches and up to four additional coaching and/or support staff members from each participating university. Participants were recruited through the WBCA as well as through personal contacts of the program facilitator/evaluator (see

[12] There are some benefits to virtual implementation. First, considering the potential of future replication of this program, online CPD programs can have a broader reach compared to in-person initiatives (Driska & Nalepa, 2020). Second, online learning can cater to the needs of adult learners by allowing for self-directed asynchronous and interactive activities in an online platform with collaborative synchronous discussions (Arghode et al., 2017). Third, online learning can support adults' preference to engage in reflection privately and publicly (Arghode et al., 2017; Zepeda, 2019). Finally, some virtual modalities (e.g., podcasting) have been found to support integration of learning within one's professional environment without a mentor being physically present (Talarico, 2019).

Appendix C for sample recruitment emails). Prior to the start of TTB, participants were asked to commit to the minimum time requirements and encouraged to spend additional time on program activities as possible. The minimum time requirements as stated on the TTB recruitment flyer (Appendix D) included: one introductory workshop via Zoom (2-hours), completion of pre-program measures (30-minutes), six modules (one module per week, 60-minutes per week), completion of post-program measures (30-minutes), and optional participation in a post-program interview (60-minutes). Participants were also placed into virtual communities of practice (COPs) of similar position and/or experience across universities to engage in collaborative reflection through virtual discussion throughout TTB.

The introductory workshop was intended to give participants the opportunity to introduce themselves to the program facilitator/evaluator and to each other, in addition to orienting participants to the program and key concepts in PCT. This workshop began with an anonymous poll conducted through the Mentimeter application to learn about coaches' prior professional experiences and immediate problems related to coach-athlete relationships. The purpose of this was to begin the adult learning process with participants' past experiences and facilitate participants' connecting new information to their immediate problems in professional practice (Knowles, 1980; Merriam et al., 2013). The information gathered through the Mentimeter questions was then applied to podcast content and learning activities throughout the six modules.

Following the introductory workshop, the six educational modules were titled: (1) "See Potential:" Identify Value in Every Athlete, (2) "Be Aware:" Identify Triggers for Use of Negative Regard and Disregard, (3) "Be Bold:" Create Alternative Responses to Triggers, (4) "Be Consistent:" Positive Regard through Discipline, (5) "Bend, Don't Break:" Positive Regard through Adversity, and (6) "Be You:" Cultivate Positive Self-Regard. The curriculum within

these modules was centered around PCT-based concepts in conjunction with the development of intrapersonal skills for lifelong learning such as self-awareness and reflective practice. The curriculum also involved opportunity for coaches and support staff to develop interpersonal skills such as how to build trust with individual athletes and how to facilitate an inclusive climate in which every athlete feels valued. Each module followed the format of *listen, reflect, apply,* and, *discuss.* Specifically, participants were provided with a 20-minute podcast style "episode" to listen to with accompanying guided notes and reflection questions. Instructions were then provided for an application activity to implement in order to directly apply their learning within their professional practice. Finally, prompts were provided to respond on a virtual discussion board with participants' COP for shared reflection around their experiences completing each module activity. The podcast script and written content (i.e., guided notes, reflection questions, activity instructions, and discussion board prompts) for each module is provided in Appendix E.

TTB Program Objectives

The primary objectives (i.e., intended experiential outcomes) of the program were to facilitate improvements in coaches and support staff self-reported self-regard, thriving at work, perceived stress, and way of being. These outcomes were hypothesized to occur as a result of resource mechanisms (i.e., program inputs and outputs) in facilitative contexts (i.e., macro and meso contextual supports, participant characteristics) intended to influence change in reasoning mechanisms (i.e., participant perceptions and learning). The learning objectives (i.e., reasoning mechanisms) were designed according to Bloom's Taxonomy and are presented in Table 2 in Appendix B along with the program activities intended to contribute to each learning objective.

The hypothesized program theory assumed that, in favorable contexts, coaches and support staffs' positive perceptions of the program and progress toward learning objectives

would improve their self-reported self-regard, thriving at work, perceived stress, and way of being. It was also presumed that coaches and support staffs' improvements of these objectives would contribute to improvements in student-athlete outcomes. While this is represented in the program's logic model, the measurement of student-athlete outcomes was beyond the scope of the current evaluation. Therefore, the variables examined in the current evaluation were associated with context at the macro, meso, and micro levels (i.e., context), inputs and outputs (i.e., resource mechanisms), short-term and intermediate goals (i.e., reasoning mechanisms—perceptions and learning objectives), and long-term goals (i.e., outcomes—changes in participants self-reported measures). The hypothesized logic model is presented in Table 3 (Appendix B).

Evaluation Methodology

Ontology and Epistemology

A critical realist paradigm (Bhaskar, 1975; Pawson & Tilley, 1997; Shannon-Baker, 2016) was used to guide the current program evaluation design, procedures, and analysis. Critical realism is contextualized in a realist ontology, such that some level of universal truth is acknowledged as existing outside of human interpretation. However, critical realism also maintains a constructivist epistemology, such that knowledge and meaning is constructed through human interaction and interpretation (Shannon-Baker, 2016). Taken together, critical realists assume that people may experience different realities in relation to a single event, but that there are also some realities that cannot be observed. Because of this, reality may include unobserved mechanisms, structures, or powers that interact to cause an observable phenomenon to "emerge" in a specific context (Bhaskar, 1975). Critical realists also emphasize the importance of the context within which a phenomenon occurs (Clark et al., 2007).

With these assumptions, critical realists seek to understand the underlying mechanisms that may contribute to the cause of an outcome, or observable phenomena, within that particular context (Clark et al., 2007; Shannon-Baker, 2016). In program evaluation, a critical realist paradigm lends to the use of both process and outcome data to come to causal inferences through emerging context-mechanism-outcome (CMO) configurations (Pawson & Tilley, 1997). In fact, Pawson and Tilley (1997) indicated that a realist evaluation design is built on the assumption that "programs work (have successful outcomes) only in so far as they introduce the appropriate ideas and opportunities (mechanisms) to groups in the appropriate social and cultural conditions (contexts)" (p. 56). To do this, critical realists integrate quantitative and qualitative inquiry and the utilization of abductive analyses such that program theories and/or program logic models serve to inform explanations (Modell, 2009).

Realist Evaluation

Grounded in the critical realist paradigm, the current evaluation will utilize a realist evaluation design based on the work of Pawson and Tilley (1997). This design is particularly suitable for the current project because it has been previously used in the evaluation of professional coach education and shown promise as a centralized method of ongoing evaluation and benchmarking of CPD in the coaching profession (see North, 2016). Further, realist evaluation allows for the joining of process and outcome evaluation with the assumption that causation (i.e., outcome) is only understood through the mechanisms of explanation (i.e., process; Pawson & Tilley, 1997, 2004). Thus, instead of asking whether a program works or not, realist evaluators aim to understand *why* and *how* a program works, and for whom in what context (Ebenso et al., 2019; Pawson & Tilley, 1997). These questions lead to understanding

causation of outcomes through the relationships between context, mechanisms, and outcomes which are represented with CMO configurations.

Within realist evaluation, it is important to clarify what is meant by context, mechanism, and outcomes as scholars have criticized realist evaluation for a lack of practical implementation of CMO configurations in evaluation (e.g., Dalkin et al., 2015). Pawson and Tilley (1997) emphasized the concept of embeddedness to explain how social programs are embedded within—and thus will both impact and be impacted by—the macro, meso, and microsystems in society. Examining context at the macro, meso, and microsystem levels will lead to different understandings of CMO configurations at each level. Examining context within evaluation can aid an understanding of why a program might work in one particular context and not another, or for one particular person and not another (Pawson & Tilley, 1997).

Mechanisms seem to have been the most difficult to distinguish, though Dalkin and colleagues (2015) provided a clear framework for understanding the disaggregation of two types of mechanisms. The first is resource mechanisms which refer to the resources a program may insert into a social system. The second is reasoning mechanisms which refer to changes in perceptions, attitudes, beliefs, or knowledge (Dalkin et al., 2015). With this, a realist evaluation emphasizes the notion that it is only through understanding mechanisms and changes within mechanisms, in a given context, that we can understand the cause of an outcome.

Outcomes, then, are used to initially identify the changes that a program may ideally result in and will be refined based on what changes actually occur from program participation. Change in outcome can be assessed through pre- and post-program measures. However, a realist evaluation acknowledges that this does not provide the complete picture. Rather, Pawson and Tilley (1997) stated that “the task of a realist evaluation is to find ways of identifying,

articulating, testing, and refining conjectured CMO configurations" (p. 77). Methods for this task can vary greatly as long as the evaluation purpose remains centered around determining and refining the appropriate CMO configurations for a program to facilitate change in a given context. Taken together, a realist evaluation consists of three initial scopes: "(1) theory development, (2) theory validation, and (3) theory consolidation" (Ebenso et al., 2019). The scope of this project included only theory development and theory validation. Specifically, theory development was informed by the UPR in Practice pilot evaluation along with an extensive literature review (see Chapter 2). The initial program theory is represented in the current proposed logic model (Table 3 in Appendix B). Theory validation occurred through examination of the current evaluation questions.

Program Evaluation Purpose

Given the hypothesized logic model and program theory, the purpose of the current study was to assess the context, mechanisms, and outcomes of TTB, including resource mechanisms (i.e., program inputs and outputs) and reasoning mechanisms (i.e., changes in participants' learning and perceptions) as well as experiential outcomes (i.e., self-reported self-regard, thriving at work, perceived stress, and way of being) using a realist evaluation design. The guiding evaluation questions are presented below.

Program Evaluation Questions and Variables of Inquiry

Within realist evaluation, questions and variables of inquiry are designed to explore possible CMO configurations. Thus, the evaluation questions and variables of inquiry are disaggregated by context, resource mechanism, reasoning mechanism, and outcome. Evaluation questions are presented below as well as in Table 4 in Appendix B with associated variables of inquiry.

Guiding Evaluation Questions Related to Context

EQ1. Who participated in the program?

EQ2. What were contextual benefits and/or barriers to participation at each stage of program implementation?

Guiding Evaluation Questions Related to Resource Mechanisms

EQ3. Was the program implemented as intended?

EQ4. What program outputs (activities and participation) occurred?

EQ5. What processes occurred between program activities and participation?

Guiding Evaluation Questions Related to Reasoning Mechanisms

EQ6. What were participant perceptions of the program?

EQ7. How did program outputs (activities and participation) contribute to learning?

Guiding Evaluation Questions Related to Outcomes

EQ8. What changes occurred in self-regard, perceived stress, and thriving at work?

EQ9. What changes occurred in way of being?

Program Implementation and Evaluation Procedures

Implementation and Evaluation Procedures: Recruitment and Preparation

Program Participant Recruitment

NCAA WBB head coaches were recruited by WBCA staff members to participate and also recruit up to four additional staff members (e.g., associate head coach, assistant coach, strength and conditioning coach, athletic trainer, video coordinator, director of basketball operations) to also participate. The WBCA first offered program participation to head coaches who served on the WBCA board. Specifically, the program was discussed at the WBCA full board meeting on July first, 2020. Board members were then sent an email from a WBCA staff

member with a program description and four attachments: (1) A document connecting NCAA GOALS study findings to the TTB program, (2) The original project proposal, (3) A published article on PCT in coach-athlete relationships, and (4) A reader guide for the published article (see Appendix C for sample recruitment emails and sample attachments). In addition, a follow-up email with the program recruitment flyer (Appendix D) was sent by a WBCA staff member. After initial recruitment efforts with WBCA board members, the WBCA sent the recruitment email to head coaches who work closely with the WBCA on committees. Lastly, four head coaches were sent the program recruitment flyer through personal contacts of the TTB program facilitator/evaluator (myself). Coaches and support staff members did not receive incentive for participation up front. However, head coaches, at minimum, were made aware of the NCAA and WBCA's financial support of the program as a benefit to them. All participants were also provided personal access to all program materials after participating in the program.

In total, 39 head coaches were invited to participate in TTB and 22 (56%) initially signed up for program participation[13]. Head coaches who agreed to participate were then contacted by the TTB program facilitator/evaluator via email and asked to share the names and email addresses of up to four additional staff members who would participate. This resulted in a total of 76 coaching and support staff members from eight DI programs, six DII programs, and six DIII programs who initially signed up to participate in TTB. Notably, the WBCA was asked to gather a participant pool that included an even number of coaching and support staffs among the three NCAA Divisions as well as to recruit diverse representation of coaches and support staff across race and gender. It is also important to note that the primary population from which

[13] Recruitment for program participation was separate and distinct from recruitment for research evaluation participation. See section "Informed consent" for method of recruitment for the research evaluation.

program participants were recruited (i.e., WBCA board and committee members) consisted of coaching professionals who likely already had an interest in continuing CPD and investment in the NCAA efforts towards coach credentialing. Recruitment through the WBCA did not yield a random sample of participants. However, this participant pool was ideal from a realist evaluation perspective because it allowed for a context that was likely more favorable to examine TTB mechanisms and outcomes. Specifically, participants who were already actively involved in the WBCA—a professional organization with an objective to provide educational programming to professional coaches in WBB—likely already had a vested interest in CPD. In fact, Pawson and Tilley (1997) recommended that recruitment be based on participants' potential for examining specific contexts, mechanisms, or outcomes. Thus, the recruitment methods were considered part of the context that will be analyzed in the results (de Souza, 2013).

Research Assistants and Quality Control Group

Once Institutional Review Board approval was obtained, a secure Google Drive with access only to research personnel was established to store all program materials. Three research assistants were trained for each of their respective tasks. In addition, a quality control group was established to review the introductory workshop materials prior to implementation and each module podcast script prior to recording. The purpose of the quality control group was to ensure that (1) TTB content was presented in a way that resonates with professionals in the NCAA WBB context, and (2) materials were thoughtful and appropriate in regard to participants' intersectional identities. Members of this group included the manager of education for the WBCA who self-identifies as a Black female, the Associate Director of WBB with the NCAA who self-identifies as a white female, and a recently retired head coach of NCAA DI WBB who

self-identifies as a white male. See Appendix F for the instructions that the quality control group received for providing feedback.

Implementation and Evaluation Procedures: Onboarding Activities

Welcome Email

A cut-off date for committing to program participation was set for August 24, 2020. All participants who were identified through recruitment procedures at that time received a welcome email on September 2, 2020 from the program facilitator/evaluator. This email (provided in Appendix G) included information about being assigned to a COP, a link to a Doodle Poll for scheduling the introductory workshop, and information regarding informed consent.

Research Participant Recruitment and Informed Consent

Due to Institutional Review Board requirements, program participants were not denied access to TTB if they did not provide consent to have their information included in the evaluation. Thus, a link to an online consent form (via the secure survey platform, QuestionPro; Appendix H) and explanation of the program evaluation was provided six times throughout the program in conjunction with TTB-related email communications. All participants were assigned a participant number to protect their confidentiality as data was being collected throughout program implementation. After completion of the program, any materials of participants who did not provide consent for the program evaluation were moved into a separate folder and excluded from analyses. Removal of identifying information from participant materials occurred as an ongoing process throughout program implementation and was finalized prior to analysis procedures. Efforts were also taken to ensure that participants were not able to be identified based on demographic variables.

Virtual Communities of Practice

Participants were strategically placed into 10 virtual COPs (six to nine professionals per group) with the guidance of the quality control group. Grounded in humanistic, social, and constructivist learning theories, COPs have a strong evidence base within the CPD of teachers (Zepeda, 2019) and support active, collaborative learning. COPs are, essentially, groups of professionals who share problems, concerns, or interest around a specific job-related topic, and who grow their expertise through engaging and interacting with each other on a regular basis (Culver et al., 2020; Wenger et al., 2002). They may be formed based on several factors including, but not limited to, stage in career, shared problems or interests, or working in the same professional organization (Desimone et al., 2002). Scholars have recommended that smaller groups are more effective to foster individual engagement within the group (Goodwin, 2014).

Per the recommendations of CPD scholars in education, COPs were established based on professional position (e.g., head coaches, associate head coaches, assistant coaches, athletic trainers, strength and conditioning coaches, and graduate assistant coaches with video and operations staff were grouped together respectively). Each COP in the current program shared the following characteristics: (1) common ground between its members based on holding similar professional positions, (2) periodic interaction through discussion board posts and two virtual community meetings through the duration of the program, and (3) the "co-creation and sharing of a repertoire of resources such as tools, stories, and ways of doing and talking about their practice" (Culver et al., 2020, p. 117; see also Wenger-Trayner & Wenger-Trayner, 2015). Efforts were also made to ensure that those who frequently compete against each other within their NCAA conference would not be in the same group and that professionals from the same staff (e.g., multiple assistant coaches from the same WBB program) were not grouped together.

Participants were emailed on September 5, 2020 with a list of names of their COP members, a date and time for their introductory workshop, and a link to informed consent. Participants were then introduced to at least one of their COP members during breakout discussions in the synchronous introductory workshop. Following the introductory workshop, COP members were added to virtual discussion boards (accessible through the TTB website and mobile App) in which only the program facilitator/evaluator, her advisor, one research assistant, and COP members could access.

Synchronous Introductory Workshop

The synchronous introductory workshop was offered four separate times between September 9-14, 2020 as to minimize the number of participants in the workshop to no more than 25 at a time. Each workshop was delivered using Zoom. Participants were assigned their time according to the availability they provided and their COP placement. During the workshop some, if not all, COP members were able to interact through breakout rooms. Notably, three alternative workshops were also provided. The first was on September 11, 2020 with a single WBB program staff who could not be available for their assigned times. The second was on September 16, 2020 with one staff member who was hired on to a participating staff after introductory workshops had begun. The third was on September 21, 2020 with one assistant coach and one volunteer assistant coach who could not make their scheduled time. The program facilitator/evaluator and her advisor moderated the four initial workshops and first alternative workshop to support engagement and ensure consistency across the workshops. Two research assistants also attended the initial four workshops, and one research assistant attended the first alternative workshop to take notes. With just one or two attendees for remaining alternative workshops, the program facilitator/evaluator moderated these by herself.

The introductory workshop aimed to address the need to (a) begin with adults' experiences, and (b) establish a rationale for learning at the start of an adult learning experience (Knowles, 1980; Merriam & Bierem, 2013). The workshop also aimed to engage coaches in participatory planning and begin establishing relationships within COPs (Zepeda, 2019) as well as between the program facilitator/evaluator and participants. Lastly, the workshop aimed to promote the purpose and structure of the program, and prime coaches and support staff with the content to be covered. Specifically, the first 30-minutes of the workshop utilized Mentimeter to collect anonymous, yet visible to participants, responses to icebreaker questions such as "What is your favorite thing about your job in NCAA WBB?" These questions were also used to gauge an understanding of professional learning interests and relevant professional problems (e.g., "What is your biggest challenge in establishing relationships with players?; see Appendix I). The Mentimeter platform allowed learners to submit anonymous responses to questions through an internet device and immediately synthesized responses into scrolling answer boxes, word clouds, or various types of graphs (Vallely & Gibson, 2018).

The next 60-minutes of the workshop included an overview presentation to define UPR and its opposites intermixed with discussion questions for coaches and staff to connect these concepts to personal experiences and relevant challenges in breakout rooms with members of their COP. The next 10-minutes consisted of an explanation of the research evaluation, including a review of key points from the informed consent that participants received via email and methods planned to protect participant confidentiality. Finally, the last 20-minutes consisted of guiding participants through joining the program website and mobile App, answering participant questions, and encouraging participants to complete pre-program measures (sent via email to the participants immediately following each workshop) within the next week.

The anonymous Mentimeter responses from the introductory workshop and open-ended responses from the pre-program survey were stored in the secure Google drive and initially analyzed immediately following the workshops. This information was used to adapt program content, including the challenges discussed and examples used, in the module podcasts to reflect participants' specific responses regarding their interests and immediate professional problems.

Implementation and Evaluation Procedures: Educational Modules

Flipped Classroom Design

The implementation of six educational modules began on September 14, 2020 with the intention to finish October 23, 2020. However, in the sixth week, the decision was made to allow participants two additional weeks to complete the modules. Thus, this portion of TTB actually finished on November 2, 2020. The educational modules were established according to a flipped classroom design with a combination of asynchronous and synchronous activities. A flipped classroom design is an instructional design in which learners review content on their own prior to meeting to discuss or apply content (McDonald & Smith, 2013). The blend of asynchronous and synchronous online learning can support adults' need for self-direction (Knowles, 1980) and embeddedness of learning into their professional environment (Zepeda, 2019), as the asynchronous portions of the intervention could be completed at times of their choosing in and around normal, daily professional activities. The materials for asynchronous activities were delivered through a website and mobile App. These materials included a link to an audio podcast, a CPDF attachment with guided notes to accompany the podcast, reflection questions, application activity instructions, and a discussion board prompt. Participants then had access to a virtual discussion board with their COP, in which they were instructed to respond to the discussion board prompts. Each module was made available at 5:00am on the Monday morning

of the week associated with that module. Participants could choose when they completed the podcasts and associated activities but were encouraged to listen to the podcast and complete the individual reflection question at the start of each week, implement the activity throughout the week, and respond to the discussion board prompts at the end of each week.

The synchronous portion of the intervention was intended to support greater depth in active and collaborative learning with peers, allowing for public reflection and co-construction of knowledge (Crudgington, 2020; Desimone, 2009; Zepeda, 2019). Specifically, a 30-minute synchronous closing discussion was facilitated via Zoom with each COP (10 meetings total for the facilitator) at the end of week six and beginning of week seven. The synchronous closing discussions were scheduled based on participant availability provided through a Doodle Poll. The prompts used to guide these discussions were informed by the specific challenges identified in each COP discussion board to implementing PCT concepts. These discussions were also intended to help participants prepare for continued implementation of PCT concepts during the WBB season (see Appendix J).

Podcasting for Professional Development

Podcasts are captured audio recordings that can be downloaded as a digital file (Marrocco et al., 2014; McDonald & Smith, 2013). A 2019 study by Edison Research and Triton Digital revealed that 32% of people 12-years-old or older listened to a podcast in the month prior to being surveyed, 78% of podcast listeners reported that they listened to podcasts more than seven hours per week, and the number one reason for listening was learning. Talarico (2019) and others (e.g., Cain, 2020; Twal et al., 2020) have promoted the use of podcasts for CPD with cited benefits including flexibility of when and where learners can catch up on content, increased sense of inclusivity in distance learning, increased engagement in learning, and improved

learning (see Luna & Cullen, 2011). In fact, Luna and Cullen (2011) found that out of a sample of 60 graduate students who participated in a course that utilized instructional podcasting, 76% believed the podcasts enhanced their learning and reflective practice and 40% took notes while listening to the podcasts. The podcasts utilized in this study were no longer than 10-minutes and provided an overview of course concepts with discussion and reflection. This design aligns with Smith and McDonald's (2013) recommendation to keep podcast segments between 10-20 minutes for the purpose of flipped classroom learning.

The UPR in Practice pilot CPD program (McHenry & Zakrajsek, 2020) presented one podcast episode per module that ranged from 30- to 45-minutes long. Based on the recommendations of scholars and participants in the UPR in Practice pilot program, the length of the podcasts in TTB was reduced to 19:10- to 23:54-minutes (M^{time}=21:11) per module. In alignment with Knowles and Associate's (1984) assumption that adult learners need to understand why learning is important, the first segment of each podcast addressed why the topic of the module was relevant for coaching in the NCAA context. In alignment with Zepeda's (2019) adult learning principle to provide opportunity for learners to consider differing perspectives, the second section of the podcast episode addressed what the content was and provided multiple perspectives on the content (e.g., research findings and data sources from coaches, athletes, or administrators). And, in alignment with adult learners' need to apply learning into their professional practice (Knowles, 1980), the third section of the podcast episode addressed how the content could be applied immediately in professional practice with coaching examples from seasoned professionals. The script for each podcast can be found in Appendix E. Feedback on the podcast content in this format was highly positive from participants in the UPR in Practice pilot program.

Website and Mobile App

The website and mobile App had several purposes in aiding the podcasts for asynchronous, self-paced learning. First, embedded in the written content for each module was a CPDF attachment to guided notes that could be printed to facilitate note-taking during the podcast. This allowed participants to have options and autonomy over their preferred style of learning by providing content in the form of audio and text. In addition, the website and App provided links to additional supplemental resources. This mode of delivery was designed based on examples in previous literature. Specifically, Bernstein and Kristiansan (2019) presented a guide for a digital workbook for the learning of professional coaches and found the digital format to be successful in improving coach perceptions of autonomy-supportive coaching behaviors. Further, Twal and colleagues (2020) shared the work of a CPD program for teachers which included a podcast and facilitation guide for each episode with "questions for reflection and discussion, learning activities, and additional resources" (p. 52).

Reflective Practice

The purpose of reflective practice was to support participants in making connections between past experiences, new knowledge, and current problems (Kuklick & Kasales, 2020). Because reflective practice is a skill that must be learned and developed, participants were introduced to this skill in the initial synchronous workshop and provided with guidance through the ways in which each reflection question was designed in the educational modules. Personal and public reflective practice were embedded throughout the asynchronous and synchronous learning activities. Within asynchronous activities, participants were instructed to respond to a reflection prompt following the podcast at the start of their week, engage in the module activity in the midst of their normal work activities throughout the week, and respond to the group

reflection questions (i.e., discussion board prompts) about their experiences toward the end of the week. An example of this sequence is as follows (see also Appendix E):

(1) The module one podcast emphasized fundamental concepts of Rogers' (1959) PCT with specific attention to the concept of self-actualization.

(2) The reflection prompt asked participants to "Think of an athlete who you currently or previously work(ed) with who you have an especially hard time seeing as someone who is self-actualizing. Did or does this athlete know exactly what you expect(ed) of them? What are some basic needs that may not be (or have been) met for this athlete?"

(3) The module activity tasked coaches with completing the "Oneness Rule" (Lynch, 2020): choose one athlete a day to identify one thing of value about that athlete's role on the team and communicate what you've identified to them.

(4) The discussion forum prompt asked participants to describe their experience communicating the value and/or potential you see to one athlete this past week and response to the following questions: "What did the conversation feel like for you? How did the athlete respond in the moment? How do you think the conversation impacted the athletes' demeanor and/or behavior over the next day or two?"

Discussion posts were evaluated with the use of a rubric—connecting responses to criteria associated with each learning outcome—to assess learning (Barrio Minton et al., 2016; the rubric for each module discussion board is included in Appendix E directly following each module's discussion board prompt). Discussion post scores were not shared with participants but rather used solely as a metric for learning for the program evaluation. However, the program facilitator/evaluator did provide written feedback by commenting on every participant's discussion board post on a weekly basis. The intention of providing feedback was to (a)

encourage continued participation through participant-facilitator interaction, (b) reinforce concepts from the podcasts, (c) prompt further discussion and (d) provide specific additional resources as appropriate.

Collaborative reflection during synchronous activities, which occurred during the introductory workshop and closing discussions, were centered around specific and relevant professional challenges. Each COP was evaluated as a group for learning based on their closing discussion. A rubric was used for this evaluation, connecting participants responses to criteria associated with each learning outcome (Barrio Minton et al., 2016; the rubric for closing discussions is included in Appendix J directly following the closing discussion handout and questions). Again, the closing discussion evaluation scores were not shared with participants but utilized as another metric for participant learning.

Pre- and Post-Assessment of Learning

In addition to the assessment of discussion board posts and the closing discussion calls with a rubric, participants also completed a pre- and post-program assessment to demonstrate their learning. This assessment was also evaluated with a rubric to determine the extent to which learning occurred in accordance with the learning objectives of the program (Barrio Minton et al., 2016; see Appendix K for pre- and post-assessment questions and associated rubrics). Again, pre- and post-assessment learning scores were not shared with participants. Because these assessments were completed as part of the pre- and post-program surveys, they are described in detail in the section “Data Collection Tools.”

Program Facilitator/Evaluator Reflexive Journal

Throughout the duration of the program, the program facilitator/evaluator maintained a reflexive journal. Realist evaluation scholars have indicated that the experiences of program

facilitators are critical for understanding a program's context and resource mechanism (e.g., the activities and outputs and whether or not they happen as planned) when the evaluator does not work within the program being evaluated (Manzano, 2016; Pawson & Tilley, 1997). Thus, when the program facilitator holds the dual role of also being the program evaluator, a reflexive journal can be particularly useful both to capture information around program mechanisms and to ensure that the program evaluator maintains critical awareness of any biases related to the evaluation that may result from being in this dual role (Alkin & Vo, 2018).

Weekly Facilitator/Evaluator Procedures During Program Implementation

Weekly evaluation procedures during program implementation were as follows. The program facilitator/evaluator prepared the module for that week to be released at 5:00am on Monday mornings. The facilitator/evaluator also posted an announcement at this time on the mobile App to say that the module was available. Announcements posted on the mobile App were also sent to participants as an automated email from the website platform. Meanwhile, a research assistant updated records of blog views, podcast downloads, and discussion from the previous week. In addition, a different research assistant copied, de-identified, and stored the discussion posts in the secure shared drive. Between Tuesdays and Fridays, the program facilitator/evaluator provided feedback on participant discussion board posts, adapted the upcoming module based on quality control group feedback and existing process data, responded to any individual participant emails, kept record of adaptations and communications in the secure shared drive, and completed a reflexive journal entry. These tasks were supervised by the program facilitator/evaluator's advisor and supported by the help of three research assistants.

Evaluation Procedures Following Program Implementation

Post-Program Survey

Following the completion of the program, participants were emailed a link to the post-program survey with another opportunity to provide consent for participation in the program evaluation. Two reminder emails were sent (one week apart) following the initial email requesting participation in the post-program survey. After the final reminder email was sent, and as incentive for their participation, participants were provided with a copy of all program materials to keep for future use.

Post-Program Interviews

The post-program survey included an option for participants to state whether they would be willing to participate in a post-program interview. The program facilitator/evaluator then emailed those who stated they were willing with a Calendly link to schedule a day and time for a 60-minute interview. Nineteen out of twenty-one participants who stated willingness to participate in the post-program interview followed through. Post-program interviews were scheduled in November and December 2020. All interviews were conducted on Zoom. Video recordings were destroyed and the audio recordings were stored in the secure shared Google drive. Two research assistants transcribed and de-identified the interview transcripts, and the program facilitator/evaluator reviewed each interview transcript with the recording to check for de-identification and accuracy. Interview transcripts were also stored in the secure shared Google drive and will be destroyed after completion of this project.

Member Checking

In December 2020, all participants who had given consent for participation in the research evaluation were emailed a copy of their de-identified program materials for an

opportunity to review their materials, provide feedback, and request to have any part of their materials removed from the analysis. These materials included notes from the introductory workshop and closing discussion that each respective participant attended; pre- and post-program survey open-ended responses; discussion board posts and comments; emails to the program facilitator/evaluator outside of routine program communications; and, if applicable, a post-program interview transcript. Participants who had not yet given consent were also emailed their de-identified information with another opportunity to provide consent for participation in the evaluation. One participant who had provided consent for evaluation participation responded with a request not to include one of their discussion board posts in the analysis. Thus, this post was deleted from the materials analyzed for the evaluation.

Follow-Up Survey

Finally, on January 15, 2021, participants were emailed with an invitation to complete a two-month follow-up survey and a final opportunity to give consent for participation in the evaluation for those who had not done so at this point. Participants received two follow-up emails (one week apart) with links to the survey and consent form (if applicable). This third round of data collection closed on January 29, 2020. All information of participants who had not provided consent for participation in the evaluation at this point was moved into a different file, separate from information included in analyses for the evaluation. An overview of weekly program procedures is provided in Table 5 (Appendix B) and a timeline of procedures is provided in Table 6 (Appendix B).

Data Collection Tools

The data collection tools for the current evaluation included the following: optimal implementation checklist; activity and participation records; program facilitator/evaluator

reflexive journal; Mentimeter questions in the initial program workshop; research assistant notes from the initial workshop; pre-program survey instrument; Website, App, and Podcast analytics; discussion forum posts and rubric scores; research assistant notes from COP closing discussions; rubric scores for each discussion; post-program survey instrument; post-program interview transcripts; and the two month follow-up survey instrument. These tools will now be described in detail in the order in which they will be implemented.

Optimal Implementation Checklist and Output Records

An optimal implementation checklist was used to track whether the program was implemented as intended in each week of the program. Output (i.e., activity and participation) record tables were used to track weekly discussion board posts and use of the mobile App and website (Appendix L).

Reflexive Journal

The program facilitator/evaluator maintained a reflexive journal throughout the duration of the program. This journal consisted of open-ended submissions that were integrated into ongoing, iterative qualitative analysis to assess the context of the program (including the facilitator/evaluator's own meso and micro contexts) in addition to resource mechanisms (e.g., activities and outputs).

Introductory Workshop Mentimeter Questions

During the synchronous introduction workshop, the Mentimeter App was used to anonymously poll participants in regard to their prior professional experiences, current professional needs, and initial perceptions of the program (Appendix I). These questions were finalized according to feedback from the quality control group. Participant responses were utilized to adapt TTB content to their prior professional experiences and current professional

needs (Socarras et al., 2015) and were used in an ongoing, iterative qualitative analysis to assess the professional context in which the program was implemented. Sample Mentimeter questions included: “What is one thing you have learned since the start of the Covid-19 pandemic?” and, “What is your biggest challenge motivating student-athletes?”

Pre-Program Survey Instrument

The pre-program survey instrument (Appendix M) was completed after the introductory workshop. The pre-program survey began with two questions to assess professional coaches’ motivations to participate in the program. Next it included a pre-assessment of coaches’ knowledge of the content they were supposed to learn throughout TTB. This was followed by four sets of Likert-scale items for each of the program’s experiential outcome measures (self-regard, thriving at work, perceived stress, and way of being). Following the outcome measures, the pre-program survey also included demographic items. Finally, participants were asked for their email address as a way to match pre-program, post-program, and two-month follow-up program measures. Prior to being asked for their email address, the survey instructions provided information regarding how their survey responses would be kept confidential. Specifically, as soon as survey data was exported from the secure platform QuestionPro, email addresses were replaced with a participant identification number and deleted from QuestionPro. Email addresses and associated identification numbers were stored in a separate password-protected file. Access to this file was limited to research personnel only. Each component of the pre-program survey instrument will now be described in detail.

Motivation to Participate

Coaches’ and support staff’ motivation to participate in the program was assessed with a single multiple-choice item with the option to “check all that apply” and two open-ended

questions. The multiple-choice item asked coaches and support staff what motivated them to participate. Sample choice options included: personal interest, professional interest, encouragement from the WBCA/NCAA, requirement from boss/administration, belief that the program content aligns with your current professional needs, and belief that participation will be viewed positively by boss/administration. A sample open-ended item included: "Please share anything else that has contributed to your motivation to participate in this program."

Pre-Assessment of Learning

In alignment with the realist evaluation approach, education scholars have suggested that it is no longer sufficient to simply measure outcomes through summative assessment. Rather, formative and summative assessment should "act as an aid to the learning process" (Kosel, 2006, p. 196). Kosel (2006) recommended that learning assessments should be completed at least two times throughout a learning intervention, ideally at the beginning and end of the intervention. Thus, a brief pre-assessment of learning in relation to the learning objectives of the program was included on the pre-program survey. Importantly, not all learning objectives were assessed in this way as some of the objectives served as scaffolding for higher level learning objectives and were not formally assessed. Thus, only learning objectives related to higher level learning (e.g., demonstration) were included on the pre-assessment of learning. These included objectives five (Demonstrate growth in awareness of personal use of negative regard or disregard) and eight (Demonstrate UPR in your interactions with student-athletes). To assess this, participants were asked a series of open-ended items to describe and reflect upon a situation in which they (a) communicated an opposite of UPR to a student-athlete, and (b) communicated UPR to a student-athlete. A rubric was used to evaluate responses on the pre-program survey based on pre-defined criteria for not meeting expectations, meeting expectations, and exceeding expectations in

relation to the learning objectives (Barrio Minton, 2016; see Appendix K for pre- and post-learning assessment questions and associated rubrics).

Outcome Measure #1: Unconditional Positive Self-Regard

The unconditional positive self-regard (UPSR) scale was developed and validated by Patterson and Joseph (2006). This 12-item scale has two subscales—level of positive regard and conditionality of regard—which are measured on a five-point Likert scale ranging from one (*"strongly disagree"*) to five (*"strongly agree"*), such that higher scores reflect higher levels of agreement with each statement. Notably, Patterson and Joseph (2006) developed the items of this scale by revising items from the Barrett-Lennard Relationship Inventory (BLRI; Barrett-Lennard, 1986, 2015) which they noted has been a "widely used and extensively validated" (p. 560) scale for measuring PCT concepts (see also Barrett-Lennard, 1986, 2015; Cramer, 1986).

The first subscale consists of six items with sufficient internal consistency reliability (alpha = 0.88; Patterson & Joseph, 2006, p. 565). In this subscale, the Likert scale scores for each item are totaled to reflect a person's level of positive self-regard and there are no negatively worded items. Thus, higher total scores reflect higher levels of positive self-regard. Sample items include: "I really value myself," "I feel that I appreciate myself as a person," and "I treat myself in a warm and friendly way" (Patterson & Joseph, 2006, p. 565). The second subscale also consists of six items with sufficient internal consistency reliability (alpha = 0.79; Patterson & Joseph, 2006, p. 565). In this subscale, the Likert scale scores for each item are totaled to reflect the level of a person's conditionality in their self-regard. There are two negatively worded items in this subscale; thus, the scores of those items are reversed prior to calculating the total score. Like the first subscale, higher total scores reflect higher levels of unconditionality. Sample positively worded items include: "Whether people are openly appreciative or openly critical of

me, it does not really change how I feel about myself" and "How I feel towards myself is not dependent on how others feel toward me." A sample negatively worded item is: "Some things I do make me feel good about myself whereas other things I do cause me to be critical of myself" (Patterson & Joseph, 2006, p. 565). Taken together, higher total combined or mean score of both subscales reflect higher levels of UPSR (Patterson & Joseph, 2006).

Notably, Patterson and Joseph (2006) found the total UPSR scale to account for "56.9% of the total variance of the scale" (p. 564). They also reported acceptable construct validity with positive self-regard subscale strongly correlating ($r = .79$, $p < .01$) and conditionality subscale weakly correlating ($r = .29$, $p < .01$) with the Rosenberg global self-esteem inventory (Rosenberg, 1965). As a measure of discriminant validity, Patterson and Joseph (2006) also found no significant correlations between the UPSR scale and the Marlowe Crowne Social Desirability Scale (Crowne & Marlow, 1960). In the current study, the mean score of the total scale was used as a measure for UPSR. The scale maintained excellent reliability among the current sample of participants at all three time points with alpha=.88 at time one (n=44), alpha=.90 at time two (n=35), and alpha=.80 at time three (n=36).

Outcome Measure #2: Thriving at Work

The thriving at work scale was developed and validated by Porath et al. (2012). Porath et al. (2012) conceptually defined thriving as "the joint experience of vitality and learning" (p. 250; see also Spreitzer et al., 2005). Similar to Brown and colleagues (2017a) definition of thriving, vitality represents self-reported holistic well-being and learning represents success through the self-perception that one is continually learning and improving in one's career. Importantly, Porath and colleague's (2012) posited that thriving is "an internal gauge of a sense of growth and development" which they argued "is best measured through self-report" (p. 259). Thus, the

thriving at work scale is a 10-item self-report scale comprised of two subscales: vitality and learning. Each item is measured on a seven-point Likert scale ranging from one (*"strongly disagree"*) to seven (*"strongly agree"*) to assess the level of agreement with each item.

The first subscale consists of five items that collectively represent a person's internal sense of vitality at work. Inter-item correlations from a pilot sample ranged from $r = .40$ to $r = .77$ (Porath et al., 2012, p. 255). A mean composite score for these five Likert items is used to represent vitality with higher mean scores indicating higher perceptions of vitality at work. There is one negatively worded item in this subscale for which a reversed score is utilized in the mean score calculation. All items on this scale begin with the statement: "At work…" Sample positively worded items in this subscale include: "I feel alive and vital," "I have energy and spirit," and "I am looking forward to each new day." The negatively worded item is: "I do not feel very energetic" (Porath et al., 2012, p. 256).

The second subscale consists of five items which collectively represent a person's internal sense of learning at work. Inter-item correlations on a pilot sample ranged from $r = .54$ to $r = .78$ (Porath et al., 2012, p. 255). A mean score of these five items is also used to represent learning at work with higher mean scores reflecting higher perceptions of learning at work. There is one negatively worded item in this subscale. Thus, the reverse score of that item is utilized in the composite score calculation. All items on this scale begin with the statement: "At work…" Sample positively worded items in this subscale include: "I find myself learning often," "I see myself continually improving," and "I am developing a lot as a person." The negatively worded item is: "I am not learning" (Porath et al., 2012, p. 256).

Taken together, a composite score for the latent construct of thriving at work is determined by calculating the mean score of all 10 Likert scale items. Thus, higher mean scores

of all scale items reflect higher perceptions of thriving at work. The reverse scores of the two total negatively worded items are used in the composite score calculation. Porath and colleagues (2012) found a good model fit and fit indices for the total measure of thriving at work in two samples ($p < .001$, relative fit index = .96 and .94) through confirmatory factor analysis. In the current study, the mean score of the total scale was used as a measure for thriving at work. In addition, for the purpose of the current study, items for the thriving at work scale were measured on a 5-point Likert scale instead of a 7-point Likert scale. This was because every other measure on the survey used a 5-point scale, and scholars have indicated that using the same scale for every measure within a survey can minimize participant confusion and increase response rates (e.g., Babakus and Mangold, 1992). Further, scholars have found that the mean scores of 5-point and 7-point Likert scale responses to the same survey items were statistically equal once adjusted for comparison (Dawes, 2008). The thriving at work scale items maintained excellent reliability among the current sample of participants at all three time points with alpha=.78 at time one (n=45), alpha=.87 at time two (n=38), and alpha=.88 at time three (n=34).

Outcome Measure #3: Perceived Stress

The perceived stress scale (PSS) was developed and validated by Cohen et al. (1983) and has since been used in numerous contexts as a global measure of perceived stress. This 14-item scale measures a single construct which is the "degree to which situations in one's life are appraised as stressful" (Cohen et al., 1983, p. 386). Each item is measured on a five-point Likert scale ranging from zero (*"never"*) to four (*"very often"*) to assess the frequency at which participants have experienced the feelings described in the previous month. Of the 14 items, seven are positively worded and seven are negatively worded. The total score is calculated by reversing the scores of positive items and then calculating the sum or mean score of all 14 items.

Thus, higher total scores represent higher levels of perceived stress. All items begin with the statement, “In the last month, how often have you…” Sample positively worded items include: “…dealt successfully with irritating life hassles?” and “…felt that you were effectively coping with important changes occurring in your life?” Sample negatively worded items include: “…felt that you were unable to control the important things in your life?” and “…felt nervous and ‘stressed’?” (Cohen et al., 1983, p. 394).

The PSS was found to have excellent reliability in three respective samples (alpha = 0.84; alpha = 0.85; alpha = 0.86, respectively; Cohen et al., 1983). In addition, Cohen and colleagues (1983) found a test-retest reliability to be strong (r = .85) in one sample with a two-day interval. They also found the PSS to correlate as expected. For example, correlations in four samples ranged from r = .24 to r = .49 between the PSS and the impact of life events subscale on the stressful life events score. The scale maintained excellent reliability among the current sample of participants at all three time points with alpha=.86 at time one (n=45), alpha=.74 at time two (n=39), and alpha=.80 at time three (n=36).

Outcome Variable #4: Way of Being

The way of being scale is an adapted measure from the Barrett-Lennard Relationship Inventory (BLRI; Barrett-Lennard, 2015) which had four subscales: genuineness, empathy, level of positive regard, and conditionality of regard. Barrett-Lennard (2015) provided a version of this scale for students to report on perceptions of teachers’ way of being with them and a version for teachers to report on their way of being with students. The teacher-report version of this scale was adapted for coaching and support staff members to report on their way of being toward student-athletes for the current evaluation. Thus, each subscale is in reference to participants’ self-reported way of being toward athletes.

For the purpose of this evaluation, the BLRI teacher-report form (Barret-Lennard, 2015) was revised in the following ways. First, the number of items per subscale was reduced from ten to five, resulting in 20 total items. This revision was based on the recommendation of survey researchers to limit the number of survey items to a maximum of 15 questions (Lindemann, 2016). However, this recommendation must be balanced with evidence that a construct, or subscale, should include a minimum of four items for internal consistency (Willits et al., 2016), and that more items per construct with higher levels of communalities are more likely to produce a satisfactory extraction of factors regardless of sample size (Hogarty et al., 2016; MacCallum et al., 2001). Thus, items most relevant to the dynamics of the coach-athlete relationship were kept based on qualitative findings related to UPR in coach-athlete relationships (e.g., McHenry et al., 2019, 2020). Reverse scored items were also removed to reduce the likelihood of response error. Some scholars have suggested that the inclusion of negatively scored items reduce response-set bias (Willits et al., 2016). This is reflected in the reversed items that exist in validated measures described earlier. However, other scholars have emphasized that reversed items can be prone to response error (Ornstein, 2013).

Third, the Likert response scale was revised to a five-point scale ranging from one (*"strongly disagree"*) to five (*"strongly agree"*). The original BLRI (Barret-Lennard, 2015) instruments utilized a six-point Likert scale for each item ranging from one (*NO, I definitely feel it's* ***not true****"*) to six (*"YES, I strongly feel it* ***is true****"*). While there is also debate in the literature as to whether Likert scale ranges should include a clearly defined midpoint response option or not, many scholars are consistent in the recommendation to include a midpoint option (see, e.g., Robinson & Leonard, 2019; Tsang, 2012). Further, the revision to a five-point scale with anchors set as *"strongly disagree"* and *"strongly agree"* is consistent with the way in which Patterson

and Joseph (2006) revised the Likert scale range and labels from the BLRI (Barret-Lennard, 2015) for the UPSR scale.

Finally, the BLRI (Barrett-Lennard, 1964; 1986) contained ambiguous wording (words that could have multiple meanings), double barreled questions (single items that ask multiple questions), and low-frequency terms (words that are uncommon; Robinson & Leonard, 2019). Robinson and Leonard (2019) emphasized the importance of keeping survey items short, simplistic, and specific. Thus, each item in the current measure was revised to use language that is common and specific to sport, be relatively short, and be reflective of only one question. For example, "I feel that I am genuinely myself with them" was revised to "I am genuine with each athlete" to represent authenticity. As another example, "I usually do sense and realize how they feel about things" was revised to "I can sense how my athletes are feeling when I interact with them" to represent empathy. Further, "I respect them individually" was revised to "I respect every athlete on the team," to represent positive regard. And as a final example, "The interest I feel in them depends on their behavior and how well they learn" was revised to "My interest in each athlete is the same no matter how they perform" to represent conditionality of regard.

The mean score of all 20 items is intended to reflect participant perceptions of PCT-based way of being with their athletes. Higher mean scores reflect higher reported empathy, authenticity, and UPR (i.e., higher regard and less conditionality of regard) toward student-athletes. Importantly, validating this scale is not included in the purpose of the current evaluation. However, reliability coefficients support the use of this scale for the purpose of the current study. Specifically, reliability coefficients for the total scale were excellent among the current sample at all three timepoints with alpha=.87 at time one (n=44), alpha=.90 at time two (n=39), and alpha=.86 at time three (n=35).

Demographics

Demographic items were at the end of the pre-program survey and included race/ethnicity, gender, sexual orientation, and age. To align with best practices for identifying sensitive demographic variables (e.g., sexual orientation), participants were given the option "prefer not to respond" and reminded that this information will remain confidential (Morrow, 2019; The GenIUSS Group, 2014). Additional demographic variables were collected through public databases and stored separately from the demographic variables collected from participants. These variables included current professional position (i.e., head coach, associate head coach, assistant coach, or other type of staff member), and NCAA division.

Website and Podcast Analytics

Website analytics provided estimates of unique and total page views for each module page on the program website. Unique page views represented the number of unique devices (e.g., computer, phone, or tablet with a unique Internet Protocol address) from which a page on the program website was viewed. Total page views represented the total number of times a page was viewed. Podcast analytics provided estimates of the unique number of downloads per podcast within a given time period. Similarly, unique downloads represented the number of unique devices (e.g., computer, phone, or tablet with a unique Internet Protocol address) from which the podcast was downloaded. These analytics have several limitations. First, the numbers for unique website page views and unique podcast downloads are likely to be inflated assuming that the same person may view a website page or downloaded a podcast from multiple devices (e.g., a computer and a phone). Second, the website analytics were not designed to include page views from the website's associated mobile App. Thus, unique module page views only counted the unique devices from which participants viewed the modules through the actual website and not

through the mobile App. In addition, total module page views were likely deflated assuming that participants did view the modules on the mobile App.

Finally, both the website and podcast platform analytics track the device type, application, and Internet Protocol address of webpage viewers and podcast listeners through third party auditors which prevents the ability to track who, specifically, downloads a podcast episode or views a webpage (Google, 2020; Smith, 2019). Thus, website and podcast analytics were completely anonymous and could not be disaggregated between program participants who consented to the research evaluation or not. Notably, both the website and podcast were only accessible to TTB participants through log-in information for the website and private settings for the podcast. Thus, the possibility of inflation due to other people accessing these platforms was highly unlikely. Yet given the limitations to the website and podcast analytics, these data sources were only used to represent general trends in participants' use of the website and podcast.

Discussion Board Posts

Throughout TTB, participants posted on discussion forums within their COPs. These posts were responses to the discussion board prompt for each module, and participants were encouraged to respond to each other's posts (see section on "Reflective Practice" within "Evaluation Procedures" for a sample discussion board prompt). The total number of discussion board posts per module were calculated as a measure of resource mechanisms (i.e., program activities). In addition, posts were evaluated for learning according to a rubric (Appendix E). Finally, the posts (and associated rubric-based assessment) of participants who provided consent to allow their program materials to be used in the research evaluation were copied and pasted into a running document. Identifying information was removed from this document. This document was included in an ongoing, iterative qualitative analysis to evaluate the professional

contexts that participants discussed that may have influenced program mechanisms and outcomes. The document was also analyzed to evaluate reasoning mechanisms (i.e., participants' perceptions and progress toward meeting learning objectives).

Community of Practice Synchronous Closing Discussion

Each COP engaged in a synchronous closing discussion via Zoom following either at the end of week six or beginning of week seven. The total number of participants who attended these meetings were recorded as measures of resource mechanisms (i.e., program activities). In addition, each COP discussion was evaluated for learning with a rubric (Appendix J). A research assistant was also present during these calls to take notes. These notes were also utilized in the ongoing, iterative qualitative analysis to evaluate reasoning mechanisms (i.e., participants' perceptions of the program and progress toward learning objectives).

Post-Program Survey Instrument

The post-program survey instrument (Appendix N) was completed following module six and the synchronous closing discussion. The post-program survey began with a post-program assessment of learning. This was followed by the four experiential outcome measures described earlier (self-regard, thriving at work, perceived stress, and way of being). Next, the survey included items related to participant processes of engagement with the program activities. Finally, the survey concluded with items related to participants' perceptions of the program. Because the four outcome measures have already been described in detail (see "Pre-Program Survey Instrument" section), this section will focus on descriptions of the post-program assessment of learning, participants' processes, and perceptions of the program.

Post-program Assessment of Learning

Similar to the pre-assessment measure on the pre-program survey, a brief post-assessment measure of learning in relation to learning objectives five (Demonstrate growth in awareness of personal use of negative regard or disregard) and eight (Demonstrate UPR in your interactions with student-athletes) was included on the post-program survey. To assess this, participants were asked a series of open-ended questions to describe and reflect upon a situation in which they (a) communicated an opposite of UPR to a student-athlete, and (b) communicated UPR to a student-athlete. A rubric was used to evaluate responses on the post-program survey based on pre-defined criteria for not meeting expectations, meeting expectations, and exceeding expectations in relation to the learning objectives (Barrio Minton et al., 2016; see K). Participants' mean post-program scores were compared to mean pre-program scores with an independent samples t-test to measure the extent to which learning of these higher-level learning objectives occurred.

Participant Processes of Engagement

As a measure to assess what happened between resource mechanisms and reasoning mechanisms (i.e., what happened between program activities and outputs), several multiple-response items with open-ended follow-up options were included in the post-program survey. These items assessed where and when participants engaged in program activities in addition to how much time they spent on the modules each week. A sample item is: "When did you typically listen to the podcast for each module?" with the following options: "Weekday (during working hours), Weekday (after working hours), Weekend, or Other (please describe)."

Participant Perceptions of the Program

As a measure for reasoning mechanisms specific to participant perceptions, Likert scale and open-ended items were included on the post-program survey. These measures included items

about participant satisfaction with each aspect of the program (e.g., the COP, the podcast format, and the podcast content) in addition to items about the perceived value of each aspect of the program for participants' learning. Items were measured on a five-point Likert scale ranging from one (*"Extremely dissatisfied"* or *"Not valuable"*) to five (*"Extremely satisfied"* or *"Extremely valuable"*) with a sixth option for those who did not participate in certain aspects of the program (*"N/A did not participate*).

Satisfaction items began with the statement: "Rate your satisfaction with the following:" and followed with sections of items associated with each aspect of the program. For example, in the "COP" section, sample items include: "Introductions to the group in the initial workshop," and "Shared discussion on the discussion board." Open-ended questions followed each section for participants to list any barriers to participating in that aspect of TTB or suggestions for improving that aspect of TTB. Perceived value items were structured as follows: "Rate how much the [program component] contributed to your learning." At the end of this section, participants were asked two open-ended questions to share any suggestions to improve the value of TTB activities and to share anything else regarding their participation in TTB.

Post-Program Interview Guide

The purpose of interviewing in realist evaluation is to learn "how our interviewees understand and have experienced the program and compare those experiences with our hypotheses about how the program is working" (Manzano, 2016, p. 349). With this purpose, interview data provided further depth of understanding which aspects of context, mechanisms, and outcomes were most meaningful for participants as well as how each related to the other. Ideally, within realist evaluation, interview transcripts are utilized to explore CMO configurations that are also tested and refined with other data (i.e., records of program outputs

and activities; data reflective of participant perceptions and learning) through an iterative process. Thus, the interview process included a semi-structured exploration of participants experiences related to the context, mechanisms, and outcomes of the program. Specific attention was paid to *how* participants' experiences of resource mechanisms contributed to reasoning mechanisms (i.e., perceptions and learning); and, in turn, how their perceptions and learning contributed to experiential outcomes (i.e., possible improvements in self-regard, thriving at work, reduction in perceived stress; and improvement in way of being). Because insights were gained in regard to potentially relevant CMO configurations throughout the iterative process of data analysis during TTB, the post-program interview guides were finalized after the post-program survey had been distributed (Manzano, 2016; Pawson & Tilley, 1997). The interview guides were also adapted for each individual interview participant based on their professional position, COP, and prior program materials (see Appendix O for sample interview guides). A sample interview question included: "I want to understand more about the process between taking in information (e.g., listening to the podcasts) and putting that information into practice. What did this process look like for you throughout the program?"

Two-Month Follow-up Survey Instrument

The two-month follow-up survey instrument (Appendix P) consisted of the four experiential outcome measures described earlier (self-regard, thriving at work, perceived stress, and way of being). Because the four experiential outcome measures have already been described in detail (see "Pre-Program Survey Instrument" section), they will not be described here. In addition, the two-month follow up survey included two open-ended questions to allow for additional sharing of how participants have implemented TTB concepts in the past two months.

A sample open-ended item included: “Please share one example of how you have thought about and/or utilized a TTB concept in the last month.”

Data Analysis, Visualization, and Dissemination

In this section, methods for data cleaning and analysis and rigor in the qualitative analysis will be described, followed with. specific quantitative and qualitative analyses associated with context, resource mechanisms, reasoning mechanisms, and outcomes. Finally, Table 7 in Appendix B provides an overview of the data sources, collection tools, and analysis procedures as related to each evaluation question.

Data Cleaning

Qualitative data was prepared and “cleaned” in an ongoing cycle as it was collected with the help of a research assistant. The research assistant who contributed to data cleaning signed an agreement to keep all data confidential per Institutional Review Board requirements. Notably, all program participants were given an ID number at the start of the program. Participant ID numbers and all associated data were then disaggregated by participants who gave consent for the inclusion of their materials in research and participants who did not. The remainder of data cleaning and analysis procedures were only conducted with the materials of participants who gave consent for evaluation participation. For text documents (e.g., discussion posts and open-ended survey responses), a research assistant maintained a live excel sheet where, for example, discussion board posts were copied on one sheet and survey responses were copied on another sheet. All identifying information was removed from these documents, including names, university, and the names of any other person they discussed. Post-program interviews were also transcribed, de-identified, and checked for grammatical errors. Finally, all qualitative data were

segmented according to the evaluation questions and associated reference to context, resource mechanisms, reasoning mechanisms, or outcomes.

Meanwhile, Morrow's (2017) 12 steps of data cleaning was used to prepare and "clean" quantitative data which began with creating a codebook and analysis plan. The codebook included mechanism and outcome variables. The analysis plan included data cleaning procedures, descriptive statistic procedures for process variables, reliability coefficients for the scales used, and finally a series of repeated mixed factor ANOVAs. The repeated mixed factor ANOVAs tested for interaction and main effects for time along with race, gender, division, age, time spent per module, days/week individually reflecting on content, and days/week discussing with staff on the four experiential outcome variables of self-regard, thriving at work, perceived stress, and way of being. Prior to any procedures of data cleaning and analysis, survey data from associated with participant ID numbers who had not given consent for participation in the evaluation were removed from the quantitative dataset.

Once the analysis plan was created and the way of being scale assessed for reliability, initial frequencies were conducted to check for coding mistakes and modify or create variables as needed. After this, frequencies were run again and z-scores were attained to assess for outliers, and a Shapiro-Wilks format test was conducted to determine normality. From here, decisions were made for dealing with any issues of normality in addition to dealing with missing data. Next, frequencies were conducted on grouping variables (i.e., gender, race, division, age, time spent per module, days/week individually reflecting on content, and days/week discussing) to ensure adequate sample size within those groups. Lastly, final frequencies were performed, and assumptions were tested for repeated mixed-factor ANOVA.

Rigor in Qualitative Analysis

Qualitative analysis began with constant comparative, abductive data analysis (Pawson & Tilley, 1997) in tandem with program implementation and data collection followed by an analysis of post-program interview transcripts in conjunction with additional fragments of qualitative data. An abductive analysis consists of both deductive and inductive coding to compare new data with existing data or theory (Tavory & Timmermans, 2014). This process aligned with the purpose of qualitative data in realist evaluation which is to better understand context, mechanisms, and outcomes and the relationships between each. Thus, the goal of qualitative data analysis was to better understand *how* program mechanisms worked or did not work within the program context to produce the given outcomes (Manzano, 2016; Pawson & Tilley, 1997).

To support rigor in the qualitative analysis process, a research team consisting of myself, my advisor, and two additional scholars participated in the analysis process. The first additional scholar self-identifies as a Black female and has experience as an NCAA DI student-athlete and as a professional coach in NCAA DI sport. The second additional scholar self-identifies as a white female and has experience as a DI and DIII student-athlete. My advisor identifies as a white female and has experience as a DIII student-athlete and as a coach developer. And, I identify as a white female, have experience as a DI student-athlete and as a coach developer. All members of the analysis team had training and experience with qualitative analysis. Before engaging in discussion, each member of the analysis team read and independently coded the qualitative datasets using both deductive (e.g., identifying context, mechanisms, and outcomes) and inductive (e.g., using participants' words) coding. Each member also wrote and shared their personal biases to help the team understand how member's biases might influence interpretations

of the data during discussions. Following the sharing of biases, the analysis team engaged in three two-hour discussions with every member of the analysis team and multiple additional discussions between specific members of the team regarding interpretation of the data (Wong et al., 2016). These processes occurred across the span of five weeks. The specific analyses utilized to assess context, resource mechanisms, reasoning mechanisms, and outcomes will now be described.

Analyses Related to Context

Quantitative Analyses

Descriptive statistics (i.e., percentages) of participation and engagement in TTB will be reported for the entire group of program participants and compared to the same descriptive statistics for the subsample of participants who gave consent to be included in the evaluation. Self-reported demographic variables (i.e., gender, sexual orientation, race/ethnicity, and age) of evaluation participations will be reported separately to ensure that participants' confidentiality is protected. In addition, a repeated measure mixed ANOVA was conducted to assess the main effects between perceived stress and level of participation to provide additional understanding around the relationship between context and mechanisms.

Qualitative Analyses

Ongoing, iterative qualitative analyses of Mentimeter polling responses, pre-program survey open-ended questions, discussion board posts, research assistant notes from synchronous meetings, emails between participants and the program facilitator/evaluator, post-program open-ended questions, and post-program interviews will be conducted to evaluate elements of the context of program delivery that have meaningful implications on mechanisms and outcomes.

Analyses Related to Resource Mechanisms

Quantitative Analyses

Quantitative resource mechanism data consisted of records of participation in synchronous meetings, website and podcast analytics including module views (unique and total), podcast downloads (total), and discussion board posts. Total records per module, week, and COP will be presented as graphs when appropriate.

Qualitative Analyses

Ongoing, iterative qualitative analyses of Mentimeter polling responses, pre-program survey open-ended questions, discussion board posts, research assistant notes from synchronous meetings, emails between participants and the program facilitator/evaluator, post-program open-ended questions, and post-program interviews was conducted to evaluate elements of resource mechanisms that have important implications on reasoning mechanisms and outcomes.

Analyses Related to Reasoning Mechanisms

Quantitative Analyses

Quantitative reasoning mechanism data consisted of Likert scale post-program survey questions regarding participant perceptions of satisfaction with and value of each component of the program. After this data was cleaned, frequencies and descriptive statistics of each variable were be conducted. These were then visualized as graphs. In addition, frequencies and distributions were conducted with participants' scores on the rubrics for the discussion board posts, synchronous closing discussions, and pre- and post-program learning assessments according to COP. These were displayed as graphs. A t-test of mean differences was conducted to assess differences in the pre- and post-program learning assessment scores.

Qualitative Analyses

Ongoing, iterative qualitative analyses of the Mentimeter polling responses, pre-program survey open-ended questions, discussion board posts, research assistant notes from synchronous meetings, emails between participants and the program facilitator/evaluator, post-program open-ended questions, and post-program interviews were conducted to evaluate elements of reasoning mechanisms (i.e., participant perceptions and progress toward learning objectives) that have important implications in relation to the context and experiential outcomes.

Analyses Related to Outcomes

Quantitative Analyses

Quantitative outcome data consisted of Likert scale survey responses to the four experiential outcome measures (self-regard, thriving at work, perceived stress, and way of being) at three different time-points (pre-program, post-program, two-and-a-half months post-program). Once the data was cleaned, descriptive statistics reviewed, and assumptions tested, a series of four repeated measures ANOVAs were conducted to assess overall changes in each dependent variable (self-regard, thriving at work, perceived stress, and way of being) across all three time-points. Once main effects were determined, pairwise comparisons with a Bonferroni correction were conducted to reveal exactly which time points at which changes occurred. To provide greater understanding for how these results might have been impacted by context and mechanisms, 24 mixed factor ANOVAs were conducted with gender, race, age, division, position (e.g., context), and time spent per module (e.g., mechanism) as between-subjects variables and time as the within-subjects variable with each of the four dependent variables (self-regard, thriving at work, perceived stress, and way of being). Once main effects were determined, pairwise comparisons with a Bonferroni correction were planned to reveal exactly

which time points at which changes occurred. Once interaction effects were determined, simple effects post hoc analyses were planned to reveal at which time points changes occurred for each between-subjects variable. and time spent per module,

Qualitative Analyses

Ongoing, iterative qualitative analyses of the Mentimeter polling responses, pre-program survey open-ended questions, discussion board posts, research assistant notes from synchronous meetings, emails between participants and the program facilitator/evaluator, post-program open-ended questions, and post-program interviews were conducted to provide greater depth as to *why* the quantitative results of the four experiential outcome variables are what they are.

Dissemination Plan

The program facilitator/evaluator provided a verbal updated of TTB implementation and evaluation to the WBCA full board meeting on December first, 2020. The final results of the evaluation described above are presented in the following chapter. A written report will also be provided to the NCAA WBB oversight committee and WBCA in Summer 2021. A complete outline of data sources, data collection tools, analysis procedures, and dissemination plan is presented in Table 7 (Appendix B).

Program Budget

Finally, the current implementation of TTB was funded with a total of $6,000 by the NCAA WBB oversight committee, the WBCA, and an external donor. An overview of how the funds were be allocated is outlined in Table 8 in Appendix B.

CHAPTER 4

RESULTS

The purpose of the current study was to assess the context, mechanisms, and outcomes of TTB, including resource mechanisms (i.e., program inputs and outputs) and reasoning mechanisms (i.e., changes in participants' learning and perceptions) as well as experiential outcomes (i.e., self-reported self-regard, thriving at work, perceived stress, and way of being) using a realist evaluation design. The guiding evaluation questions were as follows:

Guiding Evaluation Questions Related to Context

EQ1. Who participated in the program?

EQ2. What were contextual benefits and/or barriers to participation at each stage of program implementation?

Guiding Evaluation Questions Related to Resource Mechanisms

EQ3. Was the program implemented as intended?

EQ4. What program outputs (activities and participation) occurred?

EQ5. What processes occurred between program activities and participation?

Guiding Evaluation Questions Related to Reasoning Mechanisms

EQ6. What were participant perceptions of the program?

EQ7. How did program outputs (activities and participation) contribute to learning?

Guiding Evaluation Questions Related to Outcomes

EQ8. What changes occurred in self-regard, perceived stress, and thriving at work?

EQ9. What changes occurred in way of being?

With a realist evaluation, the focus of the presentation of results is on telling "the program's story" which is done "by capturing the participants' stories, because those experiences of the

program illuminate the varying processes and manifold outcomes of the program" (Manzano, 2016, p. 350). Therefore, the goal in the presentation of findings is to integrate multiple sources of data to explain how each fragment of evidence contributes to the understanding of how and why the TTB program resulted in specific outcomes within the context of NCAA WBB. The results are presented in order of evaluation question beginning with questions related to context, followed by questions related to mechanisms, and finishing with questions related to outcomes. These findings will then culminate into CMO configurations that represent the relationships between context, mechanisms, and outcomes and are presented in a revised program logic model.

Evaluation Questions Related to Context

Qualitative analysis of pre- and post-program survey responses, participant emails with the facilitator, Mentimeter responses, the facilitator/evaluator's journal, and post-program interview transcripts were analyzed along with quantitative data on motivation to participate and personal stress in order to understand the contexts in which TTB was implemented. This analysis revealed that the current program was delivered at the intersection of three overarching macro contexts which were prevalent across every fragment of data. These macro contexts included: (1) WBB culture, (2) American culture (including, e.g., intersections of generational, racial, ethnic, and socioeconomic contexts as influenced by historical, systemic, and institutional oppression in the United States), and (3) Global and national crises (i.e., Covid-19 pandemic, racial injustice, natural disasters). Importantly, each of these macro contexts seemed to influence each other and, thus, could not be precisely separated from each other. Rather, their intersections set the stage for participants' meso and micro contexts. In turn, participants' varying meso and micro contexts influenced whether program mechanisms were effective or not in producing intended outcomes.

Thus, to begin the story of the TTB program, these macro contexts and their intersecting influence on each other will be presented first.

Macro Context: WBB Culture, American Culture, and Global and National Crises

Reflective of the broader American culture, WBB culture is embedded within a hierarchical structure of professional positioning with the greatest amount of power and agency felt by those at the top of the hierarchy. Within a single staff, the top of the hierarchy is the head coach. Yet across WBB programs, power and agency to determine what is important seemed to be afforded based on one's combination of years of experience and success in the sport (e.g., success as a player, success as a coach, level of coaching). Participant 1 expressed in a post-program interview: "In athletics, and I'm sure other fields, everybody's competitive. So, everybody's trying to, um, position themselves for a certain role on the staff or a future opportunity." Climbing this hierarchy did not depend on formal education or CPD as much as informal networking and work experience. Participant 66 discussed the challenge this poses:

> The X and O part of the game is maybe 15%, right? But we wear all these other hats, and we don't, there's not a specific degree that you take to be prepared to be a college coach…you could have taken many different paths to be a coach. But you may not be fully qualified or prepared to deal with all the things that land in your lap.

Further, WBB culture seemed to be defined by specific ways of conducting work based on the timing of the academic and WBB season calendars, priorities determined by the head coach, and a culture in which "there is no off-season" (participant 11). Time and topics of discussion were accounted for based on predetermined priority, and this made it difficult for some to integrate a new topic of discussion into the workday. Participant 1 stated: "we're having offensive discussion, defensive discussion, academic, like we have discussions about everything,

but we don't have any discussion about [CPD].” Describing the 24-seven nature of WBB, participant 11 shared in a post-program interview:

> If you're successful in WBB coaching, for a long time, I mean, you're definitely used to working every day of your life. Right? Even Christmas to some degree, because you've got to reach out to recruits and your players, and…alumni, whatever, you're just always, you know, your life is not totally your own.

While some participants indicated that this is the way it is, others, like participant 32, expressed concern about how busy WBB coaching roles have become:

> I don’t do as much CPD as I used to. I say it all the time, you know, these jobs have gotten too busy…We're just, they're just too busy. You know, and when I was a younger coach…I was traveling to four and five clinics in the spring and summer and staying Friday through Sunday. And the coaches who spoke...in the clinic, *they* would stay Friday through Sunday, because they would just hang out and talk to all of us young people trying to learn. Well, you know, now coaches fly in and fly out on a charter plane to speak, and they don't, they don’t talk to anyone, you know?

As with everything else in the year 2020, the clockwork structure of how things are done in WBB was entirely disrupted by the Covid-19 pandemic. Requirements for social distancing, constant testing, and financial strain led to increased job responsibilities for many and loss of resources (including staff and campus spaces) for some. For example, participant 4 shared:

> [Because of Covid] we don’t have group film sessions, we have one-on-one film sessions. So, now, instead of two sessions with four athletes a day, I have eight individual sessions a day. So, it just changes your time management which made it more difficult.

Yet for others the pandemic afforded more time than normal, as participant 55 shared "I have two other responsibilities, but they were put on hold because the pandemic, so it gave me the opportunity to really get into [TTB] much more than I would have…if I did not have the time."

Meanwhile, addressing the uprising around racial injustices in America with staff and student-athletes rightfully took priority for many in the WBB community. Participant 32 shared, "With the social injustice piece, I've been trying to read books on that," and participant 9 stated, "We were just having a lot of meetings about social justice and a lot of other things." A focus on social justice in conjunction with the pandemic contributed to heightened concern among coaching and support staff for student-athletes' well-being. This did seem to prime participants to be more receptive to TTB than they may have been otherwise. Participant 9 shared, "I've just become way more aware that, you know, just because I might be okay, that there are a lot of people that aren't." Similarly, participant 17 stated, "Well, obviously we're in a pandemic…and, you just have to be patient—more patient—because there are extenuating circumstances for me…as well as the players." In fact, when asked "What is one new thing you've learned about being an NCAA coach/staff since Covid-19?" during the introductory workshops, participants' Mentimeter responses overwhelmingly reflected learning skills that are connected to UPR (e.g., "patience," "flexibility," "grace," "empathy," "communication," "listening"). Yet regardless of the variance in how the pandemic and emphasis on racial injustices impacted participants, these macro-contexts required everyone to do their jobs differently than ever before. As participants expressed in one COP closing discussion, "We all feel like freshmen this season!"

Taken together, it is critical to acknowledge up front the meaningful impact of these intersecting macro contexts on the meso and micro contexts of TTB participants. In turn, their varying meso and micro contexts interacted with program inputs and outputs (i.e., resource

mechanisms) to ultimately represent favorable or unfavorable contexts for TTB participation. With this in mind, the two evaluation questions related to context which will now be addressed included: (EQ1) Who participated in the program? and, (EQ2) What were contextual benefits and barriers to participation at each stage of program implementation?

EQ1: Participants

Of 76 total initial program participants, a subsample of 53 (70%) gave consent to be included in the program evaluation. A breakdown of participation by professional position for all 76 program participants (see Table 9 in Appendix B) and for the 53 program evaluation participants (see Table 10 in Appendix B) is provided in Appendix B. A comparison of both tables demonstrates that the subsample of program evaluation participants is a fairly representative sample of the larger group of participants based on professional position and engagement in TTB. The results presented in this chapter will include only the 53 evaluation participants as a subsample of program participants with the exception of anonymous analytics regarding usage of the TTB program's mobile App and website[14].

In addition, self-identifying demographic information was collected at one time-point, as part of the pre-program survey, which was completed by 46 (87%) of the 53 participants. To protect participant confidentiality, each of these demographics will be reported separately. Specifically, participants who provided this demographic information included 36 (78%) females and 10 (22%) males. Of these respondents, 32 (70%) self-identified as heterosexual, 11 (24%) as gay or lesbian, 1 (2%) as bisexual, and 2 (4%) preferred not to report sexual identity. In addition, 31 (67%) self-identified as white, 11 (24%) as Black/African American, 2 (4%) as more than one

[14] See "Website and Podcast Analytics" in Chapter 3 for an explanation of these anonymous data sources.

race, 1 (2%) as Asian, and 1 (2%) preferred not to report racial identity. Finally, 8 (18%) participants' ages ranged from 20-30 years, 13 (29%) ranged from 30-40 years, 16 (36%) ranged from 40-50 years, 7 (16%) ranged from 50-60 years, and 1 (2%) ranged from 60-70 years[15].

EQ2: Contextual Benefits and Barriers to Participation at Each Stage of TTB

Within the larger macro contexts of WBB culture, American culture, and global and national crises, meso and micro contexts that benefitted or hindered participation are presented according to two stages of TTB implementation: *recruitment and introductory workshops* and *educational modules*. Realist evaluators aim to examine how program inputs interact with the contexts in which they are implemented to produce certain outcomes (Pawson & Tilley, 1997). Thus, the results in each stage of implementation are presented as interactions between TTB inputs and meso contexts. Micro contexts related to each interaction is discussed as favorable or not for participation.

Recruitment and Introductory Workshops

The first stage of TTB implementation included participant recruitment, placing participants into COPs, and scheduling and implementing introductory workshops. Qualitative analysis resulted in five interactions between TTB inputs and meso contexts through which associated micro contexts served as benefits or barriers to participation at this stage of implementation. These interactions included: *recruitment method and materials + professional positioning*, *scheduling workshops + variance in WBB program schedules, COP placement + culture of how coaches learn*, *workshop design and content + pressure to be positive*, and *onboarding to mobile App and website + generational norms*. The micro contexts within each of

[15] Demographic percentages are calculated out of the total number of respondents who provided this information on the pre-program survey. This was (*n*=46) for gender, sexual identity, and race/ethnicity, and (*n*=45) for age.

these meso contexts, and how they served as a barrier or benefit to participation in the TTB program, are presented in Table 11 (Appendix B).

Recruitment Method and Materials + Professional Positioning. Head coach participants were either recruited by the WBCA or by the program facilitator's personal contacts. Coaching and support staff were then recruited by their respective head coaches. These inputs interacted with participants' professional positioning (i.e., meso context) which served as a backdrop for participants' initial understanding of the purpose of TTB (i.e., micro context). Participants reported viewing the purpose of participation in two ways. The first way was that the purpose of TTB would be either *helpful or a favor for others* (i.e., for the WBCA, WBB community, or program facilitator). The second was that it was a *requirement*.

Purpose of TTB: Helpful or a Favor for Others. Professional positioning interacted with recruitment method to influence the perceived purpose of TTB as being helpful for participants or a favor for others. For example, being recruited by the WBCA as someone who was climbing the hierarchical ladder in professional coaching lent to perceptions that TTB would be helpful to them (i.e., "wanting to grow as a person and coach," participant 18). Meanwhile, being recruited by the WBCA as someone who had arrived at the top of the hierarchy lent to perceptions that TTB participation would be a favor to others (i.e., "my hope is that my contribution will help our sport," participant 35). Similarly, recruitment by personal contacts seemed to be impacted by the type of relationship between the personal contact and participant, and the professional positioning of each, as to whether TTB's purpose was initially perceived to be helpful for participants or a favor for others (i.e., "Thank you so much inviting us to be part of this!" participant 29, vs. "favor for a friend," participant 11).

Meanwhile, some participants indicated that the recruitment materials (see "Program Participant Recruitment" in Chapter 3 for a description of recruitment materials and Appendices C and D for sample recruitment materials) served as a barrier to understanding that TTB could be helpful for them. For example, participant 17 shared in a post-program interview, "I know that the WBCA promoted you for us, like 'Sign up!' and I signed up because…I know how important research is…but, in presenting this, make it…where it grabs a coach to say, 'Oh my gosh, I need this.'" Similarly, participant 1 stated:

> When you first hear about the program, it's not like it's something that says, "Yeah, I want to be a part of this," versus when you're actually in it…You want people to think, "Hey, this is a tool that's going to help you." And I don't know if it came across that way.

Those who perceived the purpose of TTB to be a favor for others expressed that they wanted to participate more than they did (i.e., "I wasn't as engaged as I wanted to be," participant 11). Yet when it came down to making time for TTB, perceptions that it would be helpful for them was the most favorable micro context for participation. Demonstrating this notion, participant 17 went on to say in their post-program interview, "In hindsight, I should have [started everything] earlier, because it was so helpful. But you don't know that when you're not prioritizing."

Purpose of TTB: Requirement. Subsequently, recruitment of coaching and support staff by head coaches contributed to perceptions that TTB was simply required (i.e., "We really didn't have the option [not to do it]," participant 32). This sense of initial requirement is reflected in every participants' attendance to the introductory workshop and all but one joining the program website or mobile App. However, continued prioritization through the educational modules depended on the additional interactions between TTB inputs and participants' meso and micro contexts that are discussed in this chapter.

Scheduling Workshops + Variance in WBB Program Schedules. Following initial recruitment, participants were asked to provide availability in a Doodle Poll for an introductory workshop. Introductory workshops were then scheduled by the program facilitator, and efforts were made so that COP members could connect with each other during the workshop (see later section "COP placement" for a complete description of how COP members were placed). Yet because of the variance in WBB program schedules across universities and time zones, only three out of ten COPs had all members present at the same introductory workshop (see Figure 1 in Appendix B[16]). Participant 11 expressed the challenge of availability aligning with the timing of the workshops: "It's really hard to have those timelines that you had [laugh], like, [name removed] is great, [they] kind of took the lead and like, 'nope, doesn't work, doesn't work, doesn't work.'" Meanwhile, an excerpt from the facilitator/evaluator's journal reflects the difficulty of scheduling on the other end of this process:

> It is taking all of my time to schedule these introductory workshops…Availability is all over the place…I don't want to ask participants if they could be available outside of times they provided, but I'm going to have to for some.[17] (August 28, 2020)

Ultimately, within this meso context, the micro contexts that supported or hindered participation was *ability to interact with COP members during the introductory workshop* or not.

---

[16] In Figure 1, it appears that seven participants did not have the opportunity to meet any COP members during the introductory workshop. This is because Figure 1 only includes participants who gave consent to participate in the program evaluation. All program participants did meet, at minimum, one other COP member during the workshop.
[17] After participants provided availability in a Doodle Poll and four primary workshops were set, participants were emailed their scheduled workshop time, names of their COP members, and told that they would have the chance to be introduced to members of their COP during their scheduled workshop.

Ability to Interact with COP Members During the Introductory Workshop. The ability to interact with COP members during the introductory workshop seemed to benefit participants' perceptions of and future engagement with their COP. For example, participant 29 said:

> I think the first conversation…you know, we talked before we posted, right? …I think that part was really beneficial. I think that also allows you to get into the community building, right? To then be able to put stuff in writing [during the modules].

Demonstrating the hindrance of not being able to interact with their entire COP during the introductory workshop, participant 53 shared:

> The first intro meeting we had…we didn't have our group. I think I had one [person], it was just [us] in the breakout groups where maybe, to get the program started, if we were all together for the first one, so we could have that…just from a starting point.

COP Placement + Culture of How Coaches Learn*[18]*. Whether or not participants got to interact with all COP members during the introductory workshop or not, participants' general perceptions of how coaches learn (i.e., meso contexts) also interacted with their COP placement to impact participants' initial receptivity to their COP placement. Specifically, participants indicated that within the macro context of WBB culture, a primary professional pathway is work experience on a coaching staff in which you learn from the head coach. As participant 11 stated, "There is no training ground. If [new coaches] are not working [for a head coach who does this], are they really getting trained in values and culture and all that?" Within this meso context, participants reported that they enjoy learning *from* other coaches (i.e., "I love to learn from

---

[18] Support staff participants did not describe this same sense of "paranoia" in learning with each other, as participant 48 shared: "I think it's always easier to learn with people who do the same thing as you." However, they did recommend that support staff have the opportunity to talk with coaches in future iterations of TTB.

different coaches," participant 29), but that an underlying apprehension is also present around sharing and learning *with* other coaches. For example, participant 29 went on to say, "…the thing that's so crazy about our business is like, the more competitive it gets, the more paranoid we get, and it's—we're all dealing with the same stuff." Participant 66 also said, "I think we probably don't share as much as we should." Within this meso context that represented both enjoyment and tension around collaborative learning, two micro contexts supported participants' receptivity to their COP placement. These included *prior connections* and *level of interest in others' professional practice*.

Prior Connections. Prior connections among COP members seemed to be favorable for engagement with the COP. For example, participant 66 shared, "I loved being grouped with other people. Because uh, fortunately, you paired me with people I really respect, too…some of them were very good friends of mine." Participant 9 also said: "It was a diverse group of people…I at least knew or kind of knew the other [COP members] a little bit." Further, while efforts were made to limit the number of people from the same staff within each COP, per recommendation of the quality control group, the few participants who did have one other staff member in their group saw this as beneficial (i.e., "It definitely made me more comfortable, because I didn't go in not knowing anyone…I'm definitely a person that can do that, but it was just kind of nice having someone there," participant 40).

Level of Interest in Others' Professional Practice. Post-program interviewees also indicated that greater levels of interest in others' professional practices fostered an initial openness to COP placements. For example, participant 55 said, "I think everyone in the group was curious about what everybody else is doing. So, I think that made a difference. I think that made sharing a whole lot easier." Participant 9 also shared, "I'm always interested in just, like,

what other programs kind of do, you know, their methods and things like that." Similarly, participant 53 stated: "I would love to…go watch other peoples' [practices] just to see what they do…to learn how they teach…to see their communication…so I liked [the COP]…just from the standpoint of wanting to hear how they do things." In contrast, lack of interest was a barrier to this initial openness to COP placements. For example, participant 11 shared: "It's like, 'Okay, I'm putting you guys in a room. Get to know each other, share ideas.' I don't know that you're going to get full transparency."

Workshop Design and Content + Pressure to Be Positive. The introductory workshop was designed to begin with participants' sharing their current challenges, introducing PCT concepts, and facilitating participants' connection of personal experiences and current challenges to concepts through discussion (see "Synchronous Introductory Workshop" in Chapter 3 for full description of the workshop design). The challenges brought up across all workshops included difficulty understanding, feeling respected by, and building trust with the current generation of student-athletes (i.e., Generation Z); concern around how to support but also challenge student-athletes when they have mental health problems; struggle with vulnerability despite knowing it is important for relationship-building; and lack of time to connect with every athlete.

These challenges were magnified by the pandemic (i.e., macro context) and seemed to represent a general pressure to be positive (i.e., meso context) within the larger WBB culture (i.e., macro context). In fact, the word "positive" seemed to be a buzz word for participants (e.g., "we had realized we needed to be more positive…and that's what [TTB] was about," participant 43). This meso context interacted with the content presented and instructional design in the introductory workshop to set the stage for three micro contexts which supported or hindered participation following the workshop. These included *perceived alignment: TTB and*

professional needs, *perceived alignment: TTB and professional identity*, and a *shift in perceived purpose: from requirement to helpful*. Notably, perceptions about professional alignment with TTB and the purpose of TTB support quantitative reports of motivation to participate from the pre-program survey[19] (see Figure 2).

Perceived Alignment: TTB and Professional Needs. Participants who indicated a sense of alignment between TTB and their current professional needs were more likely to prioritize participation following the introductory workshop. Notably, the needs that participants indicated as aligning with TTB were consistent with current challenges discussed in the workshop. These included the need to be more positive during the pandemic (i.e., "if [positive touch points with every player] is not happening right now, during this pandemic, it could really be a bad thing for a program," participant 66); to better understand and support student-athletes with mental health challenges (i.e., "Mental health is a real issue… I'm not a professional psychologist, so I better learn from people who study it," participant 32); to learn how to better connect with today's student-athletes (i.e., "the whole country is empowering young people all of a sudden…but…you have to listen, and you have to be able to respond to the benefit of the good for everybody", participant 1), and the need to connect with like professionals (i.e., "[I am motivated] to connect with other professionals during Covid", participant 59).

Perceived Alignment: TTB and Professional Identity. Likewise, participants who indicated a sense of alignment between TTB and their professional identity were more likely to prioritize participation. Professional identity encompassed the various ways in which participants associated ongoing learning with success in their profession, past experiences and education, and

[19] The pre-program survey was emailed to participants directly following participation in an introductory workshop and completed within 17 days following the introductory workshop (between September 11-28, 2020).

personal and professional values. One specific aspect of professional identity that was perceived to align with TTB was a commitment to learning (i.e., "I love learning and just hearing new ideas…so…I definitely wanted to [do this]," participant 14). In addition, past experiences with coaches that were both positive (i.e., "I was pumped to do this kind of program…my head coach, when I was a player…really taught me the value of giving value to each player," participant 35) and negative (i.e., "I found it really interesting, mostly because I've worked with really bad coaches," participant 48) seemed to prime perceived alignment with TTB. Describing the influence of past experience as a whole, participant 18 shared:

> I'd worked for somebody who the standards and expectations they had were just…unrealistic for both the players and the coaches…everybody was on edge all the time. So, [when] I went to [my next job], I was still operating in that same space. And I treated the players like that. And it was probably the two worst years in terms of relationships with players that I've had…like I came in like, "I'm the coach, you're supposed to follow me, and that's it," there was no relationship building, it was just "This is how it is." So, I think in [my current job], I'm really conscious of the relationship piece.

Further, participants with formal education related to psychology or interpersonal skills (i.e., "My master's degree is actually in sport and exercise psychology, so I have a little bit of…background with this area," participant 60) were primed to value the concepts discussed in TTB. Yet regardless of formal education, participants perceived TTB to align with their professional identity when they believed that quality relationships are central to their profession (i.e., "If [coaches] aren't already doing half the things you're talking about, then…they haven't been able to take that step into what...coaching actually, you know, is to me," participant 4). And

finally, participants also perceived TTB concepts to align with their religious or spiritual values (i.e., "I try to lead by example…to live my life so that [student-athletes] won't see anything negative in me, that they'll understand that my life is Christ-centered, and that my coaching will also be that," participant 55).

Shift in Perceived Purpose: From Requirement to Helpful. Notably, participants indicated that perceived alignment with either professional needs or identity following the introductory workshop helped to shift their perceptions of the purpose of TTB participation being helpful for them. This was especially the case for participants who initially viewed the TTB program as required. For example, participant 1 shared "This was mandated, right? [laughs] Initially, and then I was like 'Yeah, I need this.'" Similarly, participant 9 shared: "Although it was required, after the initial introduction meeting it seemed to be very interesting and looked like very useful information."

Onboarding to Mobile App and Website + Generational Norms. The final segment of the introductory workshop served as an onboarding process to guide participants in accessing and navigating the program's mobile App and website. Many, like participant 48, said this was helpful:

> I like how you walked us all through [the mobile App and website] like that very first meeting…I didn't have any issues, but other coaches that might have had an issue, like if you had just [ended] the meeting…maybe they would have just given up. So, I thought that was really cool…making sure everyone got logged in before the meeting ended.

Notably, the first workshop did have a technical issue that required participants to confirm their email address through an automated email from the website platform. Some participants' university email systems blocked their ability to receive this email at all which prevented initial

access to the website. This issue was corrected, and the step requiring email confirmation was removed, for rest of the workshops. Yet it took several days of trial and error with the facilitator/evaluator and participants who could not receive automated emails to resolve the issue. While this served as a barrier in and of itself, the varied generational norms among participants (i.e., meso context) was also a backdrop for the micro context that supported or hindered participation at this stage: *perceived ease of access: mobile App and website*.

Perceived Ease of Access: Mobile App and Website. Participants indicated that the onboarding process for accessing the mobile App and website was necessary regardless of comfort with technology (i.e., "I mean, it was really hard to figure out [laughing]. We were all, I think, in the beginning like, 'What is this?' But no, everything was really easy"). Yet, those who were more comfortable with technology were more likely to view the mobile App and website as "super easy" (participant 35) to access. Prior experience with similar technologies supported this perception (e.g., "I just finished my Master's [degree]… So…It was almost like a canvas style set up with the discussion board. So, I didn't have an issue with that," participant 18). Those more practiced with technology also seemed to perceive any technical issues as less of a barrier compared to those who indicated they were part of a "technosaurus" (participant 11) generation. And, while everyone ultimately learned how to access, at minimum, either the mobile App or the website, a few participants said that the requirement to use a mobile App or website was a barrier no matter what (i.e., "Most people get to be my age, and they're like, 'No, I don't want to do all that,' you know, 'We have people to do that [for us],'" participant 11).

Educational Modules

The next stage of TTB implementation included six educational modules that were delivered weekly through the mobile App and website (see section "Implementation and

Evaluation Procedures: Educational Modules" in Chapter 3 for a description of the module design and Appendix E for the materials provided with each module). Qualitative analysis resulted in five interactions between program inputs and meso contexts through which micro contexts either supported or hindered participation. These included: *module timing + available time, podcasts + available time, application activities + pre-existing systems, application activities + university response to crises,* and *COP discussion boards + level of COP member participation*. The micro contexts within each of these meso contexts, and how they benefitted or hindered participation, are presented next and in Table 12 (Appendix B).

Module Timing + Available Time. Lack of time was the only anticipated barrier to participation reported in an open-ended question on the pre-program survey. In post-program survey responses and interview transcripts, many participants confirmed that time limitations were, indeed, a barrier. Some reported that the timing of TTB delivery did not align best with their available time according to academic and WBB season calendars[20] ("The timing of the season just getting going made it challenging to keep up," participant 42), but that the pandemic exacerbated their lack of available time ("Dealing with Covid changes on a daily basis prohibited me from going through the modules in a timely manner," participant 17). In addition, some participants indicated that one week was not enough time to complete the modules at the particular time of TTB delivery ("It was kind of a lot to get done each week…two weeks per module would have been better," participant 14). Within this meso context of limited available

[20] Participants indicated that either May-June or August-September would allow the most available time to prioritize TTB. However, they also indicated that lack of access to student-athletes during these times (especially in DII and DIII) would limit their ability to complete activities that required interaction with student-athletes. A few participants indicated that, while available time is more limited, in-season would actually be the best and most important time to practice applying TTB concepts during high-pressure moments.

time, the micro context that served as either a support or barrier to participation was participants' *level of personal stress*.

Level of Personal Stress. Higher levels of personal stress was a barrier to participation. In fact, results of a mixed design ANOVA[21] (*n*=31) revealed a significant main effect for stress levels reported by participants who indicated spending less than 30-minutes on each module (*n*=21) compared to participants who indicated spending 45-minutes or more on each module (*n*=10; as reported in the post-program survey), $F(1,29)=4.59$, p=.04, partial $\eta^2=.14$, observed power=.54. Specifically, those who spent less time on each module reported higher levels of stress (*M*=1.60, *SD*=.04), while those who spent more time on each module reported lower levels of stress (*M*=1.31, *SD*=.11). While this finding does not indicate the direction of the relationship between perceived stress and time spent per module, qualitative analysis supported the notion that personal stressors reduced available time for TTB participation. For example, participant 43 described the following barriers to participation:

> Being very busy in work and personal life. [Change in staffing due to Covid], trying to do all of the little duties as well as recruiting and practicing every day. Bought a house/remodeling house, getting teacher's certification during any free time, have two other part time jobs which I dedicate 4-5 hours per week per job.

Podcasts + Available Time. Amidst the meso context of limited available time, participants perceived the length of the podcasts (M^{time}=21:11 minutes) to be a major benefit for

---

[21] This analysis was conducted to assess changes in stress (dependent variable) over time (within-subjects dependent variable) by time spent per module (between-subjects dependent variable). Results revealed no significant main effect for changes in stress over time and no significant interaction between changes in stress over time and time spent per module (see later section "Time, Time Spent per Module, and Stress" in "EQ8: Perceived Stress"). The Mauchley's test of Sphericity (*p*=.768) and Levene's test (*p*>.05 at all three time points) indicated that assumptions of Sphericity and homogeneity of variance were met. There were no outliers in this sample.

participation (e.g., “there’d be times when I could even listen to the podcast while driving…so, those 20-minute podcasts were really…really good,” participant 29). Still, perceived ease of access to technological modes of delivery varied and limited availability of time made any technical difficulties especially challenging. Thus, a micro context that served to benefit or hinder participation, respectively, was *perceived technological ease vs. difficulty*.

Technological Ease vs. Difficulty. After initial onboarding during and (for some) directly following the introductory workshop, most participants—regardless of generation—reported that the mobile App and website (or at least one or the other) was easy to use. For example, participant 1 shared, “The mobile App was great for me. Again, you’re talking about time and convenience to be able to get it on my phone,” while participant 9 said, “I definitely preferred working on a computer, but that’s just me.” Yet, a few participants noted that small technical difficulties would set them behind the recommended timeline, after which it was hard to catch up. For example, participant 14 shared:

> I had some issues with the App uh early on. It might just be my phone …But like, as soon as I would try to play the podcast, it would just like, close the app, and just go away. So that happened to me a couple times, this was early in the program. And that kind of messed me up because I would be wanting to do it on my way to work. And then I wouldn’t be able to do it…and then [I’d] forget about it. You know, it’d be a couple days later, and I’d listen to it on my work computer.”

As another example, participant 29 shared:

> My hard thing was my spam…some of your [notifications], I didn’t get them. And so that was most of my problem was that it was sent to clutter. So…that was sometimes why I

got like…"Oh, my gosh, I'm behind," because, you know, you kind of forget, like, with what's going on in your routine and stuff.

Application Activities + Pre-Existing Systems. The application activities were designed with intent for participants to be able to integrate learning and application of new concepts within their workday [see later section "Apply" in "EQ4: Program Outputs (Activities and Participation) that Occurred" for an account of which activities required staff coordination and Appendix E for the instructions provided for each application activity]. Yet participants indicated that within the larger context of WBB culture, each individual WBB program functions according to its own pre-existing systems. In these systems, requirements of the job, requirements of the head coach (for coaching and support staff), and student-athlete needs took precedence before participants could think about TTB. Within this meso context, three micro contexts either supported or hindered the integration of application activities into pre-existing systems. These included *prioritization by head coach*, *sufficiency of onboarding*, and *access to interaction: support staff*.

Prioritization by Head Coach. The pre-existing systems in each WBB program seemed to be predominately established by the head coach (e.g., "You have to convince the leaders that this is necessary," participant 1). Thus, when head coach participants prioritized TTB participation, the application activities were more likely to be integrated into the system for all coaching and support staff participants as intended. For example, as participant 1 went on to say: "If the leader deems [TTB] a necessary part of the [WBB] program, then that's part of the job, that's something you have to do." Notably, when head coaches perceived alignment between professional needs and professional identity *and* believed that TTB would be helpful for them

and their staff, they were more likely to facilitate integration of application activities into pre-existing systems. For example, participant 35 shared:

> For my assistants, having a deadline, like "we need to have this in," like, "this is your deadline…" that way you're making sure that you're making time for it, and not just put it at the end of your to-do list, but like "Hey, this is important. It needs to get done."

Meanwhile, when head coaches did not prioritize TTB but members of their coaching or support staff did, then this served as a barrier for some application activities—especially those that encouraged or required staff coordination. For example, participant 1 shared:

> The one…that slowed me down…on the module where we were supposed to share information with the rest of our staff and I think send it to [players]…I was sort of waiting on the staff, and then come to find out, we could have just sent it to the players on our own, so I was waiting on [others], but they didn't do it that way.

Sufficiency of Onboarding. Some participants indicated that a perceived insufficiency of onboarding prevented head coach prioritization and the resultant integration of activities into pre-existing systems. Specifically, the introductory workshop and subsequent instructions for each module seemed sufficient for many WBB program participants, but these inputs seemed especially insufficient for WBB programs in which pre-existing systems were deeply embedded (i.e., "integrating [activities] within the workday within our system with what we do is really, really hard," participant 4). Several participants suggested that a "pre-orientation" meeting with each participating head coach or staff could have helped alleviate this contextual barrier and allowed head coaches to plan for the integration of TTB activities into their systems in advance. For example, participant 32 shared:

> For it to be best executed, like a month before it starts, our whole staff get on a Zoom call with you, and you explain [TTB]…and say, "Hey, this is what the [TTB] is going to entail, basically getting uncomfortable at times, probably doing some things…you haven't done in the past, and then ask for players' feedback…what do you think about that?" You know, let us talk it through. Because if we would have talked through the whole program [in advance]…maybe it could have happened.

Access to Interaction: Support Staff. The third micro context that inhibited integration of TTB activities into pre-existing systems was limited access to interaction between the coaching staff and support staff members who were also participating in TTB. While application activities were designed primarily for coaches, some were intended for coaching and support staff to collaborate. Notably, the Covid-19 pandemic limited interactions across all staff members. Yet support staff participants indicated that a disconnect between coaching and support staffs was more a result of pre-existing systems in college athletics than a result of the pandemic. For example, participant 14 indicated that, "In college athletics, I don't think there's a ton of time that coaches interact with the other [support] staff. I think coaching staffs interact with each other, because…offices are close, but your strength coaches' office isn't going to be there." Participant 60 also said in a post-program interview:

> I wasn't in all those team meetings [where most of the programming happened]…in the future, like, even if the whole [support] staff isn't necessarily participating in [TTB]…to be brought into the conversations about what [the coaching staff] is learning and what kind of steps they're trying to take to achieve [UPR], I think could be helpful.

Application Activities + University Response to Crises. Meanwhile, variance in university responses to the pandemic caused an uprooting of certain aspects of participants' pre-

existing systems—for some much more so than for others. Within this meso context, two micro contexts served as benefits or barriers to completing application activities. These included *access to interaction: coaching staff* and *access to interaction: student-athletes*.

Access to Interaction: Coaching Staff. Participants indicated that, as a whole, they had less opportunity for in-person discussion and coordination than normal because of the pandemic. In-person restrictions were more severe for some WBB programs than others. Thus, when it came to talking about the modules and implementing application activities, less opportunity to interact and discuss amongst a staff served as a barrier for integrating learning into the workday and implementing activities as intended. For example, in a post-program interview, participant 53 first indicated that they "probably would have spent more time talking about [TTB] as a staff [if it were in the summer]," but went on to say, "Although, it's hard to tell, because… Everybody's Covid rules…we don't go into each other's offices nearly as much…So there's just not that much…water cooler talk going on." Participant 32 also indicated that lack of opportunity for in-person and casual discussion hindered participation:

> If it wasn't for Covid, we would have even talked about [TTB] a whole lot more as a staff…I think we would have kept with it and kept people on task…I think that was, really just not being able to be together in the same room, really put a dent in [TTB].

And, speaking about disruptions in full-staff discussions, participant 29 shared: "We had a couple people on our staff go into quarantine due to contact tracing during [TTB], so then they're out the two weeks that we've been having conversations [about it]…that kind of stuff put the conversation on hold."

Access to Interaction: Student-Athletes. The pandemic also limited opportunity for interactions with student-athletes, as participant 3 stated in the post-program survey, "Team

quarantine during the first few weeks of the program set [us] behind a little." Thus, less opportunity to interact with student-athletes also hindered participants' ability to complete application activities as intended. For example, participant 18 shared: "Being in a situation that doesn't have the resources…a lot of the limitations were… we were ultra, ultra-conservative here at [university removed]. So, I think that got in the way with what we could and couldn't do with [TTB]." Similarly, participant 9 shared:

> We also were still only seeing our players twice a week, for a couple of hours. So even trying to do...some parts of it was kind of like, you know, you got two days to kind of get it done. Whereas [pre-Covid], we would have been practicing…more days out the week.

COP Discussion Boards + Level of COP Member Participation. Finally, each module included a discussion board prompt, and participants had access to a virtual discussion board on the mobile App and website with only their COP members. Each COP seemed to serve as its own meso context with variance in the level of participation. For example, participant 29 shared, "I was talking to one of our [staff members], and they're like, 'Our group didn't talk much,' and I'm like, 'Oh, my God, our group wouldn't stop talking.'" Thus, within this meso context, four micro contexts served as benefits or barriers to participation on the discussion board. These included *frequency of COP member posts*, *COP member willingness to be vulnerable*, and *relatability among COP members*.

Frequency of COP Member Posts. The frequency of COP member posts seemed to create a snowball effect for others in the group to post or not. Specifically, COPs with at least one or two members posting frequently was favorable for others in that COP to also continue to post, especially after the first module. For example, participant 9 shared:

> One of the [COP members] was, like, pretty consistent. And I was like, "Man, how did they do it so fast?!" [laughs] and I was like "Shoot, they're on module three, let me get one done." [laugh] So that—just having, you know, just…someone that was like, kind of, on top of everything was like, "Okay, well, let me get going on this thing."

Similarly, participant 1 shared: "When [others] responded and posted their discussions, that was a motivating factor for me to make sure I got mine done." In contrast, COPs with minimal posts after the first module hindered continued posts, even when participants were willing to make the time to post. For example, participant 18 said:

> After my initial post, I was like, "Oh, this isn't bad." Like, I'll put it on my calendar to make time and then when there was like, not a lot of interactions, I was like "Okay, are we not supposed to post?" So, the next time, I was like, "Okay, I'm going to wait for somebody else to post first this time." And then no one did…so, I should have been more of a leader in that situation, where I definitely wasn't.

Similarly, participant 53 shared, "I responded to one or two early on…and then I realized, well, nobody's really responding…so then I kind of bailed out. So instead of trying to produce it on my own, I just followed the crowd."

COP Member Willingness to be Vulnerable. The second micro context that influenced engagement on the discussion boards was a willingness to be vulnerable. In the post-program survey, participant 2 expressed the fact that the act of posting on the discussion board was vulnerable in and of itself: "When sharing I wanted to provide something that felt relevant and not too simple, so likely over thought sharing after the modules rather than just posting summaries/thoughts right after." Further, discussing the lack of participation in their COP discussion board, participant 53 said:

> [Coaches won't] admit it, but there's a reason why you don't post much on the discussion board. You're afraid you'll say something stupid, or somebody will judge you…if you don't put anything out there, nobody knows what you think, and so you're all good.

In contrast, discussing high levels of participation in their COP, participant 66 shared:

> Part of it was we just had really strong character people that are just, I already knew they were just great people. Uh, so I think…listening to them open up and be authentic, in their descriptions of things, uh, their honesty, uh, not being afraid to put themselves out there… I think if you go through [TTB], you absolutely have to be authentic and honest, and not be afraid to put some of your challenges out there.

Relatability Among COP Members. The final micro context that impacted participation within COPs was the extent to which participants felt they could relate to their COP members. Demonstrating high relatability, participant 4 shared in a post-program interview:

> [COP member name removed] is hilarious, [aren't they]? …I had to like Google [them] afterwards, right? [laughing] I'm like, this [person] tells it like it is! Like, some of us try to be all like um, like, proper…When they talked about like, the sarcasm, it was just so relatable, because we've all—we've all been there. And we've all wanted to say it. [They] just say it. So anyway, it was great.

Yet others indicated that it was difficult to relate to COP members. Notably, DIII participants seemed to have the hardest time relating to COP members who worked in DI: "We have zero scholarship money…in terms of motivation, that was our hardest part [during Covid]…and I didn't know if I could relate to [WBB programs with scholarship money]" (participant 56).

Summary of Favorable Contexts

Taken together, the most favorable contexts for TTB participation began with perceptions that TTB would be helpful for participants. These perceptions were influenced by the extent to which participants believed that the concepts taught within TTB aligned with their current professional needs and/or with their professional identities. As implementation continued to the educational modules, the most favorable contexts for participation included alignment of the timing of the modules with actual available time. This was further influenced by participants' personal stress levels. In addition, prioritization of the head coach was most favorable to allow for the integration of TTB concepts into pre-existing systems within a WBB program. When there was less prioritization by the head coach, some coaching and support staff members still prioritized participation within the constraints of their roles. However, these participants' prioritization depended on the micro contexts of a belief that TTB would be helpful, manageable personal stress, and access to opportunity for application. Specifically, access to opportunities for staff discussions and interactions with student-athletes were necessary for any participant to truly engage in application of TTB concepts. Meanwhile, the most favorable context for COP discussion board participation included the timely and consistent participation of at least one or two COP members. Perceived relatability with COP members as well as personal willingness to be vulnerable also supported participation in discussion boards.

Evaluation Questions Related to Resource Mechanisms

To address evaluation questions related to resource mechanisms, analysis of quantitative records of the number of attendees at synchronous meetings, anonymous records of podcast downloads and page views, numbers of discussion board posts, discussion post scores, synchronous closing discussion scores, and reported engagement on the post-program survey

were analyzed. Qualitative data from pre- and post-program survey responses, notes from synchronous meetings, discussion board posts, the facilitator/evaluator's journal, and post-program interview transcripts were also analyzed. The results of these analyses, together, tell the story of *how* the current iteration of TTB was implemented. The evaluation questions addressed in this section include: (EQ3) Was the program implemented as intended? (EQ4) What program outputs (activities and participation) occurred? And, (EQ5) What processes occurred between program activities and participation?

EQ3: Program Implementation as Intended

The optimal implementation checklist indicates that the program was implemented 68% as intended with 27 out of 40 checklist items implemented successfully (see Table 13 in Appendix B). Reasons for why and how the program was not fully implemented as intended have been addressed in the results of evaluation question two (see section "EQ2: Contextual Benefits and Barriers to Participation as Each Stage of TTB,") and will also be addressed in evaluation questions four [see section "EQ4: Program Outputs (Activities and Participation that Occurred)"] and five (see section "EQ5: Processes that Occurred Between Activities and Participation").

EQ4: Program Outputs (Activities and Participation) that Occurred

Results of quantitative and qualitative analysis have created a picture of what outputs (activities and participation) actually occurred during the implementation of TTB. The activities and participation that occurred are presented in order of implementation: *COP placement, introductory workshop, educational modules, and synchronous closing discussion.*

COP Placement

The program facilitator/evaluator placed participants into 10 COPs with guidance from one member of the quality control group. Participants were grouped primarily based on professional position[22]. Per the recommendation of the quality control group, efforts were also made to ensure that members of the same staffs were not in the same COPs. This was possible with the exception of two COPs, one of which had three members from the same staff (COP 4), and one of which had two members from the same staff (COP 8). Finally, efforts were made to group individuals based on the availability provided for the introductory workshop, so that as many COP members as possible could have the opportunity to meet each other during the workshop. A breakdown of COP membership is represented in Figure 3 (Appendix B).

Introductory Workshop

Every participant (*N*=53) attended one of four assigned or three alternative virtual introductory workshops. Notably, the first alternative workshop was provided for a staff who indicated that no members could make any of the scheduled times. The second alternative workshop was provided for two participants who asked to reschedule on the day of their planned workshop. The third alternative workshop was provided to one participant who was hired onto a staff the week after introductory workshops were implemented. One participant had to leave the workshop early due to a disruption in internet connection. Refer to Figure 1 (Appendix B) for a breakdown of workshop attendance by COP membership.

---

[22] COPs 1, 2, and 3 were head coaches. COP 4 was associate head coaches. COPs 5, 6, and 7 were assistant coaches. COP 8 was graduate assistant coaches, video coordinators, and directors of operations. COP 9 was strength and conditioning coaches. COP 10 was athletic trainers and mental performance consultants.

Educational Modules

Each of the six self-paced modules were posted on the program mobile App and website one week a part on Mondays at 5:00am Eastern Standard Time from September 14 to October 19, 2020. The program facilitator posted a notification on the mobile App, which also instigated an automated email to participants from the website platform, each time a new module was available (e.g., "Coaches & Staff: Module 6 is posted! Please continue to get caught up as possible and continue the discussion on Modules 4 & 5 as you begin Module 6"). Some participants reported using only the mobile App (e.g., "The App was really good. I didn't get back into the website…but the App worked perfect," participant 53) or the website (e.g., "I'm not a smartphone person myself, so…I mainly used the website," participant 6). Others, like participant 9, reported using each for different purposes: "I did all my writing posts on the computer…I looked at [the mobile App] to check things here and there...I probably read more posts on the mobile App. And then everything else I did on my desktop or laptop."

Additionally, each module followed the structure of *listen, reflect, apply,* and *discuss*. Participants were encouraged to listen to the module podcast at the start of the week, reflect and apply during the week, and post on their COP discussion board at the end of each week. Some participants described doing just that in post-program interviews. For example, participant 53 shared, "With our schedule now, mornings seem to be pretty free at home…So, it was just perfect. I just podcasted, listened to it, go for…two or three days, and then return back to the review questions." Participant 1 also indicated:

> So, notification from you about the module being available. Then I read the required reading. On the way to work, I listened to it in the car, which was, you know, the most

> convenient part for me. And then you kind of think about things you know, as you're listening to it…then, either that day or the next day, you start to put things into motion.

Yet others' life contexts made the recommended pacing hard to keep up with:

> Sometimes the weeks just get away from me quick, you know, so it's, so when you would get behind, it was like, it was tough to catch up at the end of the week, and like, still actually do anything with the information and, and then be ready again, the next week for the new module. So, um yeah, I guess it just felt a little rushed at times (participant 14).

Participant 14's experience is reflected in the timing of unique module page visitors by week (Figure 4 in Appendix B) and unique podcast downloads by week (Figure 5 in Appendix B) [23]. When tracking these variables in real time, the program facilitator/evaluator could see that participants were "behind" the intended 6-week time frame. Thus, access to the website and mobile App was extended for two additional weeks (i.e., "week seven" and "week eight") to allow participants additional time to complete the modules. This was communicated to participants via email at the end of week six. Specific results regarding what occurred with each aspect of the modules will now be reported.

Listen. Each module first required listening to an audio podcast that ranged from 19:10- to 23:54-minutes long (M^{time}=21:11). Figure 6 (Appendix B) provides estimated trends regarding the number of participants who downloaded the podcasts for each episode based on unique visitors and total module page views on the website and unique podcast downloads. Post-program survey respondents (n=39) also provided insights into when and where they listened to

[23] Because website and podcast analytics were completely anonymous, Figure 4, Figure 5, and Figure 6 (Appendix B) represent trends that include all TTB program participants, and not just evaluation participants. See "Website and Podcast Analytics" in Chapter 3 for an explanation of the limitations to these data sources.

the podcasts. Specifically, 13 (33%) participants reported listening on weekdays during working hours while 16 (41%) listened on weekdays outside of working hours and 8 (21%) listened on weekends (see Figure 7 in Appendix B). Meanwhile, 1 (3%) participant indicated that they did not listen, and 1 (3%) reported that they "listened to them whenever I could!!!" in an open-ended response. Additionally, 15 (38%) participants reported listening only at home, 2 (5%) while traveling and at home, 8 (21%) only while traveling, 4 (10%) while traveling and in the office, 7 (18%) only in the office, 2 (5%) while exercising, and 1 (3%) reported that they did not listen (see Figure 8 in Appendix B). The results of a crosstab analysis (n=39) conducted to understand when and where participants listened to the podcasts are represented in Figure 9 (Appendix B).

Reflect. Each module provided a CPDF with guided notes to accompany the podcast. In addition, reflection questions were provided to help participants connect personal experience and current practices to concepts in the podcasts (the reflection questions in each module are provided in Appendix E). Participants in the post-program survey (n=39) reported the number of days per week, on average, they spent reflecting individually or thinking about module content. Of these respondents, 26 (67%) reported reflecting two or more days per week while 13 (33%) reported reflecting less than one day per week. A further breakdown of these results is provided in Figure 10 (Appendix B).

Apply. Each module then provided participants with a formal application activity. These activities for modules one, four, and five encouraged—but did not require—staff coordination. The activity for module two required coordination with at least one other staff member. The activity for module three instructed participants to coordinate across their whole staff, but also provided options for completing the activity individually. Lastly, module six, did not require any staff coordination (application activity instructions are provided in Appendix E). The module

activities were designed to take no more than 30-minutes with some requiring much less time and only module three, which involved seeking student-athlete feedback, likely requiring more time. Because participants did not submit any record of formal application outside of discussion board posts, exact knowledge of how many participants completed each of the formal application activities cannot be reported. However, post-program survey reports (*n*=39) regarding the time spent per module outside of listening to the podcasts and time spent discussing module content as a staff provide some indication of the extent to which formal application occurred. Specifically, only 2 (5%) participants reported that they only listened to the podcasts. Meanwhile, 22 (56%) reported spending 15- to 30-minutes on each module outside of the podcasts, 12 (31%) reported spending 45- to 60-minutes, and 3 (8%) reported spending more than 60-minutes (see Figure 11 in Appendix B). Additionally, 17 (44%) participants reported discussing module content with staff less than one day per week while 22 (56%) reported discussing information two to three days per week (see Figure 12 in Appendix B).

Discuss. Following application, each module provided participants with a discussion board prompt to respond to on their COP's virtual discussion board. Across all COPs and modules, participants posted a total of 150 posts and comments on the discussion boards. At least one discussion board post was made by 46 (87%) participants, and 19 (36%) participants posted at least three times. Figure 13 (Appendix B) provides an overview of total discussion board posts and number of participants who posted per module. Figure 14 (Appendix B) provides a breakdown of discussion board posts by COP and module, demonstrating that more posts in modules one and two contributed to more posts overall within a COP. Figure 15 (Appendix B) provides a breakdown of discussion board posts by week and module, demonstrating that participant posts were generally behind the intended one-week-per-module time frame after

module one. The TTB facilitator graded each discussion board post according to pre-established rubrics (the rubric for each discussion board prompt is provided in Appendix E). Notably, while frequency of discussion board posts decreased with each module, the quality of discussion board posts—according to assessment scores—increased through module five (see Figure 16 and Figure 17 in Appendix B). Assessment scores were not shared with participants, but the facilitator did respond with a comment to every participant post within, at minimum, one week of their posting. An example of the facilitator/evaluator's feedback for a module four post is:

> These are awesome examples of ways to stay consistent in building positive regard…Your point that student-athletes will hold tight to behaviors that work for them is an important one. It speaks to the fact that it is a courageous choice to assume [student-athlete] behavior is not rooted in malic and dig deeper to understand the "why" behind the behavior. Thanks for sharing!

Finally, the lower frequency of discussion board posts compared to module page views and podcast downloads is noteworthy. Being the last component of each module without any true consequence for failing to post, the discussion board seemed to be lowest on participants' priorities to complete. For example, participant 53 shared that "It was always like, 'Oh yeah, I got to do that discussion board.' You know, [laughs] because it wasn't like I had a set routine."

Synchronous Closing Discussion

Finally, a 30-minute synchronous closing discussion was facilitated for each COP (10 meetings total). These were held at the end of week six (five meetings on Thursday October 22) and beginning of week seven (five meetings on Monday October 26). While only 19 (36%) participants posted three or more times on their COP discussion board, 38 (72%) attended their respective closing discussion (see Figure 18 in Appendix B). Participants were provided with a

handout listing the learning objectives for each module and the questions to be addressed in the meeting (Appendix J) prior to these synchronous meetings. Each meeting was also scored by the program facilitator according to a pre-determined rubric (Appendix J). Specifically, it was pre-determined that a total score between four and six would indicate that the COP's discussion met expectations while a total score seven or higher would indicate that the COP's discussion exceeded expectations. The assessment scores for each COP are represented in Figure 19 (Appendix B).

EQ5: Processes that Occurred Between Activities and Participation

Beyond records of what planned activities and participation occurred, qualitative analysis revealed the processes that occurred between and during activities and participation. These processes provide additional insight into how, why, and for whom participation occurred as it did. Importantly, two micro contexts resulted in two different sets of processes. These micro contexts included *more prioritization by head coach* and *less prioritization by head coach*. Meanwhile, a third micro context resulted in a set of processes that seemed to occur for any participant (head coaches, coaching staff members, or support staff members) who engaged in *individual prioritization regardless of professional position.* The activities, processes, and participation that occurred within each of these micro contexts are presented in Table 14 in Appendix B.

More Prioritization by Head Coach

The first, and most favorable, micro context for participation was greater prioritization by the head coach. This was more favorable because prioritization by the head coach allowed for greater integration of module activities and discussion within the pre-existing systems which constituted participants' workdays. Qualitative analysis revealed three processes in this micro

context which intersected with participants' discussions and application of TTB activities. These processes included *coaching staff meetings and discussions, team practices and meetings,* and *student-athlete leadership meetings*.

Coaching Staff Meetings and Discussions. The first process, coaching staff meetings and discussions, served as a space in which head coaches would touch base with the coaching staff on their individual progress with each module. Some head coaches also used this time to organize implementation of any application activities that required staff coordination. Participant 35 described this process in a post-program interview:

> We have a staff meeting every Monday. And we would just kind of touch base on—during those six weeks: "All right, this is what we need to do for TTB." And if there were any group things that we needed to do, I would direct it. If there weren't group things, I would just encourage and check in on those Monday meetings to make sure that [everyone] was just staying up to date as best as they could with those.

Indicating a slightly different process during coaching staff meetings, participant 17 shared: "It worked out well for us to just stop and, in our coaches' meetings, talk about some of those things [from the podcasts]. I'd [bring up] a particular scenario and say, 'Now, what would you do?'" Some head coaches also held meetings to implement application activities, as participant 40 explained, "The third [module], we all got together as a staff, especially for that one where you got the players feedback. We all met on that." Meanwhile, others, like participant 18, described more informal ongoing discussions about each module:

> It really would just be going in after you listened to the podcast, like, "Hey, did you guys listen to this podcast?" And then…we either would talk about, "I tried this," or "This reminded me of this case," or you know, "This is how we handled it then."

In addition, some head coaches took the opportunity to have discussions with specific staff members about information they were learning from the modules. For example, participant 17 shared, “I had a one-on-one” with a staff member to discuss student-athlete feedback specific to that staff member. Notably, some support staff participants indicated that they were part of these meetings (in particular, directors of operations and video coordinators). Yet other support staff participants (in particular, athletic trainers and strength & conditioning coaches) shared that they are not normally part of these coaching staff meetings, and thus were not part of these discussions. This is reflective of the disconnect between coaching and support staff within pre-existing systems of some WBB programs (see earlier section “Access to interaction: support staff” in “EQ2: Contextual Benefits and Barriers to Participation at Each Stage of TTB”).

Team Practices and Meetings. The second process, team practices and meetings, occurred during and between participants’ implementation of program activities. Specifically, some head coaches held team meetings to implement formal application activities:

> They would have a team meeting every Friday on Zoom…[and] they were doing most of the programming, interaction stuff on their team meetings on Zoom. And I’d actually get a lot of feedback from the kids…talking about…“We did this in our team meeting” and I’d be like “Oh, that was the Thrive assignment” (participant 60).

Others utilized team practices to implement formal application activities (e.g., “We did the pre-practice appreciation meditation with the team,” participant 34) or to informally apply concepts, as participant 66 shared of starting practice with a moment of appreciation:

> One day I went down to practice and just said, “Hey, tell me something good that happened to you today.” So, then my [staff member] elbows me and goes, “Oh, positive regard, we're putting it into practice today.” And I laughed, but it is true. You know, just

> as I was trying to put myself into a positive place before practice, I was trying to also…help [the team] get to that happy place before we got going.

Team meetings also served as a space in which head coach participants communicated information they had learned through the modules with the team, including their intentions to meet student-athlete needs. For example, after learning that one student-athlete preferred to be pulled to the side for constructive criticism, participant 18 shared "The next day at practice, I was like, 'Hey, [I've heard] what you said, so I'll adjust, but it might take me a minute, because it's just my personality, but I will wait 'til you're on the side." Participant 35 also described:

> After we got done with [a team building exercise], I had everyone sit around and share, like, "What do you need from me, as your coach, when we're on the court?" And there are some people who were like, "I need you to specifically call out the person who's struggling in the moment…because otherwise, I think it's me." And then I had other players who shared like, "I need you to pull me aside…because if you call me out in front of the group, I find that I shut down a lot." And that was when I took the opportunity—we had just gotten done with module three—to share, like, "Hey, everyone needs different things at different times. And you have to understand and trust that as a coaching staff, we are going to put into practice what each individual needs…it might look different for each person, but I'm going to coach each person to what they need."

Student-Athlete Leadership Meetings. The fourth process that occurred when head coaches were prioritizing and integrating the modules into pre-existing systems was meetings between the head coach and the team's peer leadership group (e.g., captains). This was another space in which head coaches implemented formal application activities. For example, participant 17 utilized this time to seek student-athlete feedback for the module three activity:

> I got the information from the leadership group in our weekly meetings. And so, we talked about the coaches and how coaches respond to different things. And then I went back to my coaching staff, and you know, I took notes and all that and went back to my coaching staff and talked about it with them.

Additionally, some head coach participants utilized their student-athlete leaders to assist in showing positive regard to underclassmen and letting the coaching staff know when certain athletes may need more attention. For example, participant 66 stated:

> My captains—I meet with them every two weeks for about a half an hour…during that time, I'm trying to utilize my captains in this as well, because, you know, they have a better handle on what a kid's feeling off the court than I do…So, we made a list of who really needs some help at this point. And I have three captains, so they all took two kids that they're even paying attention to.

Less Prioritization by Head Coach

The second micro context in which participation occurred was less prioritization by the head coach. In this micro context, it was more difficult for participants to integrate TTB discussions and activities into their pre-existing systems. Yet some coaching and support staff participants still implemented at least some of the modules within the constraints of their roles. Qualitative analysis revealed two processes that occurred for coaching and support staff participants when their head coach did not prioritize TTB. These included *informal staff discussions* and the *adaptation of application activities within constraints*.

Informal Staff Discussion. When TTB was not integrated into staff discussions by the head coach, some participants reported making TTB a priority by having informal conversations

with one or more staff members. For some, these served as a check-in for where participants were with the modules, as participant 4 described:

> [A fellow staff member] and I probably talked about most podcasts before practices, and there were times where we were talking, and it would just be hilarious, because they'd be talking about podcast four, I'd be talking about podcast five…And then in the end, we're like, 'Wait, I don't think we're talking about the same thing!' after this 10-minute conversation [laughs].

In addition, these informal discussions helped participants determine how they might complete the application activities. For example, when it came to seeking feedback from colleagues in the module two activity, participant 9 shared: "I was actually trying to get one of our other assistants to do it, but then they kind of teamed up and did it…And I was like, oh, cool, we're fine…I'll just use [name removed]."

Adaptation of Application Activities within Constraints. Coaching and support staff who were not the head coach did not have control over whether formal application activities were implemented during team practices (e.g., "I could want to stop a drill…then if [the head coach] doesn't want that, then we've got to just keep going," participant 32). When head coaches either did not coordinate application activities across a staff or chose not to do certain application activities, coaching and support staff participants who prioritized TTB adapted some of these activities within the constraints of their role. For example, participant 4 stated,

> We just had to…be creative, like, when we had to ask [student-athletes] about how we respond in certain situations. You know, I asked our former players who are overseas not doing anything, but training and watching games, right? So, I was like, "Hey, what did you think?"

As another example, participant 1 indicated: “I shared my ‘behavior that I love and behavior that irritates me’ list with the players in my position group.”

Individual Prioritization Regardless of Professional Position

Finally, qualitative analysis revealed seven additional processes that seemed to occur for any participant who individually prioritized participation regardless of professional position. These included *use of personal time for podcasting and reflection*, *revisiting podcasts and guided notes, informal application throughout normal work activities, informal conversations with student-athletes, discussion with colleagues outside of the TTB program*, and *reading the discussion board*.

Use of Personal Time for Podcasting and Reflection. Of 39 post-program survey respondents, 24 (62%) reported listening to the podcasts on weekends or outside of working hours on weekdays as opposed 13 (33%) who reported listening during working hours. In addition, 25 (64%) post-program survey respondents reported listening to the podcasts at home or while traveling as opposed to only 11 (28%) listening in the office or on-campus. Thus, the use of personal time for podcasting and reflection was either a preference or the only option of many participants (refer to Figure 8 in Appendix B for further breakdown of when and where participants listened to the podcasts). Post-program interviewees provided further insights into the use of personal time for podcasting and reflection. For example, participant 66 stated:

> It was easy to hook it up on my phone in the car and listen to it on the way home. Or, if I woke up early and had a cup of coffee in the morning, I'd turn it on and listen to it, take some notes, and then be ready to tackle whatever it was that we needed to do that week.

Participant 48 shared “I usually listened to the podcast while I was like, at Target or something [laugh] just wandering with a podcast.” Participant 18 listened while exercising, “I would often

listen to the podcast on the bike, usually in the morning." Participant 55 shared: "I would normally do the podcast after my meditation time in the mornings." And participant 35 described "I kind of was split between listening to it on my way to work and then sometimes just doing it at my work desk during the day."

Describing the process of reflection itself, participant 60 shared: "It was nice to just kind of take a step back [with the reflection questions] and be like, alright, let's kind of digest this and think about this in a deeper manner." As another example, participant 1 stated: "When you're, you know, you're looking at the modules, you start with yourself and…you write down your ideas about what you think and then, you know, it'll start to become a little bit clearer for you." In fact, numerous participants indicated taking notes to aid reflection, as participant 29 shared:

> I'd listen and I don't even look at your worksheet, I just take my own notes, and then go back [to your worksheet] because it helps me just say, "Okay, what am I taking out of it?" and then "What do you want me to take out of it?"

Revisiting Podcasts and Guided Notes. Several post-program interviewees discussed listening to the podcasts multiple times or re-visiting the guided notes that accompanied each podcast to remember concepts. Participant 4 noted that the "CPDF with notes was so helpful, you know, to be able to click on it and see like one or two key words and then remember what [was in the podcast]." Participant 29 also shared "I probably listened to each podcast at least two times each, if not three…because you get something different out of it." As another example, participant 66 described:

> I took a lot of notes as I would listen to the audio portion…And then I would go back and look at the review sheet that had the questions, the points and activities on it. And then I would map out when I could do those things during the week. And then obviously, hit the

> discussion board next…So it gave me a chance to kind of have three different time periods during the week that I was really thinking about it, which made it stick.

Informal Application throughout Normal Work Activities. Meanwhile, informal application occurred without specific instruction after listening to the podcasts. Specifically, some participants reported that they listened to the podcasts prior to team practices and would then pick something from the podcast to try out during practice that day. For example, participant 18 shared, "[after listening to the podcast] we would have practice, and so either a concept or story you shared about another coach…I would just try that…and think about 'okay, who can I pick out in practice, or who can I kind of experiment with this on." Similarly, participant 9 reported listening to the podcasts in the morning, and stated: "then we had practice, and it was like, 'Okay, let's go down and try these different situations or scenarios out' or 'try to be more like this and not like that,' and just be more aware." Participant 60 shared how this process of informal application became more organic over time:

> After the first podcast, I was like…let me try to go out of my way to, like, use UPR and really try to express that to a number of different student-athletes…but I think by having the podcast episodes and listening to them every week, you know, you pick up little nuggets…so that was kind of my thing, it was like, okay, let me take little nuggets that kind of resonated with me in each episode, and then try to apply those concepts in my interactions over the next couple days...and then when you start…seeing how kids are responding to implementing these new ideas, then it's like, "Okay, maybe I should do that more, like that seemed to work really well," or "Uh, no one really liked that idea, maybe I'll try this instead."

Participant 6 also said:

> I usually tried to think of a specific situation. Um. Kind of an ongoing relationship I was trying to build, or a frustration of a coach, a frustration of myself or my frustration towards a player…And then you have that experience. Because you can, all this stuff on paper is really great. But if you never put it into action, you're never going to see how it works. So mainly I just tried to just pick one thing, or one situation and try to use it.

Informal Conversations with Student-Athletes. Participants also indicated that they applied TTB concepts during informal conversations with student-athletes—whether that was before practice in the stretching line, during a water break, in a film session, in the weight room, or in the athletic training room. For example, participant 66 said, "I think each one of us [on our staff] before practice starts kind of goes through the stretching line and talks to each kid and kind of gets the ball rolling." Participant 4 also stated: "I even found myself like, sometimes it's a water break where we know…kids are not listening at a water break. But if I can go over and say something positive, I bet they hear me." And, in a film session, participant 18 described:

> Watching film with a [player], it's like, "I did this wrong, I did it…" Well, "No, no, no, we're talking about everything"—the whole film session was just everything she did right. So, it's hard for her to kind of find something, because she wanted it to be negative, because she just, you know, wants all the attention. And it's, "Okay, you did this right, and here's why. You did this right, and here's why."

Meanwhile, in the weight room, participant 6 shared in a discussion board post:

> I had the opportunity to help a freshman player through her fear of lifting and…release just how strong she actually is. Her initial response was negative self-talk and a defeatist attitude, that is, until her teammates surrounded her and gave…positive directives. This led to the player lifting almost as much as the strongest upperclassman.

And, in the athletic training room, participant 57 wrote on their discussion board:

> Instead of getting frustrated that [student-athletes] aren't coming to rehab, I have tried reaching out instead, and it has been working. One of my athletes…began being 10- to 20-minutes late and then stopped coming. I texted her and asked her to come chat…I discovered she…had too much on her plate at once…We compromised…it really changed my perspective on it and brought our relationships to an even stronger level.

Discussion with Colleagues Outside of the TTB Program. Meanwhile, participants also reported discussing program concepts with colleagues whom they were close to and were not participating in TTB. For example, after listening to the podcasts, participant 48 said, "then I tried to talk to people about it. So, one of my roommates is also a(n) [profession title removed]…so, like, kind of communicating it to somebody else helped me to integrate it into just, like, my daily life." As another example, participant 56 shared: "I reflected a lot with, like, current coaches that I'm really close to...These are all coaches we play against, and I have really good friendships with, and I would bounce a lot of things off of them." Participant 55 also reported sharing insights from the podcasts or discussion boards with colleagues who worked with other sports or in administration at their university:

> I was able to go and talk to them about things that I heard in the podcast that kind of turned a light bulb on for some of them, give them ideas, I was able to utilize some of the material I learned in the podcast…and in the group discussion.

Reading the Discussion Board. Meanwhile, whether or not participants posted on the discussion board, post-program interviewees shared that they did read them and checked the board even if it was just "to see what I was missing" (participant 11). For example, participant 9 shared, "I felt like I read everyone's post, um, I didn't really get a chance to like, comment on any

of them. But I did at least read them." Participant 46, who did not post on the discussion board, stated in the post-program survey, "I listened to every module and enjoyed them all. I also read almost every post that was shared… We as a staff discussed all the modules so that helped a lot." Participant 32 also shared, "I read everyone's comments…I was happy to read them."

Summary of Relationships between Context and Resource Mechanisms

In summary, participation in the activities provided by TTB (i.e., introductory workshop; educational modules with instructions to *listen, reflect, apply,* and *discuss*; and synchronous closing discussion) ignited the following processes when the head coach prioritized TTB: integration of module discussions, formal application activities, and informal application of TTB concepts during coaching staff meetings and discussions, team practices and meetings, and student-athlete leadership meetings. Meanwhile, TTB activities ignited different processes for coaching and support staff participants when there was less prioritization by the head coach. These processes included informal staff discussion and adaptation of application activities within the constraints of their roles. Finally, for any participant who individually prioritized participation, participation in TTB activities ignited additional individual processes. These included use of personal time for podcasting and reflection, revisiting podcasts and guided notes, informal application throughout normal work activities, informal conversations with student-athletes, discussion with colleagues outside of the TTB program, reading the discussion board, and catching up on podcasts before the "live" discussion.

While TTB activities were provided to all participants, the fact that 68% of TTB was implemented as intended represents the realist notion that no program will work exactly the same for every person and in every context. Rather, results regarding favorable contexts (see section "Summary of Favorable Contexts" in "Evaluation Questions Related to Context") provide

important insights into understanding, how, why, and for whom TTB activities and participation ignited different processes. Specifically, the extent to which participants prioritized TTB activities was a critical factor that determined whether their participation truly ignited the processes that occurred in and between each activity. Prioritization was most likely to occur in the micro contexts of belief that participation would be helpful, manageable levels of personal stress, and access to opportunity for interaction between staff and student-athletes.

Evaluation Questions Related to Reasoning Mechanisms

To address evaluation questions related to reasoning mechanisms (i.e., participant perceptions and learning), quantitative and qualitative data from the discussion board posts, discussion post scores, synchronous closing discussion scores, pre- and post-program learning assessment, post-program survey and post-program interview transcripts were analyzed. The results of these analyses continue the story of the TTB program by demonstrating how participants perceived TTB activities during and after participation as well as what learning objectives were met by those who prioritized participation. The evaluation questions addressed in this section include: (EQ6) What were participant perceptions of the program? And, (EQ7) How did program outputs (activities and participation) contribute to learning?

EQ6: Participant Perceptions of the Program

As a whole, participants reported positive perceptions of TTB during and after participating. For example, participant 66 shared, “All of the programming was extremely meaningful. I loved how you grouped it. I loved the examples. I loved the fact that the audio portions weren't long, even though they may result in a lot of work on our end afterwards.” Yet perceptions did vary regarding the different activities in TTB. Thus, participant perceptions are discussed according to the ways in which specific TTB activities influenced participants’

perceptions throughout the program. These include *multiple modes of delivery→ "really easy to access," podcast content and format→ "very on point!*," *reflection and application→useful when access and timing aligned, COP discussion boards→ "more of a positive than not*," *"Live" discussion→ "would like to have more,"* and *COP placement and staff discussions→ more structure needed.*

Multiple Modes of Delivery → "Really Easy to Access"

Participants generally appreciated the option to access program materials through their mobile device or a computer (e.g., "I love the fact that you could do it by your phone or computer," participant 66). They also appreciated the option to print the guided notes that accompanied each podcast (e.g., "I printed all those off, too," participant 55). Describing the website and mobile App interface, participant 56 shared,

> I mean, you just click on the module, like the podcast is right up there. You listen to the podcast. Then you go through the reflection questions, and then you go through the application steps, like, that is not hard…I really liked that you didn't have to scroll down for attachments [laughing], it was just like "click it."

In addition, the provision of both audio and written content seemed to support perceptions that the content was accessible and easy to refer back to. For example, some participants who identified as auditory learners found the podcasts easy to learn from (e.g., "I feel like I actually listen well to podcasts and am able to take in a lot of information," participant 35), they also indicated that the guided notes allowed them to quickly refer back to concepts (e.g., "[the] CPDF with notes was so helpful, you know, to be able to click on it and see, like, one or two keywords, and then remember what that was," participant 4). Meanwhile, the guided notes helped visual learners follow along with the podcasts. For example, participant 40 said "I

struggle with podcasts ‘cause I'm like a visual person…So it was nice to have the notes because then I could look at it and follow and stay with the podcast the entire time.”

Podcast Content and Format→ “Very on Point!”

Quantitative reports of post-program survey respondents’ (*n*=39) satisfaction with the podcast format (Figure 20 in Appendix B) and content (Figure 21 in Appendix B) was overall positive. Specifically, 35 (90%) respondents were satisfied or extremely satisfied with the podcasts starting with a quote from a coach, 37 (95%) were satisfied or extremely satisfied with the opening discussion of relevance (“why” the concept was important), and 39 (100%) were satisfied or extremely satisfied with discussions on research (“what” is known about the concept) and application (“how” to apply the concept). No respondents reported being dissatisfied or extremely dissatisfied with any aspect of the podcast format or content.

Qualitative analysis supported these quantitative reports as participants indicated that they “thoroughly enjoyed listening to the podcasts” (participant 35). The short length (e.g., “It was a good length,” participant 9), density of information (e.g., “There wasn’t fluff…they’re packed with information…which I really appreciated,” participant 29), and perceived relevancy of the information (e.g., “examples, quotes, and application were on point,” participant 56) seemed to contribute most to perceptions that the podcasts alone were both enjoyable and relevant, prompting reflection and planning for application. Participant 17 described:

> When you listen to the podcast, you're always thinking about yourself in those situations, like, “Ohh, what would I do?” And so, it's really good to be able to hear it. And think about it in the moment. And then to take notes and say, “Oh, let me try this.” And it's a constant reminder…And I’ve got to tell you, I’m like busy, busy, busy…but to hear the podcast, once I turned it on, I’m like, “Oh, yeah, okay…” Because on your own, you

> don't think about [those things] until they kind of hit you [in practice]. With the podcasts and the notes and everything, you can kind of hear it ahead of time, so you can plan, and nothing beats having a plan to deal with a situation before it gets there.

In addition, participants expressed appreciation for how the podcasts integrated information (i.e., "what" is known about a concept) with application (i.e., "how" to apply it). Participant 48 said:

> I kind of expected it to be a little bit…tedious, but then I when I was listening to the podcast…I was like, "Oh, this is great." It was super applicable. I can use this every day. Um, so really just that…it wasn't just learning to learn. It was like learning to actually use it, which I appreciated.

As another example, participant 56 described:

> I liked how the podcast was formatted, the stories behind it, and then…towards the end, the reflect and apply piece. And it would be like the last two minutes, but it helped kickstart what that looks like for us to reflect and apply. So, I thought that was really beneficial. I liked hearing stories of how it works, because then you can figure out how you want to apply it, you could use the same application format, or you could tweak it where you feel like it would be best suited for your program.

Reflection and Application → Useful When Access and Timing Aligned

Of all aspects of the TTB, post-program survey respondents (*n*=39) indicated that the application activities were most valuable for their learning. Specifically, 18 (46%) post-program survey respondents indicated that the activities were extremely valuable, 11 (28%) highly valuable, 7(18%) moderately valuable, 1 (3%) slightly valuable with only 2 (5%) indicating that they did not engage in the application activities at all (see Figure 22 in Appendix B).

Qualitative analysis revealed that the activities participants found the most useful for improving their professional practice was the module two activity to identify their own triggers (i.e., student-athlete behaviors that irritate them) for use of negative regard or disregard and to seek feedback on how others interpret their reactions to triggers from colleagues (module two) and student-athletes (module three). For example, participant 35 shared, "I think the trigger points was another really big [take-away]…I don't think people really talk about that. It's almost like you just learn by experience, instead of being proactive and getting ahead of issues." Describing the usefulness of the module three activity, participant 1 said: "The feedback from players about how they saw me as a coach—that was the one that got me excited and the one I leaned on, and still lean on, the most." And, providing insight into *how* this activity was perceived to be useful, participant 65 shared on their discussion board:

> This allows us to know exactly how our student-athletes feel and what they need in certain situations to move them in the direction of receiving the best possible outcome. This gives us insight on ways to continue building relationships and connecting with our student-athletes. It also gives us a chance to continue working together collectively to make sure we are continuing to not only grow individually but also as a staff.

While this was perceived as most impactful for those who completed these activities, those without access to staff or student-athletes perceived these same activities to be challenging. Additionally, some participants chose not to do this activity because they felt that, at the time of implementation, it was "burdensome" (participant 61) for student-athletes given their time constraints. For example, participant 4 shared:

> What was difficult was when you asked for certain input from the players, which we know how critical that player feedback is, right? But we also have growth areas within

> our own program…And so, we didn't want to put more responsibilities and time constraints, you know, into what we were already asking [student-athletes] to do.

Meanwhile, perceived usefulness of application activities also seemed to increase when the timing of an activity did align with opportune moments for application. For example, participant 28 shared in a discussion board post about the module one activity:

> This podcast came out the day I was having a one-on-one meeting with a lower-level player who wasn't happy with some of my honest comments from the week before. So, I took it as an opportunity to have another honest conversation with her while building her up and explaining to her why I said what I said. Since we've had that conversation her work ethic and attitude have been a lot better.

COP Discussion Boards → "More of a Positive than Not"

Meanwhile, post-program survey respondents (*n*=39) had mixed reviews regarding perceived value of the discussion boards for learning (see Figure 22 in Appendix B). Specifically, 9 (23%) respondents reported that the discussion boards were extremely valuable, 11 (28%) highly valuable, 7 (18%) moderately valuable, 7 (18%) slightly valuable, and 3 (8%) not valuable, while 2 (5%) indicated that they did not participate in the discussion boards. These results are reflective of the varied perceptions participants expressed regarding the discussion boards in open-ended responses on the post-program survey and in post-program interviews.

Participants who reported the discussion boards to be slightly valuable or not valuable were members of COPs with low frequency of posts or were behind in the timing of posts. Specifically, some indicated that the lack of consistent timing around posting on the discussion board was a barrier to actual collaborative reflection and learning from others' posts. Participant

66 said, “If you're commenting on the discussion board five days later, I think that the timing of that might lose some meaning.” Participant 35 also shared:

> From my experience, [pause 0.03] it was challenging because I felt like I would try to stay pretty close to the week that it was due, and everyone's obviously at their own time submitting things. So, I'll admit, it was hard for me to kind of learn a lot from all of their posts when they came a few weeks after I had already done that particular post.

And, while the program facilitator encouraged posting regardless of timeline (e.g., “As you begin listening to module four, I encourage you to keep up the discussion on modules two and three.”), some participants did not perceive this to be helpful. For example, participant 60 shared:

> Even though it was like, “Hey, like, we're open, you can still talk about module two, but we're on week three.” So, then everyone's like, “Oh, well, I got to catch up to week three.” Like I don't want to go back to two, because I'm trying to catch up to week three.

An exception to this was if one participant posted about a module two or three weeks behind schedule, then others who were also behind would follow suit (e.g., “Not to follow in [name removed]’s footsteps, but I apologize for engaging so late,” participant 62). Thus, participants seemed more influenced by their colleagues’ behaviors posting than by the facilitator/evaluator’s encouragement to post about any module at any time.

Meanwhile, the primary ways in which some participants perceived the discussion boards to be positive were through accountability to keep up with the modules (see section “Frequency of COP Member Posts” in “EQ2: Contextual Benefits and Barriers to Participation at Each Stage of TTB”), recognition of “Oh, I’m not the only one…” (participant 4), and—for a few participants—further depth in learning. For example, participant 17 shared:

> Reading the comment board and listening to the others too, like, "Okay, I'm not the only one in the world that deals with this…" I thought that was helpful with the podcast, because you could plan ahead of time, because it can sink in your brain. And you can think of the examples of why things happen. And how you can prevent them by, you know, doing this or that.

Similarly, participant 66 explained how they perceived the discussion board to support learning:

> Learning from our peers is a really good thing, especially the ones that were really getting it done in this group…I found it interesting to see what maybe was a trigger for another [person] or an area that frustrated them but yet, they brought up some things that I thought, "Gosh, that's a trigger for me too…" so…I learned a lot from just reading what they were attempting to do as well, or things they were implementing…I even picked up some tidbits that will be helpful that I'm stealing.

"Live" Discussion → "Would Like to Have More"

Participants empathized with the challenge of scheduling everyone to meet for synchronous discussions (e.g., "That's the difficult thing is how do you have [everyone] be available," participant 66). Yet many also indicated that they found the two "live" discussions (e.g., the introductory workshop and synchronous closing discussion) more valuable than the written discussion boards. For example, participant 60 said, "As a group, we probably benefited more from like the couple of sessions where we had video chats, um, in the beginning and at the end, then we got from the discussion board." And, offering a suggestion for the use of COPs, participant 29 said, "Almost think more Zoom calls... I know none of us have 'time,' but really liked connecting with that group!" Further, while participants appreciated the flexibility of the modules being self-paced (e.g., "I do love the fact that it's in a format that you can listen to it at

your leisure," participant 66) the discussion boards did not provide enough accountability for some stay on track with the recommended timeline. These participants indicated that pre-scheduled, periodic "live" discussions would better serve this purpose. Participant 17 described:

> I loved [the "live" discussions] …we only had a couple of them, but I think [more] would help [TTB]…it comes back to ownership…when we're in these groups and we're talking, we're *part* of the program…because the discussion boards you can put off. I mean, obviously, you can put them off. But…from a coaching world, we're used to *doing*…so the *doing* part gets us in our mode and our roles, more so than writing.

Notably, these perceptions still depended on participants' pre-existing systems and whether they considered it possible to integrate TTB within those systems. For example, participant 4 offered a different suggestion regarding COPs in the post-program survey: "Fewer live-person requirements given our time constrictions."

COP Placement and Staff Discussions → More Structure Needed

Finally, the majority of participants perceived the COP placements by position positively (e.g., "If you put us within our own staff, we'll probably be a little bit more closed off just in general…you won't really have that freedom" participant 4). In addition, some appreciated being able to take different perspectives from their COP back to their staff (e.g., "I did like [staff being in different COPs] because we all came back with something just a little bit different, you know, when we would talk about it [as a staff]," participant 53). However, some participants suggested that more provision of structure for both COP discussions and staff discussions could have been helpful. For example, while coaching and support staff members were encouraged to discuss the modules and coordinate on some application activities, pointed questions for staff discussions were not provided. Participant 35 indicated:

> Something that could be cool is even more staff discussion…I know that was incorporated a decent amount but making that a really purposeful part…at the end of each module, like setting aside 5- to 10-minutes, like a discussion point to go over with your staff…having that in-person reflection time could be really beneficial as well.

Similarly, participant 17 suggested that "having a module [in the middle] where the staff can kind of just come together and talk about, you know, either the first two modules and how it looked or who tried what or things like that might be helpful." While this happened organically for some participants (see section "Coaching Staff Meetings and Discussions" in "EQ5: Processes that Occurred Between Activities and Participation"), others indicated that direction would have been needed to make it happen. In addition, support staff participants expressed that specific direction to include them in some discussions with the coaching staff would also be helpful. These participants also appreciated the COP groupings by position (e.g., "It's kind of nice…you don't necessarily get to talk to another WBB athletic trainer that's going through the same stuff as you," participant 60). Yet they also expressed interest in more opportunities to discuss with their coaching staff. For example, participant 48 suggested to have "some [discussion calls] with just your [COP], and then some of them a little bit bigger with [a mix of professionals], so we could kind of all get on the same page a little bit."

Finally, participants indicated that additional structure and guidance regarding the virtual discussion boards may help to improve engagement with written discussion. Specifically, some participants suggested that assigning each participant a specific module for which to lead the discussion could provide this additional structure. For example, participant 18 said:

> I think sometimes people were, you know, "I don't want to post first," or "maybe I didn't quite understand," even as adults in this, so if you just say, "module one, [name

removed]'s going to respond first," and then "module two, [name removed] has it," …then that person knows, "Okay, I need to come up and at least do my part."

EQ7: Participant Learning

To evaluate participant learning, discussion board posts, synchronous closing discussions, and pre- and post-program learning assessments were each scored by the program facilitator/evaluator according to pre-established rubrics. For discussion board posts, participants were scored on a three-point scale: (1) does not meet expectations, (2) meets expectations, or (3) exceeds expectations. The rubrics for discussion board posts were specific to the discussion board prompt in each module and identified what was required to meet and exceed expectations within a response (see Appendix E). Participants demonstrated improvement in scores from modules one to two, three to four, and four to five. However, both frequency and quality of discussion board posts decreased in module six. Specifically, out of the total number of posts in each module[24], 31 (72%) posts met or exceeded expectations in module one, 25 (86%) met or exceeded expectations in module two, 11 (79%) met or exceeded expectations in module three, 18 (95%) met or exceeded expectations in module four, and 15 (100%) met or exceeded expectations in module five, and 5 (71%) met or exceeded expectations in module six (refer to Figure 16 in Appendix B). Notably, while the facilitator's feedback on earlier discussion board posts may have contributed to improvements in later posts, the increase in percentages of higher scoring posts could have also been due to improvements in how the discussion board prompts and rubrics were designed for each subsequent module. It is also possible that those who continued to post were high scoring posters from the beginning.

[24] Percentages are calculated out of the total number of posts that were scored in each module. Only participants initial responses to the discussion prompts were scored. Comments on others' posts were not scored.

Meanwhile, the synchronous closing discussions were assessed according to a pre-determined rubric by the program facilitator/evaluator. The rubric included seven learning objectives (see the full rubric including the seven learning objectives assessed in Appendix J). Each learning objective was scored on a two-point scale: (1) meets expectations or (2) exceeds expectations. If participants did not meet expectations for a given learning objective, then they did not earn any points for that learning objective. Within the 30-minute closing discussion, participants were not expected to demonstrate learning on all seven objectives. Rather, scores for each learning objective were added for a possible total of 14 points. In assessing participants' discussions as a whole, it was determined in advance that a total of four to six points would meet expectations while a total of seven to fourteen points would exceed expectations. All closing discussions met expectations and 10 out of 11 exceeded expectations (refer to Figure 19 in Appendix B for the distribution of scores by COP). Table 15 (Appendix B) also provides an overview of the extent to which participants demonstrated progress toward specific learning objectives through discussion board posts and synchronous closing discussions.

Finally, pre- and post-program learning assessments were conducted as part of the pre- and post-program surveys. Two sets of questions in this assessment were designed for participants to demonstrate their progress towards learning objectives five (demonstrate growth in awareness of personal use of the opposites of UPR) and eight (demonstrate UPR in interactions with student-athletes; see Appendix K for these assessment questions and the associated rubrics). Participant responses were compared with a rubric to determine whether they (1) did not meet expectations, (2) met expectations, or (3) exceeded expectations for each set of questions (i.e., 3 points possible per set of questions). Higher total scores (out of 6) indicated

greater ability to demonstrate awareness of personal use of the opposites of UPR and to accurately demonstrate UPR in interactions with student-athletes.

Because the distribution of pre- and post-assessment scores was not normal (but the distribution of differences was), a Wilcoxon signed-rank test[25] was used to assess differences in the median scores of participants' pre- and post-program responses. A total of 31 participants completed both pre- and post-program assessments and were thus included in this analysis. Results revealed a statistically significant difference between pre- and post-program assessment scores with a large effect, n=27, Z=-4.65, p<.001, r=-0.59. The scores of 27 out of 31 participants increased, and no participants' scores decreased, from pre- to post-assessment (see Table 16 in Appendix B). There were four participants that showed no difference between pre- and post-assessment scores.

Qualitative analysis revealed further insights into *how* specific TTB activities and associated processes of participation helped to facilitate learning. Specifically, four relationships between resource and reasoning mechanisms were identified: *introductory workshop and podcast content → knowledge of PCT concepts*; *application with reflection and discussion → self-awareness related to PCT concepts*; and *formal and informal application → demonstration of PCT-based skills and strategies*.

Introductory Workshop and Podcast Content → Knowledge of PCT Concepts

Participants indicated in post-program survey responses and interviews that the content presented in the introductory workshop and podcasts helped to facilitate their knowledge of PCT

---

[25] A Wilcoxon signed-rank test was used for assessment scores because the distributions of pre- and post-program survey scores for this objective violated the assumption of normality. However, the distribution of differences between pre- and post-assessment scores was normal. Data cleaning procedures also indicated that there were no outliers, thus all n=31 participants who completed both pre- and post-program assessments were included.

concepts. Participants' discussion board posts that met or exceeded expectations also provide evidence for the knowledge of PCT concepts gained from the workshop and podcasts. The learning objectives that were facilitated most by the workshop and podcasts included: objectives one through three, *define UPR and its opposites and understand their implications in the sport context*; objective four, *relate the concept of self-actualization to expectations formed for student-athletes*; objective six, *understand the connection between positive regard and self-discipline*; and objective seven, *understand the role of self-regard in relation to providing UPR for others* (refer to Table 2 in Appendix B for a complete, numbered list of learning objectives). Examples of participants' meeting these objectives in conjunction with descriptions of *how* they believed they did so are presented next.

Define UPR and its Opposites and Understand their Implications in the sport context. After seeing and hearing the definitions of UPR and the opposites in the introductory workshop, participants were asked to share personal experiences of each in breakout rooms with their COP members (or, at least, those who were present) and then in the large group. Participants seemed to quickly pick up these concepts and relate them to personal experience. Many participants described UPR and its opposite constructs as concepts that they "knew it was out there" (participant 60) or even that "we've already been doing," but to be able to "actually put words to them" (participant 9) was helpful. For example, participant 60 described:

> The unconditional positive regard was like a really big thing for me. Uhm, it wasn't really a concept that I had, like, a name for previously. I think it's something you kind of…knew it was out there, but it wasn't something that was named for me. So being able to show [student-athletes], you know, that regardless of where you are today, like, you're

> still valuable, you're still progressing. You're still putting in hard work…I think that was a big thing for me, as far as just being able to name that concept.

Likewise, whether it was due to the felt pressure to be positive in WBB culture or prior experiences, most participants indicated that the implications of UPR and its opposites in the sport context were relevant and easy to understand. As participant 29 shared, "I think [it] was really good to be able to kind of have just the awareness of the effect it could have." The concept that seemed most novel to participants was disregard and the fact that this could be communicated unintentionally. Participant 35 said:

> Unintentional disregard—that was one of the biggest [take-aways]. And…not only injury, but like playing time, all of those different stressors that…I feel like I'm a fairly compassionate person, but that's still such a hard situation that you need to go above and beyond to help [student-athletes] feel valued. And I don't think that gets talked about enough. I think players who are injured or players who um, [whose] roles get [reduced on the court], they just kind of get brushed under the rug. And that's not fair. They're still a part of this team. They're still a part of this program. And I need to pour into them just like I do everyone else. So that one was a big one.

Relate the Concept of Self-Actualization to Expectations Formed for Student-Athletes. Following the introductory workshop, module one was intended to help participants relate the concept of self-actualization to the expectations that they form for student-athletes by connecting belief in self-actualization to theory of self-fulfilling prophecy. Participants' discussion board posts and post-program interviews indicated that listening to the podcasts and reflecting did help them meet this objective. For example, participant 66 shared in a post-program interview:

> What really hit me through going through this, too, was, you know, we picked all these players, and we saw something in them that resonated that could help us, and it's our job to bring it out. And it may not be coming out in the way that we initially planned. But it's our duty to find the right way…and be patient as that process develops.

Likewise, participant 35 posted on their discussion board:

> I loved the story about Coach Wooden's two players partnered with Coach Staley's quote to "do what you're asked and your chance to play will improve because I can count on you." I need to be better at giving people a chance to surprise me. We brought them here for a reason, so don't be afraid if they start to shine!

Sharing more about this in a post-program interview, participant 35 described:

> While I would tell [student-athletes] in their role meetings that their role can always change, and that if they put in the work, there's still opportunity, I don't know if I actually believed that. And so, it…challenged me to when we do have a role talks, to really mean it when I say "This is your role right now, but it doesn't have to stay this way" …And I've even had that experience with one player. She's a walk on for us…coming into this year, I thought that there was maybe a chance she could play, but we had some really good freshmen coming in. So, I didn't really know. And I've just finally allowed myself to admit, like, she's playing really well. And no matter how good our freshmen might be, even though she's a walk on, she's playing really well and deserves minutes.

Understand the Connection Between Positive Regard and Self-Discipline. Early on, some participants seemed to assume that UPR meant being unconditionally *positive*. With this, it was challenging for them to understand how they could be both authentic and positive, especially when they were genuinely frustrated or needed to correct behavior or mistakes on the court.

Thus, connecting positive regard to self-discipline was meaningful as it helped participants understand that positive *regard* is more about acceptance of, respect for, and belief in others as opposed to being excessively positive. Participant 4 described their learning of this concept:

> One thing that I think I have gotten better at this year, more than any other year…is those moments of frustration don't have to be dishonesty. And I've learned that it's more in my tone and how I communicate. So, if I just say, "*You need to work harder!"* Like, that's not going to work, but if I can say, "Man, right now, I really think you have more to give. And I don't know how to get you to give that…" like, if I can give that type of honesty, I think you can still have a good effect.

Participant 15 also shared in a discussion board post:

> The most impactful piece of this program has been that holding UPR for a player does not mean always being positive with them. Sometimes the player needs to be held to a high standard for them to reach their true potential. And from what I learned in the modules, most players actually want this and value a coach that will hold them to a high standard especially if they know it comes from a place of respect.

Similarly, participant 35 said:

> One of the biggest things that I learned from all of this is that challenge of, okay, they need more than just a cheerleader, they want someone who is going to be there to really push them and challenge them and hold them accountable. And how I do that is going look different from other people. And I have to realize that that's okay. But I still have to find what that looks like for me and hold myself to that standard.

Participants also indicated that demonstrating positive regard consistently actually helped them to be able to challenge student-athletes in a more effective way. Participant 29 shared as part of their post-program assessment:

> We have a young woman…[who] has been pretty guarded…We have talked at length and can see "progress;" however, it has only lasted a day or two. I decided to change my approach and really "praise" her hustle plays and the moments that she "plays through" her mistakes. I feel because of this… it has allowed me to have even more challenging conversations with her!

Understand the Role of Self-Regard in Relation to Providing UPR for Others. While not every participant made it to module six, the content in this module was intended to help participants understand the role of self-regard in relation to providing UPR for others. Several participants demonstrated progress toward this learning objective. For example, participant 4 wrote on their discussion board for module six: "This module was such a great reminder to make sure we are coming with full buckets so we can fill others!!" Participant 29 also wrote in the post-program assessment: "If I can maintain my own energy…it leaves less room for disregard." And, some post-program interviewees indicated that this concept was especially relevant for them. For example, participant 66 shared:

> What really hit me was—Gosh, I bet you I have [let my own stress affect interactions]—even though I think I tried the best I could, I could still be a lot better in getting my mind right before I walk out to practice…And I think we speak it to our players a lot [about taking care of themselves], but we have to continue to speak it to ourselves.

In addition, participant 9 said:

> Probably in most [WBB] programs, not one player ever comes into practice to say, you know, "Hey, I wonder…if coach, you know, [is] having a hard day today, personally…" I don't think they really ever say that. They just…I guess, think you're superhuman…So, it was interesting, just to say that, you know, we have to show up, we have to be here for them, but how do we do that if we aren't taking care of ourselves first? Like…how can we project good energy and give off positive vibes if our…our inner selves aren't in that kind of space…so [that] was just more of an eye-opener…like, "Ah, well, yeah."

Application with Reflection and Discussion → Self-Awareness Related to PCT Concepts

The information in the podcasts and guided notes facilitated knowledge and understanding of PCT concepts. Some participants also described a growth in self-awareness related to PCT concepts when they simply heard or saw the information. For example, participant 48 shared, "I really feel like, for me, the initial concept of UPR felt like very mind-blowing to me, which is so silly, but I was like, 'Wow, I am not doing this. And it would make a big difference for me.'" Participant 14 also stated:

> Early in the program, I mean, just thinking about the whole concept of just the negative, the positive and the disregard…I was just kind of more aware of my interactions. And, you know…I think that alone…Like, if you can get a coach to actually be self-reflective about their daily interactions with their athletes…that's super valuable in and of itself.

Yet, most participants who prioritized TTB indicated that application paired with reflection and (for some) discussion was what truly facilitated self-awareness in relation to PCT concepts. The learning objective that was met regarding self-awareness related to PCT concepts was objective five: *demonstrate growth in awareness of personal use of the opposites of UPR* (refer to Table 2

in Appendix B for a complete, numbered list of learning objectives). Examples of how this learning objective was met are presented next.

Demonstrate Growth in Awareness of Personal Use of the Opposites of UPR.

Notably, 100% of the COP synchronous closing discussions met or exceeded expectations in discussing their growth in awareness of personal use of negative regard or disregard. Participants also demonstrated statistically significant improvement on this learning outcome as part of the pre- and post-program assessment (see fourth paragraph in section "EQ7: Participant Learning"). Meanwhile, post-program interviewees indicated that growth in self-awareness was one of the most impactful pieces of learning for them overall, as participant 56 share, "What I took away was really also learning about myself…and how I respond to situations. That was a big, big thing." Participants also expressed that distinguishing between negative regard and disregard in their own actions was an "eye-opener." For example, participant 29 shared:

> I definitely do more of the disregard than I do negative regard…no one's ever really in my doghouse, but I do just shut the…I just shut the door. And it's equally, if not worse… so I think [TTB] does point that out of, "Okay…well, I don't do this, and I don't do this," and then you're like, "Oh. Oh crap, I do this part all the time" [laughing].

Participants indicated that growth in awareness of personal use of the opposites of UPR was scaffolded by two preceding objectives which were not included in the initial learning objectives. These included *identify personal triggers for use of the opposites of UPR* and *understand others' perceptions of my reactions to triggers*. Examples of each are discussed next.

Identify Personal Triggers for Use of the Opposites of UPR. Regarding the process of the module two application activity (see Appendix E for full description of the activity), participant 1 shared on the discussion board: "This activity forced me to really think about what I

like and dislike in terms of player behavior. Then I had to think back on how I responded in past situations." Participant 18 indicated that "being able to kind of see…'Okay, yeah, this does irritate me'" allowed them to be more clear on their own "non-negotiables" (participant 18). Triggers identified included "moodiness" (participant 29), "mistreatment of others" (participant 6), "laziness, negativity, and excuses" (participant 66), and "a cold and distant attitude" (participant 35). Some also indicated that this awareness led to them checking their own behaviors with their triggers. For example, participant 30 shared on their discussion board:

> I really had to focus on this assignment. One of my biggest things is body language. We like to tell our athletes to "Fix their Face," but do we as coaches take that to heart as well? My goal this week is to focus on my body language. For example, I like to cross my arms. Most of the time, it's because I am cold, however this is seen as an aggressive and disappointed stance…our players are always analyzing our responses and that can be with our tone of voice, the words we use, and our body language.

Understand Others' Perceptions of My Reactions to Triggers. When seeking feedback on how others perceive participants' reactions to triggers from colleagues (module two) and student-athletes (module three), participants indicated learning that they were "on the same page with [student-athletes]" (participant 15) in some areas but could make some simple, meaningful changes in other areas. For example, participant 15 went on to share on the discussion board:

> I think this confirms we are mostly on the same page with our players about how we react to situations and how they need us to react to situations. This is good to know and helps us to have the confidence to keep moving in the direction we have been moving in. But the changes [student-athletes] asked for are easy enough and something that we will

> happily change knowing that they will feel involved in the process and hopefully make them feel as if we are moving "with" them instead of "against" or "away" from them.

With this came a deeper understanding that every person may perceive reactions differently. For example, participant 56 said: "I learned a lot about how different every player really is, and how their needs can be significantly different." Participant 29 also shared on their discussion board:

> It was interesting to see that some perceived my actions to be what I thought, and yet some were completely different. Because of this, I think I need to be more intentional and clearer about showing positive feedback, especially in the things that I love. And… that EVERYONE is going to perceive things differently, so I have to keep adapting.

Recognizing specific areas in which others' perceptions of reactions did not align with the participants' intentions seemed to motivate change. For example, participant 34 shared:

> I learned that when I am triggered and pull away or say things in a sarcastic tone to a player that my [coaching staff] feel like they need to do "damage control" … Knowing this info helps me realize that there is actually "damage" being done to my relationship with the player when I act this way. Obviously, I don't intend to do that so I will have to pay more attention to how I act moving forward.

Likewise, participant 32 shared on their discussion board:

> Of course, it is good to hear about the energy we bring and the re-enforcement and compliments we provide when our athletes display behaviors we like—I was most interested to hear about my reactions when athletes display behaviors I do not like. Evidently the frustrations I feel at times can be seen ☺. Surprise, surprise…What the exercise makes me want to do is be better at not showing my frustration and…better figure out HOW to connect with each player to improve their behavior.

Formal and Informal Application → Demonstration of PCT-Based Skills and Strategies

Introductory workshop and podcast content helped to facilitate knowledge and understanding of PCT concepts. Meanwhile, application with reflection and discussion helped to facilitate self-awareness related to PCT concepts. However, it was primarily application itself—both formal and informal—that facilitated participants' ability to demonstrate PCT-based strategies and skills. The learning objective that was primarily achieved through formal and informal application was objective eight: *demonstrate UPR in interactions with student-athletes*.

Demonstrate UPR in Interactions with Student-Athletes. Notably, participants also indicated that their ability to demonstrate of UPR was scaffolded by two preceding objectives that were not initially included in the TTB learning objectives. These were *depersonalize triggers and communicate standards for behavior* and *"catch" self when triggered*. In addition, participants demonstrated progress toward learning objectives eight-point-one to eight-point-four. Because there are numerous ways to communicate UPR, learning objective eight included these subordinate objectives to represent the demonstration of specific strategies for communicating UPR. Thus, the objectives met included objective eight-point-one: *implement the oneness rule,* objective eight-point-two: *show patience, understanding, and empathy to "move with,"* objective eight-point-three: *Implement the four R's (rules and rationale, roles and responsibilities),* and objective eight-point-four: *implement present-moment engagement and consistent touchpoints* (refer to Table 2 in Appendix B for a complete, numbered list of learning objectives). Examples of how these learning objectives were met are presented next.

Depersonalize Triggers and Communicate Standards of Behavior. Being able to identify behaviors that act as triggers for the opposites of UPR, and name these behaviors as triggers, helped participants demonstrate UPR in two ways. First, labeling behaviors as

"triggers" seemed to allow some participants to depersonalize their frustration with these behaviors. Specifically, participants indicated that they could better recognize that their frustrations were more about their own triggers than the person displaying the trigger. For example, participant 1 shared:

> The biggest thing…you respond a certain way to whatever a player is giving you. And that's really more about *you*. So…when you…have a plan, basically that's what [TTB] gives us, and you focus on the plan…[it] allows you to see things a little bit differently, and then respond and control your responses…whereas before it was more just reacting based on whatever my personal [triggers] are…so I was able to improve with that.

Second, their own awareness of triggers allowed them to communicate standards of behavior that counter their triggers—with pre-established consequences for a triggering behavior—to their staff and team. For example, participant 35 wrote on the discussion board:

> Something that I have done…is clearly communicate triggers to my team and told them that if they are exhibiting those behaviors, I will ask them to leave practice. I reemphasize that they aren't a bad person, but their behavior is affecting the whole team and we aren't getting better because of it. With that being said, I still have to get better at it!

"Catch" Self when Triggered. The distinction between a triggering behavior and the person doing the behavior seemed to help participants create space between a triggering behavior and participants' reactions—which some indicated was enough time to "catch" themselves, reflect, and change their response. For example, Participant 18 shared:

> There were a few times where I would catch myself getting ready to say something…And instead of just delivering, I would put [what I wanted to say] in a timeout…And I think…realizing that like [the player's behavior was] the best way that they know how to

> handle [the situation]. So, it's like *I* had to take a break…the timeout helps just so I don't say something off the cuff, and I can literally have this internal conversation, "Okay, like if you say this, what's going to happen, if you say it this way, or kind of wait till then…" And it's actually been helpful.

Providing another example of catching oneself and changing a response, participant 66 shared:

> I caught myself a few weeks ago…we had our first scrimmage with referees and one of my returning players, who's arguably our best player, missed her first five shots and looked like a fish out of water. And, so I called a timeout. And I walked over to her and I just said, "Are you nervous?" And go "This is an inner squad scrimmage. You played the most of anybody last year." She goes, "I am." And we both laughed. And I said, "Well, I'm glad we're having this scrimmage." You know, we laughed about it. And then she went on to probably hit five out of her next six shots. So…just trying to think and dial it back to "What is she feeling right now?" instead of how I feel. And I think that was one of the points in [TTB] was a very important point.

Implement the Oneness Rule. Meanwhile, of all the application activities and strategies provided to demonstrate UPR, the one that the most participants indicated that they did and intended to continue to do was the oneness rule (Lynch, 2020). This was likely because it was part of the first module, and it was simple to integrate into pre-existing systems. Describing the oneness rule, participant 14 shared on the discussion board, "I think one of the best takeaways was the idea of finding at least one athlete a day to communicate specific positive regard to. I definitely want to continue that." As part of the oneness rule, participants were also instructed to start with communicating value to student-athletes who were at the bottom of their depth chart for playing time. Demonstrating this and the impact they discovered, participant 56 shared:

> You don't recognize until it's kind of put in your face, like…I have three players who will probably never see the floor…But at the end of the day, they still put in as much work as our best player. But I noticed just naturally in practices our top seven or eight are just doing so many basketball things really well. And so, it's hard…for their teammates to not be like, "Awesome move!" like "Great pass!" …And then you have these three that still work their tail off. But they're just not making that awesome pass consistently…So, when we did the oneness rule…we started from the bottom, and we would reinforce these values [that we see in them] …every single week…Now, as we went up [the roster], it was like every 10 days for the others…and we realized the bottom three felt significantly more appreciated…and then the other [players] were like, still just as happy.

Show Understanding, Patience, and Empathy to "Move With." After identifying triggers for the opposites of UPR, module three emphasized curiosity in understanding what is going on underneath a student-athlete's behavior, patience in their learning process, and empathy. Participants were taught to label their interactions as moving away from (disregard), moving against (negative regard), moving toward (controlling or over-accommodating), and moving with (empathizing while challenging the athlete to continue chasing their potential). After completing the module three application activity, participant 34 demonstrated improved understanding of student-athlete perspectives and intentions to "move with" on their COP discussion board:

> We as coaches tend to look at these types of breakdowns (like repeating the same mistake) as due to lack of focus, or not taking responsibility or [not] being accountable. And the players look at it as, they just need more repetitions, guidance, or teaching and encouragement to get it. To move "with" a player, we would need to be clear we needed

> players to step it up and at the same time be more patient as coaches and keep teaching, correcting, repeating the behavior until they get it.

Also demonstrating understanding, patience, and "moving with," participant 66 shared in a post-program interview: "We have a player that…needs extra time on tests in her classroom. So… Why wouldn't she need that when we're teaching plays? And so, [someone from our staff] draws with her plays, you know, several times a week." And, demonstrating small shifts in moving away from, then against, and then with, participant 53 posted on their discussion board:

> Caught myself today with the move away, against or towards…Player having problems getting over ball screens in small workouts. This is a bottom bench player. First, I was like "Screw it she won't play why waste time." Then moved to against as I challenged her with "How do you expect to get on the court if you can't get over screens?" Finished with "We are going to continue with extra sessions until you are proficient at this skill." … those 3 movement choices are usually related to a player's body language and their willingness to improve. At the same time their willingness to improve is often times related to *my* body language or positive reinforcement.

Regarding this example, participant 53 shared later in a post-program interview, "It would have never happened if I didn't have this [TTB] program that we were going through. It would have stopped at the first comment. And then, you know, I mean, there might have been one slide, but it wouldn't have gone through all the ranks."

Implement the Four R's (Rules and Rationale, Roles and Responsibility). The four R's were provided in module four as strategies to cultivate self-discipline as *part* of demonstrating UPR. Demonstrating the implementation of roles and responsibility, participant 65 posted:

> We will continue to speak and discuss roles as we progress through the season because this is an area that is ALWAYS evolving. Lastly, we will make sure that there is always HONESTY in the information and feedback that our student-athletes are receiving. It's important that when giving feedback we find ways to help them see ways that they can continue to grow and strive for the goals we have set.

As an example of implementing "rules and rationale," participant 34 posted:

> What we will do daily is remind our athletes of our expectations of Giving our Best Effort, Being Open Minded, Overcommunicate, and Own your Actions (100%/0 concept) as our evaluation tool for how we are performing as a group. What we will do weekly is evaluate how we did as a team in these areas and give ourselves a weekly score on how we are doing. We implemented these officially last week. Our athletes appreciated clearly knowing the expectations and they were engaged in the evaluation of themselves giving examples and reasons why they felt the way they did.

And, emphasizing the rationale for consequences when a rule was broken, participant 17 shared:

> Yes, I was mad, but it needed to be broken down to them, like "You guys, this is *why* you can't do it, and how it would affect somebody else…And I know you guys are leaders and I just want you to understand the gravity of the potential situation."

Implement Present-Moment Engagement and Consistent Touchpoints. Finally, to support the skill of catching student-athletes doing things right and noticing when they may need some extra support, module five provided participants with the strategies of present-moment engagement and consistent touchpoints. Demonstrating present-moment engagement as well as extra support that resulted from it, participant 3 posted on the discussion board:

> I noticed one of our freshmen seemed distracted and less engaged in practice. I saw her up in the office and asked to meet for a few minutes. Asked how she was feeling and listened to her explain that she is homesick and overwhelmed. We talked about managing the stress and I reassured her that she is valued, and we are here to support her…She seemed relieved to have talked about it and had a great practice later that day.

Summary of Relationships between Resource and Reasoning Mechanisms

Considering the relationships between resource and reasoning mechanisms, it seemed that participants' perceptions about each TTB activity interacted with the processes they engaged in throughout participation. In turn, the different processes they engaged in served different purposes for the facilitation of learning. Specifically, perceptions that module content (i.e., podcasts, guided notes, and instructions for application, delivered through the mobile App and website) was "super easy to access" (participant 35) made it possible for participants to enter a space of learning potential by simply accessing the content. Without the perception that the modules were easy to access, easy to follow, and easy to bring into either formal or informal application, participants would not have been able to be in the space of learning potential—especially amidst the busy-ness reflected in the macro context of WBB culture in which levels of personal stress were magnified by global and national crises. Meanwhile, perceptions that the delivery of information was both enjoyable and relevant (e.g., "very on point!") did not independently facilitate learning. Rather, perceptions of enjoyment and relevance kept participants returning to the space of learning potential through certain processes. Such processes included re-listening to the podcasts or re-visiting the guided notes; testing out strategies through formal and informal application and evaluating the outcome; and, discussing concepts with colleagues either within or outside of their COP. It was these processes that participants

perceived to be most useful, and in turn, seemed to actually serve as mechanisms for learning. Taken together, positive perceptions—specifically regarding ease of module content access and application, enjoyment, and relevance—motivated processes of reflection, application, and discussion which facilitated learning. Table 17 in Appendix B provides an overview of the relationships found between TTB activities, participant perceptions, processes that facilitated learning, and learning objectives achieved.

Evaluation Questions Related to Outcomes

The experiential outcomes assessed as part of the current evaluation included changes in participants' self-reported UPSR, perceived stress, thriving at work, and way of being. These outcome variables were assessed at three timepoints. Specifically, the pre-program survey (i.e., timepoint one) was completed after the introductory workshop and during the weeks in which modules one and two were intended to be implemented (September 11-28, 2020). The post-program survey (i.e., timepoint two) was completed in the month following module six of TTB implementation (October 30-December 1, 2020). The follow-up survey (i.e., timepoint three) was completed two-and-a-half months after the post-program survey was initially completed (January 15-20, 2021). Out of the 53 program evaluation participants, 31 (58%) completed all three surveys. Refer to Table 10 (Appendix B) for a breakdown of these participants by professional position, in comparison to all program evaluation participants.

After completion of data cleaning procedures (see section "Data Cleaning" in Chapter 3), four one-way repeated measures ANOVAs were conducted for each dependent variable (UPSR, thriving at work, stress, and way of being) to assess changes in the respective dependent variable across the three time-points for all participants. In addition, three mixed-design ANOVAs were conducted for each dependent variable to explore possible main effects and/or interactions

between gender, race, and time spent per module. Between-subjects variables were determined based on their relevance to context (i.e., race and gender) and mechanisms (i.e., time spent per module). Qualitative data from discussion boards, post-program survey responses and interview transcripts, and follow-up survey responses were also analyzed for additional evidence of the outcomes that occurred as well as a deeper understanding of how and why the outcomes occurred as they did. These results, together, finalize the story of the TTB program. The evaluation questions addressed in this section include: (EQ8) What changes occurred in UPSR, perceived stress, and thriving at work? And, (EQ9) What changes occurred in way of being?

EQ 8: UPSR

Quantitative analyses conducted to understand changes in UPSR included a one-way repeated measures ANOVA to assess change in UPSR over time for all survey respondents (*time and UPSR),* a mixed design ANOVA to assess change in UPSR by gender over time for male and female participants (*time, gender, and UPSR),* a mixed design ANOVA to assess change in UPSR over time by race/ethnicity for white participants and participants of color (*time, race/ethnicity, and UPSR),* and a mixed design ANOVA to assess change in UPSR over time by reported time spent per module (*time, time spent per module, and UPSR).* Qualitative analysis also provided evidence for change in UPSR over time through descriptions of *increased congruence.* Each of these outcomes are presented next.

Time and UPSR

Results of a one-way repeated measures ANOVA with a Greenhouse-Geisser correction[26] revealed that there was a statistically significant change with a large effect in self-reports of

[26] The Mauchley's test of Sphericity (p=.015) indicated that assumptions of Sphericity were violated. Thus, the Greenhouse-Geisser corrections test was used.

UPSR for 31[27] participants who completed all three surveys, $F(1.60, 47.94) = 7.71$, $p = .00$, partial $\eta^2 = .20$, observed power = .89. Pairwise comparisons using a Bonferroni correction indicated that there was a statistically significant increase in UPSR from pre-program ($M = 3.33$, $SD = .10$) to post-program ($M = 3.53$, $SD = .10$), $p = .00$. In addition, there was a statistically significant increase in UPSR from pre-program to follow-up ($M = 3.61$, $SD = .08$), $p = .01$, but there was no significant increase between post-program and follow-up, $p = .10$. Put simply, participants increased in self-reported UPSR following TTB participation and maintained that increase two-and-a-half months after the completion of TTB.

Time, Gender, and UPSR

Results of a mixed ANOVA with a Greenhouse-Geisser correction[28] assessing time (within-subjects independent variable), gender (between-subjects independent variable; $n = 24$ females and $n = 7$ males), and UPSR (dependent variable) indicated no significant change in UPSR over time, $F(1.58, 45.83) = 3.09$, $p = .07$, *ns*, and no significant interaction effect between time and gender, $F(1.58, 45.83) = 1.08$, $p = .34$, *ns*. Results revealed a significant main effect for gender, $F(1, 29) = 5.36$, $p = .03$, partial $\eta^2 = .16$, observed power = .61. Specifically, males ($M = 3.81$, $SD = .16$) reported significantly higher levels of UPSR compared to females ($M = 3.40$, $SD = .09$), $p = .028$ overall.

[27]Assessment of z-scores, box plots, and the Shapiro-Wilke test ($p>.05$) confirmed that there were no outliers among mean scores for UPSR at time points one, two, and three.

[28] The Mauchley's test of Sphericity ($p=.013$) indicated that assumptions of Sphericity were violated. Thus, the Greenhouse-Geisser correction test was used. The Levene's test indicated that assumptions for equal variances between males and females were met at all three time points ($p>.05$).

Time, Race/Ethnicity, and UPSR

Results of a mixed ANOVA with a Greenhouse-Geisser correction[29] assessing time (within-subjects independent variable), race/ethnicity (between-subjects independent variable; *n*=24 white and *n*=7 people of color), and UPSR (dependent variable) indicated no significant change in UPSR over time, $F(1.47, 42.72) = 3.21$, $p = .06$, *ns*, no significant main effect for race/ethnicity $F(1, 29) = .06$, $p = .81$, *ns*, and no significant interaction effect between time and race/ethnicity, $F(1.47, 42,72) = 1.94$, $p = .17$, *ns*. These results must also be interpreted with caution because of the disparity in sample size between grouping variables (*n*=24 for white and *n*=7 for people of color) and the violation of homogeneity of variance.

Time, Time Spent per Module, and UPSR

Results of a mixed ANOVA with a Greenhouse-Geisser correction[30] assessing time (within-subjects independent variable), time spent per module (between-subjects independent variable; *n*=21 engaged 30-minutes or less and *n*=10 engaged 45-minutes or more), and UPSR (dependent variable) indicated a significant change in UPSR over time, $F(1.58, 45.78) = 6.77$, $p = .01$, partial $\eta^2 = .19$, observed power = .90, no significant main effect for time spent per module, $F(1, 29) = 1.38$, $p = .25$, *ns*, and no significant interaction effect between time and time spent per module, $F(1.58, 45.78) = .77$, $p = .47$, *ns*. Pairwise comparisons with a Bonferroni correction of change in UPSR over time revealed, again, that there was a significant increase in

[29] The Mauchley's test of Sphericity (p=.002) indicated that assumptions of Sphericity were violated. Thus, the Greenhouse-Geisser corrections test was used. The Levene's test indicated that assumptions for equal variances between white participants and participants of color were met at timepoints one and two (p>.05), but not at timepoint three (p=.01), indicating that the assumption of homogeneity of variance has been violated.

[30] The Mauchley's test of Sphericity (p=.01) indicated that assumptions of Sphericity were violated. Thus, the Greenhouse-Geisser corrections test was used. The Levene's test indicated that assumptions for equal variances between those who spent more or less time were met at all three time points (p>.05).

UPSR from pre-program (*M* = 3.38, *SD* = .10) to post-program (*M* = 3.55, *SD* = .11) that maintained at follow-up (*M* = 3.66, *SD* = .08).

Notably, descriptive statistics suggest that, while there may not have been the necessary statistical power to detect differences in UPSR over time specific to time spent per module, reported levels of UPSR were higher for those who spent more time (*M* = 3.49, *SD* = .56) compare to those who spent less time (*M* = 3.26, *SD* = .51) at pre-program. Mean scores for UPSR were then more similar between those who spent more time per module (*M* = 3.59, *SD* = .58) and those who spent less time (*M* = 3.50, *SD* = .55) at post-program. Yet, mean scores for UPSR increased even further for those who spent more time (*M* = 3.80, *SD* = .52) compared to those who spent less time per module (*M* = 3.52, *SD* = .39) at follow-up. While these differences are nonsignificant and thus inconclusive, they do provide further insight into this particular sample of participants.

Increased Congruence

Aside from higher reports of UPSR among males compared to females, the results of the mixed factor ANOVAs regarding change in UPSR by race/ethnicity and change in UPSR by time spent per module are inconclusive. However, results of the one-way repeated measures ANOVA demonstrate that all survey respondents increased in UPSR from pre-program to post-program and maintained that increase at follow-up. Qualitative analysis provides further evidence for participants' increased UPSR by way of increased congruence. Specifically, participants indicated in Mentimeter responses in the introductory workshop that the things they loved most about their jobs (e.g., "relationships," "mentoring," "connectivity," "teaching," "inspiring") were also the things they indicated being most challenging (e.g., "building trust," "vulnerability," "communicating," "empathy"). Meanwhile, in post-program survey responses

and interview transcripts, participants indicated that the learning of PCT-based knowledge, awareness, and skills through TTB resulted in feelings of greater alignment between their internal values and external actions (i.e., congruence).

For example, participant 18 shared, “I felt a bit like it was validating in a sense, that I was already on the right track, I definitely learned something. But to know I was already on the right track of trying to create this positive atmosphere.” Participant 32 also said, “I just wanted to be [more positive] …you know, so then this program came along…so it was a good time for me to just have this.” Participant 66 also expressed in a post-program interview:

> I think what [TTB] did for me was it reaffirmed to me, and I think we all need to be reminded of things, just how important those interactions that we have with our players are...it's easy to be frustrated ... and walk in and blow a moment that could have been impactful... and we're going to make mistakes, just as players are. But trying to be more intentional, trying to spend that time so that they can have a great experience...those discussions [with our staff] kept us resonating with what is important to our program and kind of got back to “What’s our core values?” “Where do we want to head with this?” And [all of it] just served as great reminders.

And finally, demonstrating pride in alignment with intentions and action, participant 1 shared:

> I've actually left work and been proud of how I've dealt with situations because I've used UPR as a part of it…when I do use it, and I'm able to communicate, and I get the type of response, or no response or whatever, I just feel better about how I dealt with it…and more at peace, you know, with the rest of my day…And that's just been good for me.

EQ 8: Perceived Stress

Quantitative analyses conducted to understand changes in perceived stress included a one-way repeated measures ANOVA to assess change in perceived stress over time for all survey respondents (*time and perceived stress)*, a mixed design ANOVA to assess change in perceived stress by gender over time for male and female participants (*time, gender, and perceived stress),* a mixed design ANOVA to assess change in perceived stress over time by race/ethnicity for white participants and participants of color (*time, race/ethnicity, perceived stress),* and a mixed design ANOVA to assess change in perceived stress over time by reported time spent per module (*time, time spent per module, perceived stress)*. Each of these results are presented next.

Time and Stress

Results of a one-way repeated measures ANOVA[31] indicated that there were no statistically significant differences in perceived stress between the three time points for the n = 31[32] participants who completed all three surveys, $F(2, 60) = .64$, $p = .53$, *ns*.

Time, Gender, and Stress

Results of a mixed ANOVA[33] assessing time (within-subjects independent variable), gender (between-subjects independent variable; $n = 24$ females and $n = 7$ males), and stress (dependent variable) indicated no significant change in perceived stress over time, $F(2, 58) = .50$, $p = .61$, *ns*, no significant main effect for gender, $F(1, 29) = 1.18$, $p = .29$, *ns*, and no significant interaction effect between time and gender, $F(2, 58) = 1.91$, $p = .16$, *ns*.

---

[31] The Mauchley's test of Sphericity (p=.73) indicated that assumptions of Sphericity were met.
[32] Assessment of z-scores, box plots, and the Shapiro-Wilke test (p>.05) confirmed that there were no outliers among mean scores for perceived stress at time points one, two, and three.
[33] The Mauchley's test of Sphericity (p=.58) indicated that assumptions of Sphericity were met. The Levene's test indicated that assumptions for equal variances between males and females were met at all three time points (p>.05).

Time, Race/Ethnicity, and Stress

Results of a mixed ANOVA[34] assessing time (within-subjects independent variable), race (between-subjects independent variable; *n*=24 white and *n*=7 people of color), and stress (dependent variable) indicated no significant change in perceived stress over time, $F(2, 58) = .98$, $p = .38$, *ns*, no significant main effect for race, $F(1, 29) = .03$, $p = .86$, *ns*, and no significant interaction effect between time and race, $F(2, 58) = .69$, $p = .50$, *ns*.

Time, Time Spent per Module, and Stress

Results of a mixed ANOVA[35] assessing time (within-subjects independent variable), time spent per module (between-subjects independent variable; *n*=21 engaged 30-minutes or less and *n*=10 engaged 45-minutes or more), and stress (dependent variable) indicated no significant change in perceived stress over time, $F(2, 58) = .24$, $p = .79$, *ns* and no significant interaction effect between time and time spent per module, $F(2, 58) = .82$, $p = .44$, *ns*. Results did reveal a significant main effect between time spent per module, $F(1,29) = 4.59$, $p = .04$, partial $\eta^2 = .14$, observed power = .54. Specifically, those who spent less time on each module reported higher levels of stress ($M = 1.60$, $SD = .04$), while those who spent more time on each module reported lower levels of stress ($M = 1.31$, $SD = .11$) with a mean difference of .29 (this finding is also presented in conjunction with qualitative results in section "Level of Personal Stress" within "EQ2: Contextual Benefits and Barriers to Participation at Each Stage of TTB").

---

[34] The Mauchley's test of Sphericity (p=.69) indicated that assumptions of Sphericity were met. The Levene's test indicated that assumptions for equal variances between white participants and participants of color were met at all three time points (p>.05).

[35] The Mauchley's test of Sphericity (p=.77) indicated that assumptions of Sphericity were met. The Levene's test indicated that assumptions for equal variances between those who spent more and less time per module were met at all three timepoints (p>.05).

EQ8: Thriving at Work

Quantitative analyses conducted to understand changes in thriving at work included a one-way repeated measures ANOVA to assess change in thriving at work over time for all survey respondents (*time and thriving at work)*, a mixed design ANOVA to assess change in thriving at work by gender over time for male and female participants (*time, gender, and thriving at work)*, a mixed design ANOVA to assess change in thriving at work over time by race/ethnicity for white participants and participants of color (*time, race/ethnicity, and thriving at work)*, and a mixed design ANOVA to assess change in thriving at work over time by reported time spent per module (*time, time spent per module, and thriving at work)*. Qualitative results also revealed evidence for thriving at work including *evidence for thriving at work throughout resource and reasoning mechanisms* and *improved student-athlete interactions → increased vitality.* Each of these outcomes are presented next.

Time and Thriving at Work

Results of a one-way repeated measures ANOVA[36] revealed that there was a statistically significant change with a large effect in self-reports of thriving at work for 29[37] participants who completed all three surveys, $F(2, 56) = 4.39$, $p = .02$, partial $\eta^2 = .14$, observed power = .74. Pairwise comparisons using a Bonferroni correction revealed a statistically significant decrease in thriving at work from post-program ($M = 3.26$, $SD = .07$) to follow-up ($M = 3.05$, $SD = .09$), $p = .03$. Notably, there was a non-significant increase in thriving at work from pre-program ($M =$

[36] The Mauchley's test of Sphericity (p=.09) indicated that assumptions of Sphericity were met.

[37] Assessment of z-scores, box plots, and the Shapiro-Wilke test (p=.033 for thriving at work at time two) confirmed that there were two outliers with extreme low scores in the thriving at work scale at time two. Both cases had the same score (2.6 standard deviations lower than the mean and 1.4 standard deviations lower than the next low score). Thus, the decision was made to remove these cases from all analyses that included the variable thriving at work. The Shapiro-Wilke test was nonsignificant (p>.05) for all other variables.

3.14, *SD* = .07) to post-program (*M* = 3.26, *SD* = .07), *p* = .14 and a non-significant decrease between mean scores from pre-program to follow-up, *p*=.76.

Put simply, participants' self-reports of thriving at work increased slightly (though not significantly) from their pre- to post-program scores but significantly decreased in their post-program scores two months after completing TTB. The pre-program surveys were completed at the start of TTB participation, which indicates that participants' sense of thriving at work was higher during TTB participation but dropped lower than pre-program scores two-and-half-months after TTB participation had ended.

Time, Gender, and Thriving at Work

Results of a mixed ANOVA[38] assessing time (within-subjects independent variable), gender (between-subjects independent variable; *n* = 22 females and *n* = 7 males), and thriving at work (dependent variable) indicated no significant change in thriving at work over time, $F(2, 54) = 3.17$, $p = .05$, *ns*. There was also no significant main effect for gender, $F(1, 27) = .62$, $p = .44$, *ns* and no significant interaction between time and gender, $F(2, 54) = .54$, $p = .59$, *ns*.

Time, Race/Ethnicity, and Thriving at Work

Results of a mixed ANOVA[39] assessing time (within-subjects independent variable), race (between-subjects independent variable; *n* = 23 white participants and *n* = 6 participants of color), and thriving at work (dependent variable) indicated a significant change in thriving across the three timepoints, $F(2, 54)=3.41$, $p=.04$, partial $\eta^2 = .11$, power=.62, no significant main effect

[38] The Mauchley's test of Sphericity (p=.09) indicated that assumptions of Sphericity were met. The Levene's test indicated that assumptions for equal variances between males and females were met at all three time points (p>.05).
[39] The Mauchley's test of Sphericity (p=.06) indicated that assumptions of Sphericity were met. The Levene's test indicated that assumptions for equal variances between white participants and participants of color were met at all three time points (p>.05).

for race/ethnicity, $F(1, 27) = 2.00$, $p = .17$, *ns*, and no significant interaction between time and race/ethnicity, $F(2, 54) = 2.39$, $p = .10$, *ns*. Pairwise comparisons using a Bonferroni correction for change in thriving at work over time revealed a statistically significant increase in thriving at work from pre-program ($M = 3.15$, $SD = .09$) to post-program ($M = 3.34$, $SD = .08$), $p = .01$. Then, there was a non-significant decrease in thriving at work from post-program to follow-up ($M = 3.15$, $SD = .10$), $p = .16$ and no difference between mean scores from pre-program to follow-up, $p = 1.0$.

Notably, descriptive statistics suggests that, while there may not have been the necessary statistical power to detect a significant interaction between time and race/ethnicity, participants of color ($M = 3.15$, $SD = .43$) and white participants ($M = 3.14$, $SD = .38$) started with similar levels of thriving at work pre-program. Yet participants of color reported higher levels of thriving at work ($M = 3.48$, $SD = .29$) compared to white participants ($M = 3.20$, $SD = .38$) at post-program and maintained higher levels of thriving at work ($M = 3.33$, $SD = .49$) compared to white participants ($M = 2.97$, $SD = .43$) at the time of follow-up. While these differences are nonsignificant and thus inconclusive, they do provide further insight into this particular sample of participants.

Time, Time Spent per Module, and Thriving at Work

Results of a mixed ANOVA[40] assessing time (within-subjects independent variable), time spent per module (between-subjects independent variable; n=20 spent 30-minutes or less and n=9 spent 45-minutes or more), and thriving at work (dependent variable) also revealed a

[40] The Mauchley's test of Sphericity (p=.13) indicated that assumptions of Sphericity were met. The Levene's test indicated that assumptions for equal variances between those who spent 30-minute or less and those who spent 45-minutes or more on each module were met at all three time points (p>.05).

significant change in thriving over time, $F(2, 54) = 3.27$, $p = .05$, *ns*. There was no significant main effect for time spent per module, $F(1, 27) = .85$, $p = .36$, *ns* and no significant interaction between changes in thriving at work and time spent per module, $F(2, 54) = 2.73$, $p = .08$, *ns*.

Notably, descriptive statistics suggests that, while there may not have been the necessary statistical power to detect a significant interaction between changes in thriving at work over time and time spent per module, those who spent more time ($M = 3.11$, $SD = .36$) and those who spent less time ($M = 3.15$, $SD = .39$) started with similar levels of thriving at work pre-program. Yet those who spent more time per module reported higher levels of thriving at work ($M = 3.34$, $SD = .47$) compared to those who spent less time ($M = 3.22$, $SD = .33$) at post-program. Meanwhile, while both groups decreased in reported thriving at follow-up, those who spent more time per module demonstrated less of a decrease ($M = 3.25$, $SD = .15$) compared to those who spent less time per module ($M = 2.96$, $SD = .47$) at follow-up. While these differences are nonsignificant and thus inconclusive, they do provide further insight into this particular sample of participants.

Evidence for Thriving at Work throughout Reasoning Mechanisms

The thriving at work scale measures both the sense that one feels they are learning and the extent of energy one feels (i.e., vitality) at work. With this understanding of thriving, the qualitative results regarding resource and reasoning mechanisms serve as additional evidence for the notion that participants experienced higher levels of thriving during participation in the TTB program as opposed to after it was over. Specifically, the results presented in section “EQ5: Processes that Occurred Between Activities and Participation” are processes that facilitated learning. Meanwhile, the results presented in section “EQ7: Participant Learning” indicated that participants who engaged the processes related to TTB activities met the intended learning objectives. Taken together, it makes sense that participants felt they were learning when

engaging in processes that resulted in learning, and that this sense of learning may have decreased when the facilitation of these processes ended.

Improved Interactions with Student-Athletes → Increased Vitality

Meanwhile, those who participated in TTB activities indicated that improved interactions with participants, as a result of their learning and application of PCT-based concepts, increased their feelings of vitality. This provides further evidence for an increased sense of thriving at work during participation in the TTB program. For example, participant 1 shared:

> I can talk to [players] during the game now, and I'm getting the type of responses that I want to get during the game…And, I think because we've improved our communication off the floor, and I've been able to say some things to them more positive, I think they're listening better…it's easier for me to know what [my players are] thinking so I can respond properly…So that's been a huge improvement in terms of player relationships within my group.

As another example, participant 48 described:

> Recognizing the why, asking those questions of like, "Hey, why are you feeling this way? …think about why you're reacting the way you are to this thing that really isn't that big of a deal…I feel like it's helped *me* because it's helped [student-athletes] begin to understand [why for themselves], and then they're not asking so much from me, and then I don't feel as empty at the end of the day.

EQ9: Way of Being

Quantitative analyses conducted to understand changes in way of being included a one-way repeated measures ANOVA to assess change in way of being over time for all survey respondents (*time and way of being)*, a mixed design ANOVA to assess change in way of being

by gender over time for male and female participants (*time, gender, and way of being)*, a mixed design ANOVA to assess change in way of being over time by race/ethnicity for white participants and participants of color (*time, race/ethnicity, and way of being)*, and a mixed design ANOVA to assess change in way of being over time by reported time spent per module (*time, time spent per module, and way of being)*. Qualitative results also revealed evidence for improved way of being including *evidence for improved way of being throughout reasoning mechanisms* and *maintenance of a PCT-based way of being over time.* Each of these results will be presented next.

Time and Way of Being

Results of a one-way repeated measures ANOVA[41] revealed that there were no statistically significant changes in self-reported way of being for 31 participants who completed all three surveys, $F(2, 60) = 1.52$, $p = .23$. Notably, the non-significance of these results is likely due to the high levels of way of being reported at timepoint one for all $n = 31$ participants ($M = 4.25$, $SD = .35$). Participants demonstrated slight, nonsignificant increases at timepoint two (M=4.31, SD=.41) that maintained at timepoint three (M=4.34, SD=.30).

Time, Gender, and Way of Being

Results of a mixed ANOVA[42] assessing time (within-subjects independent variable), gender (between-subjects independent variable; n=24 females and n=7 males), and way of being (dependent variable) indicated no significant changes in way of being over time, $F(2, 58) = .89$, p

[41] The Mauchley's test of Sphericity (p=.41) indicated that assumptions of Sphericity were met.
[42] The Mauchley's test of Sphericity (p=.43) indicated that assumptions of Sphericity were met. The Levene's test indicated that assumptions for equal variances between males and females were met at all three timepoints (p>.05).

= .42, *ns*, no significant main effect for gender, $F(1, 29) = .61$, $p = .44$, *ns*, and no significant interaction effect between time and gender, $F(2, 58) = .09$, $p = .92$, *ns*.

Time, Race/Ethnicity, and Way of Being

Results of a mixed ANOVA[43] assessing time (within-subjects independent variable), race (between-subjects independent variable; n=24 white and n=7 people of color), and way of being (dependent variable) indicated no significant changes in way of being over time, $F(2, 58) = 1.13$, $p = .33$, *ns*, no significant main effect for race, $F(1, 29) = .05$, $p = .83$, *ns*, and no significant interaction effect between time and race, $F(2, 58) = .07$, $p = .94$, *ns*.

Time, Time Spent per Module, and Way of Being

Results of a mixed ANOVA[44] assessing time (within-subjects independent variable), time spent per module (between-subjects independent variable; n=21 engaged 30-minutes or less and n=10 engaged 45-minutes or more), and way of being (dependent variable) indicated no significant change in way of being over time, $F(2, 58) = 2.23$, $p = .12$, *ns*, no significant main effect for time spent per module, $F(1, 29) = .13$, $p = .72$, *ns*, and no significant interaction effect between time and time spent per module, $F(2, 58) = 1.12$, $p = .33$, *ns*.

Evidence for Improved Way of Being throughout Reasoning Mechanisms

While the quantitative results are insignificant and thus inconclusive regarding changes in way of being over time, the results in section "Demonstrate UPR in Interactions with Student-

[43] The Mauchley's test of Sphericity (p=.43) indicated that assumptions of Sphericity were met. The Levene's test indicated that assumptions for equal variances between white participants and participants of color were met at all three timepoints (p>.05).

[44] The Mauchley's test of Sphericity (p=.32) indicated that assumptions of Sphericity were met. The Levene's test indicated that assumptions for equal variances between those who spent more and less time per module were met at all three timepoints (p>.05).

Athletes" within "EQ7: Participant Learning" do offer evidence that improvements in way of being, however small, occurred as participants met this learning objective.

Maintenance of A PCT-based Way of Being Over Time

In addition, participants were asked to share one way they have demonstrated UPR since completing participation in the TTB program in the follow-up survey. They're responses provide evidence for maintenance of small improvements in way of being over time. Specifically, responses included: "In a situation where an athlete was unable to complete a workout, I shifted my mindset from thinking the athlete was making excuses to hear them out and understand this is a very hard time for the world" (participant 39). "I utilized UPR with an athlete who I fundamentally disagree with on important issues. I have to work really hard to treat her the same as our other athletes but know how vital it is that I do" (participant 48). "Since we are playing now and have faced some adversity…We have some players role switch from starting to not playing and I make sure our interactions are the same as they were when they were starting" (participant 14). "We have had some tough games we have lost due to lack of focus. I have tried to have conversations on the side with each athlete to better understand what is going on underneath" (participant 30). Finally, from participant 1:

> I made it a point of emphasis to show UPR during the entire week leading up to and during [two recent] games. I actually thought about UPR during the game, and I was able to maintain a positive state of being. It was very effective for me and the players benefitted. We won both games. Even if we had not won the games, I would have felt good about my approach to leading our team.

Summary of Relationships between Reasoning Mechanisms and Outcomes.

Taken together, reasoning mechanisms (i.e., perceptions and learning) seemed to both facilitate and serve as additional evidence for the following outcomes of coaching and support staff members who engaged in the TTB program. First, participants increased in self-reported UPSR from pre-program to post-program, and maintained this increase two-and-a-half months after completion of the TTB program. Given that those who prioritized engagement saw alignment between TTB concepts and their professional needs or professional identities, their attainment of the TTB learning objectives seemed to facilitate increased congruence—alignment between internal values and external actions—which is connected to higher levels of UPSR. Second, participants reported higher levels of thriving at work during engagement in TTB activities compared to two-and-a-half months after completion of the TTB program. The qualitative results regarding resource mechanisms (i.e., processes that facilitated learning) and reasoning mechanisms (i.e., perceptions that TTB activities and resultant processes are enjoyable, relevant, and useful paired with actual attainment of learning objectives) seemed to both facilitate a sense of learning and vitality at work while also serving as evidence for a heightened sense of learning and vitality when engaging in TTB activities. Finally, while results regarding changes in way of being are nonsignificant, small increases in reported way of being offer evidence in conjunction with the demonstration of improved way of being through the achievement of TTB learning outcomes that, however slight, participants shifted closer to communicating UPR in interactions with their student-athletes as a result of TTB participation.

CMO Configurations and Validated TTB Program Theory

The results regarding context, resource and reasoning mechanisms, and outcomes—and the relationships between each—provide insight into CMO configurations regarding how and

why TTB worked, for whom, and in what context. Taken together, the current results culminate into 10 CMO configurations at the following stages of implementation: *from recruitment to commitment to the TTB program* and *from educational modules to application in professional practice*. These relationships between context, mechanisms, and outcomes are also represented in the revised, validated program logic model in Table 18 in Appendix B.

From Recruitment to Commitment to the TTB Program

(1) When participants perceive TTB to align with their current professional needs and/or identity, they will be more likely to believe that TTB will be helpful. The belief that participation will be helpful will support prioritization of TTB activities.

(2) When sufficient onboarding can be provided regarding what the TTB program will require and how TTB content will be accessed, participants will be able to better plan for the integration of TTB activities into their pre-existing systems, and participation will more likely be prioritized.

(3) When the timing of TTB delivery aligns with both available time and access to opportunity for interactions among a coaching staff, support staff, and with student-athletes, then participants are more likely to prioritize TTB activities.

(4) When the head coach of a WWB program perceives TTB to be helpful, they will be more likely to integrate TTB activities into pre-existing systems, and engagement in TTB activities will be easier for all on their staff.

From Educational Modules to Application in Professional Practice

(5) When information is provided through multiple modes of delivery, participants will perceive the information to be easy to access. Perceived ease of access is a necessary, foundational mechanism for participants to engage with the information at all.

(6) When participants perceive the delivery of information to be enjoyable and relevant, they will more likely engage in processes including notetaking, re-visiting content, reflection, and application. These processes, in turn, facilitate learning and perceptions of usefulness.

(7) When participants feel connected to their colleagues through shared experience, they will be more willing to be vulnerable in a COP. Perceived relatability and willingness to be vulnerable will improve the utility of discussion with colleagues (written or "live") for learning.

(8) When "live" meetings are scheduled in advance and in alignment with available time, participants may be more motivated to stay on track with asynchronous activities.

(9) When participants view quality interpersonal relationships as central to their professional role, their attainment of PCT-based learning objectives will improve self-regard and way of being.

(10) When participants prioritize TTB activities, their engagement in the processes that facilitate learning will contribute to a sense of thriving at work.

In summary, the validated program theory for TTB states: TTB, implemented in a favorable environment at the individual, organizational, and system levels, will facilitate changes in participants' perceptions of learning materials to facilitate their engagement in processes that will support learning of PCT-based knowledge, awareness, and skills. Learning processes will contribute to participants' sense of thriving at work while engaging in the program and learning objectives met will contribute to the maintenance of improved self-regard and way of being.

CHAPTER 5

DISCUSSION

The current study was the first to implement and evaluate the context, mechanisms, and outcomes of a PCT-based CPD program for professional coaches and support staff in NCAA WBB. The resultant CMO configurations provide new insights regarding the delivery of CPD in the context of NCAA WBB which both support and enhance knowledge from prior literature on CPD for teaching and coaching professionals. The current study's results also offered new insights on PCT-based training in the professional coaching context as well as the relevance of Rogers' (1959) PCT theory applied to the coach-athlete relationship. This chapter includes a discussion of each CMO configuration from the current results in conjunction with a discussion of the relevant literature and implications for coach developers and athletic administrators. It concludes with a discussion of limitations to the current study and future directions in research and practice.

From Recruitment to Commitment to the TTB Program

The current evaluation resulted in four CMO configurations specific to the initial recruitment processes and resultant commitment of professional coaches and support staff to participating in the TTB program. Each CMO configuration will be discussed next in conjunction with a discussion of relevant literature and implications for coach developers and athletic administrators.

CMO1: Belief that TTB will be Helpful

When participants perceive TTB to align with their current professional needs and/or identity, they will be more likely to believe that TTB will be helpful. The belief that participation will be helpful will support prioritization of TTB activities.

The most favorable context at the individual micro level was a belief that TTB participation would be helpful. This finding supports prior evaluations of PCT-based training for professional teachers. For example, Ray (2007) found that teachers who perceived a PCT-based training program to *not* be helpful for them reported that a commitment of even 10-minutes per week for the training program was too difficult. Yet those who reported the program to be helpful did not mention the time commitment in Ray's (2007) post-program questionnaire. In the current study, perceptions of helpfulness seemed to be a key favorable micro context for participants to commit their time to TTB activities. Ray (2007) did not provide a rationale or understanding for the individual variance in teachers' perceptions of helpfulness. However, the current results offer some indications for this in the context of NCAA WBB. Specifically, the first reason for variance in perceived helpfulness was professional positioning which influenced readiness to learn. The second was perceived alignment between the TTB program with current professional needs and/or professional identity.

To elaborate, those who saw themselves as continuing to climb the hierarchical ladder in the coaching profession were more likely to perceive TTB as a helpful opportunity from the start. Meanwhile, those who had arrived at the top of the hierarchy with extensive coaching capital (i.e., years of experience and success) were more likely to view their participation as a favor or form giving back to the WBB community. This is reflective of the andragogy assumption that adults' readiness to learn will likely intersect with their position in their social or professional role (Knowles, 1980). That is, if an adult feels they already have the knowledge and skills needed to be successful in their current social role, they will be less motivated to learn new information or skills. Further, for a few participants, professional positioning seemed to impact their beliefs about who should coach the coaches. Thus, when the program facilitator/evaluator's

background and experience did not align with their beliefs, then participants may have viewed engagement in TTB to be less helpful. This was only indicated directly by one participant but was felt by the program facilitator/evaluator especially in preparation for the introductory workshops. An excerpt from the facilitator/evaluator's journal provides further context:

> I had the guidance of [quality control group members] to start the workshop off by stating my own accomplishments in sport… I do have to say I felt a bit managed: "Share that you were a DI and professional athlete, but don't say that your sport was figure skating." And, "Share that you have coaching experience—make sure to tell them up front that you understand they have to be hard on their players—this will put them at ease."

Notably, Vanfleet (2000) indicated that beliefs regarding who is most qualified to tell parents how to parent may cause resistance from participants in PCT-based parent education programs. Given the extent to which many communities reverence the title Coach as much as, and perhaps more so, than they do the title Parent (Dieffenbach, 2020), this is a relevant point to consider especially for developers who have not accumulated coaching capital to consider. Meanwhile, if a continuing education credential is to become required within the NCAA, then messaging the value of coach developer qualifications according to the ICCE coach developer continuum (ICCE, 2014) will be an important task for the NCAA national staff and college athletic administrators to take on. Further, the establishment of partnerships between coach developers who have limited coaching capital and long-time professional coaches may help to (a) accelerate professional coaches' receptivity to the coach developer, and (b) ensure that the coach developer understands and accounts for the complexity of the context in which they are educating. The quality control group in the current study served this purpose for the program facilitator/ evaluator who did not have any coaching capital in the context of NCAA WBB.

However, professional positioning within a WBB staff and within the broader WBB culture was not the primary factor that contributed to perceptions that TTB would be helpful. Rather, alignment between the information presented in TTB with current professional needs and/or professional identity (e.g., commitment to ongoing learning, prior experience and education, and professional philosophy) supported perceptions that TTB would be helpful. Perceived alignment seemed to be cultivated during the introductory workshop and subsequent TTB program modules. In fact, the majority of participants who did engage throughout the TTB program found the content to be relevant and activities useful for their jobs. This is reflective of professional coaches reported desire for CPD to focus on interpersonal skills (e.g., Armour et al., 2016; Nash et al., 2017). It also offers promise for the usefulness of Rogers' (1959) PCT theory as a framework for coach-athlete relationships. On the other hand, participants indicated that the recruitment materials (not including the introductory workshop) did not encourage such perceived helpfulness, and this was an initial barrier to prioritizing TTB activities. This finding speaks to the importance of demonstrating clear relationships during recruitment between interpersonal skills and outcomes that are most important to coaching and support staff professionals. Aspy et al. (1984) emphasized this point regarding PCT-based training for teachers, stating that most interpersonal skills training programs in schools "have failed to demonstrate their relationship to the hard-nosed indices that are considered the major concerns of schools by most observers" (p. 458).

To demonstrate the relationship of PCT-based knowledge, awareness, and skills to the hard-nosed indices in the NCAA WBB context will require continued evaluation of outcomes in PCT-based training in this context. Continued evaluation should connect two layers of objectives: (1) changes in professional coaches and staff's knowledge, awareness, and skills, and

(2) improvements in student-athlete outcomes (see Desimone & Garet, 2015 for discussion of these two objectives in CPD for teachers). The scope of the current evaluation only included the first of these two objectives. However, participants also relied on their own past experiences to connect interpersonal skills to improved student-athlete outcomes (e.g., "work experience…has gotten me to this point of knowing…the importance of having to develop this part of your person in order to become a better coach," participant 1). Given the andragogy assumption that adults' accumulated life experiences are an important resource for learning (Knowles, 1980), coaching and support staff professionals' prior experiences could also be drawn upon to facilitate the belief that PCT-training would be helpful.

CMO2: Sufficient Onboarding

When sufficient onboarding can be provided regarding what the TTB program will require and how TTB content will be accessed, participants will be able to better plan for the integration of TTB activities into their pre-existing systems, and participation will more likely be prioritized.

While the onboarding that occurred through a welcome email and the introductory workshop was sufficient for some participants, it was not sufficient for those who were part of WBB programs with longstanding and deeply embedded pre-existing systems (e.g., "integrating [activities] within the workday within our system with what we do is really, really hard," participant 4). These participants proposed that a pre-orientation with the head coach and/or the entire staff would assist with onboarding. The purpose of this pre-orientation meeting would be to verbally explain the TTB participation requirements in order to allow a staff to "talk it through" (participant 32) in advance. Notably, the facilitator/evaluator had made the assumption that head coaches would take the initiative to do this when receiving information about the TTB time commitment and requirements via email. This was the case for some, but other participants

expressed that verbal discussions would have helped with clarity and trust-building between the head coach and TTB facilitator/evaluator.

This finding is reflective of the andragogy assumption (Knowles, 1980) that adults are self-directed learners but may have a conditioned expectation to be told what to do in an educational space (Merriam & Bierma, 2013). A pre-orientation may provide more adequate structure and direction in order for a head coach and their coaching and support staff to feel fully autonomous in their decision to commit to the time requirements and activities involved in TTB participation. In addition, a pre-orientation may help to account for the complexity of participants' context—a task that Armour et al. (2016) indicated is necessary if CPD is to be effective at all in the coaching profession. Specifically, a pre-orientation could allow the program facilitator to learn about the pre-existing systems within each participating WBB program as well as discuss barriers and determine solutions for integrating TTB activities into these systems. This is exactly what Socarras et al. (2015) were able to accomplish through pre-program interviews with participants of a PCT-based parent education program. In the current implementation of TTB, the introductory workshop was intended, in part, to accomplish what Socarras and colleagues had done. However, the group setting and use of an anonymous polling App to learn about participants' current challenges was not enough to achieve this outcome. A pre-orientation would require more resources to facilitate and implement. However, the return on investment would be greater likelihood of actual integration of CPD activities into pre-existing systems. According to the current findings, this could result in more time given to processes that facilitate learning throughout the workday for an entire staff. A potential alternative to a pre-orientation meeting could be the creation of a short orientation video explaining program requirements. Within a culture in which coaches are used to learning from each other, past program participants

who are willing to identify themselves and participate in a video creation may speak to their experiences in the program as another way to gain buy-in from head coaches.

CMO3: Alignment of Timing with Available Time and Opportunity for Application

When the timing of TTB delivery aligns with both available time and access to opportunity for interactions among a coaching staff, support staff, and with student-athletes, then participants are more likely to prioritize TTB activities.

The very real barrier of limited available time has been reported in previous literature on faculty development in higher education (e.g., Medina et al., 2010), in virtual PCT-based parent education (e.g., Hicks et al., 2015) and in PCT-based teacher development (e.g., Ray, 2007). However, in the teaching profession, CPD scholars have suggested that this barrier can be minimized when the content presented in TTB directly aligns with the timing at which teachers will utilize that content (Desimone & Garet, 2015). For example, when CPD for math teachers aligns with a teacher's math curriculum, then the time spent on CPD would actually help the math teacher complete and enhance normal work activities (i.e., lesson plans). However, Santagata et al. (2010) attempted this and found that the timing aligned well for only 50 percent of participants. The variance that Santagata and colleagues found regarding the timing of curriculum implementation in schools reflects the variance found in the current evaluation regarding NCAA WBB program schedules.

Notably, participants in the current evaluation also varied in recommendations for the "best" time to implement TTB. Further, the timing in which professional coaches and support staff have more available time (e.g., May-June or August-September when fewer, if any, practices are held and fewer, if any, student-athletes are on campus) does not align with the time frame in which they would be able to utilize the information taught through interactions with

student-athletes. A possible solution for this may be to extend the length of the program. More time could be allowed for the fostering of community among COPs when there is more available time in the summer months. The fostering of community may, in turn, prompt participants to make time for check-ins throughout a season when there is more opportunity to apply concepts. This was suggested by some participants to allow more time for module completion and would align with the best practice within CPD for teachers for CPD to be ongoing and occur across approximately 20 hours throughout a semester (Desimone, 2009).

CMO4: Prioritization by Head Coach

When the head coach of a WWB program perceives TTB to be helpful, they will be more likely to integrate TTB activities into pre-existing systems, and prioritization of participation will be easier for all on their staff.

The role of the head coach in facilitating the integration of TTB into pre-existing systems cannot be understated. Specifically, the head coaches' prioritization of TTB activities led to a different set of processes between the activities and participation compared to when the head coach did not prioritize TTB. When the head coach prioritized TTB, then discussion and application was integrated into coaching staff meetings, team practices and meetings, and student-athlete leadership meetings. These processes seemed more conducive to all members on a coaching and support staff staying on track with the modules and integrating learning processes throughout their workday.

This finding aligns with the literature regarding the impact of leadership prioritization of CPD in the teaching profession. Specifically, Zepeda (2019) indicated that CPD is most effective when it is job-embedded, but that this cannot be accomplished unless CPD is an explicit priority within the culture of a school or organization. Desimone and Garet (2015) also expressed in a

review of best practices for CPD in the teaching profession that CPD is most effective when it is prioritized by an organization's leadership. And, regarding PCT-based training in schools, Aspy and colleagues (1984) found a significant relationship between principal's interpersonal skill level and teachers' use of interpersonal skills in their classrooms. In other words, when principal's modeled interpersonal skills themselves, teachers also engaged in these skills. The current results provide evidence that the literature on leadership prioritization of CPD in schools is applicable in the NCAA WBB context. Coaching and support staff seemed to benefit most when their head coach prioritized TTB activities as well as when their head coach modeled PCT-based strategies through formal and informal application themselves.

Meanwhile, when the head coach did not prioritize TTB, the individual prioritization of coaching or support staff members depended on their own perceptions of helpfulness of the program and whether or not they felt agency to conduct application activities without the facilitation of the head coach. This is indicative of social learning theory which suggests that adults must believe in their capability to do something before they will do it (Bandura, 1986; see also Merriam & Bierema, 2013). While this can be interpreted to mean belief in one's own skill level, it also reflects the need for a sense of agency to implement an application activity or not. In the current evaluation, when coaching or support staff members did not believe their head coach would implement an application activity, they would only implement it themselves when they felt the agency to do so.

Taken together, coach developers need to understand who decides whether or not a CPD program can become integrated into that organization's pre-existing systems. Based on the current results, this seemed to be the head coach within many NCAA WBB programs. However, it is likely that the head coach must also work within the constraints of the priorities of their

administration (Reynaud, 2020). Results from the UPR in Practice pilot process evaluation (which was implemented within a single athletic department) did provide some evidence of this (see McHenry & Zakrajsek, 2020 and Appendix A). Specifically, the athletic director's buy-in, modeling of participation, and encouragement of coaches' engagement did support head coaches' perceived ability to make time for the program activities. Thus, when promoting the belief that a CPD program will be helpful, it is most important to convince the leaders within a system—including administration and head coaches—that integrating a new CPD program into their pre-existing systems will be helpful for them as well as for the functioning of their entire organization.

From Educational Modules to Application in Professional Practice

The current evaluation also resulted in six CMO configurations regarding engagement in the TTB program's educational modules and resultant application of concepts to professional practice. Each of these CMO configuration will now be discussed in conjunction with relevant literature and implications for coach developers and athletic administrators.

CMO5: Multiple Modes of Delivery

When information is provided through multiple modes of delivery, participants will perceive the information to be easy to access. Perceived ease of access is a necessary, foundational mechanism for participants to engage with the information at all.

Multiple modes of delivery in the current study included the option to access information electronically through a website or mobile App as well as on paper (via a printable CPDF of guided notes). Having the choice to use either a computer or mobile devise and the option to print materials if desired facilitated participants' overarching perceptions that TTB was "super easy to access" (participant 35). Importantly, ease of access seemed to be foundational and

necessary mechanisms for participants to engage in any processes for the facilitation of learning at all. Even minor technical difficulties early on set participants behind because of their limited available time to address the difficulty. This finding offers additional understanding regarding the complexity of the context of coaching and support staff professionals in NCAA WBB. Specifically, participants in the current study indicated that their "day is already full" (participant 66) with each minute allocated to pre-determined priorities. The current participants' experience is supported by previous literature indicating that work life balance for NCAA coaching professionals is difficult (e.g., Hancock et al., 2019). Thus, when considering *how* CPD can be effectively integrated into the pre-existing systems of college athletics, coach developers must consider how to make information easy to access.

Notably, multiple modes of delivery (i.e., audio and written presentations of information) also contributed to perceptions that TTB was easy to access. The delivery of information through audio podcasts was perceived positively especially for the flexibility of being able to take in information during pockets of time throughout the day—while eating breakfast, driving, or exercising. This finding supports previous literature on podcasting for professional development, particularly in that professionals view the flexibility of podcasts as a benefit (e.g., Luna & Cullen, 2011). Meanwhile, the inclusion of written guided notes seemed to increase perceived ease of access especially for visual learners who reported that this helped them "follow and stay with the podcasts the entire time" (participant 40). Participants' positive perceptions of the guided notes in conjunction with the provision of reflection questions, an application activity, and a discussion prompt provided evidence for the usefulness of pairing facilitative guides with podcasts for the purpose of CPD. The pairing of podcasts with a facilitative guide is suggested by Twal et al. (2020), but the current results offer the first empirical evidence (to my knowledge)

regarding the effectiveness of this method of delivering CPD particularly in the NCAA coaching and support staff context.

CMO6: How Learning Happened

When participants perceive the delivery of information to be enjoyable and relevant, they will more likely engage in processes including notetaking, re-visiting content, reflection, and application. These processes, in turn, facilitate learning and perceptions of usefulness.

Most participants—even if they did not engage in TTB through every module—indicated that they were interested in the content. However, in alignment with the findings of faculty development programs in higher education (Medina et al., 2010), perceptions of interest alone were not enough for participants in the current study to make time for the activities in TTB. Rather, perceptions of enjoyment regarding the delivery of information (i.e., "I thoroughly enjoyed listening to the podcasts," participant 35) and relevance of the information (e.g., "I can apply this every day," participant 48) did prompt engagement in TTB activities. The importance of the delivery of information being both enjoyable and relevant is reflected in the findings of Griffiths et al. (2018), who conducted a two-year evaluation of evidence-based CPD for professional coaches in the United Kingdom. Specifically, Griffiths and colleagues found that coach developers viewed one of their primary challenges to be the production of "edutainment," (p. 289) such that educational content was delivered in a way that was entertaining.

Notably, participants in the current study's perceptions of the podcasts being enjoyable seemed to result from the delivery of information being designed based on adult learning theory and recommendations from PCT-based parent education programs. For example, one andragogy assumption is that adults want to understand the rationale for learning something new (Knowles & Associates, 1984). Thus, each podcast in TTB began with a short discussion on why the

concept being discussed was important and relevant in the NCAA WBB coaching and support staff context. Another andragogy assumption is that adults want to be able to immediately apply what they learn to their current situations (Knowles, 1980). Thus, the podcasts ended with specific instructions for how to apply the concept discussed. Per the recommendation of Bratton and Landreth (2019) regarding PCT-based education programs for parents, the provision of examples of how concepts worked in sport (i.e., quotes or stories from coaches, athletes, or administrators) and use of catchy phrases (i.e., the "oneness rule," "moving with," and "consistent touchpoints") seemed to make direct and immediate application easier for participants in the current study. The effectiveness of examples in sport also reflects social learning theory, which suggests adults can learn as much from the observation of others as through their own experience (Bandura, 1986). Further, Bratton and Landreth (2019) indicated that making teaching points concise and assignments simple were also best practices for PCT-based training. The short length of the podcasts (M^{time}=21:11 minutes) required concepts to be discussed in a concise manner and contributed to participants perceptions of enjoyment. Additionally, the simpler application activities (e.g., the oneness rule) seemed to yield the greatest amount of participation while the more complex activities (e.g., seeking student-athlete feedback) led to more drop off in participation. The use of a pre-orientation to clarify application activity requirements in advance might help application activities to feel simpler.

Meanwhile, perceptions of enjoyment and relevance alone were not enough to facilitate learning. Rather, these perceptions cultivated engagement in specific processes, and it was these processes that facilitated learning. Such processes in the current findings included notetaking, re-visiting the podcasts and guided notes, reflection and application, and discussion (written or verbal) within or outside of their COP. These processes are indicative of several types of learning

according to Moon's (2004) framework for learning. Moon's (2004) framework is particularly relevant to CPD in the coaching profession, because it has been adopted by the International Council for Coach Education (ICCE, 2014). According to Moon's (2004) framework, TTB was a mediated experience as it was aided by the program facilitator who aimed to simplify specific PCT-based concepts for the purpose of teaching. It was also a nonformal learning experience as it was not affiliated with an educational institution. However, within mediated nonformal learning experiences, Moon (2004) suggested that learning can occur informally through experience, reflection, and COPs as well as through unconscious self-reflection (i.e., automatic, nondirected reflection while taking in information or engaging in application) and incidental experiences (i.e., unintentional learning throughout daily work activities).

In the current evaluation of TTB, participants indicated that while the audio and written content in each module provided the structure of nonformal mediated learning (i.e., taking in information), the modules also prompted informal learning through self-reflection (e.g., "you look at the modules, you start with yourself and…you write down your ideas…and then, you know, it'll start to become a little bit clearer for you," participant 1), experience (e.g., "We did the pre-practice meditation with the team," participant 35), and engagement within a COP (e.g., "I learned a lot from just reading what [my COP members] were attempting to do as well, or things they were implementing). Further, both formal application activities and informal application of concepts throughout normal work activities seemed to contribute to incidental experiences. For example, while learning about players' needs was not a specific facilitated learning objective, participant 56 described that through the informal application of concepts during interactions with student-athletes: "I learned a lot about how different every player really is, and how their needs can be significantly different." A combined variety of types of learning

often occurring in the midst of professional practice has been found by coach development scholars to be effective (see, e.g., Cushion et al., 2010; Dieffenbach et al., 2011; Erickson et al., 2008; Nash, 2020; Nelson et al., 2006). Thus, the current results provide further evidence for designing CPD with professional coaching and support staff in such a way that it can cultivate multiple types of learning. Meanwhile, the processes participants in the current study engaged in—including reflection, application, and discussion—and resultant learning provides further evidence for the effectiveness of learning theory and adult learning assumptions.

For example, cognitive learning theory indicates that adult learning is facilitated by appropriate guidance toward connecting pre-existing knowledge or experience with new information (Bloom, 1956; Merriam & Bierema, 2013). In the sport context, Chester et al. (2010) suggested that coaching professionals do engage in this process, often "deciding which beliefs and behaviors they would accept or reject from educators" (p. 305). In the current study, the podcasts initial discussion of why a concept was relevant—with integration of actual data from participants' sharing of current professional challenges in the introductory workshop—seemed to support participants' acceptance of new information in light of pre-existing beliefs. Further, some indicated that they returned to the podcasts multiple times. This process of re-listening allowed for further connections between pre-existing knowledge and new information. This was especially the case for participants who listened to the podcasts and took notes (without looking at the guided notes) and then re-listened with the guided notes ("It helps me say, 'Okay, what am I taking out of it?' and then 'What do you want me to take out of it?' participant 29).

As another example, according to humanistic learning theory (i.e., Maslow, 1954; Rogers & Freiberg, 1994) learning is facilitated best in an emotionally safe environment and when it is personally meaningful, self-directed, and acquired through doing. In the current study, the notion

that learning is acquired through doing is reflected in the fact it was processes of formal and informal application paired with reflection and (for some) discussion that were perceived to be most useful for learning, and in turn, seemed to directly facilitate learning. Demonstrating a preference for "learning to actually use" (participant 48), many participants appreciated that the podcasts did not just relay information but would "kickstart what it looks like for us to reflect and apply" (participant 56). This included the use of examples of how other coaching professionals have used concepts as well as specific instructions for a formal application activity.

The integration of information with instruction for and examples of application in the podcasts also supported the andragogy assumption that adult learners prefer to be able to immediately apply what they learn to current situations (Knowles, 1980). In the current study, immediate application was made possible with the flexibility of being able to listen to the podcasts on the way to work or prior to the start of practice. Some participants then indicated that they would choose one concept from the podcast to "experiment with" (participant 18) in their interactions with student-athletes in practice that day. This process of informal application throughout normal work activities is also reflective of a constructivist approach to learning (Duffy & Jonassen, 1992). Specifically, meaning was constructed when participants would try a strategy out to see "how kids are responding" (participant 60) and evaluate for themselves if it would be a viable strategy to continue. As suggested within the constructivist learning framework (Duffy & Jonassen, 1992) learning seemed to be deepened when participants would follow informal application with additional reflection and discussion—either with their COP on the virtual discussion board or with colleagues within or outside of their staff. However, variance in the use of discussion boards and a lack of pointed guidance for coaching and support staff

discussion seemed to limit the utility of these processes for learning. The use of COPs and virtual discussion boards will be addressed in the following sections "CMO7" and "CMO8."

CMO7: Sense of Community in COPs

When participants feel connected to their colleagues through shared experience, they will be more willing to be vulnerable in a COP. Perceived relatability and willingness to be vulnerable will improve the utility of discussion with colleagues (written or "live") for learning.

The current results revealed that the most favorable micro contexts for COP engagement on the virtual discussion boards included participants' individual willingness to be vulnerable and perceived relatability with their COP members. The frequency with which other COP members posted on the discussion board also influenced members' posting themselves. Connecting these findings, it seems other COP member posts helped members to feel that they could relate to their COP members as well as be vulnerable with them. Taken together, these results indicate that facilitating a sense of community across all members of a COP is an important mechanism to cultivate shared reflection through a virtual discussion board.

One way that participants in the current study indicated that a sense of community was fostered was through prior connections and "strong character" (participant 66) personalities. However, when this was not the case—especially for COPs of members with less professional experience (e.g., assistant coaching COPs)—the ability to have face-to-face interaction with COP members during the synchronous introductory workshop was a favorable micro context for cultivating a sense of community. Notably, Brown (2009) compared the utility of blended learning (periodic face-to-face interaction in conjunction with asynchronous learning activities) with distance learning (only asynchronous learning activities) for feelings of community and engagement in virtual discussion forums with 48 students in an undergraduate business course.

Specifically, Brown (2009) found that students who had periodic face-to-face interaction in a blended learning format demonstrated significantly higher feelings of community. In turn, students in the blended learning class were found to have higher frequency and more socially oriented posts on a virtual discussion board compared to students in the distance learning class.

Brown's (2009) findings support participant recommendations in the current study to (a) ensure as best as possible that all COP members can be present for face-to-face interaction in the introductory workshop, and (b) integrate additional periodic synchronous discussions as participants complete the self-paced modules. Due to the variance in WBB program schedules, several exceptions were made for participants in the current study to attend alternative introductory workshops when they could not make their scheduled times. Yet the current results and related literature place value on face-to-face interaction for subsequent engagement on a virtual discussion board. Thus, it may be appropriate for attendance at a scheduled introductory workshop to be mandatory for continued participation in TTB or other similarly designed CPD programs. Within the complex context of NCAA WBB, participants in the current study indicated that making any aspect of TTB mandatory is likely only plausible if a head coach is invested enough to be the mandator for themselves and their coaching and support staff. While making an activity mandatory seems to negate adult learner's need for self-direction (Knowles, 1980), it reflects the notion that adult learners still may be conditioned to expect direction in educational contexts (Merriam & Beierema, 2013). The use of a pre-orientation with head coaches may allow them to feel fully autonomous in deciding whether or not participation in any aspect of TTB is worth being mandatory or not.

Meanwhile, another suggestion that participants made for increasing a sense of community within their COP and "ownership" (participant 60) in their engagement on the

discussion boards was to assign each participant a module for which to lead the written discussion. This suggestion also reflects the paradox in which adult learners need to be self-directed but may also expect direction (Merriam & Bierema, 2013). In fact, Lave and Wenger (1991) who initially proposed the framework of COPs indicated that COP member participation involves each member taking on different roles and responsibilities. Thus, the provision of specific roles and responsibilities to each COP member may support the use of a COP as it was intended by Lave and Wenger (1991). In addition, scholars have more recently provided insights into structures that can support more engagement on a discussion forum. For example, Darabi and Jin (2013) found that provided a sample response to a prompt yielded higher quality responses overall from undergraduate students. Meanwhile, Chen and Lui (2020) found that requiring two posts (a response and a comment on a peer's response) with two different deadlines facilitated greater social engagement among graduate students. While it is more difficult to hold professionals accountable to requirement when they have chosen to participate in CPD, these are valuable points to consider for the use of virtual discussion boards in CPD for professional coaches and support staff.

CMO8: Utility of "Live" Discussion for Accountability

When "live" meetings are scheduled in advance and in alignment with available time, participants may be more motivated to stay on track with asynchronous activities.

In conjunction with fostering a stronger sense of community, the majority of participants in the current study suggested that additional periodic synchronous discussions would also have helped them to stay on track with the self-paced modules (e.g., "we would have gotten prepared," participant 17). Notably, Hicks et al. (2015) did implement weekly virtual synchronous meetings in an online adaptation of a PCT-based parent education program but

found that participants still had difficulty maintaining the self-discipline to keep up with self-paced requirements. Thus, it may be suggested that prioritizing self-directed learning activities in the midst of other professional and personal responsibilities is difficult to do in any context. Yet the current results emphasize the importance of understanding the complexity of adult learners' contexts in order to support their prioritization of self-directed learning activities.

Specifically, participants in the current evaluation indicated that the choice to prioritize self-directed learning activities comes *after* priorities related to job responsibilities, the needs of the head coach, and the needs of student-athletes. Beyond this, however, participants in the current study simply seemed to enjoy face-to-face interaction over what was perceived to be a "time-consuming" (participant 9) process of writing on the discussion board. It is possible that the limited opportunity for in-person interaction amidst the Covid-19 pandemic enhanced this preference for synchronous discussion. Yet, as participant 17 described, "in a coaching world…the *doing* part gets us in our mode and our roles, more so than writing." Thus, it would be worthwhile—perhaps through pre-orientation discussions with participating head coaches—to determine how the timing of additional synchronous discussions could be scheduled to align with available time for TTB participants.

CMO9: PCT-based Learning Objectives, UPSR, and Way of Being

When participants view quality interpersonal relationships as central to their professional role, their attainment of PCT-based learning objectives will improve self-regard and way of being.

Results of the one-way repeated measures ANOVA assessing change in UPSR over time and subsequent post hoc analyses revealed that participants who completed all three surveys increased in self-reported UPSR from pre- to post-program and maintained that increase at follow-up. While changes in UPSR were not significant when assessed in mixed factor ANOVAs

with gender and race, this is likely due to reduced statistical power to detect significance from the small sample sizes of males and participants of color (Tabachnick & Fidell, 2007). Meanwhile, in the mixed factor ANOVA with gender as a between-subjects variable, male participants were found to report higher levels of UPSR overall compared to female participants. This finding is not surprising as scholars have previously found consistent gender gaps in self-esteem (a related construct to UPSR; Patterson & Joseph, 2006) with males reporting higher levels of self-esteem than females from adolescence to adulthood (Bleidorn et al., 2016).

It is possible that confounding variables related to the macro contexts during and after program implementation could have impacted the reported changes in UPSR over time (i.e., the progression of the Covid-19 pandemic in relation to decisions regarding the NCAA WBB season in Divisions I, II, and III; heightened global awareness of the Black Lives Matter movement; the 2020 United States presidential election which occurred at the time of post-program survey completion; and the completion of follow-up surveys during the season for participants in DI and DII WBB programs). Yet within the meso context of TTB implementation, it is worth noting that only one participant who completed all three surveys spent less than 15-minutes of time per module outside of listening to the podcasts. Thus, it can be suggested that a minimum of 15-minutes per week of reflection and application, in addition to listening to the podcasts, contributed to significant and lasting increases in UPSR.

Further, while there were no significant differences in UPSR over time between those who spent 30-minutes or less on each module and those who spent 45-minutes or more (outside of listening to the podcasts), the descriptive means tell a story that is meaningful. Specifically, levels of reported UPSR were similar for both groups at the time of the post-program survey, but those who spent 45-minutes or more per module demonstrated a higher mean increase from post-

program to follow-up than that of participants who spent 30-minutes or less. Thus, it seems that more time spent per module during the TTB program heightened the lasting improvement in UPSR. While this finding is nonsignificant, it does provide reason to consider continued evaluation of outcomes based on the amount of time that participants dedicate to a CPD program.

Improvements in UPSR are an impactful result because scholars have indicated that a person must have consistent levels of self-regard in order to effectively communicate UPR to others (e.g., Standal, 1954; Moon et al., 2001). Further, UPSR is suggested by Rogers (1959) to facilitate the characteristics associated with a self-actualizing (i.e., thriving) individual. Taken together, UPSR is a foundational outcome for improvements in way of being. And, while changes in way of being assessed through a one-way repeated measures ANOVA as well as mixed factor ANOVAs were nonsignificant, the descriptive statistics again tell a meaningful story. Specifically, the overall mean for way of being was high on the pre-program survey (M=4.25 out of 5) leaving little room for improvement. Yet, participants did demonstrate a nonsignificant increase in way of being at post-program that maintained at follow-up. Participants' initially high self-reports of way of being are reflective of the fact that people often find it easier to hold others in positive regard than themselves (see, e.g., Cochran & Cochran, 2015). It is also possible that coaches and support staff's self-reported way of being on a survey may not accurately reflect actual way of being as interpreted by their student-athletes. Thus, future evaluations of way of being should consider the addition of collecting a measure of student-athlete perceptions of their coach and/or support staff member's way of being. Comparison of these two measures (i.e., participant self-reports and student-athlete perceptions) of way of being would likely yield a more accurate result. This has been done in studies

assessing PCT-based qualities in counselor-client relationships (e.g., Arachtingi & Lichtenberg, 1998).

Finally, it is noteworthy to consider that participants in the current evaluation—and especially those who were engaged through the entire program—indicated that they believed quality relationships were central to their role. Thus, considering the theoretical, bidirectional relationship between UPSR and congruence (i.e., higher UPSR supports a greater sense of congruence, and vice versa; Rogers, 1959), it makes sense that those who value quality relationships would feel higher levels of UPSR when they engage in activities that improve the quality of their relationships. This finding speaks to the importance of coach developers and sport administrators messaging the notion that cultivating quality relationships with athletes is a foundational competency for professional coaches to attain.

CMO10: Engagement in Learning and Thriving at Work

When participants prioritize TTB activities, their engagement in the processes that facilitate learning will contribute to a sense of thriving at work.

The results of the one-way repeated measures ANOVA and subsequent post hoc comparisons assessing changes in thriving over time revealed significantly lower levels of thriving on the follow-up survey compared to the post-program survey. Again, it is possible that confounding variables related to macro contexts could have impacted these results. In particular, the fact that thriving was significantly lower at a time when most participants were in-season is noteworthy to consider. However, it is also important to consider that the measure for thriving assesses both the sense that one is learning and feels energized (i.e., vitality; Porath et al., 2012). Specifically, this understanding of how thriving was measured supports the notion that participants would feel like they are learning, in particular, when engaging in TTB activities

compared to when such activities are not being facilitated. The qualitative results regarding the learning processes that occurred because of engagement in TTB activities, and the resultant learning objectives met, provide further evidence for this outcome. In turn, it may be suggested that allocating time to engagement in CPD activities on an ongoing basis could result in higher levels of thriving for coaching and support staff throughout the cycles of the WBB season. This may be one reason why long-term, ongoing CPD has been suggested as a best practice in the field of education (Zepeda, 2019).

Meanwhile, post hoc analyses for significant changes in thriving over time when assessed in a mixed factor ANOVA with race/ethnicity demonstrated a different story in how thriving changed over time. In particular, this analysis revealed a significant increase in thriving from pre-program to post-program, a non-significant decrease from post-program to follow-up and no difference between pre-program and follow-up reports for thriving. These results provide further indication that participants' thriving—as defined by a sense of learning and vitality—at work were higher as they were engaging in TTB activities and the resultant processes that facilitated learning. In addition, while this mixed ANOVA likely did not have the statistical power to detect a significant interaction between thriving over time and race/ethnicity (due to the low sample size of participants of color; Tabachnick & Fidell, 2007), the estimated means indicate that participants of color increased in self-reported thriving to a greater extent than white participants from pre-program to post-program. Given that this finding was nonsignificant, and the sample size for participants of color was small (n = 7), conclusions from this finding cannot be drawn. However, further exploration regarding *how* the macro context of American culture that encompasses historical and institutional systems of oppression may influence one's sense of thriving—especially for those whose intersectional identities are most oppressed (i.e., Black,

female, homosexual). This would be relevant to explore further specifically within the NCAA WBB culture in which almost half of student-athletes identify as members of a race/ethnicity that is underrepresented in the United States (NCAA, 2020a).

Finally, while the mixed ANOVA with time spent per module as a between-subject variable did not result in any significant findings, the descriptive statistics again told a story that was meaningful. Specifically, participants who spent less than 30-minutes per module and 45-minutes or more per module (outside of listening to the podcasts) reported similar levels of thriving on the pre-program survey. Yet those who spent more time per module increased in reported thriving to a greater, albeit non-significant, extent compared to those who spent less time per module on the post-program survey. Further, while both groups decreased in reported thriving at the time of the follow-up survey, those who spent more time per module demonstrated less of a decrease than those who spent less time. While these findings are nonsignificant and, thus, inconclusive, they do add insight into the story of professional coaches and support staff's engagement in processes that facilitated learning as a result of a commitment to TTB activities. Just as with UPSR, it seems that more time given to processes of reflection, application, and discussion regarding the PCT-based concepts taught in the TTB program supported a heightened, and more lasting, improvement in participants' sense of thriving at work.

Limitations and Future Directions

The current evaluation has several limitations that should be considered in conjunction with future directions. First, the small subsamples for the between-subjects variables of gender, race, and time spent per module reduced the statistical power of the mixed design ANOVAs that were conducted. While several nonsignificant findings (i.e., changes in means as observed through descriptive statistics) were reported and discussed for further insight into the current

sample, the results of all of the mixed factor ANOVAs reported must be interpreted with caution because of the reduced statistical power in these analyses (Tabachnick & Fidell, 2007). To address this limitation in future evaluations of TTB or similar CPD programs for professional coaches and support staff, it may be necessary to increase the scope of participants who could complete evaluation measures by having additional program facilitators. In the current project, having 76 initial program participants and 10 COPs did limit the extent to which the program facilitator/evaluator could engage in personalized interaction with each participant. A smaller ratio of participants to facilitator, with more facilitators, might allow for greater numbers of participants needed for the statistical power to assess group differences in outcomes.

Second, the grouping variable of time spent per module does not give specific information on how participants used that time across the program activities and processes of reflection, application, and discussion. With continued evaluation, the measurement of engagement could be improved by determining a standard amount of time for completion of each TTB application activity. Any additional guidelines provided for staff discussion could also be provided with an intended time frame (i.e., “Take 10-minutes to discuss with your staff”). The post-program survey measure for time spent could then match the specific amounts of time that participants were directed to take for implementation. In addition, a measure of staff engagement, perhaps as evaluated by the head coach, could provide insight into differences in outcomes based on the extent to which a staff engaged in program activities together.

Third, the way of being scale is limited by the fact that it only measures self-reported provision of authenticity, empathy, and UPR. From a PCT perspective, the constructs measured on the way of being scale will only be effective in coach-athlete relationships when they are both communicated by the coach and accurately interpreted by the athlete (Rogers, 1959). Given that

mean scores were within one point of the highest value at all three timepoints, it is possible that self-reports of way of being in the current study were inflated. Taken together, self-reports, alone, are not the best way to accurately measure way of being. To address this limitation in future research, the use of a student-athlete measure for perceptions of their coaches and support staff's way of being [such as, e.g., the Barrett-Lennard Relationship Inventory (Barrett-Lennard, 2015) once adapted and validated for the sport context] would more accurately measure change in student-athletes' perceptions of their coach and support staff's way of being. If matching measurements for coach and support staff's self-reported way of being and student-athletes' perceptions of their way of being could be validated in the sport context, then the comparison of these measurements would provide the most accurate measurement for change in the quality of coach-athlete interactions in regard to authenticity, empathy, and UPR. While this would be ideal, it would also be practically challenging in the context of NCAA athletics in which student-athletes' available time is limited.

Fourth, the current evaluation only assessed one of two levels of objectives in the development of professional coaches and support staff (as indicated in the CPD of teachers; Desimone & Garet, 2015). The first level objective—which was assessed in the current evaluation—is changes in professional coach and support staff members' knowledge, awareness, and skills. The second level objective is changes in student-athlete outcomes. Desimone and Garet (2015) also suggested that it would be important to demonstrate the connection between change at the level of coach and staff member knowledge, awareness, and skills and change at the level of student-athlete outcomes. The logic model that has resulted from the current evaluation offers hypothesized student-athlete outcomes that may result from improved coach-athlete relationships through coaches' improved PCT-based way of being. One possible outcome

is improvement in student-athlete self-regard. This is based on the foundational notion within PCT that the experience of UPR from a significant other will cultivate UPSR (Iberg, 2000; Rogers, 1959). A second possible outcome is improvement in student-athlete retention and reduction in formal complaints by student-athletes about their coaches or support staff to administration. This is based on the notion that the quality of coach-athlete relationships may influence student-athletes' satisfaction with their college experience (see, e.g., NCAA, 2020b). A third possible outcome is improved performance based on connections made in previous literature between psychological safety in coach-athlete relationships and objective performance success in NCAA WBB (Smittick et al., 2019). Taken together, improvements in well-being (i.e., UPSR) and performance would reflect improvements in student-athletes' thriving as defined by Brown et al. (2017a) with the "joint experience of development and success" (p. 168).

Fifth, the current evaluation did not use any observational measures for the assessment of coach learning and improvements in way of being. Observation instruments are typically used to assess changes in way of being within PCT-based education programs for parents (e.g., the observational Measurement of Empathy in Adult-Child Interactions; Stover et al., 1971). Meanwhile, the use of observation and feedback specific to observed behaviors is considered to be a best practice for the assessment of learning in CPD in education (Zepeda, 2019). While an observation instrument for authenticity, empathy, and/or UPR in coach-athlete interactions does not exist, the results of the current evaluation may provide a basis from which such an instrument could be created and validated through further research.

Finally, while realist evaluations are not designed to produce results that are generalizable to any context, limits of generalizability must be stated. Specifically, the current results are intentionally specific to the context of NCAA WBB coaching and support staffs in

Divisions I, II, and III. Thus, the interpretation and generalizability of results beyond this context must be considered with caution and thoughtfulness regarding the complexities of differing contexts. For example, contextual differences across sport and level of sport might require differences in how the TTB program is best implemented. Future realist evaluations of the TTB program in different contexts would be needed to understand how, why, and for whom the outcomes are similar or different.

Conclusion

In conclusion, the current study is the first to implement and evaluate the context, mechanisms, and outcomes of a PCT-based CPD program for professional coaches and support staff in NCAA WBB. The evaluation resulted in 10 CMO configurations which are culminated into a validated program logic model. Results provide new insight into the delivery CPD in the context of NCAA WBB as well as the impact of PCT-based CPD on professional coaches and support staff's UPSR, thriving at work, and way of being.

References

Abidin, R. R. (2012). *Parenting stress index* (4th ed.). Lutz, FL: PAR.

Abidin, R., Greene, R., & Konold, T. (2004). *Index of Teacher Stress: Professional Manual*. Lutz, FL: Psychological Assessment Resources.

Achenbach, T. M., & Rescorla, L. A. (2000). *Manual for the ASEBA preschool forms & profiles*. Burlington, VT: University of Vermont, Research Center for Children, Youth, & Families.

Achenbach, T. M., & Rescorla, L. A. (2001). *Manual for the ASEBA school-age forms & profiles*. Burlington, VT: University of Vermont, Research Center for Children, Youth, & Families.

Al-Asadi, A. M., Klein, B., & Meyer, D. (2014). Pretreatment attrition and formal withdrawal during treatment and their predictors: An exploratory study of the Anxiety Online data. *Journal of Medical Internet Research*, *16*, e152. https://doi.org/ 10.2196/jmir.2989

Alkin, M.C., & Vo, A.T. (2018). *Evaluation essentials: From A to Z* (2nd ed.). New York, NY: Guilford Press.

Allan, V., Vierimaa, M., Gainforth, H.L., & Côté, J. (2018). The use of behaviour change theories and techniques in coach development programs: A systematic review. *International Review of Sport and Exercise Psychology*, *11*(1), 47–69. https://doi.org/10.1080/1750984X.2017.1286514

Allen, J., Pianta, R., Gregory, A., Mikami, A., & Lun, J. (2011). An interaction-based approach to enhancing secondary school instruction and student achievement. *Science, 333*(6045), 1034–1037. https://doi.org/10.1126/science.1207998

Angyal, A. (1941*). Foundations for a science of personality*. Commonwealth Fund.

Arachtingi, B., & Lichtenberg, J. (1998). The Relationship Between Clients' Perceptions of Therapist-Parent Similarity With Respect to Empathy, Regard, and Unconditionality and Therapists' Ratings of Client Transference. *Journal of Counseling Psychology*, *45*(2), 143–149. https://doi.org/10.1037/0022-0167.45.2.143

Arghode, V., Brieger, E. W., & McLean, G. N. (2017). Adult learning theories: implications for online instruction. *European Journal of Training and Development, 41*(7), 593-609.

Armitage, C. J., & Connor, M. (2001). Efficacy of a theory of planned behavior: A meta-analytic review. *British Journal of Social Psychology, 40*, 471-499.

Armour, K., & Yelling, M. (2004). Continuing professional development for experienced physical education teachers: towards effective provision. *Sport, Education and Society, 9*(1), 95–114. https://doi.org/10.1080/1357332042000175836

Armour, K., & Yelling, M. (2007). Effective Professional Development for Physical Education Teachers: The Role of Informal, Collaborative Learning. *Journal of Teaching in Physical Education*, *26*(2), 177–200. https://doi.org/10.1123/jtpe.26.2.177

Armour, K., & Makopoulou, K. (2012). Great expectations: Teacher learning in a national professional development programme. *Teaching and Teacher Education*, *28*(3), 336–346. https://doi.org/10.1016/j.tate.2011.10.006

Armour, K., Griffiths, M., & Lyon, A. (2016). CPD provision for the football coaching workforce: What can we learn from other professional fields and what are the implications? In W. Allison, A. Abraham, & A. Cale. (Eds.). *Advances in Coach Education and Development: From Research to Practice,* (pp. 30-40). Routledge.

Aspy, D. N., Roebuck, F. N., & Aspy, C. B. (1983). Physical fitness in counseling and teaching. *Humanistic Education and Development, 21*, 107.

Aspy, D. N., Roebuck, F. N., & Aspy, C. B. (1984). Tomorrow's Resources are in Today's Classroom. *The Personnel and Guidance Journal, 62*(8), 455–459. https://doi.org/10.1111/j.2164-4918.1984.tb00254.x

Aspy, D. N., Roebuck, F. N., & Aspy, C. B. (2014). Research on person-centered methods. In On *Becoming an Effective Teacher*, C. R. Rogers, C. H. Lyon, & R. Tausch (Eds.). London: Routledge, https://doi.org/10.4324/9780203725672

Ausubel, D. P. (1967). A cognitive structure theory of school learning. In L. Siegel (Ed.), *Instruction: Some contemporary viewpoints* (pp. 207–260). San Francisco: Chandler.

Babakus, E., & Mangold, G. (1992). Adapting the SERVQUAL Scale to Hospital Services: An Empirical Investigation. *Health Service Research, 26*, 767-780.

Bandura, A. (1986). *Social foundations of thought and action: a social cognitive theory*. Englewood Cliffs, N.J: Prentice-Hall.

Bar-On, R. (2004). The Bar-On Emotional Quotient Inventory (EQ-i): Rationale, description and psychometric properties. In G. Geher (Ed.), *Measuring emotional intelligence: Common ground and controversy*. Hauppauge, NY: Nova Science.

Baragash, R., & Al-Samarraie, H. (2018). Blended learning: Investigating the influence of engagement in multiple learning delivery modes on students' performance. *Telematics and Informatics, 35*(7), 2082–2098. https://doi.org/10.1016/j.tele.2018.07.010

Barrett-Lennard, G. T. (1986). The Relationship inventory now: Issues and advances in theory, method, and use. In L. S. Greenberg & W. M. Pinsof (Eds.), *The psychotherapeutic process: A research handbook* (pp. 439–476). New York, NY: Guilford Press.

Barrett-Lennard, G. T. (2015). *The relationship inventory: A complete resource and guide*. Retrieved from https://ebookcentral-proquest-com.proxy.lib.utk.edu

Barrio Minton, C., Gibson, D., & Wachter Morris, C. (2016). *Evaluating student learning objectives in counselor education.* American Counseling Association.

Bartholomew, K. J., Ntoumanis, N., & Thogersen-Ntoumani, C. (2010). The controlling interpersonal style in a coaching context: Development and initial validation of a psychometric scale. *Journal of Sport & Exercise Psychology, 32,* 193-216.

Basma, B., & Savage, R. (2018). Teacher Professional Development and Student Literacy Growth: a Systematic Review and Meta-analysis. *Educational Psychology Review, 30*(2), 457–481. https://doi.org/10.1007/s10648-017-9416-4

Becker, A. (2009). It's not what they do, it's how they do it: athlete experiences of great coaching. *International Journal of Sports Science & Coaching, 4*(1), 93-119.

Benson, P. L., & Scales, P. C. (2009). The definition and preliminary measurement of thriving in adolescence. *The Journal of Positive Psychology, 4*, 85–104. https://doi.org/ 10.1080/17439760802399240

Bernstein, H. & Kristiansen, E. (2019). Successful coach learning: Digital workbook informed by pedagogical principles. *International Journal of Sports Science & Coaching, 14*(3), 310-323.

Bhaskar, R. (1975) A *realist theory of science.* Brighton: Harvester.

Bhaskar, R. (1975). *A realist theory of science*. York: Books.

Bhaskar, R. (1998). Societies. In M. Archer, R. Bhaskar, A. Collier, T. Lawson and A. Norrie (Eds.), *Critical realism: Essential readings*, pp. 206–57. London: Routledge.

Bleidorn, W., Arslan, R., Denissen, J., Rentfrow, P., Gebauer, J., Potter, J., & Gosling, S. (2016). Age and gender differences in self-esteem-a cross-cultural window. *Journal of*

Personality and Social Psychology, 111(3), 396–410. https://doi.org/10.1037/pspp0000078

Blitz, C. L. (2013). *Can online learning communities achieve the goals of traditional professional learning communities? What the literature says.* (REL 2013–003). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Mid-Atlantic. Retrieved from http://ies.ed.gov/ncee/edlabs.

Bloom, B. S. (Ed.). (1956). *Taxonomy of educational objectives: Handbook I: Cognitive domain.* New York: David McKay.

Bornsheuer-Boswell, J., Garza, Y., & Watts, R. (2013). Conservative Christian Parents' Perceptions of Child−Parent Relationship Therapy. *International Journal of Play Therapy*, *22*(3), 143–158. https://doi.org/10.1037/a0033717

Boswell, J. (2014). The Use of Child Parent Relationship Therapy and Common Parent Concerns: Voices From the Community. *The Family Journal*, *22*(4), 382–389. https://doi.org/10.1177/1066480714548162

Bowdon, J., Massey, C., & Kregor, J. (2015). Unpacking implementation of a mathematics based software intervention. Philadelphia, PA: Cognitive Science Center, University of Pennsylvania

Bozarth, J. D. (2001) A reconceptualization of the necessary and sufficient conditions for therapeutic personality change. In G. Wyatt., J. Bozarth & P. Wilkins (Eds.), *Rogers' therapeutic conditions: evolution, theory and practice, unconditional positive regard* (Vol. 3, pp. 173-179). Ross-on-Wye, England: PCCS Books.

Bozarth, J. D., & Wilkins, P. (2001) Unconditional positive regard: towards unravelling the puzzle. In G. Wyatt., J. Bozarth & P. Wilkins (Eds.), *Rogers' therapeutic conditions: evolution, theory and practice, unconditional positive regard* (Vol. 3, pp. 220-230). Ross-on-Wye, England: PCCS Books.

Bratton, S. C. & Landreth, G. L. (2019). *Child-Parent Relationship Therapy (CPRT) Treatment Manual: An Evidence-Based 10-Session Filial Therapy Model*. https://doi.org/10.4324/9781315537986

Brown, B. (2018). *Dare to lead: Brave work. Tough conversations. Whole hearts.* Random House, New York.

Brown, C. (2009). Building communities: The effects of offering face to face meetings to students studying at a distance. ProQuest Dissertations Publishing.

Brown, D. J., & Arnold, R. (2019). Sports performers' perspectives on facilitating thriving in professional rugby contexts. *Psychology of Sport and Exercise, 40,* 71-81. https://doi.org/10.1016/j.psychsport.2018.09.008

Brown, D. J., Arnold, R., Fletcher, D., & Standage, M. (2017a). Human thriving: A conceptual debate and literature review. *European Psychologist, 22*, 167-179. https://doi.org/10.1027/1016-9040/a000294

Brown, D. J., Arnold, R., Reid, T., & Roberts, G. (2018). A qualitative inquiry of thriving in elite sport. *Journal of Applied Sport Psychology, 30,* 129-149. https://doi.org/10.1080/10413200.2017.1354339

Brown, D. J., Arnold, R., Standage, M., & Fletcher, D. (2017b). Thriving on pressure: A factor mixture analysis of sport performers' responses to competitive encounters. *Journal of Sport & Exercise Psychology, 39*, 423-437. https://doi.org/10.1123/jsep.2016-0293

Brown, D., Arnold, R., Standage, M., Turner, J., & Fletcher, D. (2021). The prediction of thriving in elite sport: A prospective examination of the role of psychological need satisfaction, challenge appraisal, and salivary biomarkers. *Journal of Science and Medicine in Sport*, *24*(4), 373–379. https://doi.org/10.1016/j.jsams.2020.09.019

Cain, A. (2020). #PersonalizedCPD Twitter chat recap: Podcasts as Professional Learning. https://learningforward.org/2020/05/personalizedCPD-twitter-chat-recap-podcasts-as-professional-learning/

Carkhuff, R. R. (1969) *Helping and Human Relations.* New York: Holt, Rinehart and Winston.

Carkhuff, R. R. (1971) *The Development of Human Resources.* New York: Holt, Rinehart and Winston.

Carkhuff, R. R. (2008) *The Art of Helping*, 9th ed. Amherst, MA: Possibilities Publishing, Inc.

Carter, A., & Bloom, G. (2009). Coaching knowledge and success: going beyond athletic experiences. *Journal of Sport Behavior, 32*(4), 419–437.

Chen, L., & Liu, L. (2020). Social Presence in Multidimensional Online Discussion: The Roles of Group Size and Requirements for Discussions. *Computers in the Schools*, *37*(2), 116–140. https://doi.org/10.1080/07380569.2020.1756648

Chesterfield, G., Potrac, P., & Jones, R. (2010). "Studentship" and "impression management" in an advanced soccer coach education award. *Sport, Education and Society, 15*(3), 299–314. https://doi.org/10.1080/13573322.2010.493311

Cheval, B., Chalabaev, A., Quested, E., Courvoisier, D., & Sarrazin, P. (2017). How perceived autonomy support and controlling coach behaviors are related to well- and ill-being in elite soccer players: A within-person changes and between-person differences analysis.

Psychology of Sport & Exercise, *28*, 68–77. https://doi.org/10.1016/j.psychsport.2016.10.006

Chizk, G. (2018). The Experience of Using Filial Play Therapy from the Perspective of Adoptive Parents: A Case Study of Family Adjustment (ProQuest Dissertations Publishing). Retrieved from http://search.proquest.com/docview/2074851256/

Clark, A. M., MacIntyre, P. D., & Cruickshank, J. (2007). A critical realist approach to understanding and evaluating heart health programs. *Health: An Interdisciplinary Journal for the Study Health, Illness, and Medicine. 11*(4), 513-539. https://doi.org/10.1177/1363459307080876

Cochran, J., & Cochran, N. H. (2015). *The heart of counseling: A guide to developing therapeutic relationships.* (2nd ed.) Belmont, CA: Thomson/Wadsworth.

Cohen, S., Kamarck, T., & Mermelstein, R. (1983). A global measure of perceived stress. *Journal of Health and Social Behavior, 24*(4), 385-396.

Construction Industry Council. 1986. *CPD Information Sheets of the Professional Institution Members of the CPD in Construction Group.* Construction Industry Council.

Coombs, P. H., & Ahmed, M. (1974). *Attacking Rural Poverty: How Nonformal Education Can Help.* Johns Hopkins University Press.

Cooper, J., Brown, T., & Yu, M. (2020). Supplemental Material for A Retrospective Narrative Review of Filial Therapy as a School-Based Mental Health Intervention. *International Journal of Play Therapy*. https://doi.org/10.1037/pla0000114.supp

Cornett, N., & Bratton, S. (2015). A Golden Intervention: 50 Years of Research on Filial Therapy. *International Journal of Play Therapy, 24*(3), 119–133. https://doi.org/10.1037/a0039088

Côté, J. & Gilbert, W. (2009). An integrative definition of coaching effectiveness and expertise. *International Journal of Sports Science & Coaching*, 4(3), 307–323.

Cramer, D. (1986). An item factor analysis of the revised Barrett-Lennard relationship inventory. *British Journal of Guidance and Counselling*, *14*(3), 314–325.

Crowne, D. P., & Marlowe, D. (1960). A new scale of social desirability independent of pathology. *Journal of Consulting Psychology, 24*, 349–354.

Crudgington, B. (2020). Authentic e-learning: using an educational design research approach to develop a hybrid coach education program. In B. Callary & B. Gearity (Eds.), *Coach Education and Development in Sport* (pp. 178-189). Routledge.

Cui, Y. (2007). Striving and thriving: Women in Chinese national sport organizations. International Journal of the History of Sport, 24, 392–410. http://doi. 10.1080/09523360601101378

Culver, D., Kraft, E., & Duarte, T. (2020). Social learning in communities and networks as a strategy for ongoing coach development. In B. Callary & B. Gearity (Eds.), *Coach Education and Development in Sport* (pp. 115-128). Routledge.

Cushion, C., Nelson, L., Armour, K., Lyle, J., Jones,R., Sandford, R. and O'Callaghan,C. (2010) *Coach learning and development: A review of literature.* Executive summary, sports coach UK.

Dalkin, S. M., Greenhalgh, J., Jones, D., Cunningham, B., & Lhussier, M. (2015). What's in a mechanism? Development of a key concept in realist evaluation. *Implementation Science, 10*(49). https://doi.org/10.1186/s13012-015-0237-x

Darabi, A., & Jin, L. (2013). Improving the quality of online discussion: The effects of strategies designed based on cognitive load theory principles. *Distance Education, 34*(1), 21–32. doi:10.1080/01587919.2013.770429

Darling-Hammond, L., Wei, R. C., Andree, A., Richardson, N., & Orphanos, S. (2009). Professional learning in the learning profession: A status report on teacher development in the U.S. and abroad. Alexandria, VA: ASCD.

Dawes, J. (2008). Do data characteristics change according to the number of scale points used? An experiment using 5 point, 7 point and 10 point scales. *International Journal of Market Research, 51*(1) 61–104. https://doi.org/10.1177/147078530805000106

de Souza, D. (2013). Elaborating the Context-Mechanism-Outcome configuration (CMOc) in realist evaluation: A critical realist perspective. *Evaluation*, *19*(2), 141–154. https://doi.org/10.1177/1356389013485194

DeRobertis, E., & Bland, A. (2018). Tapping the Humanistic Potential of Self-Determination Theory: Awakening to Paradox. The Humanistic Psychologist, 46(2), 105–128. https://doi.org/10.1037/hum0000087

Desimone, L. (2009). Improving Impact Studies of Teachers' Professional Development: Toward Better Conceptualizations and Measures. *Educational Researcher, 38(*3), 181–199. https://doi.org/10.3102/0013189X08331140

Desimone, L. M., A. C. Porter, M. S. Garet, K. S. Yoon, and B. F. Birman. (2002). "Effects of Professional Development on Teachers' Instruction: Results from a Three-Year Longitudinal Study." *Educational Evaluation and Policy Analysis 24*(2): 81–112

Desimone, L., & Garet, M. (2015). Best Practices in Teachers' Professional Development in the United States. *Psychology, Society & Education, 7*(3), 252–263. https://doi.org/10.25115/psye.v7i3.515

Desimone, L., Porter, A. C., Garet, M., Yoon, K., & Birman, B. (2002). Effects of professional development on teachers' instruction: Results from a three-year study. *Educational Evaluation and Policy Analysis, 24*(2), 81–112

Dieffenbach, K. (2019). Professional issues and ethics in sport coaching. In R. Thelwell & M. Dicks (Eds.). *Professional Advances in Sports Coaching: Research and Practice* (1st ed., Vol. 1, pp. 145-165). Routledge.

Dieffenbach, K. (2020). Frameworks for coach education and development. In K. Dieffenbach & M. Thompson (Eds.) *Coach Education Essentials: Your Guide to Developing Sport Coaches,* (pp. 3-16) Champaign, IL: Human Kinetics.

Dieffenbach, K. & Thompson, M. (2020). *Coach Education Essentials: Your Guide to Developing Sport Coaches.* Champaign, IL: Human Kinetics.

Dieffenbach, K. D., Murray, M., & Zakrajsek, R. (2011). The coach education internship experience: An exploratory study. *International Journal of Coaching Science, 5*(1), pp. 30-25.

Driska, A. P. & Nalepa, J. (2020). Self-paced online learning to develop novice, entry-level, and volunteer coaches. In In B. Callary & B. Gearity (Eds.), *Coach Education and Development in Sport* (pp. 166-177). Routledge.

Duffy, P., Hartley, H., Bales, J., Crespo, M., Dick, F., Vardhan, D., Nordmann, L., & Curado, J. (2011). Sport coaching as a "profession." *International Journal of Coaching Science, 5*(2), 93–123.

Duffy, T. M. & Jonassen, D. (Eds). (1992). *Constructivism and the Technology of Instruction: A Conversation*. Englewood, NJ: Lawrence Erlbaum Associates.

Ebenso, B., Manzano, A., Uzochukwu, B., Etiaba, E., Huss, R., Ensor, T., Newell, J., Onwujekwe, O., Ezumah, N., Hicks, J., & Mirzoev, T. (2019). Dealing with context in logic model development: Reflections from a realist evaluation of a community health worker programme in Nigeria. *Evaluation and Program Planning,* 73, 97–110. https://doi.org/10.1016/j.evalprogplan.2018.12.002

Edison Research & Triton Digital. (2019). The podcast consumer 2019. Retrieved from http://www.edisonresearch.com/wp-content/uploads/2019/04/Edison-Research-PodcastConsumer-2019.pdf

Edwards, N. A., Ladner, J., & White, J. (2007). Perceived effectiveness of filial therapy for a Jamaican mother: A qualitative case study. *International Journal of Play Therapy*, 16, 36–53. http:// dx.doi.org/10.1037/1555-6824.16.1.36

Elmore, T. & McPeak, A. (2019). *Generation Z unfiltered: Facing nine hidden challenges of the most anxious population.* Poet Gardner Publishing.

Erickson, K., Bruner, M., Macdonald, D., & Côté, J. (2008). Gaining Insight into Actual and Preferred Sources of Coaching Knowledge. *International Journal of Sports Science & Coaching, 3*(4), 527–538. https://doi.org/10.1260/174795408787186468

Evans, B. M., McGuckin, M., Gainforth, H. L., Bruner, M. W., & Cote, J. (2015). Coach development programmes to improve interpersonal coach behaviors: A systematic review using the re-aim framework. *Journal of Sports Medicine, 49*(3), 871-877.

Feeney, B. C., & Collins, N. L. (2015). A new look at social support: A theoretical perspective on thriving through relationships. *Personality and Social Psychology Review, 19,* 113–147. https://doi.org/10.1177/1088868314544222.

Flinchbaugh, C., Luth, M., & Li, P. (2015). A Challenge or a Hindrance? Understanding the Effects of Stressors and Thriving on Life Satisfaction. International Journal of Stress Management, 22(4), 323–345. https://doi.org/10.1037/a0039136

Foster, E. (2020). Study pinpoints success factors when teachers learn from peers. *The Learning Professional, 40*(6), 16-17.

Freeman, P., & Rees, T. (2009). How does perceived support lead to better performance? An examination of potential mechanisms. *Journal of Applied Sport Psychology, 21,* 429–441. https://doi.org/10.1080/10413200903222913

Frey, M. (2007). College coaches' experiences with stress - "Problem solvers" have problems, too. *Sport Psychologist*, *21*(1), 38–57.

Goldstein, K. (1939). *The organism: A holistic approach to biology derived from pathological data in man*. American Book Publishing. https://doi.org/10.1037/10021-000

Goodwin, B. (2014). Research says: Keep professional learning groups small, but connected. *Professional Learning: Reimagined, 71*(8), 80-82.

Google (2020). IP Anonymization (or IP masking) in Analytics. Retrieved from: https://support.google.com/analytics/answer/2763052?hl=en

Gordon, I. J. (1969) *Studying the Child in School*. New York: Harper and Row.

Gregory, A., Hafen, C., Ruzek, E., Mikami, A., Allen, J., & Pianta, R. (2016). Closing the Racial Discipline Gap in Classrooms by Changing Teacher Practice. *School Psychology Review, 45*(2), 171–191. https://doi.org/10.17105/SPR45-2.171-191

Griffiths, M., Armour, K., & Cushion, C. (2018). “Trying to get our message across”: successes and challenges in an evidence-based professional development programme for sport coaches. *Sport, Education and Society, 23*(3), 283–295. https://doi.org/10.1080/13573322.2016.1182014

Gucciardi, D. F., Stamatis, A., & Ntoumanis, N. (2017). Controlling coaching and athlete thriving in elite adolescent netballers: The buffering effect of athletes' mental toughness. *Journal of Science and Medicine in Sport, 20*, 718-722. https://doi.org/10.1016/j.jsams.2017.02.007

Guerney, B., Jr. (1964). Filial therapy: Description and rationale. *Journal of Consulting Psychology, 28,* 304–310. http://dx.doi.org/10.1037/h0041340

Guerney, L., & Ryan, V. (2013). *Group filial therapy the complete guide to teaching parents to play therapeutically with their children.* London: Jessica Kingsley Publishers.

Guskey, T., & Yoon, K. (2009). What Works in Professional Development? *Phi Delta Kappan Magazine, 90*(7), 495–500. https://doi.org/10.1177/003172170909000709

Halbrook, M., Watson, J., & Voelker, D. (2019). High school coaches’ experiences with openly lesbian, gay, and bisexual athletes. *Journal of Homosexuality, 66*(6), 838-856.

Hamilton, M., & Lavoi, N. (2017). Ethical professional identity and the development of moral exemplar collegiate coaches. *Journal of Moral Education, 46*(2), 114–128. https://doi.org/10.1080/03057240.2017.1313724

Hancock, M., Balkin, R., Reiner, S., Williams, S., Hunter, Q., Powell, B., & Juhnke, G. (2019). Life Balance and Work Addiction Among NCAA Administrators and Coaches. *The Career Development Quarterly, 67*(3), 264–270. https://doi.org/10.1002/cdq.12195

Harter, S. (1982) The Perceived Competence Scale for Children. *Child Development, 53*, 87–97.

Hicks, B., Exum, H., Wilde, C., Baggerly, J., & Kromrey, J. (2015). The Efficacy of Child Parent Relationship Therapy when Conducted in an Online Format on Levels of Parental Acceptance (ProQuest Dissertations Publishing). Retrieved from http://search.proquest.com/docview/1750074090/

Hogarty, K., Hines, C., Kromrey, J., Ferron, J., & Mumford, K. (2016). The Quality of Factor Solutions in Exploratory Factor Analysis: The Influence of Sample Size, Communality, and Overdetermination. *Educational and Psychological Measurement, 65(*2), 202–226. https://doi.org/10.1177/0013164404267287

Horner, P. (1974). Dimensions of child behavior as described by parents: A monotonicity analysis (Unpublished master's thesis). Pennsylvania State University, College Park, PA.

Iberg, J. R. (2001). Unconditional positive regard: constituent activities. In G. Wyatt., J. Bozarth & P. Wilkins (Eds.), *Rogers' therapeutic conditions: evolution, theory and practice, unconditional positive regard* (Vol. 3, pp. 109-125)). Ross-on-Wye, England: PCCS Books.

ICCE. (2000). *The Magglingen Declaration.* https://www.icce.ws/_assets/files/documents/Magglingen.pdf

ICCE. (2013). *International Sport Coaching Framework.* Champaign, IL: Human Kinetics.

ICCE. (2014). *International Coach Developer Framework*. Leeds, UK: ICCE.

Jackson, D., McDonald, G., & Wilkes, L. (2011). Thriving in the workplace: Learning from innovative practices. In M. McAllister & J. B. Lowe (Eds.), The resilient nurse: Empowering your practice (pp. 105–114). New York, NY: Springer.

Joseph, J. (1979). *Joseph Preschool and Primary Self-Concept Screening Test.* Wood Dale, IL: Stoelting.

Jowett, S. (2007). Interdependence analysis and the 3 +1Cs in the coach-athlete relationship. In S. Jowett & D. Lavelle (Eds.), *Social psychology in sport* (pp. 15-28). Champaign, IL: Human Kinetics.

Kennedy, M. M. (2016). How does CPD improve teaching? *Review of Educational Research, 86*(4), 945–980. https://doi.org/10.3102/0034654315626800

Kerr, G., & Stirling, A. (2008). Child Protection in Sport: Implications of an Athlete-Centered Philosophy. *Quest, 60*(2), 307-323.

Kerr, G., Stirling, A., & Gurgis, J. (2016). An athlete-centred approach to enhance thriving within athletes and coaches. In S. Pill (Ed.), *Perspectives on athlete-centered coaching* (pp. 24-36). London, UK: Routledge.

Knowles, M. S. (1980). *The Modern Practice of Adult Education: From Pedagogy to Andragogy.* (2nd ed.). New York: Cambridge Books.

Knowles, M. S. (1984). *The adult learner: A neglected species* (3rd ed.). Houston, TX: Gulf

Knowles, M. S., & Associates (1984). *Andragogy in action: Applying modern principles of adult learning.* San Francisco: Jossey-Bass.

Knowles, M. S., Holton, E. F. III, & Swanson, R. A. (2011). *The adult learner* (7th ed.). Houston, TX: Gulf.

Kosel, B (2006). Self and peer assessment in problem-based learning: Learning English by solving a technical problem—A case study. In Roberts, T. (Ed.) *Self, peer, and group assessment in e-learning*. Information Science Pub.

Kraft, M., Blazar, D., & Hogan, D. (2018). The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. *Review of Educational Research, 88*(4), 547–588. https://doi.org/10.3102/0034654318759268

Kuklick, C. R. & Kasales, M. (2020). Reflective practice to enhance coach development and practice. In B. Callary & B. Gearity (Eds.), *Coach Education and Development in Sport* (pp. 74-88). Routledge.

Lahti, S. L. (1992). An ethnographic study of the filial therapy process (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses. (AAT 9300624)

Landreth, G. L., & Bratton, S. C. (2006). *Child parent relationship therapy (CPRT): A 10-session filial therapy model*. New York, NY: Routledge.

Landreth, G. L., & Lobaugh, A. F. (1998). Filial therapy with incarcerated fathers: Effects on parental acceptance of child, parental stress, and child adjustment. *Journal of Counseling & Development, 76*, 157–165. http://dx.doi.org/10.1002/j.1556-6676.1998.tb02388.x

Langan, E., Blake, C., & Lonsdale, C. (2013). Systematic review of the effectiveness of interpersonal coach education interventions on athlete outcomes. *Psychology of Sport & Exercise, 14*(1), 37–49. https://doi.org/10.1016/j.psychsport.2012.06.007

Larsen, L. (2016). "I Haven't Worked to be a Token:" A Narrative Inquiry of the Experiences of Eight Black Female Assistant Coaches in NCAA Division I Women's Basketball. (Doctoral Dissertation). University of Tennessee, Knoxville, TN.

Larsen, L., & Clayton, C. (2019). Career Pathways to NCAA Division I Women's Basketball Head Coach Positions: Do Race and Gender Matter? *Women in Sport & Physical Activity Journal, 27*(2), 94–100. https://doi.org/10.1123/wspaj.2018-0068

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge University Press: New York, NY.

LaVoi, N. (2016). *Women in sports coaching*. Routledge.

Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. New York, NY: Springer.

Lee, M., & Landreth, G. L. (2003). Filial therapy with immigrant Korean parents in the United States. *International Journal of Play Therapy, 12*, 67–85. http://dx.doi.org/10.1037/h0088879

Lefebvre, J., Evans, M., Turnnidge, J., Gainforth, H., & Côté, J. (2016). Describing and classifying coach development programmes: A synthesis of empirical research and applied practice. *International Journal of Sports Science & Coaching, 11*(6), 887–899. https://doi.org/10.1177/1747954116676116

Lerner, R., Lerner, J., & Benson, J. (2011). Positive youth development: research and applications for promoting thriving in adolescence. *Advances in Child Development and Behavior, 41*, 1–17.

Lim, S., & Ogawa, Y. (2014). "Once I had kids, now I am raising kids": Child-Parent Relationship Therapy (CPRT) with a Sudanese refugee family—A case study. *International Journal of Play Therapy, 23*, 70–89. http://dx.doi.org/10.1037/a0036362

Lindemann, N. (2016). 34 Ways to Improve Your Survey Response Rate. Retrieved from: https://surveyanyplace.com/improve-survey-response-rate/

Lindo, N. A., Akay, S., Sullivan, J. M., & Meany-Walen, K. K. (2012). Child parent relationship therapy: Exploring parents' perceptions of intervention, process, and effectiveness. *International Journal of Humanities and Social Science, 2*, 51–61.

Luna, G., & Cullen, D. (2011). Podcasting as Complement to Graduate Teaching: Does It Accommodate Adult Learning Theories? *International Journal of Teaching and Learning in Higher Education, 23*(1), 40–47. http://search.proquest.com/docview/898326188/

Lux, M. (2010). The magic of encounter: the person-centered approach and the neurosciences. *Person-Centered & Experiential Psychotherapies, 9*(4), 274-289.

Lynch, J. (2020). *Win the Day: The ultimate coach's guide to build and sustain a championship culture.* Coaches Choice, Monterey, CA.

MacCallum, R., Widaman, K., Preacher, K., & Hong, S. (2001). Sample Size in Factor Analysis: The Role of Model Error. *Multivariate Behavioral Research, 36*(4), 611–637. https://doi.org/10.1207/s15327906mbr3604_06

Mageau, G. & Vallerand, R. (2003). The coach-athlete relationship: A motivational model. *Journal of Sports Sciences, 21*(11), 883-904.

Manzano, A. (2016). The craft of interviewing in realist evaluation. *Evaluation, 22*(3), 342–360. https://doi.org/10.1177/1356389016638615

Marrocco, F., Wallace Kazer, F., & Neal-Boylan, F. (2014). Transformational Learning in Graduate Nurse Education Through Podcasting. *Nursing Education Perspectives, 35*(1), 49–53. https://doi.org/10.5480/10-421.1

Maslow, A. H. (1943). A theory of human motivation. *Psychological Review, 50*(4), 370–396. https://doi.org/10.1037/h0054346

Maslow, A. H. (1954). *Motivation and personality*. Harpers.

Mcdonald, K., & Smith, C. (2013). The flipped classroom for professional development: part I. Benefits and strategies. *Journal of Continuing Education in Nursing, 44*(10), 437–438. https://doi.org/10.3928/00220124-20130925-19

McHenry, L. K. & Zakrajsek, R. A. (2020). *UPR in Practice: A Pilot Coach Development Program.* Program delivered to Idaho State University, Spring 2020.

McHenry, L. K., Cochran, J. L., Zakrajsek, R. A., Fisher, L. A., Couch, S. R., & Hill, B. (2019). Retired elite figure skaters' experiences of harm in the coach-athlete relationship: a

person-centered theory perspective. *Journal of Applied Sport Psychology*, 1–21. https://doi.org/10.1080/10413200.2019.1689536

McHenry, L. K., Cochran, J. L., Zakrajsek, R. A., Fisher, L. A., Couch, S. R., & Hill, B. (2020). Retired elite figure skaters' experiences of thriving in the coach-athlete relationship: a person-centered theory perspective. *Journal of Applied Sport Psychology*, 1–21. https://doi.org/10.1080/10413200.2020.1800862

McHenry, L. K., Zakrajsek, B. A., & Fisher, L. A. (June, 2019). Athlete-Centered Coaching: From Theory to Practice. Workshop presented at the United States Center for Coaching Excellence Annual Summit.

McQuade, S. (2020). Current models of coach education, training, and certification. In K. Dieffenbach & M. Thompson (Eds.) *Coach Education Essentials: Your Guide to Developing Sport Coaches*, (pp. 187-208) Champaign, IL: Human Kinetics.

Medina, M. S., Garrison, G. D., & Brazeau, G. A. (2010). Finding time for faculty development. *American Journal of Pharmaceutical Education, 74*(10). 179–179. https://doi.org/10.5688/aj7410179

Merriam, S., & Bierema, L. (2013). *Adult learning: Linking theory and practice* (1st ed.). Jossey-Bass.

Modell, S. (2009). In defence of triangulation: A critical realist approach to mixed methods research in management accounting. *Management Accounting Research, 20*(3), 208–221. https://doi.org/10.1016/j.mar.2009.04.001

Moon, J. A. (2004) *A Handbook of Reflective and Experiential Learning: Theory and Practice*. Hove: Psychology Press.

Moon, K., Rice, B., & Schneider, C. (2001). Stanley W. Standal and the need for positive regard. In G. Wyatt., J. Bozarth & P. Wilkins (Eds.), *Rogers' therapeutic conditions: evolution, theory and practice, unconditional positive regard* (Vol. 3, pp. 19-34). Ross-on-Wye, England: PCCS Books.

Moran-Miller, K., & Flores, L. (2011). Where are the women in women's sports? Predictors of female athletes' interest in a coaching career. *Research Quarterly for Exercise and Sport, 82*(1). https://doi.org/10.5641/027013611X13098902482021

Morrow, J. A. (2017) Twelve steps of quantitative data cleaning: Strategies for dealing with dirty data. Handout posted to Lecture 11 and 13, Fall 2019.

Morrow, J. A. (2019) Creating Demographic Questions. Presentation to Educational Psychology and Counseling 583, Survey Research, Fall 2019.

Moss, D. (2015). The roots and genealogy of humanistic psychology. In K. J. SchneiderJ. F. Pierson, & J. F. Bugental (Eds). *The handbook of humanistic psychology: Theory, research, and practice*, 3-18. Sage Publications, Inc. https://www-doi-org.proxy.lib.utk.edu/10.4135/9781483387864.n1

Muller, T. (2007). Liberty for all? Contested spaces of women's basketball. *Gender, Place, & Culture, 14*(2), 197-213.

Nash, C. (2003). Coaching effectiveness and coach education programmes: perceptions of Scottish and US coaches. *International Sports Studies*, *25*(2), 21-31.

Nash, C. (2020). Professional development opportunities for coaches. In K. Dieffenbach & M. Thompson (Eds.) *Coach Education Essentials: Your Guide to Developing Sport Coaches,* (pp. 209-236) Champaign, IL: Human Kinetics.

Nash, C. & McQuade, S. (2014) *Mentoring as a coach development tool (pp.206–222). In Practical sport coaching.* Edinburgh: Routledge.

Nash, C., Sproule, J., & Horton, P. (2017). Continuing professional development for sports coaches: a road less travelled. *Sport in Society: SportsWorld: Global Markets and Global Impact of Sports, Theory and Practice, 20*(12), 1902–1916. https://doi.org/10.1080/17430437.2017.1232414

National Association of Sport and Physical Education. (2006). *National Standards for Sport Coaches,* 2nd ed. Washington, DC: AAHPERD.

NCAA. (2019a). Women's Basketball Diversity, Retention, and CPD Survey. Presentation to the Women's Basketball Oversight Committee.

NCAA. (2019b). NCAA Women's Basketball 2019024 Strategic Plan. Retrieved from: http://www.ncaa.org/championships/ncaa-women-s-basketball-2019-24-strategic-plan

NCAA. (2020a). NCAA GOALS Study of the Student-Athlete Experience: Reasons for Transfer Among DI Women's Basketball. Presentation to the Women's Basketball Oversight Committee.

NCAA. (2020b). 2012-19RES_Demographics Aggregated Data. http://www.ncaa.org/about/resources/research/diversity-research

NCAA. (Nda). NCAA Basketball Coaches Academy. ncaa.org/about/resources/leadership-development/ncaa-basketball-coaches-academy

NCAA. (Ndb). Committee on Sportsmanship and Ethical Conduct. https://www.ncaa.org/governance/committees/committee-sportsmanship-and-ethical-conduct

Nelson, L., Cushion, C., & Potrac, P. (2006). Formal, Nonformal and Informal Coach Learning: A Holistic Conceptualisation. *International Journal of Sports Science & Coaching, 1*(3), 247–259. https://doi.org/10.1260/174795406778604627

Nelson, L., Cushion, C., Potrac, P., & Groom, R. (2014). Carl Rogers, learning and educational practice: Critical considerations and applications in sports coaching. *Sport, Education and Society, 19*(5), 513-531.

Niessen, C., Sonnentag, S., & Sach, F. (2012). Thriving at work – A diary study. *Journal of Organizational Behavior, 33*(4), 468–487. https://doi.org/10.1002/Job.763

Norman, L., Rankin-Wright, A., & Allison, W. (2018). "It's a concrete ceiling; it's not even glass": Understanding tenets of organizational culture that supports the progression of women as coaches and coaches developers. *Journal of Sport Science and Social Issues, 42*(5), 393-413.

North, J. (2016) Benchmarking sport coach education and development: using programme theories to examine and evolve current practice. In In W. Allison, A. Abraham, & A. Cale. (Eds.). *Advances in coach education and development: from research to practice*, (pp. 30-40). Routledge.

O'Leary, V. E., & Ickovics, J. R. (1995). Resilience and thriving in response to challenge: An opportunity for a paradigm shift in women's health. *Women's Health, 1*, 121–142.

Ornstein, M. (2013). A companion to survey research. London, SAGE Publications Ltd. https://doi.org/10.4135/9781473913943.

Osborn, S. (2019) Board of Governors Endorses Coaches' Credentialing Pilot. http://www.ncaa.org/about/resources/media-center/news/board-governors-endorses-coaches-credentialing-pilot

Park, C. (1998). Stress-Related Growth and Thriving Through Coping: The Roles of Personality and Cognitive Processes. *Journal of Social Issues, 54*(2), 267–277. https://doi.org/10.1111/0022-4537.651998065

Paterson, T. A., Luthans, F., & Jeung, W. (2014). Thriving at work: Impact of psychological capital and supervisor support. Journal of Organizational Behavior, 35, 434–446. doi:10.1002/job.1907

Patterson, T. G. & Joseph, S. (2006). Development of a self-report measure of unconditional positive self-regard. *Psychology and Psychotherapy: Theory Research, and Practice, 79,* 557-570.

Pawson, R. & Tilley, N. (1997). *Realistic evaluation*. London: Sage Publications.

Pawson, R. & Tilley, N. (2004). *Realist evaluation.* Paper funded by the British Cabinet Office.

Poliquin, B. (2014). "Do College Football's Head Coaches Get Fired Too Quickly and Too Easily? (Chat with Bud Poliquin)." Online. https://www.syracuse.com/poliquin/2014/12/do_college_footballs_head_coaches_get_fired_too_quickly_and_too_easily_chat_with.html (Retrieved 5 June 2020).

Porath, C., Spreitzer, G., Gibson, C. & Garnett, F. G. (2012). Thriving at work: Toward its measurement, construct validation, and theoretical refinement. *Journal of Organizational Behavior, 33,* 250-275.

Porges, S. W. (2011). *The polyvagal theory: neurophysiological foundations of emotions, attachment, communication, and self-regulation.* New York: Norton.

Porter, B. (1954). Measurement of parental acceptance of children. *Journal of Home Economics, 46,* 176 –182.

Radu, A. (2019). Coaching and basketball coach education. In A. Radu (Ed.). *The Science of Basketball* (1st ed.). Routledge.

Ray, D. C. (2007). Two counseling interventions to reduce teacher-child relationship stress. *Professional School Counseling, 10*(4), 428-440.

Reynaud, C. (2020). College and high-level amateur sports. In K. Dieffenbach & M. Thompson (Eds.) *Coach Education Essentials: Your Guide to Developing Sport Coaches*, (pp. 131-154) Champaign, IL: Human Kinetics.

Robinson, S. B., & Leonard, K. F. (2019). *Designing quality survey questions.* Thousand Oaks, CA: Sage Publications.

Rogers, C. (1971). Carl Rogers Describes His Way of Facilitating Encounter Groups. AJN, *American Journal of Nursing, 71*(2), 275–279. https://doi.org/10.2307/3421801

Rogers, C. R. (1959). A theory of therapy, personality, and interpersonal relationships, as developed in the client-centered framework. In S. Koch (Ed.), *Psychology: A study of a science. formulations of the person and the social context* (Vol. 3, pp. 184-256). New York: McGraw-Hill.

Rogers, C. R. (1961). A tentative formulation of a general law of interpersonal relationships. In C. R. Rogers *On becoming a person: a therapist's view of psychotherapy* (pp. 184-256). New York: McGraw Hill.

Rogers, C. R. (1969). *Freedom to Learn: A View of What Education Might Become*. Columbus, OH: Charles E. Merrill.

Rogers, C. R. (1980). *A way of being.* Boston, MA: Houghton Mifflin.

Rogers, C. R., & Büber, M. (1960). Martin Büber and Carl Rogers. In *Psychologia, An International Journal of Psychology in the Orient* (Kyoto University), *3*(4) 208-21.

Rogers, C. R., Lyon, H. C., Tausch, R. (2014). *On Becoming an Effective Teacher*. London: Routledge, https://doi.org/10.4324/9780203725672

Rogers, C., & Freiberg, H. J. (1994). *Freedom to learn* (3rd ed.). New York: Pearson.

Rosenberg, M. (1965). *Society and the adolescent self-image.* Princeton, NJ: Princeton University Press.

Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness.* New York, NY: Guilford Press.

Santagata, R., Kersting, N., Givvin, K. B., & Stigler, J. W. (2010). Problem implementation as a lever for change: An experimental study of the effects of professional development program on students' mathematics learning. *Journal of Research on Educational Effectiveness, 4(*1), 1–24. https://doi.org/ 10.1080/19345747.2010.498562

Santos, F. & Costa, V. (2018). Stress among sports coaches: A systematic review. *Cuadernos de Psicología Del Deporte, 18*(3), 268–292.

Sarkar, M., & Fletcher, D. (2014). Ordinary magic, extraordinary performance: Psychological resilience and thriving in high achievers. *Sport, Exercise, and Performance Psychology, 3,* 46–60. https://doi.org/10.1037/spy0000003

Saunders, R. P., Evans, M. H., & Joshi, P. (2005) Developing a process-evaluaiton plan for assessing health promotion program implementation: a how-to guide. *Health Promotion Practice.* http://doi.org/10.1177/1524839904273387

Schmid, P. F. (2001). Acknowledgement: The art of responding. Dialogical and ethical perspectives on the challenge of unconditional relationships in therapy and beyond. In G. Wyatt., J. Bozarth & P. Wilkins (Eds.), *Rogers' Therapeutic Conditions: Evolution,*

Theory And Practice, Unconditional Positive Regard (Vol. 3, pp. 49-64). Ross-on-Wye, England: PCCS Books.

Shannon-Baker, P. (2016). Making Paradigms Meaningful in Mixed Methods Research. *Journal of Mixed Methods Research, 10*(4), 319–334. https://doi.org/10.1177/1558689815575861

Simien, E., Arinze, N., & McGarry, J. (2019). A portrait of marginality in sport and education: Toward a theory of intersectionality and raced-gendered experiences for Black female college athletes. *Journal of Women, Politics, & Policy, 40*(3), 409-427.

Simons P. R. J. & Ruijters M. C. P. (2014) The Real Professional is a Learning Professional. In: Billett S., Harteis C., Gruber H. (eds*) International Handbook of Research in Professional and Practice-based Learning.* Springer International Handbooks of Education. Springer, Dordrecht

Smith, B. (2019). Look Inside Your Downloads: Web Player Analytics are Here. Retrieved from: https://blog.simplecast.com/insights-into-your-episodes-web-player-analytics/

Smith, C., & McDonald, K. (2013). The flipped classroom for professional development: part II. making podcasts and videos. *Journal of Continuing Education in Nursing, 44*(11), 486–487. https://doi.org/10.3928/00220124-20131025-93

Smith, R. E., Smoll, F. L., & Barnett, N. P. (1995). Reduction of children's sport performance anxiety through social support and stress-reduction training for coaches. *Journal of Applied Developmental Psychology, 16,* 125-142.

Smith, R. E., Smoll, F. L., & Hunt E. (1977). A System for the Behavioral Assessment of Athletic Coaches. *Research Quarterly, 48*(2), 401-407.

Smith, T. M., Desimone, L. M., & Ueno, K. (2005). "Highly qualified" to do what? The relationship between NCLB teacher quality mandates and the use of reform-oriented

instruction in middle school math. *Educational Evaluation and Policy Analysis, 27*(1), 75–109.

Smittick, A., Miner, K., & Cunningham, G. (2019). The "I" in team: Coach incivility, coach gender, and team performance in women's basketball teams. *Sport Management Review, 22*(3), 419–433. https://doi.org/10.1016/j.smr.2018.06.002

Smoll, F. L., Smith, R. E., & Cumming, S. P. (2007). Effects of a motivational climate intervention for coaches on changes in young athletes' achievement goal orientations. *Journal of Clinical Sport Psychology, 1(*1), 23-46.

Socarras, K., Smith-Adcock, S., & Shin, S. (2015). A Qualitative Study of an Intensive Filial Intervention Using Child–Parent Relationship Therapy (CPRT). *The Family Journal, 23*(4), 381–391. https://doi.org/10.1177/1066480715601681

Solis, C. M., Meyers, J., & Varjas, K. M. (2004). A qualitative case study of the process and impact of filial therapy with an African American parent. *International Journal of Play Therapy, 13,* 99 –118. http://dx.doi.org/10.1037/h0088892

Solomon, G. (2010). The influence of coach expectations on athlete development. *Journal of Sport Psychology in Action, 1*(2), 76-85.

Sparks, C. V. F. (2010). Filial therapy with adolescent parents: The effect on parental empathy, acceptance and stress (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses. (AAT 3404794)

Sports Management Degree Guide. (2015, July 1). *How do you get a job as a collegiate team coach?* https://www.sports-management-degrees.com/faq/how-do-you-get-a-job-as-a-collegiate-team-coach/

Spreitzer, G., & Porath, C. (2014). Self-determination as a nutriment for thriving: Building an integrative model of human growth at work. In M. Gagné (Ed.), *The Oxford handbook of work engagement, motivation, and self-determination theory* (pp. 245–258). New York, NY: Oxford University Press.

Spreitzer, G., Porath, C. L., & Gibson, C. B. (2012). Toward human sustainability: How to enable more thriving at work. *Organizational Dynamics, 41,* 155–162. https://doi.org/ 10.1016/j.orgdyn.2012. 01.009

Spreitzer, G., Sutcliffe, K., Dutton, J., Sonenshein, S., & Grant, A. M. (2005). A socially embedded model of thriving at work. *Organization Science, 16*(5).

Standal, S. W. (1954). The need for positive regard: A contribution to client-centered theory. Unpublished doctoral dissertation, University of Chicago.

Stirling, A. E. (2013). Understanding the use of emotionally abusive coaching practices. *International Journal of Sports Science & Coaching, 8*(4), p. 625-639.

Stover, L., Guerney, B. G., Jr., & O'Connell, M. (1971). Measurements of acceptance, allowing self-direction, involvement and empathy in adult-child interaction. *The Journal of Psychology: Interdisciplinary and Applied, 77*, 261–269.

Svendsen, B. (2020). Inquiries into teacher professional development: What matters? *Education, 140*(3), 111-130.

Tabachnick, B. G. & Fidell, L. S. (2007). *Experimental Design Using ANOVA*. Duxbury: Belmont, CA.

Talarico, D. (2019) *Professional development: Marketing and higher ed podcasts you should listen to.* https://onlinelibrary-wiley-com.proxy.lib.utk.edu/doi/pdfdirect/10.1002/nsr.30478

Tatano, H. (1981). A Model-Construction of Sport as a Culture. A Working Paper Toward a Systematic Analysis of Sport. *International Review of Sport Sociology, 16*(1), 5–28. https://doi.org/10.1177/101269028101600101

Tavory, I., & Timmermans, S. (2014). *Abductive analysis: theorizing qualitative research* . Chicago: The University of Chicago Press.

Taylor, B., & Garratt, D. (2010). The professionalization of sports coaching: relations of power, resistance and compliance. *Sport, Education and Society, 15*(1), 121–139. https://doi.org/10.1080/13573320903461103

Thacker, K. (2016). *The Art of Authenticity: Tools to Become an Authentic Leader and Your Best Self.* (1st ed.). John Wiley & Sons, Incorporated.

The GenIUSS Group. (2014). *Best Practices for Asking Questions to Identify Transgender and Other Gender Minority Respondents on Population-Based Surveys*. J.L. Herman (Ed.). Los Angeles, CA: The Williams Institute.

Thelwell, R., & Dicks, M. (2019). *Professional Advances in Sports Coaching: Research and Practice* (1st ed., Vol. 1). Routledge. https://doi.org/10.4324/9781351210980

Thompson, M. (2020). Ethical and philosophical grounding for coaches. In K. Dieffenbach & M. Thompson (Eds.) *Coach Education Essentials: Your Guide to Developing Sport Coaches*, (pp. 17-34) Champaign, IL: Human Kinetics.

Thompson, M., & Dieffenbach, K. (2016). Measuring Professional Ethics in Coaching: Development of the PISC-Q. *Ethics & Behavior, 26*(6), 507–523. https://doi.org/10.1080/10508422.2015.1060578

Titov, N., Andrews, G., Schwencke, G., Solley, K., Johnston, L., & Robinson, E. (2010). An RCT comparing effect of two types of support on severity of symptoms for people

completing internet-based cognitive behaviour therapy for social phobia. *Australian and New Zealand Journal of Psychiatry, 43*, 920-926.

Tomlinson, J. M., Feeney, B. C., & Van Vleet, M. (2016). A longitudinal investigation of relational catalyst support of goal strivings. *The Journal of Positive Psychology, 11*, 246–257. https://doi.org/10.1080/17439760.2015.1048815

Trudel, P., and Gilbert, W. (2006). Coaching and coach education. In D. Kirk, D. Macdonald & M. O'Sullivan (Eds.), *The Handbook of Physical Education*, 516–539. London: Sage Publications.

Tsang, K. K. (2012). The use of a midpoint on a Likert Scale :The implications for educaitonal research. *Hong Kong Teachers' Centre Journal, 11*, 121-130.

Twal, N., Seki, P., Pendray, A., and Crockett, J. (2020). Powered-Up Podcasts. *The Learning Professional, 41*(2), 52–56.

U.S. Figure Skating (2021). *Synchronized Skating*. https://www.usfigureskating.org/skate/skating-opportunities/synchronized-skating

Vallee, C. N. & Bloom, G. A. (2005). Building a successful university program: key and common elements of expert coaches. *Journal of Applied Sport Psychology, 17*(3): 179-96.

Vallely, K., & Gibson, P. (2018). Engaging students on their devices with Mentimeter. *Compass: Journal of Learning and Teaching, 11*(2). https://doi.org/10.21100/compass.v11i2.843

Vanfleet, R. (2000). Understanding and overcoming parent resistance to play therapy. *International Journal of Play Therapy, 9*(1), 35–46. https://doi.org/10.1037/h0089439

Vosloo, J., Zakrajsek, R., & Grindley, E. (2014). From mentee to mentor: Considerations for the neophyte supervisor. In J. G. Cremades & L. S. Tashman (Eds.) *Becoming a sport, exercise, and performance psychology professional: A global perspective* (pp. 228-235). New York, NY: Psychology Press, Taylor & Francis Group.

Waldron, J. (2016). It's complicated: Negotiations and complexities of being a Lesbian in sport. *Sex Roles, 74*(7), 335-346.

WBCA. (2017). Women's Basketball Coaches Association 2018-21 Strategic Plan. Retrieved from: https://wbca.org/about/wbca/strategic-plan

Wenger-Trayner, E. & Wenger-Trayner, B. (2015). *Introduction to Communities of Practice: A brief overview of the concept and its uses.* http:wenger-trayner.com/introduction-to-communities-of-practice/.

Wenger, E., McDermott, R., & Snyder, W. M. (2002). *Cultivating Communities of Practice,* Boston: Harvard Business School Press.

Wickstrom, A. (2009). The process of systemic change in filial therapy: A phenomenological study of parent experience. *Contemporary Family Therapy, 31*(3), 193–208. http://dx.doi.org/10.1007/ s10591-009-9089-3

Wickstrom, A., & Falke, S. (2013). Parental Perceptions of an Advanced Filial Therapy Model. *Contemporary Family Therapy, 35*(1), 161–175. https://doi.org/10.1007/s10591-012-9228-0

Wilkins, P. (2000). Unconditional positive regard reconsidered. *British Journal of Guidance & Counselling, 28*(1), 23–36. https://doi.org/10.1080/030698800109592

Willits, F. K., Theodori, G. L., Luloff, A. E. (2016). Another look at Likert scales. *Journal of Rural Social Sciences, 31*(3), 126-139.

Wilson, C. H. Jr. & Burdette, T. (2020). Holistic, athlete-centered coaching orientation. In K. Dieffenbach & M. Thompson (Eds.) *Coach Education Essentials: Your Guide to Developing Sport Coaches,* (pp. 35-50) Champaign, IL: Human Kinetics.

Wong, G., Westhorp, G., Manzano, A., Greenhalgh, J., Jagosh, J., & Greenhalgh, T. (2016). RAMESES II reporting standards for realist evaluations. *BMC Medicine, 14*(1), 96–. https://doi.org/10.1186/s12916-016-0643-1

Yoon, K. S., Duncan, T., Lee, S. W., Scarloss, B., & Shapley, K. L. (2007). *Reviewing the evidence on how teacher professional development affects student achievement*. Regional Educational Laboratory Southwest, Issues & Answers Report No. 2007-033; U.S. Department of Education, Institute of Education Sciences.

Yuen, T., Landreth, G., & Baggerly, J. (2002). Filial therapy with immigrant Chinese families. *International Journal of Play Therapy, 11*, 63–90. http://dx.doi.org/10.1037/h0088865

Zepeda, S. J. (2019). *Professional Development: What Works*, (3rd ed.). Routledge.

Appendices

Appendix A

UPR in Practice Pilot Evaluation Summary of Findings

The UPR in Practice pilot professional development program was developed and implemented from December 2019 to June 2020 in one NCAA Athletic Department. The pilot program began with an in-person half-day workshop on December 10, 2019 which introduced coaches to the current research related to UPR and its opposite constructs in the context of sport (e.g., Bozarth, 2001; Iberg 2001; Lux, 2010; McHenry et al., 2019, 2020). Following the workshop, 11 coaches (26% of the coaching staff) opted to participate in an 18-week follow-up program. This program aimed to provide greater depth in educational content and facilitate professional coaches' application of and reflection around UPR, authenticity, and empathy in their own coaching practices. Notably, an additional 12 coaches (29%) opted into the program following changes to their schedules due to the Covid-19 pandemic. Thus, altogether 23 coaches (55%) engaged in the pilot program by, at minimum, accessing program content.

The program was divided into the following six modules: (1) Be you: Cultivate positive self-regard, (2) Be open: Identify value in each athlete (3) Be aware: Identify triggers for negative regard or disregard, (4) Be bold: Create alternative reactions to triggers, (5) Build it vs. Fix it: Daily habits to build athletes' positive self-regard, and (6) Bend, don't break: Plan for positive regard through adversity. Each module was intended to be completed within a three-week time frame, allowing for long-term follow-up which has been evidenced to be more effective in the professional development for teachers compared to one-off workshops or conferences (Zepeda, 2019). Additionally, coaches had the flexibility to complete the module's podcast at their convenience and the choice to complete related reflection questions and activities or not. This design was intended to allow coaches to be self-directed, another important characteristic of adult learning (Knowles, 1980).

Coaches who opted in to the program were invited to join a mobile Application (App) in which each module was shared as a blog post (5-minute read) with an embedded podcast (30-45 minute listen). The App also included a discussion forum with specific prompts for coaches to respond to with each module, and an events page to schedule one group call via Zoom per module. The discussion forum and group calls were intended to facilitate collaborative reflection and problem-solving (Zepeda, 2019) regarding the topic of each module. However, only a small portion of coaches (30% of coaches who opted in; 16% of total coaching staff; $N = 7$) engaged in facilitated reflection and discussion by posting on the App, emailing the program facilitator (myself), or participating in a call.

In conjunction with the implementation of the UPR in Practice pilot program, a process evaluation was conducted to assess the programs' implementation processes and mechanisms for continual improvement throughout the pilot and to improve future iterations of the program (Alkin & Vo, 2018). The evaluation examined four program implementation questions (Saunders et al., 2005): (1) Who participates? (2) Was the program implemented as intended? (3) What outputs and activities occurred in each module? And, (4) What processes occurred between program outputs and activities? In addition, three program mechanism questions were examined (Saunders et al., 2005): (1) How do outputs and activities contribute to short-term goals of the program, (2) What were context-specific benefits and barriers to implementation, and (3) What were participant (coach) and stakeholder (AD) perceptions of the program?

Results of the process evaluation indicate that the program has potential to be relevant and impactful for coaches in the NCAA context. For example, one coach participant stated in a post-program survey,

> I was really impressed and surprised with the program because it was made clear that UPR is not just catering to your athletes at all times. I came away with a renewed interest in finding out what drives my athletes and how I can meet them where they are to move together toward success.

Additionally, coach participants reported that the program helped them to heighten their self-awareness, attend to their self-regard, and even reduce stress. For example, another coach stated:

> I have learned to get curious, not furious. I have been able to identify what my non-negotiables are and get curious when athletes fall short. I am naturally emphatic, so by learning how to identify my stress triggers and more importantly, not let them consume me, I have become more self-aware and focused on my reaction. It has been so helpful to learn about how my athletes perceive my reactions. I have become much more aware of not just what I say, but of my body language…my growth mindset and ability to be self-aware will hopefully show my athletes that I am more than my win/loss record just like they are so much more than how many minutes they play!

These findings are encouraging, especially as Reynaud (2020) stated that in college athletics, "One of the most important things a coach can do toward building a solid program foundation…is to build and tend to quality relationships with all individuals on the team" (p. 146). Yet in order to learn how to coach *people* (i.e., interpersonal knowledge), Reynaud (2020) suggested that coaches begin by developing their own self-awareness, analyzing their strengths and weaknesses, and developing a plan for self-care (i.e., intrapersonal knowledge). Taken together, it is likely that an emphasis on improvements in coaches' intrapersonal knowledge will support their development of effective interpersonal skills. This notion mirrors a critical concept within Rogers' (1959) PCT which is that a person must have developed a consistent sense of

positive self-regard (i.e., intrapersonal knowledge) in order to be able to consistently offer positive regard to others (i.e., interpersonal skills). It also supports the rationale for the program to begin with instruction and reflection around the concept of self-regard.

These findings also demonstrate that some learning occurred related to intrapersonal knowledge (e.g., awareness of "stress triggers"), and application of interpersonal skills (e.g., "get curious, not furious"). Providing context to how this participant demonstrated getting "curious, not furious," this professional coach shared an experience of recognizing an oncoming reaction of negative regard and shifting her way of being toward positive regard in that moment when a student-athlete was not performing well in practice:

> Everything was looking good until she [student-athlete] was in or around the ball. I could sense my blood boiling a little, I'm like 'Oh, she's not doing great.' And I caught myself super early. I could feel it and I thought, "No, she needs you right now *not* to shout at her." So I watched her closely and just waited for her to do something remotely good. And I'm like, '[student-athlete name removed], brilliant, that's perfect....Now, you can make the second one even better and actually point the ball where you want it to go'…and then, seeing her have success…it's amazing…she wasn't trying to have a bad first touch… I feel like we had a really good practice and it would have gone completely different if I'd have gone with what I was feeling [initially].

This participant's account demonstrates the application of concepts and skills discussed in the program including becoming aware of reactions of negative regard or disregard in the moment and shifting behavior toward positive regard. However, it is important to note that because the pilot program was a process evaluation, learning objectives and other experiential outcomes were not formally assessed outside of coaches' reported perceptions of learning. Still,

participants' perceptions of learning are useful for considering what learning and other objectives may be evaluated in future iterations of the program. For example, based on pilot participants' reported perceptions of learning, a learning outcome might include demonstrating awareness of one's use of an opposite of UPR while an experiential outcome might be related to reductions in perceived stress.

The literature on PCT-related training programs for parents and teachers (e.g., Filial Therapy, Bratton & Landreth, 2019; Child-Parent Relationship Therapy, Guerney & Ryan, 2013; and, child-teacher relationship therapy, Bratton & Landreth, 2019) also provide insight into what outcome variables may be assessed in future iterations of this program. Common parent and teacher measures in PCT training programs include those for the constructs of stress (e.g., perceived stress) and acceptance of their children (e.g., way of being), while a common child measure is self-perception (e.g., self-regard; Cornett & Bratton, 2015). Considering professional coaches' perceptions of learning in the pilot program as well as the importance of self-regard to effectively communicate UPR to others (Rogers, 1959), professional coaches' self-regard may be just as valuable a measure. Further, given more recent theoretical connections between PCT and thriving, a measure for thriving may also be an appropriate experiential outcome measure in the context of developing PCT knowledge and skills with professional coaches.

Finally, the findings from the pilot program that reflect potential for learning to occur as a result of the program are encouraging in light of the fact that the pilot program was only partially implemented as intended. More specifically, only 66% of items on an optimal implementation checklist were achieved according to an optimal implementation checklist. Thus, while the pilot evaluation has provided evidence of the program's potential to be relevant and effective in the NCAA context, key findings also point to specific ways to improve program processes. These

findings will now be discussed in conjunction with the literature on professional development, adult learning and resultant recommendations to improve program processes for the current study (which will entail a second iteration of the pilot program).

UPR in Practice: Additional Findings and Recommendations for Program Processes

There are five additional findings from the pilot program that help inform improvements to be made for a PCT-focused professional development program with NCAA coaches. The first of these findings is that coaches wanted the program to emphasize data, examples, and applications that were specific to their sport. In fact, some coaches at the university where the pilot program occurred simply "could not see past 'ice dancer'" as this was the program facilitator's (my) background and the research findings presented in the initial workshop had been conducted with retired elite figure skaters. Further, coach participants were keenly aware of the difficulty of making a concept applicable across sports that varied significantly in terms of number of athletes and cultural norms. Their sentiments are supported by scholars who have suggested that professional development for coaches should directly connect with the context in which they operate (Trudell & Gilbert, 2006). Notably, some professional development programs in education specific to intra- and interpersonal skills have found to have strong positive outcomes with teachers' across subject areas (see, e.g., Aspy et al., 2014). Yet much of the teaching professional development literature has indicated that effective professional development is context- and content-specific (Desimone, 2009; Zepeda, 2019) which aligns with the assumption within adult learning theory that adults will want to immediately apply what they learn to their current situations (Knowles, 1980). Thus, it is recommended to implement this program within one specific sport and tailor the content so that the research findings, language, examples, and applications presented are relevant for that sport. Meanwhile there are four

additional findings from the UPR in Practice Pilot Evaluation that support specific recommendations for improving future iterations of the program.

The first additional finding from the pilot process evaluation is that coaches' initial perceptions that UPR would require "handholding" and "babying" athletes served as a barrier to participation. Participating coaches' perceptions of the program did improve as they progressed through the modules. However, coaches reported that they did not truly connect with program content until the third or fourth modules, noting that the first module was hardest to get through. This is reflected in the reduction of podcast downloads that occurred particularly between the second and fourth modules. Meanwhile, coaches who were significantly more engaged from the start seemed to perceive the program content to align with personal and professional interest and relevance. Factors that supported their perceptions included: (1) recent professional experience that had heightened the importance of coach-athlete relationships, (2) prior experience with professional development that aligned with the current content, and (3) recent transition to a new professional role. These factors are not surprising considering the assumptions that adults' cumulated life experience serves as a primary resource for their learning and that adults' readiness to learn will depend on their current experiences or problems within their professional roles (Knowles, 1980).

Given this finding and related literature, it is recommended to design the initial workshop to be more interactive with facilitated space for coaches to share their prior experience with related topics and immediate challenges as related to the coach-athlete relationship. Coaches' responses may then be integrated into the examples and activities presented throughout the modules. This notion of surveying or interviewing participants in advance and adapting program materials to their needs was exemplified by Socarras et al. (2015) who openly discussed barriers

to participation, hesitations, and specific problems with parents prior to their participation in a PCT-based parent training program. Socarras and colleagues posited that this process contributed to retention (78%) and parent participants expressed that it helped them gain trust in program facilitators despite differences in race, culture, gender, and value systems (Socarras et al., 2015). In addition, quotes from pilot program participants may also be used to help clarify upfront that the program is "not about making athletes feel happy all the time," but rather about empowering athletes through authentic relationship and honest communication.

The second finding was that another major barrier to participant engagement was a reported lack of time. Professional coaches' reports of lack of time also varied significantly depending on whether they were in-season or in a heavy recruiting period. Within the literature on professional development with teachers, scholars have suggested that professional development is most effective when it is embedded into a teachers' workday—integrated into their daily job requirements for which they would be evaluated and serving as "a continuous thread that can be found throughout the [organizational] culture" (Zepeda, 2019, p. 40). Further, when professional development aligns with an organization's culture, then the organizational leadership may create the time and space for it within professionals' workdays (Desimone & Garet, 2015). For the current study, it will not be possible to control the organizational culture of participating professionals' athletic departments. However, as a way to support professional coaches' making time for the program, pilot participants suggested increasing the structure with more stringent guidelines and deadlines for completing the modules. Additionally, the perception of time availability may be influenced by adult learners' perceptions of how relevant, valuable, and immediately useful the learning content is (Knowles, 1980; Merriam & Bierema, 2013). In fact, two professional coaches who were in-season for much of the duration of the pilot program

were significantly engaged, albeit behind the intended schedule. Still, they demonstrated that a strong enough personal and professional interest in program content and perceptions of relevance might overcome the barrier of a lack of time.

Given this finding and the relevant professional development literature, recommendations include delivering the program within a specific time period that is optimal for coaches in a particular sport (e.g., during the pre-season or immediately post-season), shortening the length of the podcasts, and using only the most impactful activities within each module. In addition, it may be helpful to establish more structure through a smaller window of time in which to complete activities (e.g., one week instead of three weeks). Finally, it will be helpful to clearly communicate the time commitment upfront and work to maximize the relevance of program content not only for the specific sport but also for the professional tasks coaches will already be doing during the time the program is delivered (e.g., pre-season training).

The third finding indicated two reasons for low engagement (16%) in facilitated discussion (i.e., discussion forum posts and group calls). These reasons were (1) fear of sharing potentially vulnerable self-reflections with colleagues, and (2) discomfort in not knowing which of their colleagues might see a discussion board post or be on a group call. In fact, the only coach who joined the module 5 group call stated, “I was very excited that it wasn’t actually a group call.” Despite this, coaches consistently expressed in post-program interviews the desire to have discussions with other coaches around program content. This reflects coaches’ commonly reported preference for informal learning (e.g., experience, observation, and discussion with other coaches) over formal learning (e.g., Carter & Bloom, 2009). Further, the use of “communities of practice” or groups of professionals of a similar career position or with shared problems and interests is a key evidence-based component of professional development for

teachers (Culver et al., 2020). Scholars have indicated that communities of practice can be effective when implemented fully online (Blitz, 2013). Scholars have also suggested to keep these groups relatively small (Goodwin, 2014) and to have a facilitator present during group discussions to guide the discussion and provide feedback (Kennedy, 2016).

Given this finding and related literature, it is recommended that the program facilitator strategically place coaches into small communities of practice across universities based on their position (e.g., head coaches, associate head coaches, assistant coaches, and staff) and conference (ensuring that coaches who regularly compete against each other will not be in the same group). Each community of practice may then have a discussion forum only accessible to them and synchronous Zoom meetings may be scheduled per group on which only group members will be present. Further, efforts should be taken to facilitate the development of connection and trust within each group starting in the initial program workshop (Goodwin, 2014).

The fourth finding was that the mode of delivery of program content could be improved. Specifically, the pilot program was delivered exclusively through a mobile App which proved to be an initial barrier for some participants despite professional coaches' general appreciation that the App allowed them the convenience to engage in the program "anytime…in the car, on the treadmill, wherever." While 90% of post-pilot program survey respondents reported neutral or positive perceptions of the App, several coaches reported difficulty in initially logging on to the App and navigating how to find content on the App especially when joining the program late. Additionally, some participants indicated that they would have liked to be able to print written program materials and post on the discussion forum via a computer, versus a phone. Pilot participants' experiences with the App reflect the notion that, for adults, "learning is embedded in the world in which we live" (Merriam & Bierema., 2013, p. 2). When initial access to and

navigation of the program App was difficult for some participants, it is likely that the pre-existing demands of their daily lives prevented them from taking the time to learn the App through trial and error or seek assistance. However, once acclimated to the App, the ease at which program content could be embedded into their workday was a benefit.

Given this finding and the literature on the embeddedness of learning within adults' daily lives, it is recommended to guide participants through accessing and navigating the App during the initial program workshop. This way, all participants would have immediate access to assistance should they have any problems with the App at the start of the program. Additionally, it will be possible to deliver the program content on a website in conjunction with the App, to allow participants' the flexibility of using either a computer or a phone to access content and the ability to print materials. Further, specific guidelines may be provided regarding when and where participants engage in the program to further promote coaches' embedding their learning within their professional environment. For example, professional coaches may be instructed to listen to a podcast at the start of the week, reflect on the information and engage in the activity mid-week, and respond to the discussion forum prompt by the end of the week.

Appendix B

Tables and Figures

Table 1. NCAA women's basketball demographics by division in 2019

		Male			Female		
		White	Black	Other	White	Black	Other
Division I	Head Coaches	29%	8%	1%	43%	17%	2%
	Asst. Coaches	17%	14%	2%	30%	31%	5%
	Student-Athletes				32%	45%	23%
		Male			Female		
		White	Black	Other	White	Black	Other
Division II	Head Coaches	35%	9%	4%	40%	11%	1%
	Asst. Coaches	19%	9%	4%	38%	24%	7%
	Student-Athletes				48%	34%	18%
		Male			Female		
		White	Black	Other	White	Black	Other
Division III	Head Coaches	36%	3%		54%	5%	2%
	Asst. Coaches	26%	8%	1%	49%	13%	3%
	Student-Athletes				68%	18%	15%

**"Other" may include American Indian/Alaska Native, Asian/Native Hawaiian/Pacific Islander, Hispanic/Latino, Two or More Races, Unknown, or Nonresident Alien* (NCAA, 2020a)

Table 2. TTB learning objectives

#	Learning Objective	TTB Activity
1	Define UPR and each opposite.	Intro Workshop Modules 1-6
2	Understand the implications of UPR in the sport context.	
3	Understand the implications of each opposite of UPR in the sport context.	
4	Relate the concept of self-actualization to expectations formed for student-athletes.	Module 1
5	Demonstrate growth in awareness of personal use of negative regard or disregard.	Module 2
6	Understand the connection between positive regard and self-discipline.	Module 4
7	Understand the role of self-regard in relation to providing UPR for others.	Module 6
8	Demonstrate UPR in interactions with student-athletes.	Modules 1-6
8.1	Implement the oneness rule.	Module 1
8.2	Display patience, understanding, or empathy to “move with.”	Module 3
8.3	Implement the four R’s (rules & rationale, roles & responsibilities).	Module 4
8.4	Implement present-moment engagement and consistent touchpoints.	Module 5

Table 3. Hypothesized TTB logic model

Program theory: The *Thriving through Being* program, implemented in a favorable environment at the individual, organizational, and system levels, and designed to facilitate changes in perceptions and learning around the concepts of UPR and its opposites will improve: self-regard, thriving at work, perceived stress, and way of being.

Resource Mechanisms			**Reasoning Mechanisms**		**Outcomes**
Inputs	**Outputs**		**Outcomes and Impact**		
	Activities	**Participation**	**Short-Term**	**Intermediate**	**Long-Term**
Funding (grants/ NCAA/WBCA) **Incentive for coaching staffs to participate (e.g., support from NCAA/WBCA)** **Quality control group (NCAA/WBCA)** **App, Zoom & Podcast mediums** **Program facilitators' time: Creation, personalization, & delivery of program content, facilitation of group discussions, Provision of feedback** **Research Assistant**	Initial Workshop Community of Practice placement 6 Podcasts (1 per module) Reflection prompts, application activities, discussion Two virtual calls for problem-focused learning & collaborative reflection	**Participants:** Head coaches + 4 staff from each participating school **Participation includes:** Listen to 6 podcasts Engage in personal reflection and application Engage in discussion on the App Participate in two virtual meetings	Develop Positive perceptions of program Define UPR and each opposite. Understand the implications of UPR in the sport context. Understand the implications of each opposite of UPR in the sport context. Relate the concept of self-actualization to expectations form for student-athletes	Demonstrate growth in awareness of personal use of negative regard or disregard. Understand the connection between positive regard and self-discipline. Understand the role of self-regard in relation to providing UPR for others. Demonstrate UPR in interactions with student-athletes.	Coach self-regard, decreased perceived stress, increased thriving at work, and way of being Student-athlete trust in and satisfaction with coaches and support staff Student-athletes' positive self-regard and increased thriving Increased student-athlete retention, decrease in student-athlete formal complaints

CONTEXT at macro, meso, and micro levels (coaching as an emerging profession, NCAA movement toward coach credentialing, athletic department culture, sport culture, team staff culture, individual readiness for learning about and implementing UPR)

+Resource Mechanisms → **+Reasoning Mechanisms** **= Outcomes**

Table 4. Evaluation questions and associated variables of inquiry

Aspect of CMO Configuration	Evaluation Question	Variables of Inquiry
Context	(1) Who participated in the program? (2) What were contextual benefits and/or barriers to participation at each stage of program implementation?	• Participant demographics • Contextual barriers/benefits at macro, meso, and micro levels
Resource Mechanism	(3) Was the program implemented as intended? (4) What program outputs (activities and participation) occurred? (5) What processes occurred between program activities and participation?	• Program inputs • Program activities • Program participation
Reasoning Mechanism	(6) What were participant perceptions of the program? (7) How did program outputs (activities and participation) contribute to learning?	• Participant perceptions • Learning assessments
Outcomes	(8) What changes occurred in self-regard, perceived stress, and thriving at work? (9) What changes occurred in way of being?	• Self-regard • Perceived stress • Thriving at work • Way of being

Table 5. Program implementation and evaluation procedures by week

Week	Program Output	Participant Activity	Facilitation & Evaluation Procedures
Aug 24-28	Email participants with: • Program information • Scheduling information for initial workshop • Evaluation information and informed consent	• Commit to participation • Participate in Doodle Poll to schedule initial workshop	• Compile list of participants with publicly accessible demographics • Assign communities of practice • Send workshop & module 1 materials for Quality Control Group for review
Aug 31-Sept 4	Email participants with: • Community of practice information • Date & Time for Introductory workshop • Reminder regarding informed consent	• Mark introductory workshop day and time on calendar	• Track # of participants • Finalize preparations for introductory workshops • Reflexive journal
Sept 7-11	• Introductory workshops	• Attend and engage in introductory workshop • Post on introductory discussion forum	• Compile Mentimeter data into document. Analyze for purpose of integrating into future modules. • Finalize module 1 preparations • Send module 2 & 3 materials to quality control group for review • Reflexive journal
Sept 14-18	• Module 1 posted on App & Website • Announcement posted • Feedback posted on discussion forums	• Listen to the podcast • Complete the individual reflection question • Complete activity • Participate in virtual community meeting	• Organize participant list by research consent (y/n) • Record # participants in each workshops, # accessed the App • Export & de-identify pre-program survey data • Finalize module 2 preparations • Send modules 4 & 5 materials to quality control group for review • Reflexive journal

Table 5 continued.

Week	Program Output	Participant Activity	Facilitation & Evaluation Procedures
Sept 21-25	• Module 2 App & Website posted • Announcement posted • Feedback posted on discussion forums	• Listen to the podcast • Complete the individual reflection question • Complete activity • Participate in virtual community meeting • Post on discussion forum	• Record # blog views, podcast downloads & discussion posts in module 1 • Assess module 1 discussion posts with rubric; post module 1 feedback on discussion forums • Finalize module 3 preparations • Send module 6 materials to quality control group for review • Reflexive journal
Sept 28-Oct 2	• Module 3 App & Website posted • Announcement posted • Schedule virtual community meetings • Facilitate virtual community meetings	• Listen to the podcast • Complete the individual reflection question • Complete the activity • Participate in virtual community meeting	• Record # blog views, podcast downloads & discussion posts in module 2 • Assess module 2 discussion posts with rubric; post module 2 feedback on discussion forums • Complete virtual community meeting rubrics for each meeting • Finalize module 4 preparations • Reflexive journal
Oct 5-9	• Module 4 App & Website posted • Announcement posted • Feedback posted on discussion forums	• Listen to the podcast • Complete the individual reflection question • Complete activity • Post on discussion forum	• Record # blog views, podcast downloads & discussion posts in module 3 • Assess module 3 discussion posts with rubric; post module 3 feedback on discussion forums • Transcribe virtual community meeting recordings; de-identify and clean transcripts; store transcripts with associated rubric • Finalize module 5 preparations • Reflexive journal
Oct 12-16	• Module 5 App & Website posted • Announcement posted • Feedback posted on discussion forums	• Listen to the podcast • Complete the individual reflection question • Complete the activity • Post on discussion forum	• Record # blog views, podcast downloads & discussion posts in module 4 • Assess module 4 discussion posts with rubric; post module 4 feedback on discussion forums • Finalize module 6 preparations. • Reflexive journal

Table 5 continued.

Week	Program Output	Participant Activity	Facilitation & Evaluation Procedures
Oct 19-23	• Module 6 App & Website posted • Announcement posted • Schedule virtual community meetings • Facilitate virtual community meeting	• Listen to the podcast • Complete the individual reflection question • Complete the activity • Participate in virtual community meeting	• Record # blog views, podcast downloads & discussion posts in module 4 • Assess module 4 discussion posts with rubric; post module 4 feedback on discussion forums • Complete virtual community meeting rubrics for each meeting • Prepare emails to go out with post-program surveys • Reflexive journal
Oct 26-30	Email to participants: • Thank you • Final opportunity to sign informed consent • Link to post-program survey • Doodle Poll to schedule post-program interview	• Complete post-program measures	• Record # blog views, podcast downloads & discussion posts in module 6 • Assess module 6 discussion posts with rubric; post module 6 feedback on discussion forum • Transcribe virtual community meeting recordings; de-identify and clean transcripts; store transcripts with associated rubric • Finalize post-program I-guide • Reflexive journal
Nov 2-6	Reminder email: • Link to post-program survey • Doodle Poll to schedule post-program interview • Follow-up measures in January	• Optional participation in post-program interview	• Complete post-program interviews • Transcribe, de-identify, and clean interviews
Nov 9-13	Reminder email: • Link to post-program survey • Doodle Poll to schedule post-program interview • Follow-up measures in January	• Optional participation in post-program interview	• Complete post-program interviews • Transcribe, de-identify, and clean interviews

Table 6. Complete evaluation timeline

	Jun 2020	Jul 2020	Aug 2020	Sept 2020	Oct 2020	Nov 2020	Dec 2020	Jan 2021	Feb 2021	Mar 2021	Apr 2021	May 2021	Jun 2021	Jul 2021
Initial Stakeholder Meetings	X	X												
Evaluation Proposal Submitted			X											
Pre-program measures			X											
Initial Zoom Workshop				X										
Modules 1-6 Implemented & Tracked				X	X									
Post-program measures						X								
Mid-season measures								X						
Quantitative Analyses							X	X	X					
Qualitative Analyses				X	X	X	X	X	X	X				
Write-Up										X				
Dissemination: Dissertation											X	X		
Dissemination: NCAA/WBCA							X			X			X	X

Table 7. Data sources, collection tools, and analysis procedures

	Evaluation Question	Data Sources	Data Collection Tools	Data Analysis or Synthesis & Dissemination Plan
Context	Who participated in the program?	Demographics, motivation to participate, qualitative data segments related to participants.	Pre-program survey, participation records, qualitative data	Descriptive statistics
	What were context-specific benefits or barriers at each stage of the program?	Mentimeter responses, Pre-program survey open-ended responses; discussion board posts; synchronous meetings; post-program survey & interview	Notes from synchronous meetings; compile text data; segment all text	Abductive, iterative qualitative analysis; include quotes that support CMO configurations in dissemination
Resource Mechanism	Was the program implemented as intended?	Optimal implementation checklist; reflection journal of program facilitator/evaluator	Weekly records; typed reflection journal	Abductive, iterative qualitative analysis of reflection journal & Descriptive statistics on the recorded checklist; module completion stats & quotes or themes from reflection journal integrated into CMOs will be included in dissemination material
	What program activities and outputs occurred during each module?	Output and activity records	Output and activity record table	Descriptive statistics
	What processes occurred between program activities and outputs?	App analytics (# total and unique blog views), Podcast analytics (# downloads), Discussion board posts, synchronous meetings, post-program interviews	App usage analytics; Compile all text data; Transcribe interviews	Abductive, iterative qualitative analysis of qualitative data; descriptive statistics for App analytics; integrate this information into CMOs, include quotes from qualitative data in dissemination material
Reasoning Mechanism	What were participant perceptions of the program?	Mentimeter responses, post-program survey open ended responses, post-program interviews	Compile text data, transcribe interviews	Abductive, iterative qualitative analysis; include quotes or themes to support resulting CMO configurations
	What did participants learn?	Discussion board posts, synchronous meetings, pre- and post-program surveys; all evaluated by a rubric	Assess sources with rubric, Compile text data with assessments	Assessment of learning with use of a rubric; integrate learning objectives that were attained into CMO configurations; include quotes or themes in dissemination material

Table 7 continued.

	Evaluation Question	Data Sources	Data Collection Tools	Data Analysis or Synthesis & Dissemination Plan
Outcome	What changes occurred in UPSR, thriving at work, and perceived stress?	Coaches' self-reported measures on pre-, post-, and follow-up survey	Clean data in SPSS, conduct reliability coefficients, one-way ANOVAs and mixed-factor ANOVAs	Integrate data into CMO configurations; include MANCOVA and ANCOVA tables in dissemination materials
	What changes occurred in way of being?	Coaches' self-reported measures on pre-, post-, and follow-up survey	Clean data in SPSS, conduct reliability coefficients, one-way ANOVAs and mixed-factor ANOVAs	Integrate data into CMO configurations

Table 8. Program budget

	Per Unit	Total Cost
Development and delivery of program content	N/A	$5140
Podcast hosting site subscription (8 mo.)	$35-$90	$600
Website analytics (one-time cost)	$325	$260
Total		$6,000

Table 9. Program participation

	Head Coaches		Assoc. Head Coaches		Asst. Coaches		Grad Assist. Coaches/ DOBO/ Video		Athletic Trainers/ CMPC		Strength & Conditioning Coaches		TOTAL	
Introductory Workshop Attendance	19	25%	9	12%	23	30%	13	17%	7	9%	5	7%	57	100 %
Signed up for App/Website	18	24%	8	11%	21	28%	10	13%	7	9%	5	7%	51	91 %
1 Discussion Board Post	15	20%	7	9%	17	22%	7	9%	4	5%	3	4%	38	70 %
3+ Discussion Board Posts	8	11%	3	4%	8	11%	5	7%	1	1%	2	3%	19	36 %
Attended Closing Discussion	12	16%	5	7%	18	24%	5	7%	3	4%	3	4%	34	61 %

**Percentages are calculated out of 76 total initial program participants.*

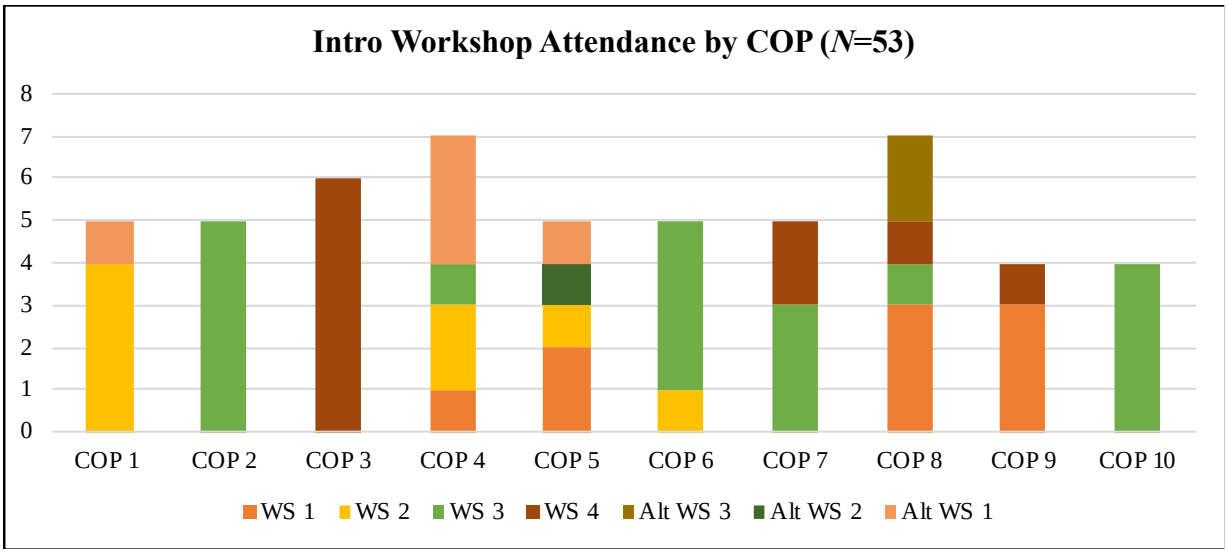
Table 10. Research evaluation participation

	Head Coaches		Assoc. Head Coaches		Asst. Coaches		Grad Assist. Coaches/ DOBO/ Video		Athletic Trainers/ CMPC		Strength & Conditioning Coaches		TOTAL	
Introductory Workshop Attendance	16	30%	7	13%	15	28%	7	13%	4	8%	4	8%	53	100%
Signed Up for App/Website	16	30%	6	11%	14	26%	6	11%	4	8%	4	8%	50	94%
1 Discussion Board Post	15	28%	6	11%	12	23%	5	9%	4	8%	4	8%	46	87%
3+ Discussion Board Posts	8	15%	3	6%	5	9%	3	6%	2	4%	1	2%	22	42%
Attended Closing Discussion	12	23%	4	8%	13	25%	3	6%	3	6%	3	6%	38	72%
Completed All Three Surveys	12	23%	6	11%	6	11%	0	0%	3	6%	4	8%	31	58%
Post-program Interview	8	15%	3	6%	3	6%	1	2%	2	4%	2	4%	19	36%

**Percentages are calculated out of 53 total program evaluation participants.*

Table 11. Results: Context + Recruitment and introductory workshops

Inputs +	Meso Context+	Micro Context=	Favorability of Context for Participation:
Recruitment Method: • WBCA • Personal Contact • Head Coach	Professional Positioning within WBB Culture and Staff	Perceived Purpose or TTB: • Helpful for us • Favor for others • Required	• Favorable • Less favorable • Dependent on head coach prioritization
Scheduling Introductory Workshops	Variance in WBB program schedules	Able to discuss with COP members during workshop: • Yes • No	• Favorable • Less favorable
COP placement	Culture of how coaches learn	Prior connections • Yes • No	• Favorable • Less favorable
		Interest in others' professional practice • More • Less	• Favorable • Less favorable
Workshop design and content	Pressure to be positive	Alignment with professional needs: • More • Less	• Favorable • Less favorable
		Alignment with professional identify: • More • Less	• Favorable • Less favorable
		Shift in perceived purpose of TTB: • Helpful to us	• Favorable
Onboarding to mobile App and Website	Generational norms	Ease of use: mobile App and website • Easy • Difficult	• Favorable • Less favorable



**Communities of practice (COPs) with a solid color bar represent all members being able to interact with each other during the introductory workshop.*

Figure 1. Introductory workshop attendance by community of practice.

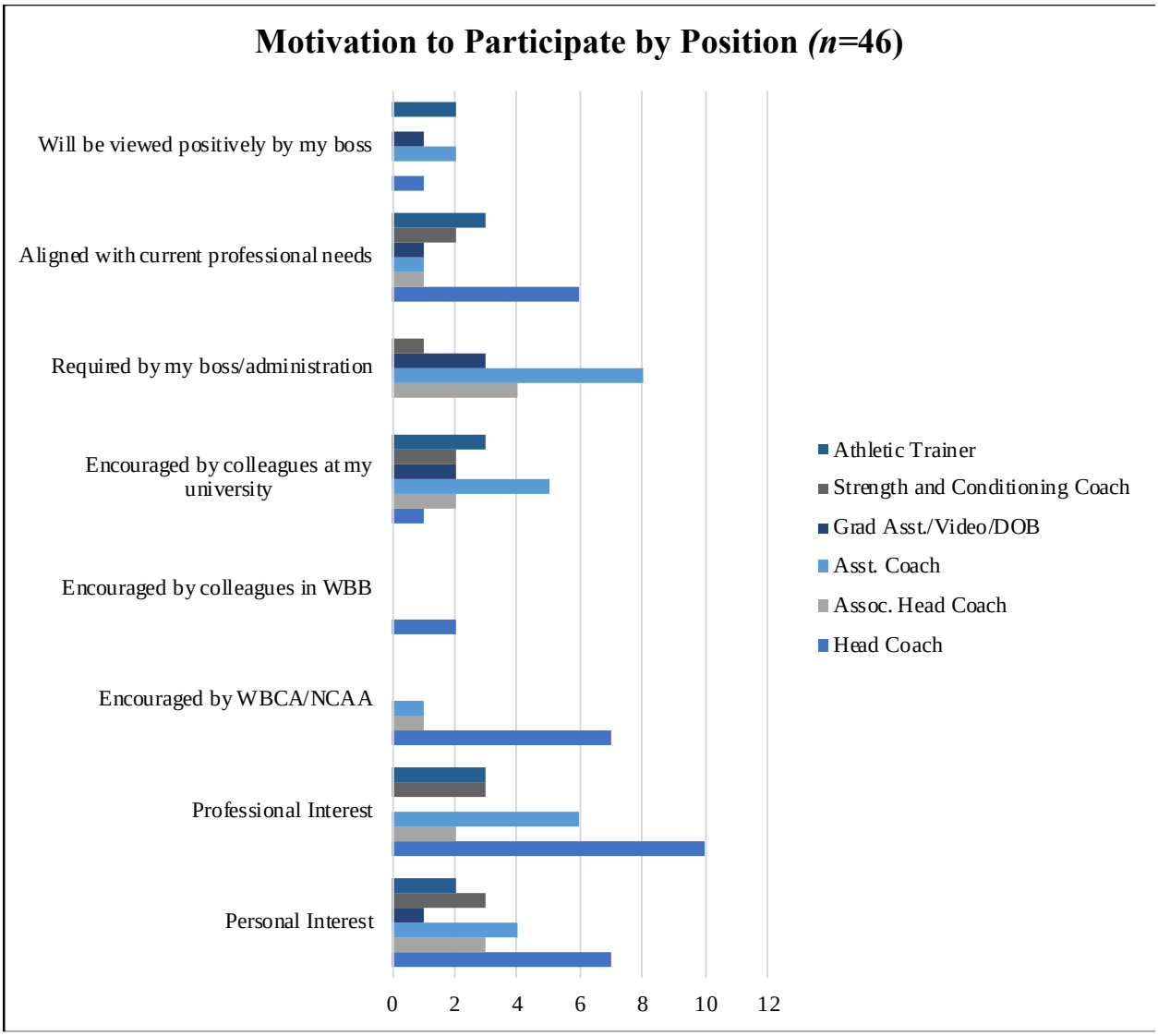


Figure 2. Motivation to participate by position.

Table 12. Results: Context + educational modules.

Inputs +	Meso Context+	Micro Context=	Favorability of Context for Participation:
Module timing	Available time	Personal stress • Lower • Higher	• Favorable • Less favorable
Podcasts		Technology • Ease • Difficulty	• Favorable • Less favorable
Application Activities	Pre-existing systems	Prioritization by head coach • Yes • No	• Favorable • Less favorable
		Sufficiency of onboarding • Perceived to be sufficient • Perceived to be insufficient	• Favorable • Less favorable
		Access to interaction: support staff • More • Less	• Favorable • Less favorable
	University response to crises	Access to interaction: coaching staff • More • Less	• Favorable • Less favorable
		Access to interaction: student-athletes • More • Less	• Favorable • Less favorable
COP Discussion Board	Level of COP member participation	Frequency of COP member posts • Higher • Lower	• Favorable • Less favorable
		Timing of COP member posts • On par with recommended timeline • Behind recommended timeline	• Favorable • Less favorable
		Willingness to be vulnerable • Higher • Lower	• Favorable • Less favorable

Table 13. Results: Optimal implementation checklist.

Optimal Program Implementation Checklist	Introductory Workshop	Mod 1	Mod 2	Mod 3	Mod 4	Mod 5	Mod 6	Synchronous Closing Discussion
All participants attended their assigned or an alternative introductory workshop.	Y							
All participants successfully logged in to the TTB website by the end of the introductory workshop.	N							
The module podcast was released on the expected release date and accessible to all participants.		Y	Y	Y	Y	Y	Y	
All participants listened to the module podcast within one week of the release date.		N	N	N	N	N	N	
The program facilitator delivered feedback to all participant discussion board posts weekly.		Y	Y	Y	Y	Y	Y	
The website and/or App was utilized without significant technological difficulties.		N	Y	Y	Y	Y	Y	
The COP discussion board was utilized by a minimum of 50% of participants during each module.		Y	N	N	N	N	N	
The COP discussion board was accessible and poses minimal technological difficulties.		Y	Y	Y	Y	Y	Y	
A synchronous closing discussion was scheduled and implemented for every COP.								Y
More than 50% of COP members attended the synchronous closing discussion.								Y

**68% of items on this checklist were implemented as intended.*

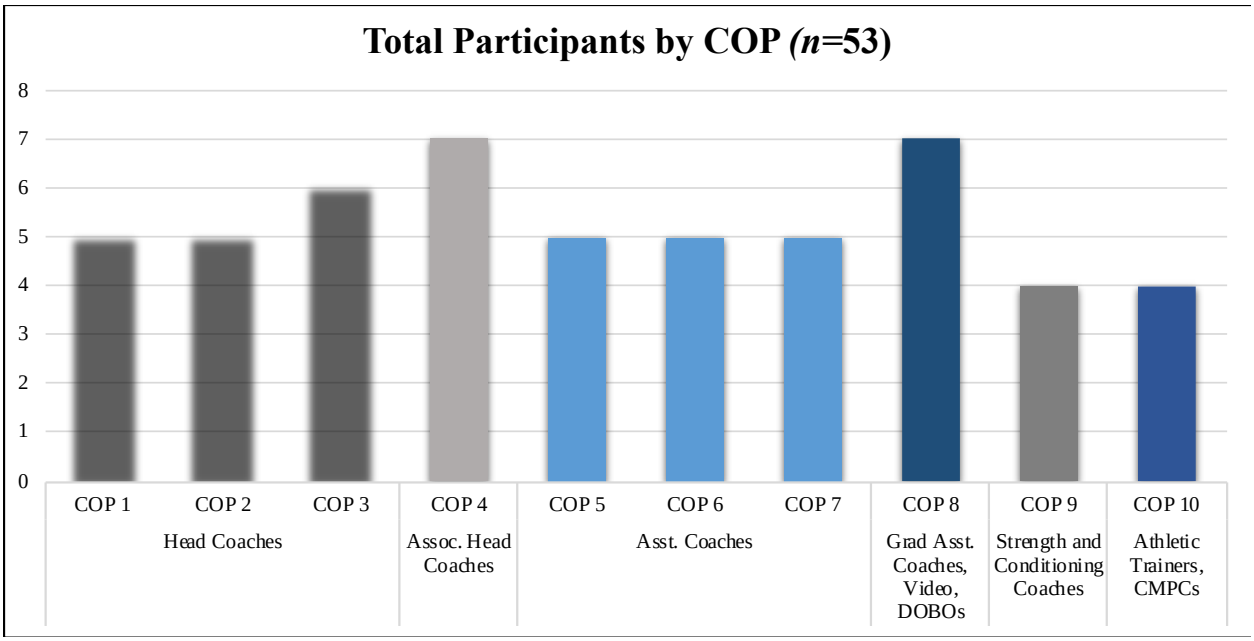


Figure 3. Total evaluation participants by COP.

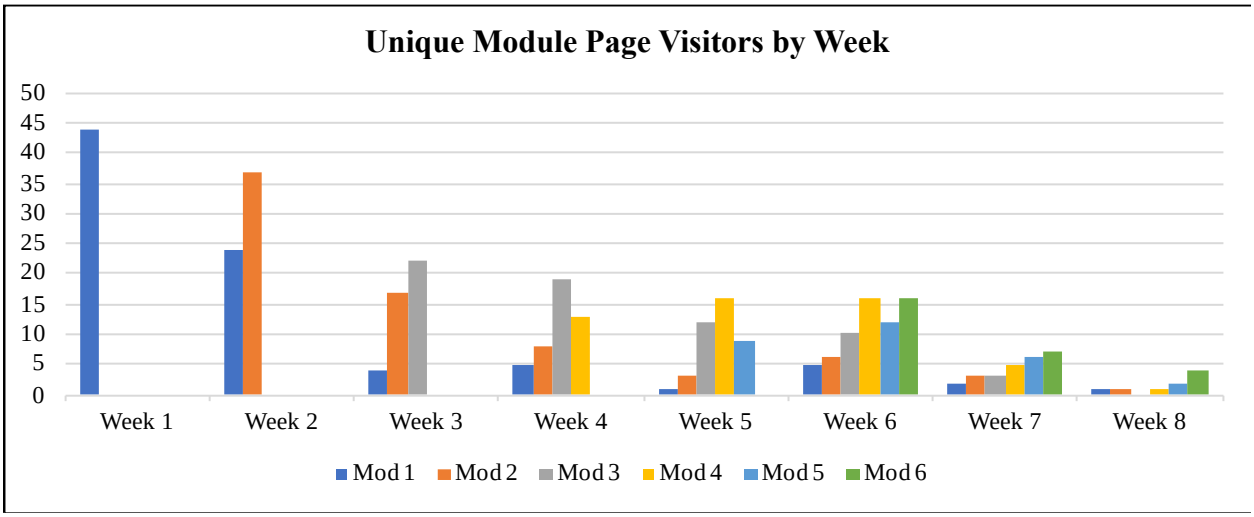


Figure 4. Unique module page visitors by week.

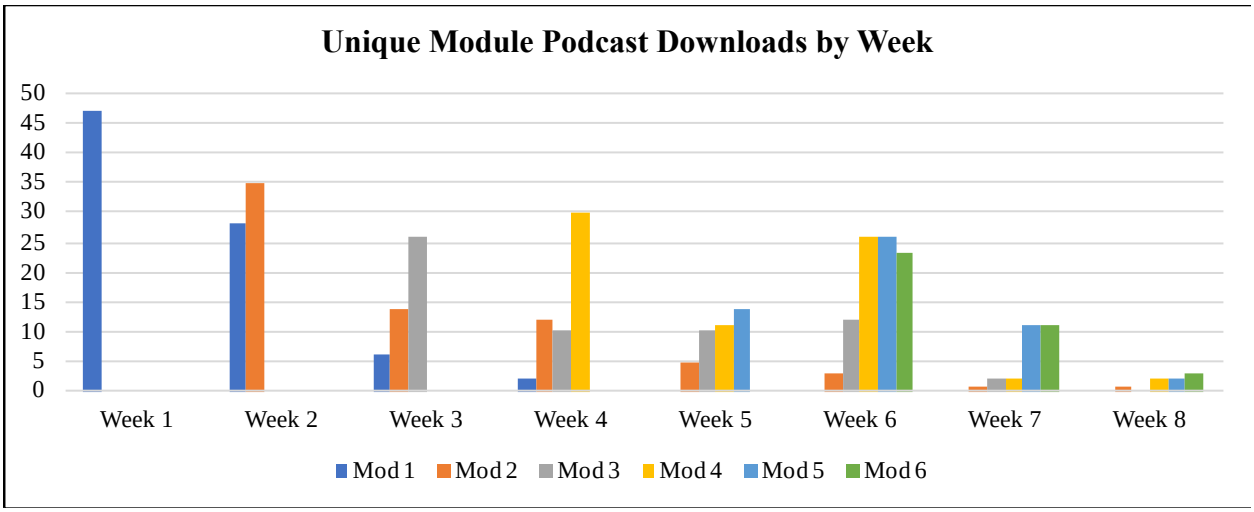


Figure 5. Unique module podcasts downloads by week.

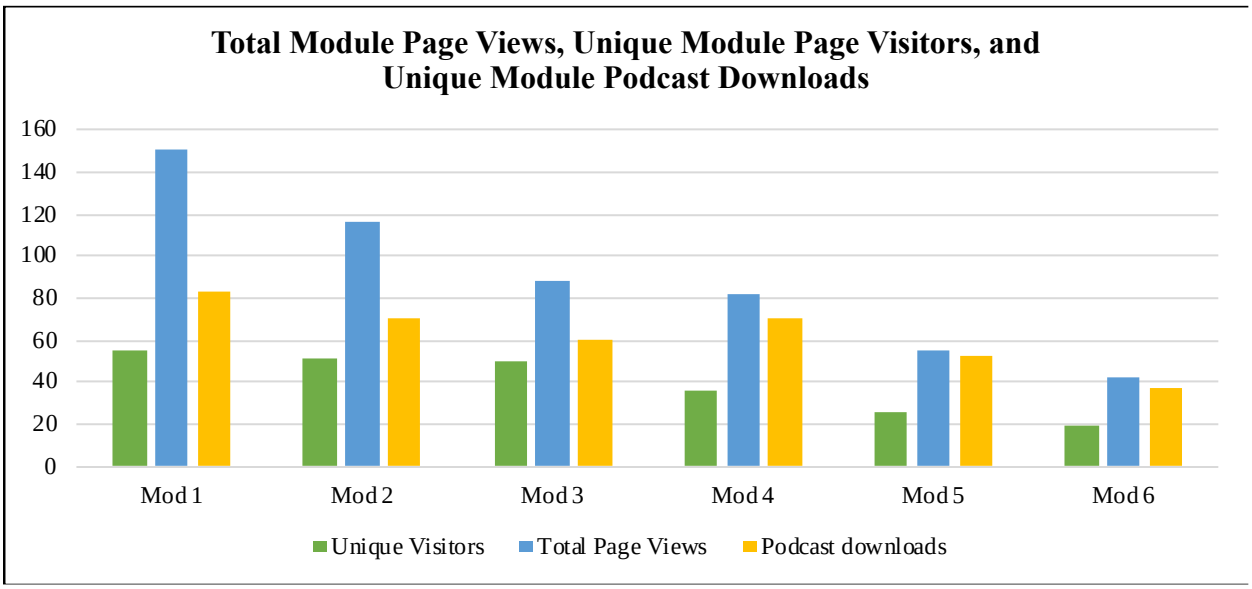


Figure 6. Total and unique module page views and unique module podcast downloads.

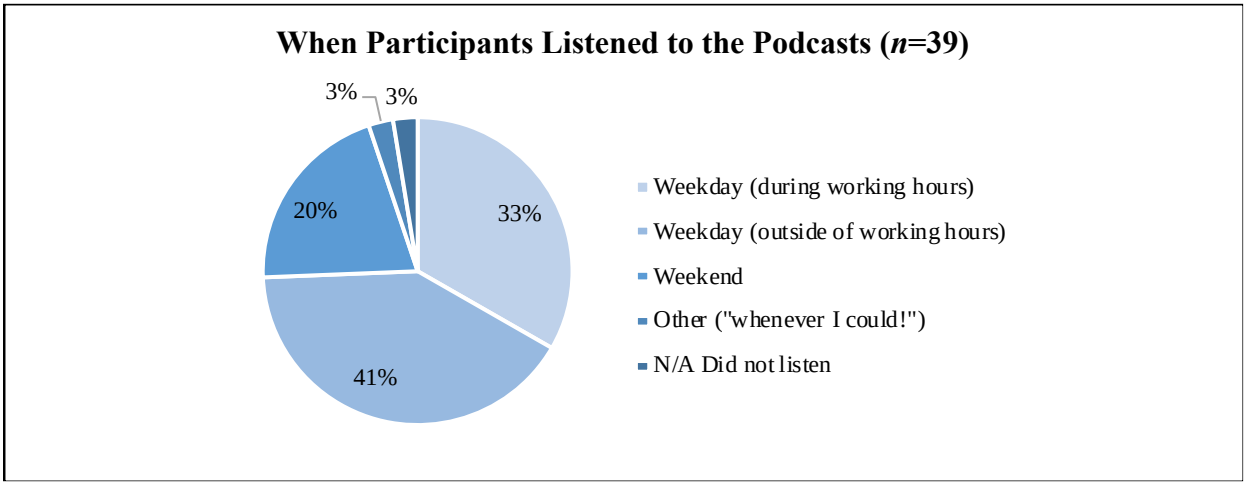


Figure 7. When participants listened to the podcasts.

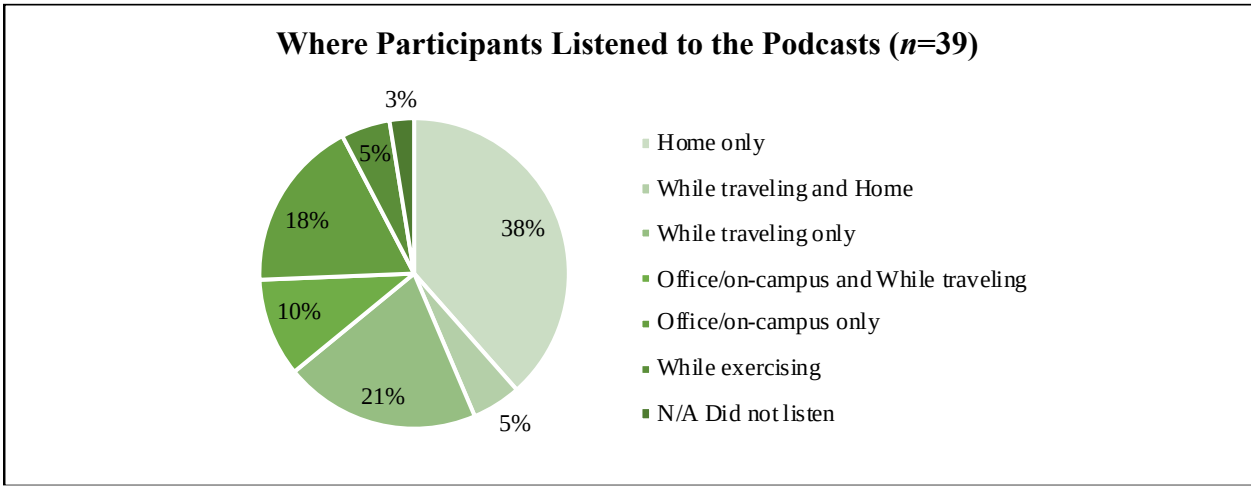


Figure 8. Where participants listened to the podcasts.

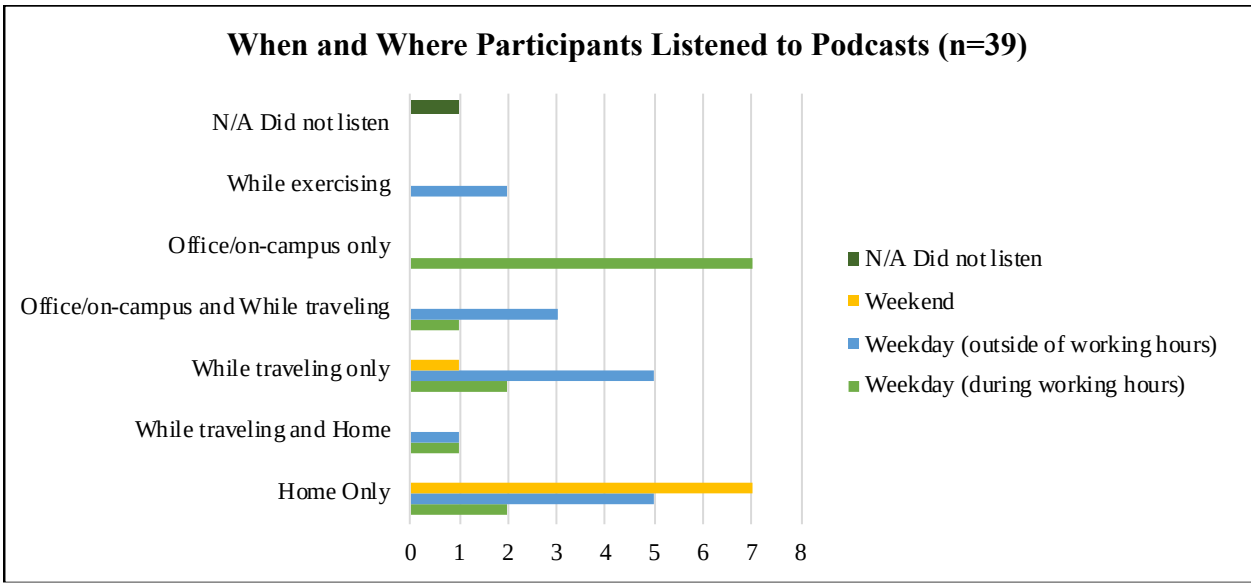


Figure 9. When and where participants listened to the podcasts.

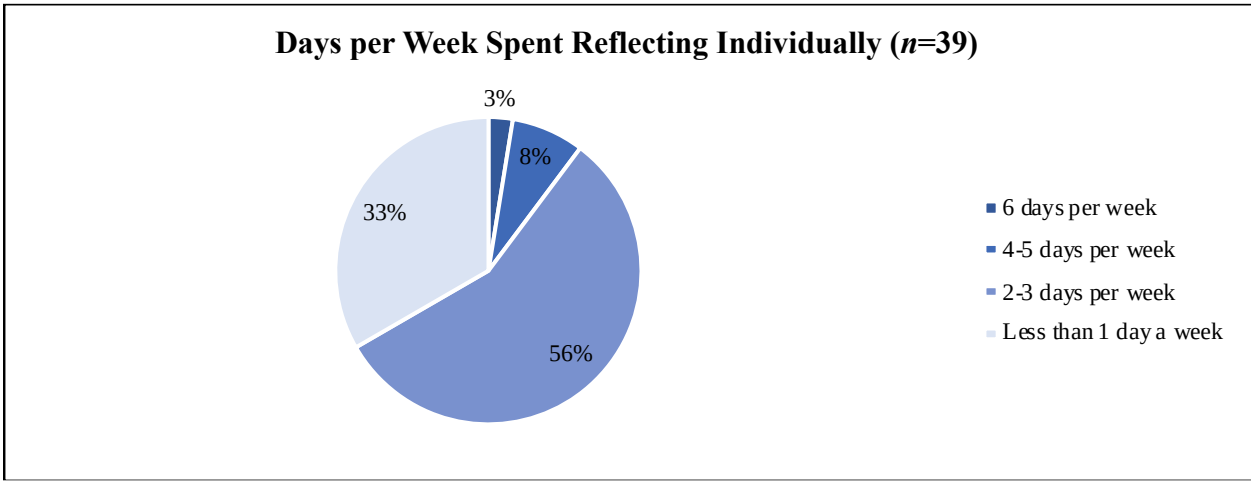


Figure 10. Days per week spent reflecting individually.

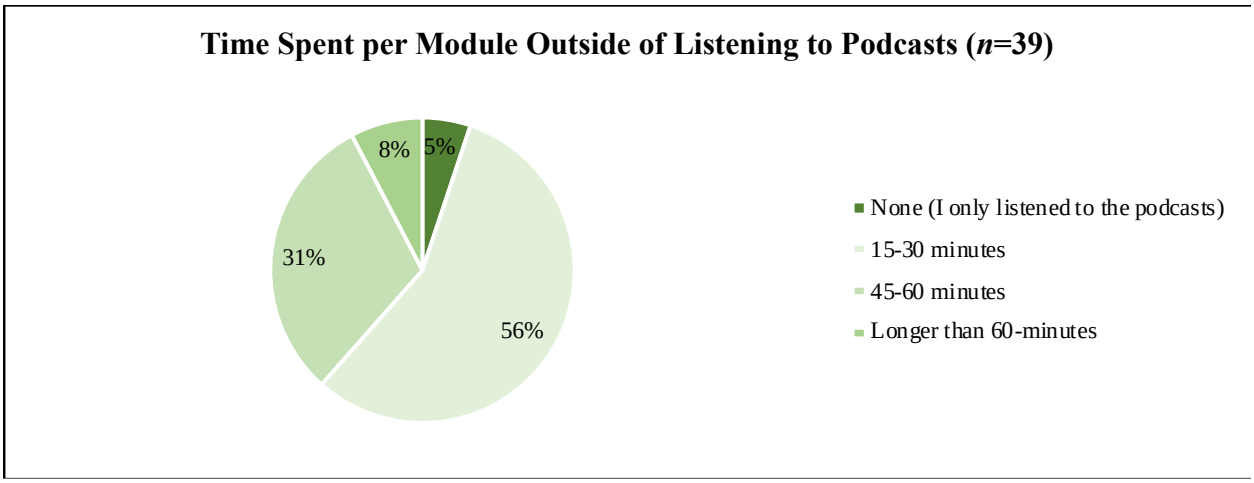


Figure 11. Time spent per module outside of listening to podcasts.

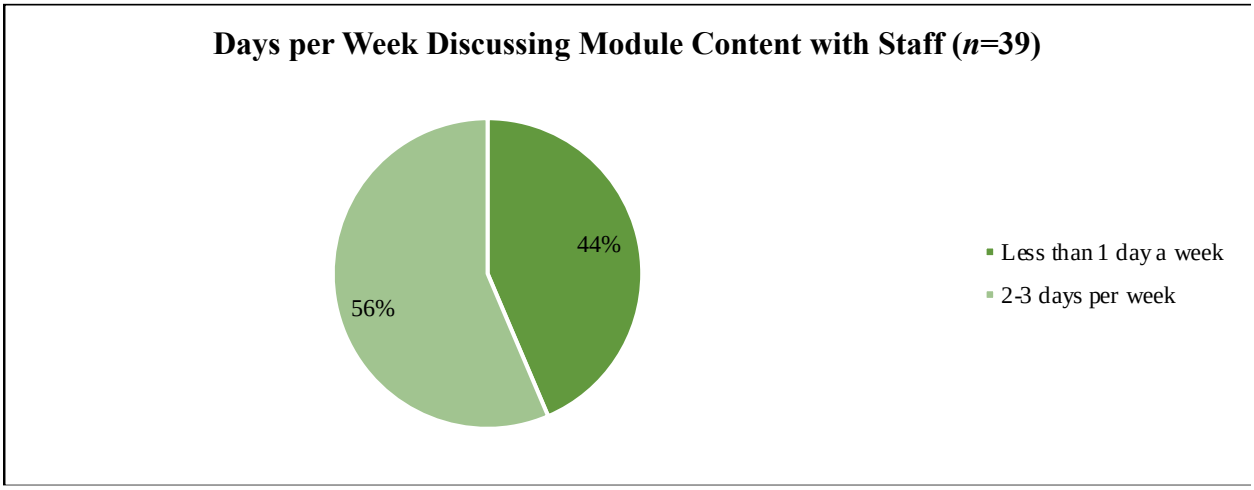


Figure 12. Days per week discussing module content with staff.

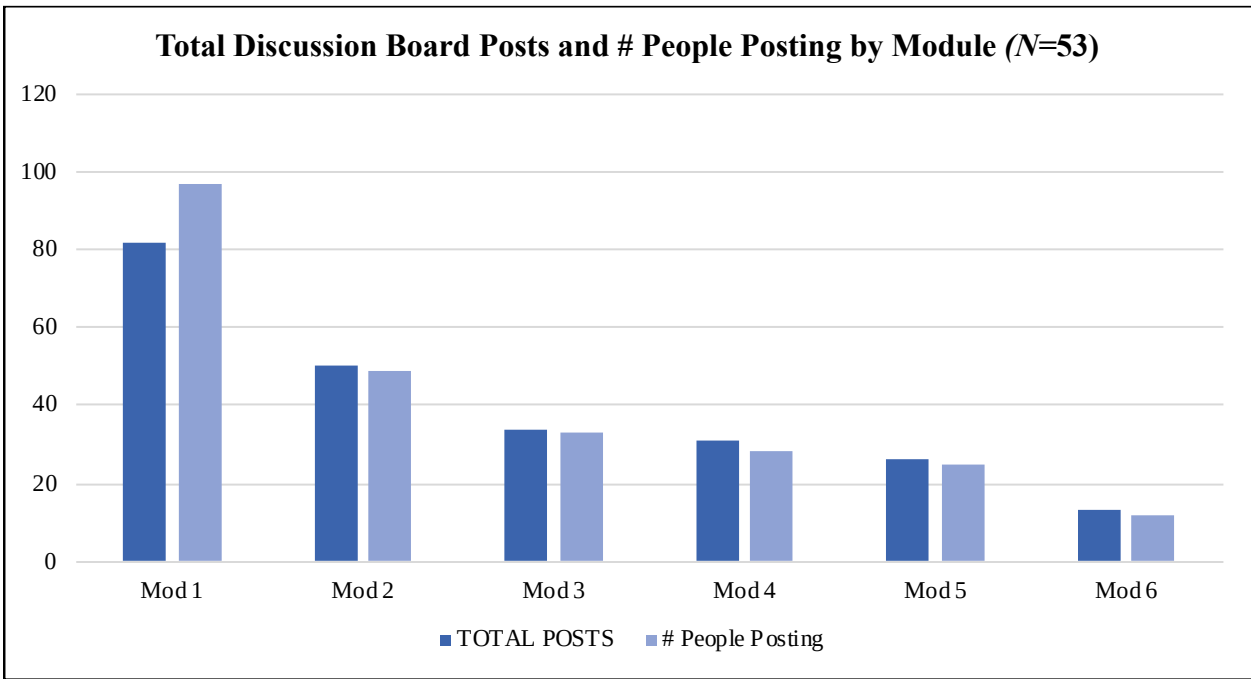


Figure 13. Total discussion board posts and number of people posting by module.

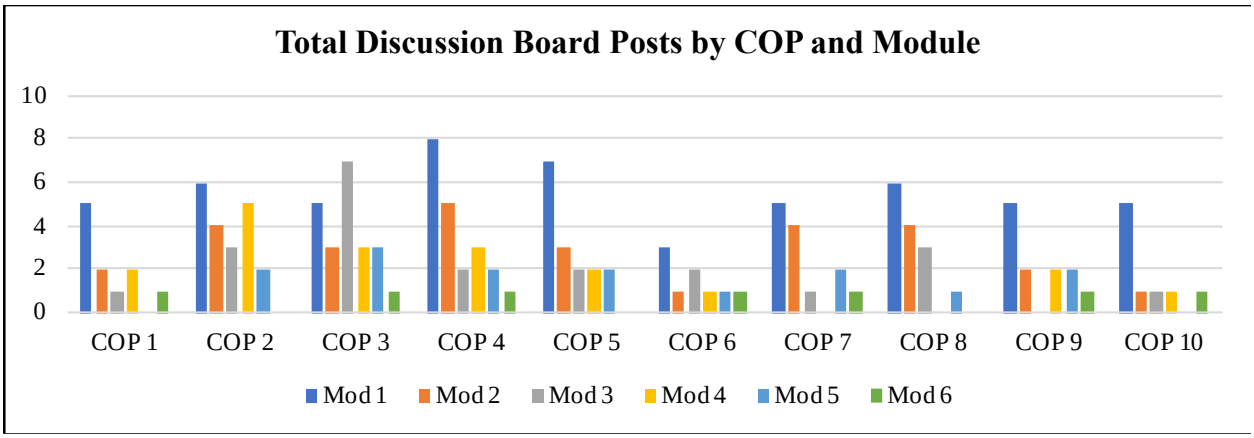


Figure 14. Total discussion board posts by COP and module.

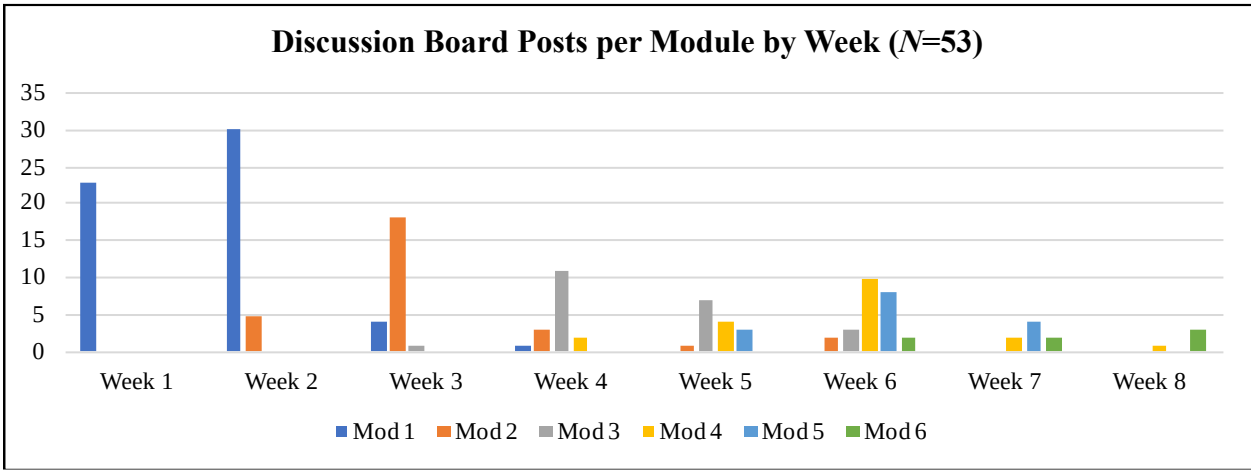


Figure 15. Total discussion board posts per module by week.

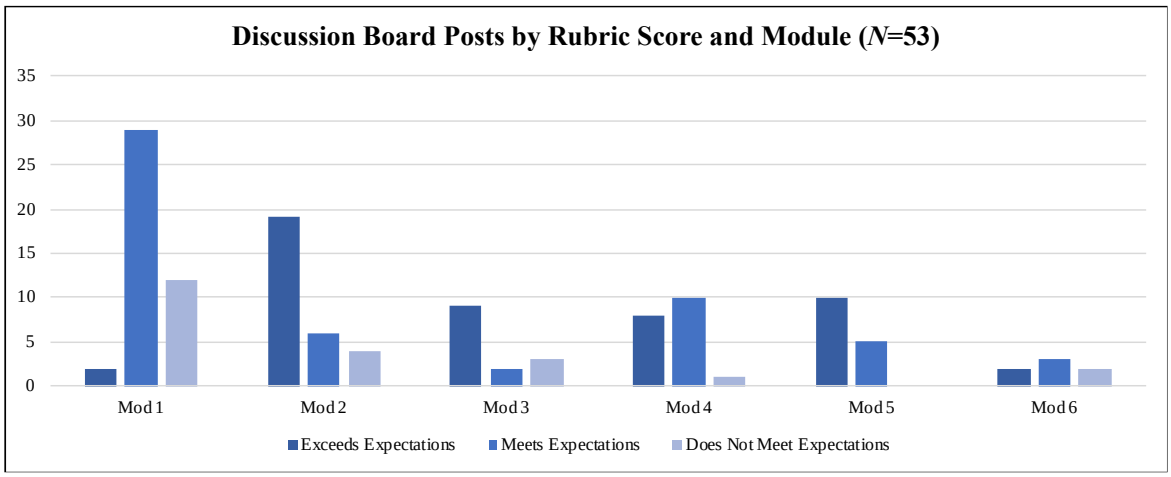


Figure 16. Discussion board posts by rubric score and module.

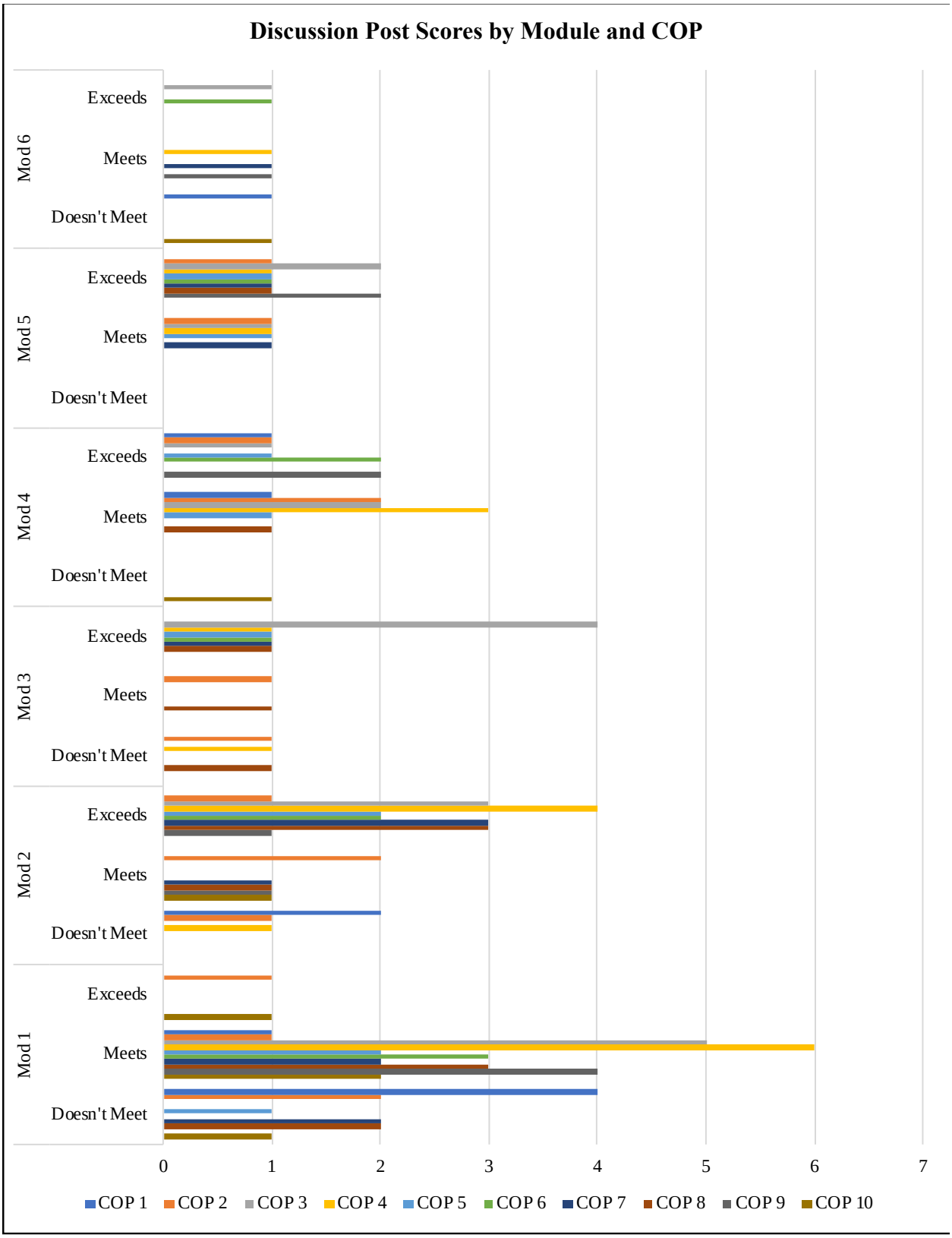


Figure 17. Discussion board post by rubric scores, module and community of practice.

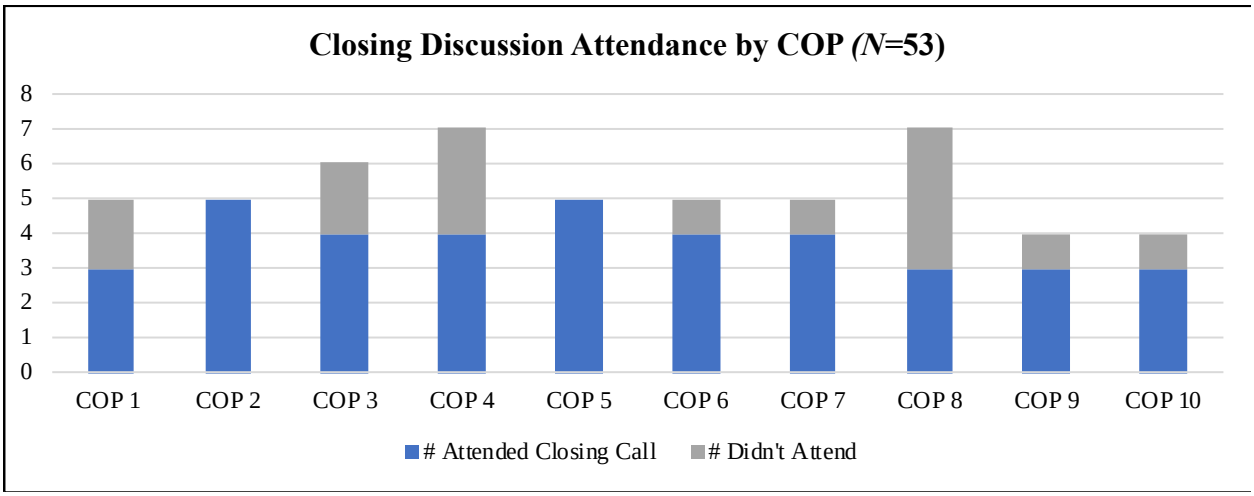
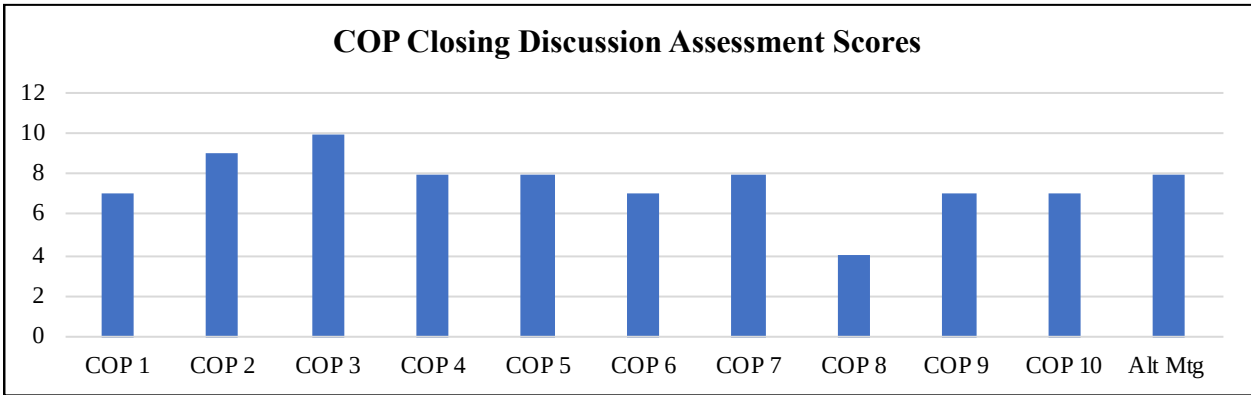


Figure 18. Closing discussion attendance by COP.



**Meets expectations = 4-6 points; Exceeds expectations = 7 points or higher.*

Figure 19. Closing discussion assessment scores.

Table 14. Results: Processes between activities and participation.

Favorable context for prioritization = Perceived purpose "this will be helpful" (instigated by perceived alignment between TTB and current needs and/or professional identity) + Alignment of timing with available time + Access to opportunity for discussion with staff and interactions with student-athletes.

Prioritization +	Activities →	Processes →	Participation
More prioritization by head coach	Educational Modules	Coaching staff meetings and discussions	Discuss: • Check in on progress • Coordinate application • Discuss content
		Team practices and meetings	Apply: • Formal application • Informal application
		Student-athlete leadership meetings	Apply: • Formal application • Informal application
Less prioritization by head coach	Educational Modules	Informal staff discussion	Discuss: • Coordinate application • Discuss content
		Adaptation of formal application within constraints	Apply: • Formal application • Informal application
Individual prioritization regardless of professional position	Educational Modules	Use of personal time for podcasting and reflection	Listen & Reflect
		Revisiting podcasts and guided notes	
		Informal application throughout normal work activities	Apply & Reflect • Informal application
		Informal conversations with student-athletes	Apply & Reflect
		Discussion with colleagues outside of the TTB program	Discuss & Reflect
	COP Discussion Board	Reading the discussion board.	Discuss & Reflect

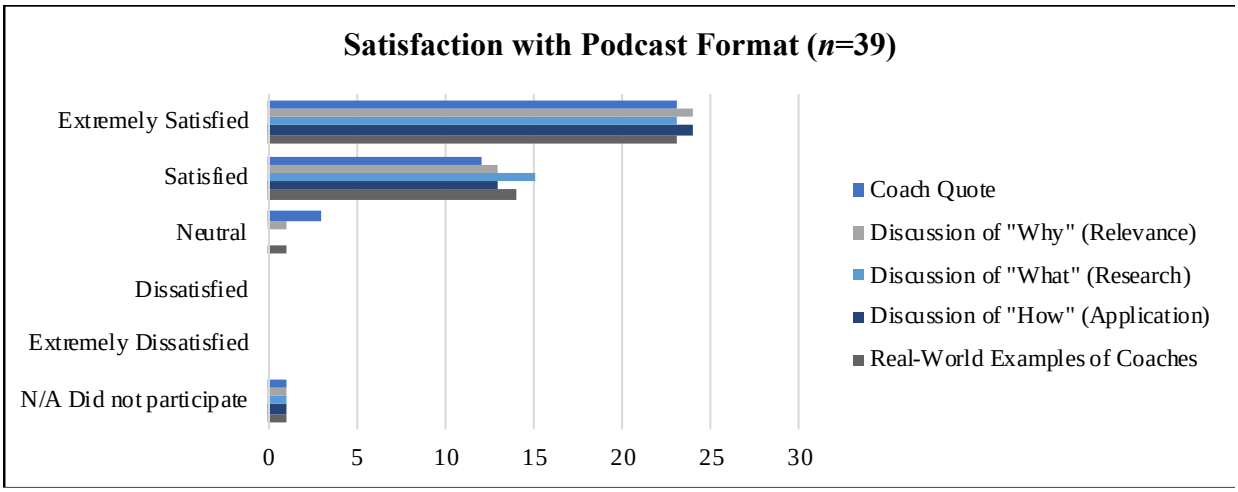


Figure 20. Satisfaction with podcast format.

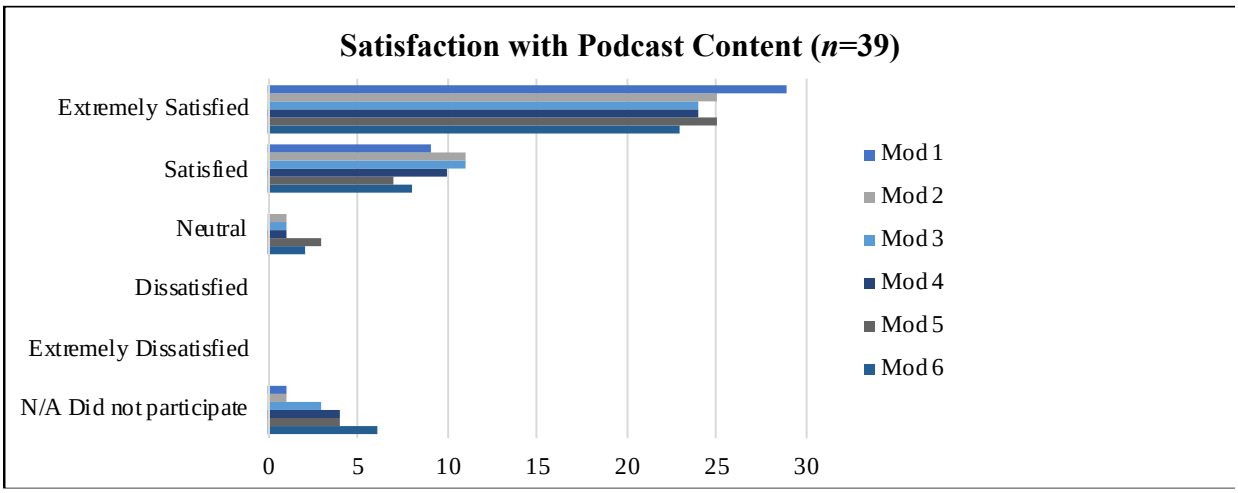


Figure 21. Satisfaction with podcast content.

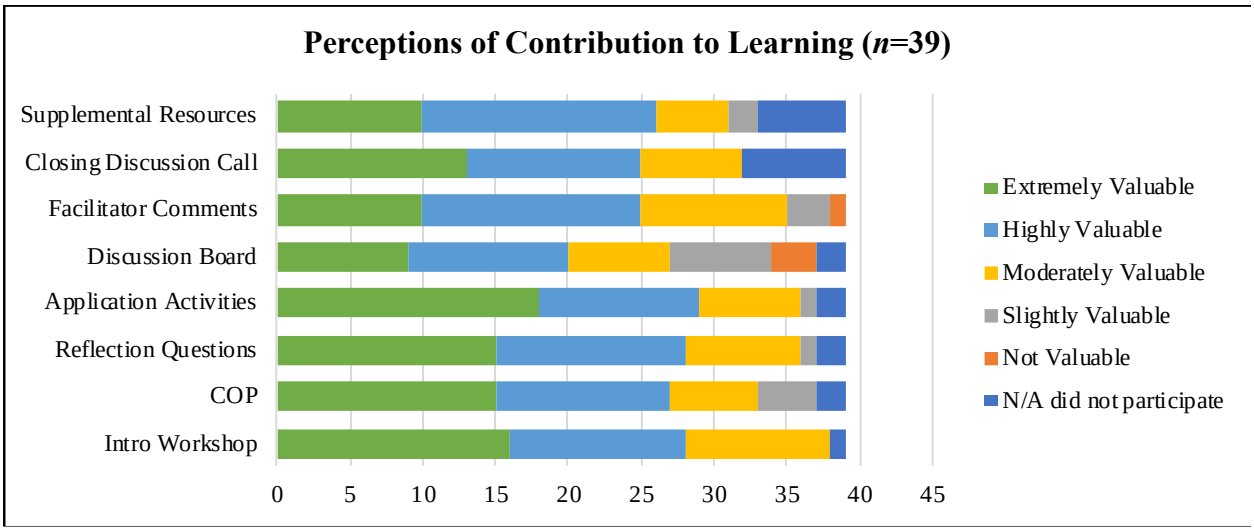


Figure 22. Perceived extent to which each aspect of the program contributed to learning.

Table 15. Learning objectives demonstrated through written and verbal discussion.

#	Learning Objective	TTB Input	% Discussion Posts that Met or Exceeded Expectations	% COPs that Met or Exceeded Expectations during Closing Discussion
1	Define UPR and each opposite.	Intro Workshop		
2	Understand the implications of UPR in the sport context.	Modules 1-6		
3	Understand the implications of each opposite of UPR in the sport context.			90%
4	Relate the concept of self-actualization to expectations formed for student-athletes.	Module 1	72%	40%
5	Demonstrate growth in awareness of personal use of negative regard or disregard.	Module 2	86%	100%
6	Understand the connection between positive regard and self-discipline.	Module 4	95%	
7	Understand the role of self-regard in relation to providing UPR for others.	Module 6	71%	70%
8	Demonstrate UPR in interactions with student-athletes.	Modules 1-6		
8.1	Implement the oneness rule.	Module 1	72%	
8.2	Display patience, understanding, or empathy to “move with.”	Module 3	79%	80%
8.3	Implement the four R’s (rules & rationale, roles & responsibilities).	Module 4	95%	70%
8.4	Implement present-moment engagement and consistent touchpoints.	Module 5	100%	100%

Table 16. Wilcoxon signed ranks test.

	N	Mean	Std. Dev.	Min.	Max.	Mean Rank	Sum of Ranks	PostTotal - PreTotal
PreTotal	31	4.19	.95	2.00	6.00			
PostTotal	31	5.58	.89	2.00				
Negative Ranks	0[a]					.00	.00	
Positive Ranks	27[b]					14.00	378.00	
Ties	4[c]							
Z								-4.65[d]
Asymp. Sig. (2-tailed)								<.001

[a.] PostTotal < PreTotal

[b.] PostTotal > PreTotal

[c.] PostTotal = PreTotal

[d.] Based on negative ranks.

Table 17. Results: Activities, perceptions, processes, and learning.

Favorable context for prioritization = Perceived purpose "this will be helpful" (instigated by perceived alignment between TTB and current needs and/or professional identity) + Alignment of timing with available time + Access to opportunity for discussion with staff and interactions with student-athletes.

Resource Mechanism	Reasoning Mechanism	Resource Mechanism	Reasoning Mechanism
Activities	Perceptions	Processes that Facilitated Learning	Learning Objective Achieved
Multiple Modes of Delivery	"Really easy to use."	Necessary foundation for access to learning.	
Introductory workshop + Podcast content and format	"Very on point!" • Enjoyable • Relevant	Use of personal time for podcasting and reflection	Knowledge of PCT-concepts: • Define UPR and its opposites. • Understand the implications of UPR and the opposites in the sport context. • Relate the concept of self-actualization to expectations formed for student-athletes. • Understand the connection between positive regard and self-discipline. • Understand the role of self-regard in relation to providing UPR for others
		Revisited podcasts and guided notes	
Reflection and application	Useful when access and timing aligned	Formal application	Awareness related to PCT concepts: • Demonstrate growth in awareness of personal use of negative regard or disregard. • Identify personal triggers for use of negative regard or disregard. • Understand others' perceptions of my reactions to triggers. Demonstration of PCT-based skills and strategies: • Demonstrate UPR in interactions with student-athletes • Depersonalize triggering behaviors • "Catch" use of the opposites in the moment and shift toward UPR. • Implement the oneness rule. • Show understanding, patience, and empathy to "move with." • Implement the four R's. • Implement present-moment engagement and consistent touchpoints.
		Informal application throughout normal work activities	
COP discussion boards	"More of a positive than not."	Reading the discussion boards	
		Posting on the discussion boards	
"Live" Discussion	"Would like to have more."	Catching up for "live" discussion	
		Engagement in "live" discussion	
COP placement and staff discussion.	More structure needed.	Formal staff discussion if head coach prioritized	
		Informal discussion with staff or colleagues	

Table 18. Validated TTB program logic model.

Program theory: TTB, implemented in a favorable environment at the individual, organizational, and system levels, will facilitate changes in participants' perceptions of learning materials to facilitate their engagement in processes that will support learning of PCT-based knowledge, awareness, and skills. Learning processes will contribute to coaches' sense of thriving at work while participating and learning objectives met will contribute to the maintenance of improvement in self-regard and way of being.

Resource Mechanisms			**Reasoning Mechanisms**		**Outcomes**
Inputs	**Outputs**		**Outcomes and Impact**		
	Activities	**Participation**	**Perceptions**	**Learning**	**Maintenance**
Funding & Quality Control Group Pre-Orientation with each participating head coach Alignment with available time and access to interaction Participants' belief that participation will help them Website, Zoom Podcast mediums Program facilitator(s): Adaptation of program content to needs of current participants, facilitation of group discussions, Provision of virtual feedback	Initial Workshop COP placement Six Podcasts (one per module) Reflection prompts, application activities, discussion prompts for COP and staff Periodic virtual calls for "live" discussion	Prioritization of participation from Head Coach + up to 4 staff members Listen to six podcasts Engage in personal reflection Coordinate with staff to implement six application activities Engage in written discussion with COP Engage in "live" discussion with staff and COP.	Perceive delivery of content to be easy to access and apply. Perceive delivery of content to be enjoyable and relevant. Enhanced sense of thriving at work while participating.	Define UPR and each opposite. Understand the implications of UPR in the sport context. Understand the implications of each opposite of UPR in the sport context. Relate the concept of self-actualization to expectations form for student-athletes Demonstrate growth in awareness of personal use of negative regard or disregard. Understand the connection between positive regard and self-discipline. Understand the role of self-regard in relation to providing UPR for others. Demonstrate UPR in interactions with student-athletes.	Maintained improvement in participant self-regard and way of being. Improved interactions with student-athletes. (Hypothesized): Student-athletes' positive self-regard. Increased student-athlete retention, decrease in student-athlete formal complaints. Student-athlete thriving (i.e., well-being + performance success)

Favorable context: (Macro) Access to opportunity for discussion with staff and interactions with student-athletes + (Meso) Alignment of timing with available time + Prioritization of head coach for integration of TTB resource mechanisms into pre-existing systems + (Micro) Perceived purpose "this will be helpful" instigated by perceived alignment between TTB and current needs and/or professional identity

+Resource Mechanisms → **+Reasoning Mechanisms** **= Outcomes**

Appendix C

Sample Recruitment Emails and Sample Recruitment Email Attachment

Sample Recruitment Email (Initial):

Attached is information about a study that is being conducted in partnership with the Knight Commission, NCAA and WBCA.

The NCAA GOALS Study has been in existence since 2006 and studies the experiences and well-being of current student-athletes. Previous versions of the study (2006, 2010, 2015 and 2019) provided NCAA committees, policymakers and member institutions with the most detailed information to date on a range of important issues. Results for women's basketball have not been positive and the WBCA believes we can be better.

The WBCA has been approached by Lauren McHenry, a doctoral student at the University of Tennessee who is receiving funding in support of her dissertation from the Knight Commission. The WBCA has been invited to take part in a pilot for Lauren's programming designed to assist coaches in person-centered theory/unconditional positive regard. Lauren is looking for 18 women's basketball programs to be part of her pilot program, six programs from each of the NCAA divisions to participate. We are opening this opportunity on a first come, first serve basis to NCAA DI, DII, and DIII head coaches on our committees. The Knight Commission believes strongly in this research and the WBCA believes in the need to help our coaches develop strong relationships with their players in order to enhance their personal growth and development on the court and in life.

Also attached is additional information on person-centered theory. Lauren's proposal includes a contribution from the Knight Commission, the NCAA and the WBCA. The WBCA will be contributing $1,500 to this project. The 18 women's basketball programs that participate will not pay anything to participate.

If you would like your program to participate, please reach out to Dana Refling (cc'd on this email). There will be no charge for you to participate.

If you are interested in participating in the future, please also let Dana know so she can provide to Lauren for future possibilities.

Thank you for all you do for the WBCA!

Sample Recruitment Email (Follow-Up):

Previously this summer, you received information about a study that is being conducted in partnership with the Knight Commission, NCAA and WBCA.

The WBCA has been approached by Lauren McHenry, a former NCAA student-athlete and current doctoral student at the University of Tennessee who is receiving funding in support of her dissertation from the WBCA, NCAA, and Knight Commission. The WBCA has specifically been invited to take part in Lauren's programming designed to assist coaches in developing evidence-based intra- and interpersonal skills that are important to develop high quality relationships with your athletes.

Lauren conducted an initial pilot of this program with one Division I athletic department last year and is now looking for 18 women's basketball programs to participate in her second pilot program (six programs from each of the NCAA divisions) which will be tailored to women's basketball. We opened this opportunity on a first come, first serve basis to NCAA DI, DII, and DIII head coaches on our committees and have filled XX spots. We're reaching out to give you another opportunity to commit you and your staff in participating to fill the remaining spots.

Please find the details regarding the program in the attached document - including information about the educational content, time commitment, and findings from the first pilot of this program. Also note that spots will continue to be filled on a first come, first serve basis. If we hear from you after all spots are filled, you will be placed on a waitlist to participate.

The Knight Commission believes strongly in this programming and the WBCA believes in the need to help our coaches develop strong relationships with their players in order to enhance their personal growth and development on the court and in life. This opportunity is also timely in light of the 2019 NCAA GOALS Study findings which reflect the experiences and well-being of current student-athletes. Previous versions of the study (2006, 2010, 2015 and 2019) provided NCAA committees, policymakers and member institutions with the most detailed information to date on a range of important issues. Results for women's basketball have not been positive and the WBCA believes we can be better.

The WBCA will be contributing $1,500 to this project. The 18 women's basketball programs that participate will not pay anything to participate. If you would like your program (including you and four staff members) to participate, please reach out to Dana Refling (cc'd on this email).

If you are interested in participating in the future, please also let Dana know so she can provide to Lauren for future possibilities.

Thank you for all you do for the WBCA!

Sample Recruitment Email Attachment:

The NCAA GOALS Study & Regard Research in Coach-Athlete Relationships

NCAA GOALS Study
(Growth, Opportunities, Aspirations, and Learning of Students in College)

The NCAA GOALS study is administered on a 5-year cycle and surveys ~20,000 student-athletes across all three divisions. The survey has asked student-athletes about experiences of emotional abuse from coaches since 2010[1]. Specifically, the survey instrument asks to what extent the student-athletes' head coach:

(1) Puts me down in front of others
(2) Ridicules me
(3) Makes negative comments about me to others

The GOALS study also asks about student-athletes' perceptions of coaches' ethical behaviors[1]. The survey instrument asks to what extent student-athletes agree with the following statements about their head coach:

(1) Sets an example of how to do things the "right way" in terms of ethics
(2) Defines success not just by winning, but by winning fairly
(3) Has team members' best interest in mind
(4) Can be trusted
(5) Listens to what members of this team have to say
(6) Treats all members of the team equally

The summary of initial 2015 findings stated that[2]:

- "Although most student-athletes rate their coaches at similarly high levels as expressed in 2010, we see that women and Division I student-athletes are more likely to be critical of their coaches in these domains. Men's and women's basketball players were the most likely to express concerns about being treated disrespectfully by coaches." (Findings on coach ethical leadership, p. 4)
- "Seventy-three percent of student-athletes believe that their coach cares about their mental well-being. This figure is slightly higher in Division III and lower in some sports (e.g., 55 percent in Division I women's basketball). Although many student-athletes say they would feel comfortable talking to coaches about mental health issues, such comfort is much lower among women." (Findings on student-athletes' mental health, p. 5)

A presentation on 2010 findings stated that[3]:

- 16% of comments by female athletes stated that an aspect of the coach/coaching was what they most wanted to change." (Open-ended comments regarding the role of the coach, p. 23)

- Regarding perceptions of ethical behaviors and emotional abuse from coaches, responses from women's basketball student-athletes reflected the following (p. :
    - Less than 42% strongly agreed that "My head coach defines success not just by winning, but by winning fairly"
    - Less than 47% strongly agreed that "My head coach can be trusted"
    - 25-32% strongly agreed that "My head coach puts me down in front of others"

Regard Research in Coach-Athlete Relationships

Based on the results of a qualitative research study on retired elite figure skaters' experiences of *regard* in coach-athlete relationships[4,5], McHenry and colleagues recommended use of language from person-centered theory (a foundational theory in humanistic psychology[6,7]) "to better name and understand the varied experiences of emotional abuse" (p. 19)[4]. Specifically, McHenry and colleagues[4] used the following language to describe and understand emotionally abusive experiences:

- Conditional Regard (Negative & Positive)[4]
    - Feelings of acceptance, respect, and valuing from coaches IF athlete met certain conditions[4]
    - Engagement from coach depended on athletes' performance in comparison to others[4]
- Negative Regard[4]
    - Consistent shaming (e.g., shaming or threatening comments)[4]
    - Consistent non-acceptance (e.g., coach "played favorites," "no smiling involved" p. 10)[4]
- Disregard[4]
    - Disregard for autonomy (e.g., coach seeking control over every part of athlete's life)[4]
    - Absolute disregard (e.g., coach "completely ignored me" p. 11)[4]

Participants in McHenry and colleagues' study who did not experience abuse from coaches described experiences reflective of the Unconditional Positive Regard (UPR)[5].

- UPR: Feelings of acceptance, respect, engagement, belief, and challenge from coaches *through failure & success*[5]
    - Acceptance (e.g., coach presence and composure through athlete failures)[5]
    - Respect (e.g., coach cared for person beyond athlete, allowed autonomy)[5]
    - Engagement (e.g., coach gave same quality attention to each athlete)[5]
    - Belief (e.g., coach communicated belief, athletes felt coach invested in them)[5]
    - Challenge (e.g., positive reinforcement + instruction, focus on how to improve)[5]

Connections: Results

In the 2010 GOALS study[8], student-athlete reports of abuse from coaches were negatively related to reports of an inclusive team climate. This indicated that when athletes experienced verbal abuse from coaches, they perceived both coaches and teammates to be less accepting of and respectful toward people from different racial or ethnic groups. Student-athlete reports of abuse from coaches were positively related to students' reported willingness to cheat to win a game. And, reports of abuse were negatively related to satisfaction with their college choice. In turn, reports of ethical behavior from coaches were positively related to an inclusive team climate and satisfaction with their college choice. Authors of this study recommended, "Teaching coaches both what to do (ethical leadership) and what not to do (abusive behaviors), may pay off…not only in terms of sportsmanship, but also in terms of student-athlete satisfaction and well-being…higher retention and graduation rates[8]" (p. 46).

McHenry and colleagues' 2019 study[4,5] on *regard* in coach-athlete relationships resulted in findings that align with those of the 2010 GOALS study. Specifically, athletes reported that experiences of conditional regard, negative regard, and/or disregard led to negative outcomes including low self-regard or self-disregard, loss of trust in their coach, decreased motivation, and decreased performance[4]. In contrast, athletes reported that experiences of UPR from coaches led to positive outcomes including positive self-regard, increased trust in their coaches, increased motivation, and increased confidence/performance[5].

Connections: Survey Items[1]

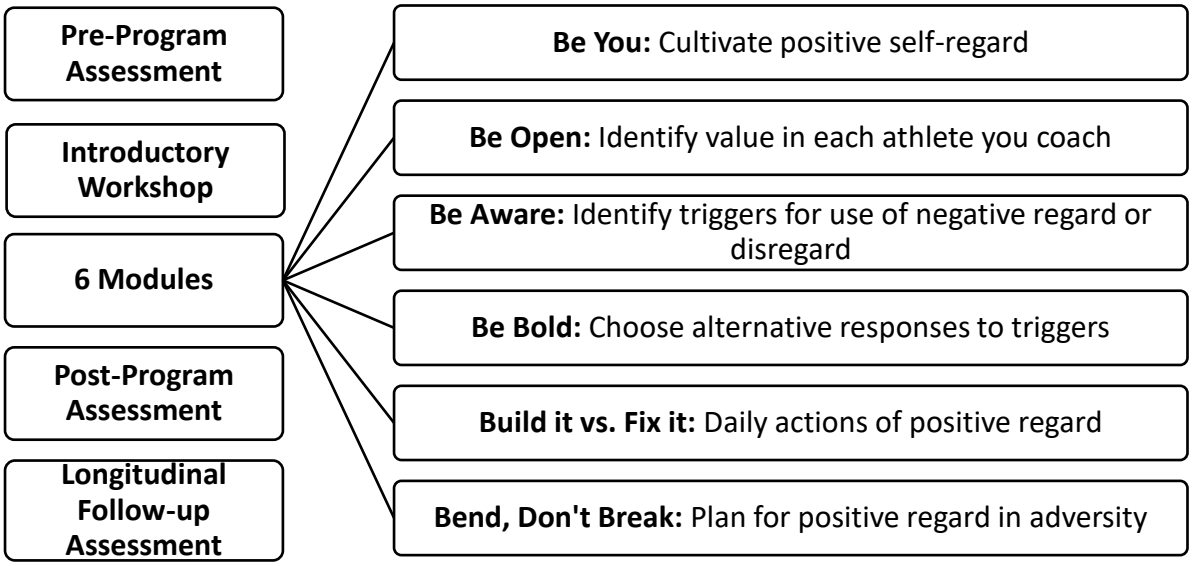
Four of the six items used in the GOALS study regarding ethical coach behaviors are directly reflective of outcomes athletes have reported as a result of their interpretation of UPR from coaches, and the three abusive coach behavior items used in the GOALS study are directly reflective of negative regard. Items in the GOALS study asking student-athletes if they believe their coach cares for their physical and mental well-being may also be reflective of athletes' interpretations of how their coaches regard them.

Unconditional Positive Regard (UPR) in Practice:
A Professional Development Program for Coaches on Interpersonal Skills

In response McHenry and colleagues' findings in the 2019 *regard* study[4,5], McHenry and Zakrajsek[9] developed a professional development program[9] ("UPR in Practice") for coaches. McHenry and Zakrajsek recently piloted this program with a group of 23 NCAA Division I coaches. This program was delivered virtually and aimed to help coaches develop skills to communicate UPR while becoming aware of and minimizing use of conditional regard, negative regard, and disregard.

Given the GOALS study authors' recommendation to teach coaches what to do (e.g., ethical behaviors) and what not to do (e.g., abusive behaviors), the "UPR in Practice" program may be an appropriate response to specifically target coaches' professional development of interpersonal skills and understanding of how student-athletes' might interpret their behaviors as being verbally or emotionally abusive. An outline of the program is provided on the next page.

UPR in Practice: Program Overview[9]



References

1. National Collegiate Athletic Association. (2019). GOALS (Growth, Opportunities, Aspirations, and Learning of Students in College) Survey Instrument. Retrieved from: https://ncaaorg.s3.amazonaws.com/research/goals/2019RES_GOALS-SurveyInstrument.pdf
2. National Collegiate Athletic Association. (2016). NCAA GOALS Study of the Student-Athlete Experience Initial Summary of Findings. Retrieved from: http://www.ncaa.org/sites/default/files/GOALS_2015_summary_jan2016_final_20160627.pdf
3. National Collegiate Athletic Association. (2011). Examining the Student-Athlete Experience through the NCAA GOALS and SCORE Studies. Presentation delivered as the National Collegiate Athletic Association Convention in San Antonio, Texas. Retrieved from: http://www.ncaa.org/sites/default/files/Goals10_score96_final_convention2011_public_version_01_13_11.pdf
4. McHenry, L. K., Zakrajsek, R. A., & Fisher, L. A. (2019). Retired elite figure skaters' experiences of harm in the coach-athlete relationship: a person-centered theory perspective. *Journal of Applied Sport Psychology*, ahead of print.

5. McHenry, L. K., Zakrajsek, R. A., & Fisher, L. A. (in revision). Retired elite figure skaters' experiences of thriving in the coach-athlete relationship: a person-centered theory perspective. *Journal of Applied Sport Psychology*.
6. Rogers, C. R. (1959). A theory of therapy, personality, and interpersonal relationships, as developed in the client-centered framework. In S. Koch (Ed.) *Psychology: A Study of a Science. Formulations of the Person and the Social Context* (Vols. 3; pp. 184-256). New York: McGraw-Hill.
7. Wilkins, P. (2000). Unconditional positive regard reconsidered. In G. Wyatt., J. Bozarth & P. Wilkins (Eds.), *Rogers' therapeutic conditions: evolution, theory and practice, unconditional positive regard* (Vol. 3, pp. 35-48). Ross-on-Wye, England: PCCS Books.
8. Yukhymenko-Lescroart, M. A., Brown, M. E., & Paskus, T. S. (2014). The relationship between ethical and abusive coaching behaviors and student-athlete well-being. *Sport Exercise and Performance Psychology, 4*(1), 36-49. Retrieved from: https://www.apa.org/pubs/journals/releases/spy-0000023.pdf
9. McHenry, L. K. & Zakrajsek, B. A. *UPR in Practice Pilot Coach Development Program.* Program delivered December 2019—May 2020.

Appendix D

Recruitment Flyer

Thriving Through Being

A Pilot Professional Development Program on Cultivating Thriving through the Coach-Athlete Relationship – being offered exclusively for NCAA Women's Basketball Coaches

What is the purpose of this program?

Thriving through Being is a professional development program intended to support coaches' intrapersonal and interpersonal skills of unconditional positive regard (UPR), authenticity, and empathy as a *way to be* in their coaching to cultivate thriving—the joint experience of optimal well-being and sport success (Brown et al., 2017)—for themselves and their athletes in the NCAA Women's Basketball context.

What will program participation look like?

This program will be implemented during the NCAA Women's Basketball pre-season, approximately August 24-November 6. The program is designed for head coaches and four additional staff members from each participating universities to take part. Coaches will be strategically placed into small groups across participating universities to engage in virtual discussion, collaborative reflection, and problem-focused application of concepts.

The time commitment and associated activities will include:

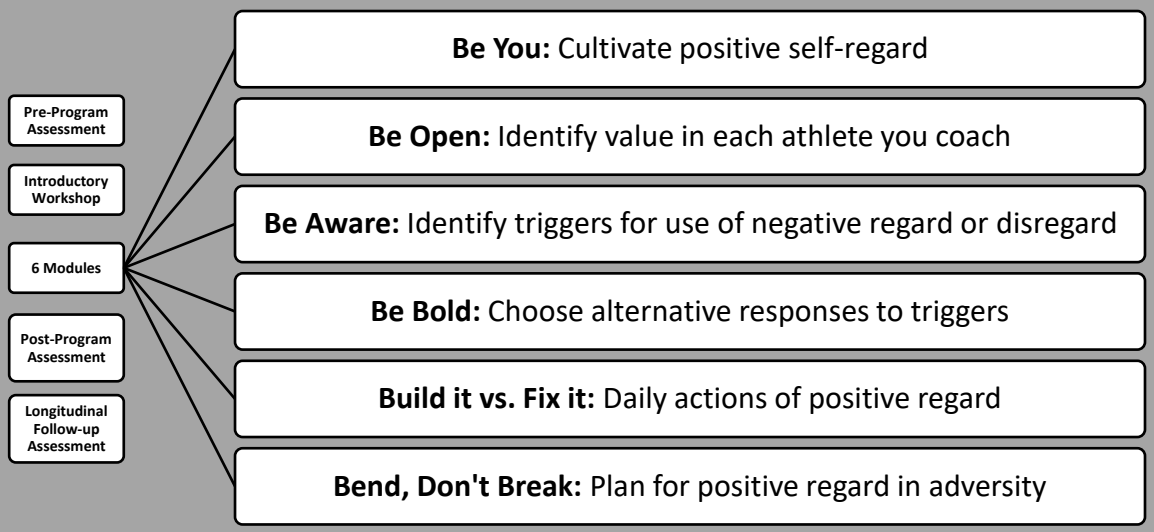
- Completion of pre-program assessment (30-minutes min.)
- One introductory workshop via Zoom (2-hours max.)
- Six modules (At a pace of one week/module, 60-minutes min./week)
- Completion of post-program assessment (30-minutes min.)

Each module includes a podcast-style "episode" (30-minutes max.) with accompanying reflection, application, and discussion (30-minutes min.). The program facilitator will also be available to each coaching staff and/or group of coaches at request through the duration of the program.

Program Evaluation

Participating coaches will be invited to complete pre- and post-program measures, along with mid- and post-season measures following program participation for a research evaluation of the program. Pre-season measures will be utilized to adapt the program's learning activities to coaches' specific experiences and expressed needs. Post-program, mid-season, and post-season measures will be utilized to assess coaches' self-reported changes as a result of program participation.

Program Overview



Program Timeline

July and August 2020	Timeline for recruiting coach participants
Aug 24-28	Welcome & Information Email
Aug 31-Sept 4	Communities of Practice assigned
Sept 7-11	Initial Workshop / Pre-program measures
Sept 14-18	Implement Module 1
Sept 21-25	Implement Module 2
Sept 28-Oct 2	Implement Module 3
Oct 5-9	Implement Module 4
Oct 12-16	Implement Module 5
Oct 19-23	Implement Module 6
Oct 26-30	Collect Post-Program Measures
Nov 2-6	Collect Post-Program Measures
January 2019	Collect mid-season measures
April 2020	Collect post-season measures
August 2020	Collect longitudinal follow-up measures

Appendix E

Thriving Through Being Program Materials

Module ONE
See Potential: Identify Value in Every Athlete

Module 1 Podcast

Learning Objectives Addressed in the Podcast:

1. Define UPR and each opposite.
2. Understand the implications of UPR in the sport context.
3. Understand the implications of each opposite of UPR in the sport context.
4. Relate the concept of self-actualization to expectations formed for student-athletes.
8. Demonstrate UPR in interactions with student-athletes.
   (8.1) Implement the oneness rule.

Podcast Script:

[Intro at the start of every podcast]:
Lauren: *In a win-at-all-cost world on the court, winning too often comes at the expense of coaches'/staff and athletes' well-being.*
Becky: *This program is all about disrupting the status quo within sport, where optimal wellbeing and optimal performance co-exist for coaches/staff and for athletes.*
Lauren: *Instead of focusing on doing, we challenge you to thrive through being. Welcome to Thriving Through Being; I'm Lauren McHenry*
Becky: *And I'm Becky Zakrajsek*
Lauren: *And we're your hosts.*

Lauren: *Each week, we'll begin with a quote from an NCAA or professional coach. We tend to draw from coaches who are known for their winning records and for the quality of the relationships they've developed with players. These coaches bring to light the possibility that thriving—which is actually defined as the joint experience of optimal well-being and optimal performance outcomes—is attainable in sport.*

****

Lauren: *The quote for this week comes from retired NCAA softball coach, Sue Enquist. Coach Enquist served as head coach of UCLA Bruins softball for 27 years, and attained an 887-175-1 record. She's been inducted into six Hall of Fames including UCLA, Women's Sport Foundation, USA Softball, and National Fastpitch Coaches Association.*

In a podcast interview with sport psychology consultant, Michael Gervais, Coach Enquist said:

"I've never heard a kid say, 'Oh, I couldn't stand Coach Enquist, she believed in us too much…I just believed in them [her players] so much, and my job was to catch them doing it right every day."

Coach Enquist goes on in this interview to describe her purpose as a coach, which was: "to convince people they have it all to reach their best self. I'm going to just create the conditions for you to do it. So my job is to be a facilitator, and I'm going to work really hard to convince you, you already have everything you need to be great here…"

Becky: *Welcome to Module 1: "See Potential: Find Value in Each Athlete You Coach" and Coach Enquist seemed to consider…not just seeing potential in her athletes, but also communicating what she saw—as being fundamental to her role as a coach. So, Lauren, why this quote to kick off our first module?*

Lauren: *Yeah. So, we learned in the workshop that one component of unconditional positive regard is belief—that really refers to belief in potential no matter what. And, this quote gives us such a great example of what this can authentically look like coming from a coach. This quote also embodies the components of unconditional positive regard which are to respect and challenge athletes no matter what. Where we see respect is in Coach Enquist describing her professional role as facilitator—one who facilitates an environment in which athletes can be convinced to believe in their own potential. And, I think it's important to note that Enquist discusses in this interview how it took her a long time to realize that she needed to be a facilitator, as opposed to trying to control the student-athletes she led. And when she realized this, she claims she became so much better.*

Becky: *You know, socially and culturally, there are a lot of implicit messages out there about what it means to be a coach—whether that comes from the media, from how you were coached, from what has kept you in a job… and with these messages, there is a lot of pressure on coaches to act like you are in control of everything, to act like you have all of the answers, to win every game and make every athlete happy. And this can lead to coaches actually trying to control everything they possibly can.*

Lauren: *Yes. So then shifting to a more facilitative role, as Coach Enquist described—when you're in control of the environment you create, but not the people within that environment—could be difficult in coaching and support staff professions.*

Becky: *For sure. So, what does this have to do with unconditional positive regard and person-centered theory?*

Lauren: *Well, first and foremost, being a facilitator of an environment in which athletes can learn to believe in themselves—to have a consistently positive or high regard for themselves—means that you've got to figure out what to bring into that environment that can cultivate self-belief, or self-regard. And person-centered theory gives us very clear guidelines for this: unconditional positive regard, communicated authentically and with empathy are the key "ingredients" in an environment to cultivate self-belief and self-regard.*

Another way to think about this is like growing a tree—rich soil, water, and sunlight are all needed. All we can control here is the richness of the soil and ensuring that the tree is grounded in that rich soil with water and sunlight on a consistent basis to put the tree in the best position to grow to its greatest capacity. In the coach-athlete relationship, we can think of UPR as the soil while authenticity is sunlight and empathy is water. These are 3 fundamental needs in growth-promoting relationships that can facilitate self-belief and positive self-regard in the athletes you're helping to grow.

And in order to trust these ingredients—in order to trust that the soil, water, and sunlight are going to work—you have to trust in the seed's potential to become a tree to its greatest capacity. In the same vein, in order to trust that UPR, authenticity, and empathy will cultivate athletes' self-belief and self-regard, we have to have the expectation that athletes have the potential to grow—themselves, in the right environment, in the midst of challenge and adversity, without controlling their every move.

What can happen so easily in our win-at-all-cost culture, is to have this expectation for your student-athletes that you recruited, that you anticipate being a starter, that you know is a key scorer, a key defender, or perhaps its those athletes who you know work the hardest… those athletes that you want to invest the most in because you anticipate the most return. And yet, usually, this is not every athlete on your team.

Becky: *I feel like focusing on the next all American or the starters—or even the hardest workers, the athletes that seem to be most respectful—is a "trap" that is so easy to fall into. And...it makes sense that Coaches might think "why not invest most if not all my attention on those who are the highest performing players?*

Lauren: *Right. So here's the thing: investing the most in, and expecting the most out of, your top performing players, your hardest workers, will automatically communicate conditional regard to the entire team. Think about it. It is obvious to give the most attention, to have the highest expectation, for your top performing, hardest working players. But this communicates to the players lower on your depth chart, the players that may have something larger going on in their life that's contributing to a lesser-appearing work ethic, that they are only worthy of that kind of investment IF or WHEN they perform and behave a certain way. And, this communicates to your top performing players, your hardest workers, that they are only worthy of this kind of investment BECAUSE of how they're playing*

or behaving at the moment—but that this could be lost the minute they start playing poorly, the minute something comes up that prevents them from working as hard. Athletes are then not able to develop self-belief or self-regard. Instead, the conditional regard communicated from the coaching staff can transfer to conditional self-regard, conditional self-belief, to where athletes are only regarding themselves positively and believing in their own potential after they perform well—after they get an indication from the coaching staff that they've worked hard enough. While this might seem like solid motivation to perform well, to work hard… what it actually does—as we discussed in the workshop—is significantly heighten an athletes' negative stress response at practices and especially in high pressure moments of the game. Because a failure, mistake, or indication that they haven't worked hard enough in the game becomes a much greater threat—it becomes a threat to an athletes' self-belief and self-regard.

Becky: *So… investing the most time, attention, expectation, belief in the top performing, and even hardest working, athletes on the team… will actually stifle a team environment from facilitating self-belief and self-regard.*

Lauren: *Yes.*

Becky: *This is really important to understand. So how, then, can we apply person-centered theory to the coaching role to ensure a similar quality of investment—in time, attention, energy, belief, expectation—in every player… including those who might just not be showing the same potential in their behavior or performance?*

Lauren: *Well, this brings us to the "What:" What do we know about person-centered theory that can be applied to coaching to help facilitate an environment in which athletes can develop self-belief and self-regard. And, so we're going to introduce a concept called "self-actualization." We're discussing self-actualization in Module 1, because it is truly a foundational concept—not just in person-centered theory, but in every major theory of development and motivation in humanistic psychology.*

Across theories, self-actualization is a way to understand our process towards achieving our highest potential, being our best. And, a cool thing about it is that there's not really an end point to self-actualization. It's a continual process of growth. Think about a coach or support staff member you know or know of who you would consider to be a true expert… and ask yourself, "Does this person ever stop learning?" The answer is probably "no." A common thread among experts across professions and domains is that they are constantly looking to improve, constantly evolving, even in the most miniscule ways. So the process of self-actualizing is not static. And essentially, psychological theories - person-centered theory included - suggest that when our basic needs are met - this starts with physical needs (food, water), safety needs (shelter, resources, health), emotional needs (love and belonging – empathy, authenticity), and esteem needs (self-regard, self-acknowledgement) -then our natural tendency, our natural inclination is to self-actualize.

Becky: *So, this really aligns with Coach Enquist's suggestion that coaches are facilitators… when your professional practice is grounded in a belief in self-actualization, then your first priority is to facilitate an environment in which your athletes' basic needs are met. Tell me more about how continually growing towards our highest potential—self-actualization—is our natural tendency.*

Lauren: *When our basic needs are met, we're hard-wired to grow toward our highest potential. So, lets go back to the example of the tree. Okay. So from the point of a seed, it is continually growing into a tree. It's growing into its being while it is also being.*

And, with the right facilitative environment (soil, sunlight, water), the tree will likely grow in its most magnificent form. But the environment will never be perfect. Just as we may not always have our basic needs met as humans, this tree might experience disease in the soil, strong winds, drought, lack of sunlight, adversity. So, lets consider what happens when the environment isn't ideal—lets say there's been a strong storm and the tree has a broken branch. Well, over time you'll start to see a tiny stem growing out of the platform where that larger branch used to be. Yes, the tree has been broken from an adverse experience, but bring back the right environment (soil, water, sunlight) and the tree's natural tendency is, again, to continue growing into its potential.

So, let's bring this into the sport context. As NCAA coaches and support staff, you begin working with athletes by the time they have already experienced a tremendous amount of adversities in life. You begin working with players who may or may not have had their basic needs met throughout their life up to the point of coming to play for you.

While you can't control this, you can control how you view your student-athletes' potential as a way to help you facilitate the right environment for them now. Think about it: would it change the way you relate to your student-athletes if you saw their current behavior and performance as being a response to their environment and a continual trying to grow toward their best self?

The great news is that the right environment—where safety and psychological needs are met—facilitated at any point in life can bring a person closer to self-actualizing growth, even if a previous unsupportive environment hindered this growth.

Becky: *So, a take-away for coaches and staff is… to start out with the expectation that each of your athletes' natural state is to strive toward being and becoming their best self. And, if it seems this is not the case for an athlete, then to consider which basic needs are not being met for that athlete.*

Lauren: *Yes, exactly.*

Becky: *So, what about those who have a difficult time believing that everyone really does have a natural tendency to grow towards their best self. For example, you can all probably think of an athlete who repeatedly let you down in one way or another.*

Lauren*For sure. This is where we need to consider the value and utility of grounding your professional work in this notion of self-actualization, even when it might be difficult to believe or during times when we feel like we're not seeing "proof" of it. To help with understanding this, lets look at the research on coach expectations—a body of research over the last several decades has confirmed a 4-step process that occurs related to coach expectations: First, a coach forms expectations based on specific sources of information. You're probably very aware of the sources of information you use to form expectations, as this informs your recruiting process, so these sources of expectations can include technical, tactical, and psychological factors like coachability, willingness to learn, and self-discipline. Second, once a coach has formed an expectation about an athlete, that expectation impacts the quantity and quality of interactions that coach has with an athlete. Third, when a coach's expectations are communicated consistently (for example - high expectations, high quality and quantity of feedback or interaction; OR low expectations; lower quality and quantity of feedback or interaction) this can positively or negatively - respectively - impact athletes' growth and development. And fourth, this results in the athlete's performance and behavior confirming the coach's initial expectations, thus reinforcing the coach's initial expectations.*

Becky: *So, just to make sure I've got this. Coaches form expectations about their athletes. Those expectations impact the quality of coaches interactions and feedback, and most importantly way of being with athletes. That way of being with athletes influences the athletes behaviors, and it does this in such a way that athletes behaviors ultimately confirm the coaches' expectations. This sounds a lot like a self-fulfilling prophecy.*

Lauren: *Yes, it is a self-fulfilling prophecy. Gloria Solomon, who reviewed over a decade of research of this 4-step process found really consistent results which were that collegiate head coaches gave more feedback and higher quality feedback to athletes for whom they had higher expectations compared to athletes for whom they had lower expectations. Meanwhile, assistant coaches were found to give a more even amount and quality of feedback to high- and low-expectancy athletes. However, both head and assistant coaches were found to be inflexible in their expectations. This means that once a coach formed an expectation about an athlete, it was unlikely their expectation changed over the course of a season.*

Becky*: So, once a coach has formed an expectation about an athletes' performance potential, it might be really hard to change that expectation once they are in the thick of a season.*

Lauren*: So lets consider this in light of the situation of having an athlete who has repeatedly let you down with her behavior. And let's consider two possible responses you could have—the first with inflexible expectations, and the second with your expectations grounded in self-actualization.*

In the first scenario, you might be likely to form an expectation after the 2nd or 3rd time an athlete lets you down that this player is just going to be a challenge; she probably won't learn; and you can probably expect her to let you down again. This would typically lead to one of two reactions: (1) you become frustrated, furious, or rigid in laying

down consequences and requirements for improvement, or (2) you begin to disregard the athlete, lacking belief in their potential to improve but too uncomfortable to actually discuss with the athlete how they could actually improve. Either way, your consistency and quality of feedback to this student-athlete decreases over time. Neither of these responses are grounded in the belief that that athlete—in the right environment—will naturally strive to be her best self. And both of these responses, based on the research on self-fulfilling prophecy, will likely lead to repeated disappointing behavior from the athlete thus fulfilling your expectations.

Now, in the second scenario, your professional practice is grounded in the idea that each of your athletes are self-actualizing human beings—trying and striving to become their best self. The value and utility of grounding your professional practice in self-actualization lies in this second scenario: it is because of this grounding that you are more flexible in your expectations—you're more open to allowing this athlete to surprise you in a good way. This, in turn, leads to an alternative response to the athlete who has let you down 2 or 3 times: you ask what your athlete needs, you maintain high expectations for the athlete, and you directly communicate with your athlete that you believe she is capable of rising to your expectations and that you want to ensure that she has what she needs to get it done. Not only does this make for a less stressful experience for you as coach or staff member, it gives your athlete a better chance to change her behavior and prove to you that she is capable of contributing to the team in the way you want her to.

***Becky:** It seems that committing to the notion of self-actualization in professional practice may also give coaches some space—space to reflect on and consider all the possibilities of what is going on for an athlete before reacting immediately to a certain behavior or situation. And, it seems really important that coaches not only commit to this belief that their athletes are self-actualizing people, but also to communicate this to their athletes. How can coaches communicate this effectively?*

***Lauren:** Yes! Communication is key—after all, any effort in relating to your athletes with unconditional positive regard isn't really going to make a difference unless your athletes effectively receive the message that you're there for them—accepting, respecting, engaging with, believing in, and challenging—no matter what. As coaches and support staff, you have a lot of practice with communication. Its just that—much like self-actualization—we can all, always continually improve in our interactions. And there are two key aspects of interacting with athletes we want to hit home with in this first module: first is communicating clearly your expectations you have for each athlete you coach, and second is communicating the value and potential you see in each athlete you coach.*

***Becky:** Awesome. And, this is bringing us into the how: how can coaches really bring this concept of self-actualization to life in their professional practice.*

***Lauren:** Yes—which is most important. And let's start with clearly communicating expectations. Remember the research on the 4-step self-fulfilling prophecy that occurs with coach expectations? Well, a consistent finding across several of these studies points out a key difference in coaches with winning records and coaches with losing records when it comes to communicating expectations. Importantly, these coaches all used very similar sources of information to form their expectations about athlete ability and potential. These sources included: hard worker, receptivity to coaching, willingness to learn, love of sport, willingness to listen, competitiveness, honesty, respect, self-discipline, and integrity. Perhaps you can relate to drawing upon these kinds of characteristics to inform your expectations of athletes and then to evaluate your athletes.*

So the key difference between coaches with a winning record and coaches with a losing record was this: athletes of coaches with a winning record reported the same sources for coach expectation and evaluation as their coaches did. Meanwhile, athletes of coaches with losing records reported different sources that they believed their coaches used to form expectations about and evaluate them by than what their coaches reported. This means that winning coaches more clearly communicated their expectations and evaluation of athlete ability and potential. To the point that athletes knew exactly what they're coaches expected of them and sought to evaluate them by. While athletes of coaches with a losing record did not accurately interpret what their coaches were expecting of them.

We can connect this back to Coach Enquist, who believed the purpose of her professional role was to convince athletes to believe in themselves. Well, Coach Enquist was also extremely clear in her communication as to what she expected of her athletes—including the sources of information she used to form expectations and to evaluate her athletes. For Coach Enquist, this came down to three non-negotiable characteristics: (1) 100% effort every day, (2)

a positive attitude on players' best and worst days, and (3) the ability to master "failure recovery," which was essentially how players recovered and got themselves mentally back into the game following a mistake. She communicated these expectations from the start of recruitment and embedded these expectations into her program.

And this is the first step in how to effectively communicate belief in your athletes' potential - making sure your athletes' understand what your expectations are of them and how you will evaluate them.

And yet there is one thing Coach Enquist reported wishing she had done more of as she reflected back on her coaching career in her interview with Dr. Gervais. That one thing was grace. Coach Enquist defined grace as "unmerited acceptance" - this brings us to our second point of communicating value and belief in your athletes' potential no matter what - even when they fall short of the expectations… Coach Enquist knew she got better professionally when she shifted to view her role as a facilitator as opposed to someone who tried to control everything… and she stated confidently that she knows she could have been even better if she had infused grace into her program on a more consistent basis.

Becky: *This is where person-centered theory and unconditional positive regard give us really tangible tools… to understand how, through the foundational concept of self-actualization, coaches can give grace—as Enquist calls it—by trusting that athletes are doing the best they can with what they have, that their natural tendency is to strive to be their best selves.*

Lauren: *Yes. And by seeing every athlete as someone who is in midst of the process of self-actualization, coaches can create space to ask whether an athletes' needs are being met before making assumptions about the athletes' intentions and forming an expectation that leads to more disappointing behavior.*

Becky: *So what's the activity for this module?*

Lauren: *First, take some time with the reflection question to help you connect the concept of self-actualization to your own experience. Then, the activity for this module is titled the "Oneness Rule," coined by mental performance consultant Jerry Lynch who has worked with countless championship winning coaches (including Steve Kerr and Phil Jackson). Following the "oneness rule" means picking one athlete a day, and communicating one valuable thing you see in that athlete regarding their current role on the team or future potential.*

In effort to effectively communicate unconditional positive regard across your team, we have revised this activity for you, slightly, to BEGIN with athletes that are lowest on your depth chart or perhaps athletes that you currently connect with the least, and then you work your way up each day from there. Be ready to be surprised—one participant in the first pilot of this program couldn't believe how surprised their athlete was when they told her how much their staff valued her work ethic.

Another component to this activity that we will encourage, but not require, is that you collaborate with your staff. While one of you can easily communicate value and potential to one athlete a day, a staff of three-six could easily communicate value and potential to three-six athletes a day. One way to do this is for each staff member to take a portion of the roster each week, and then rotate week by week. With this system, athletes will be consistently hearing from each staff member on a rotational basis—leading to a more equal amount and quality of feedback, with a more likely chance that each athlete will bring their potential to life in your program.

And finally, after you've put this to practice throughout the week, you'll have a discussion board prompt to respond to in your learning community, to further reflect on and collaborate in discussion about your experiences with this task. We are excited to see how you all put this into practice! That's it for Module 1; thanks for tuning in.

Module 1 Guided Notes

See Potential: Identify Value in Every Athlete

Coach Quote
"I've never heard a player say: 'Oh, I couldn't stand Coach Enquist, she believed in us too much.' I just believed in them *so much*, and my job was to catch them doing it right every day…my job is to be a facilitator, and I'm going to work really hard to convince you, you already have everything you need to be great here." -Sue Enquist, *Finding Mastery (No. 212)* [Audio podcast]

WHY *is identifying value in EVERY athlete important?*

⇒ "Investing the most in, and expecting the most out of, your top performing players; your hardest workers, will automatically communicate conditional regard to the entire team."

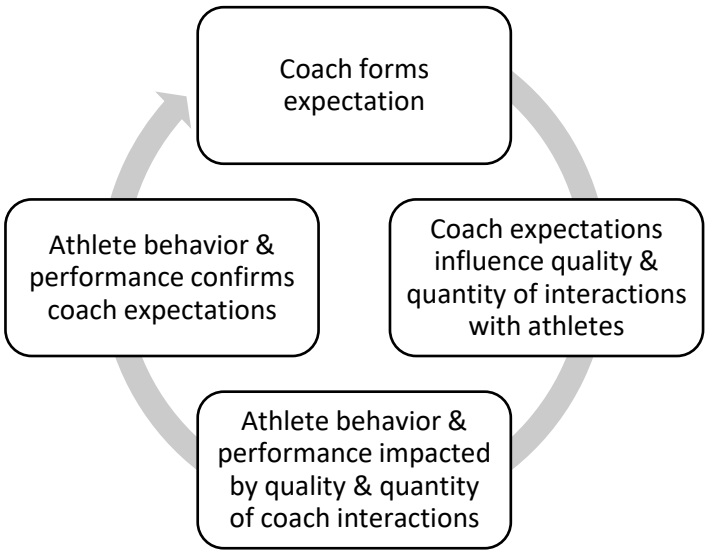
⇒ *Notes:*

WHAT *from person-centered theory can help in identifying value in every athlete?*

Self-Actualization: When our basic needs are met (physical, safety, emotional, and esteem), our *natural tendency* is to strive towards becoming our best self.

⇒ Coaches' expectations have been found to inflexible & unlikely to change over the course of a season. Solomon's (2010) 4-step process of coach expectations reflects a self-fulfilling prophecy:

⇒ *Notes:*



Take-Away: "Start out with the expectation that each of your athletes' *natural state* is to strive toward being and becoming their best self, and if it seems this is not the case for an athlete then to consider which basic needs are not being met for that athlete."

⇒ *Value* and *Utility* of grounding your professional practice in self-actualization:

- Scenario 1 (inflexible expectations):

- Scenario 2 (expectations grounded in self-actualization):

HOW *to apply this to your professional practice:*

⇒ Clearly communicate expectations.

⇒ Practice grace (unmerited acceptance) and directly communicate belief in an athletes' potential to improve when they fall short of an expectation, *because of your commitment to seeing the athlete as a self-actualizing being.*

⇒ "Oneness Rule:"
- ONE athlete a day
- Identify and communicate ONE valuable thing you see in them / their potential
- Start with the athletes lowest on your depth chart or those with whom you connect the least
- Work together as a staff to reach multiple athletes a day on a rotational basis
- Have your athletes participate by practicing the "Oneness Rule" with each other

---

References:

Gervais, M. (Host). (2020, February 19). Sue Enquist on What Makes a Great Coach. (No. 212). [Audio podcast episode] in *Finding Mastery.* https://findingmastery.net/sue-enquist/

Lynch, J. (2020). *Win the Day: The ultimate coach's guide to build and sustain a championship culture.* Coaches Choice, Monterey, CA.

Solomon, G. (2010). The influence of coach expectations on athlete development. *Journal of Sport Psychology in Action, 1*(2), 76-85.

Module 1 Reflection, Application, and Discussion

Module 1 Reflection Questions:

Think of an athlete who you currently or previously work(ed) with who you have an especially hard time seeing as someone who is self-actualizing.

- Did or does this athlete know exactly what you expect(ed) of them?
- What are some basic needs that may not be (or have been) met for this athlete?

Module 1 Application Activity:

The "Oneness Rule:" Every day, choose ONE athlete to identify ONE thing of value about that athletes' role on the team or future potential and communicate what you see to them. Start at the bottom of your depth chart or the athlete you least connect with, and work your way up with a different athlete each day from there. You are encouraged to collaborate with your staff so that each staff member is communicating to a different athlete each day on a rotational basis.

Optional adaptation to implement with your team: To cultivate a team culture in which each athlete's value in their unique role on the team is celebrated amongst teammates, consider having your athletes practice the "Oneness Rule." Invite them to share one thing they believe is valuable to a different teammate each day.

Module 1 Discussion Board Prompt:

Describe your experience communicating the value and/or potential you see to one athlete this past week.

- What did the conversation feel like for you?
- How did the athlete respond in the moment?
- How do you think the conversation impacted the athletes' demeanor and/or behavior over the next day or two?

Module 1 Discussion Board Response Rubric:

Learning Objectives to be Assessed:	**Exceeds Expectations (3)**	**Meets Expectations (2)**	**Does not Meet Expectations (1)**
(4). Relate the concept of self-actualization to expectations formed for student-athletes. (8). Demonstrate UPR in interactions with student-athletes. (8.1). Implement the oneness rule.	Clearly connects concept of positive expectations/ self-fulfilling prophecy to conversation described, AND demonstrates positive expectations in description of athlete response;" AND accurately refers to the term "self-actualize," "self-actualizing," or "self-actualization."	Connects concept of positive expectations/ self-fulfilling prophecy to conversation described, AND demonstrates positive expectations in description of athlete response;" OR accurately refers to the term "self-actualize," "self-actualizing," or "self-actualization."	Does not clearly connects concept of positive expectations/ self-fulfilling prophecy to conversation described, AND/OR does not demonstrate positive expectations in description of athlete response;" AND/OR does not accurately refer to the term "self-actualize," "self-actualizing," or "self-actualization."

Module TWO
Be Aware: Identify Triggers for Use of Negative Regard or Disregard

---

Module 2 Podcast

Learning Objectives Addressed in the Podcast:

1. Define UPR and each opposite.
2. Understand the impications of UPR in the sport context.
3. Understand the implications of each opposite UPR in the sport context.
5. Demonstrate growth in awareness of personal use of negative regard or disregard.
8. Demonstrate UPR in interactions with student-athletes.

Podcast Script:

Our quote for today comes from legendary NBA coach Phil Jackson. During Jackson's 9 years as head coach of the Chicago Bulls and 11 years as head coach of the L.A. Lakers, he led his respective teams to a total of 11 NBA Championships and maintained a winning record every year as head coach.

Jackson outlines 11 principles of mindful leadership in his book, "Sacred Hoops." Principle #2 is: "Bench the Ego." To explain this, Jackson stated:
"The more I tried to exert power directly, the less powerful I became. I learned to dial back my ego and distribute power as widely as possible without surrendering final authority. Paradoxically, this approach strengthened my effectiveness because it freed me to focus on my job as keeper of the team's vision."

Becky: *Welcome to Module 2, Be Aware: Identify triggers for use of negative regard or disregard; Why this quote, and why is it important to identify triggers of negative regard or disregard?*

Lauren: *This quote is an excellent example of Phil Jackson being self-aware - not just of who he is and how he wants to be as a coach, but also in his awareness of how he is perceived by his players. And what is really important about identifying your own triggers for use of negative regard or disregard is that this allows you to become more self-aware. Many of you spoke about external factors that make it challenging for you to be the qualities that were most important from your own mentors/coaches—external factors like all the other people who have student-athletes' ears (parents, friends, social media), the unknowns of covid-19, and the restrictions of limited touch points with student-athletes – literally in not being able to give them a high five or show a full facial expression with a mask, and in terms of less face-to-face time with them in general. While there are so many uncontrollable that can pose challenges, we want to bring your attention to one thing that you can control. That is yourself and your own level of self-awareness. And, the more self-aware you are, the more power and control you'll have over your interactions with student-athletes, even in moments where you might have previously had an automatic reaction of negative regard or disregard.*

Now, you could probably name some of your triggers right now. Yet we can often misjudge our own self-awareness. Leading expert in self-awareness, Tasha Eurich, and her research team conducted a series of 10 studies with nearly 5,000 participants on what self-awareness is, why we need it, and how we can increase it. Based on their research, Eurich estimates that 95% of people think they're self-aware… while only 10-15% of people truly are self-aware. This means that on a good day, 80% of us are lying to ourselves about how self-aware we really are.

And, research has shown that coaches are not immune to this. A 2011 study of four top rowing coaches in the UK - all with a minimum of 10 years of coaching experience - found these coaches overestimated the amount of positive feedback they gave by 36%. They also believed they gave concurrent feedback (meaning feedback given while athletes were performing a task) 31% less frequently than they actually did.

And so, while we all want to think "I'm not part of those statistics," I want to add one more piece to the puzzle of why it might be critically important for coaches and staff to spend time reflecting on and improving self-awareness. And, that is based on the fact that coaches and support staff are helpers. And, people who are drawn to helping others can often be people who tend to spend more time caring for others than they do caring for themselves. Selflessness is praised in our culture… and especially in the professional roles of coaching and training. And an unfortunate byproduct of this is that - over time, if we lose sight of ourselves in trying to give everything to others - we become less aware of how we are actually ***being****, and how our actual way of being is really impacting those others.*

Becky: *So, let's get to the "What:" what do we know from the research on negative regard and disregard that can help coaches and staff become more aware of their own triggers.*

Lauren*: Okay. Let's break this down with examples from our research on conditional regard, negative regard, and disregard.*

First, an example of conditional regard is that participants described receiving less engagement from coaches when they believed they were performing worse, in comparison, to the other athletes on the team -- this means that, as much as you want to believe that you love every player the same, coaches and staff may be generally susceptible to giving less engagement to athletes lower on the depth chart or athletes who see little to no playing time.

In our research, one participant described this, saying "The week after a competition if I performed badly, [coach] would just be less engaged. But if you did do well then [coach] would treat you better and try to make the other athletes jealous of you."

The roller coaster ride that this coach's way of being took this athlete on seemed to deeply affect her performance and motivation. She described of her early competitive days: "I was obsessed with my sport…" but later in her career she said "Honestly, when I was competing at a high level [with this particular coach], it was probably the lowest point in my athletic career, because I wasn't performing well. I think [coach's attitude] made me perform worse and worse…I think it made me not like the game as much... it made me more nervous, having to deal with the backlash of [coach's] response… it was [coach's attitude] that led me to stop."

So, we can see the impact. And, we can also understand that being more engaging, positive, and supportive is a natural response to players performing well, while the opposite might be a natural response to players performing poorly. We can't know if this coach actually intended to make this athlete jealous of her teammates when she wasn't performing as well as them. But we can know that - regardless of intention - this is how this athlete interpreted her coach's way of being.

So, as we talk about becoming aware of your own triggers for conditional regard, we're going to talk about external self-awareness -- the awareness of how others interpret your behavior -- as much as we talk about internal self-awareness, or the awareness of who you are and how you want to be.

Okay. Now, let's look at negative regard. Negative regard was interpreted by athletes through the sense that their coaches didn't fully believe in their potential as athletes or people - and, athletes' didn't feel they had the power to change their coaches' belief or expectation of them.

A different participant described this in saying "[Coach] always had the attitude of like… 'Well… you could do this,' but I didn't really feel that they were really behind it...[coach] didn't feel it with every fiber of her being." In considering how this affected her performance, this participant said "Oh, I think that had a huge impact on my confidence. Like I didn't… I didn't really believe in myself. I was always so nervous."

So, again, we can see the impact of the athletes' sense that her coach doesn't expect great things from her. And, from the coach's perspective, we can't actually know what this coach expected from this athlete. But we do know from Module 1 that it is very common for coaches to set expectations about athletes, and it can be difficult to allow those expectations to change over the course of a season. And I think we see this play out in this participants'

situation. So, as you consider your own triggers for negative regard, its important to recognize that your expectations about an athlete are going to influence what triggers you in communicating negative regard.

And lastly, let's look at disregard. Disregard seemed to occur in two different ways in our research. The first way was disregard for athletes' autonomy. In this way, athletes described feeling like their coaches tried to control their every move - including their lives outside of sport. A participant described this, saying "Coach wanted to have control over everything… They were just so hands-on that they didn't give us room to breath." The second way disregard was communicated was through what felt to athletes like totally being ignored. And, this occurred most often after a drop in performance or an injury. Another participant described, "I started getting injured and training was no longer fun, because my coaches...would barely talk to me. It wasn't even like a cold shoulder; it was just that they were - literally - giving everybody else more attention." Describing the impact of this, she said, "When my coaches stopped giving me attention, I kind of stopped giving myself attention."

So, again. We see the impact. And, we don't know these coaches' intentions. But when the pressure is high, an injury happens, or an athlete just doesn't seem to be giving their all, it can be easy to try to control everything or simply withdraw.

***Becky:** so let's talk about HOW coaches and staff can become more aware of their triggers for negative regard and disregard.*

***Lauren**: First, it is really important to understand that there are two types of self-awareness. INTERNAL Self-Awareness is knowing your values, passions, aspirations, patterns, reactions, and EXTERNAL Self-Awareness is knowing how others see and perceive you.*

And, research has shown that these two types of self-awareness are relatively independent. So, being high in internal self-awareness does not mean you will automatically be high in external self-awareness. Yet, having both internal and external self-awareness is extremely important for peoples' success in leadership positions. And, Eurich's research has made it clear that both internal and external self-awareness are skills that can be developed and improved upon--growing internal self-awareness can help you understand what really matters to you, what your non-negotiables are; and, growing external self-awareness can help determine blind spots in how others perceive us. And, what's really cool is that self-awareness gives us power; the more aware you can become about who you are and how your student-athletes perceive you - instead of assuming how they perceive you - then the more power you actually have to respond to your athletes' performance and behavior in a way that is authentic and interpreted how you intend it to be. We can connect this to Phil Jackson's statement that the more he dialed back his ego, the more effective he became… and while growing external self-awareness really requires us to dial back our egos, it allows us to have more power over our influence on others in the long run. Eurich's research has also shown that people with more self-awareness, internal and external, are more fulfilled, have better relationships, are more confident, are better communicators, and perform better at work.

***Becky:** Very powerful. So, how can coaches and staff improve their internal and external self-awareness?*

***Lauren:** We have four guidelines for growing internal and external self-awareness. The first comes from researcher and best selling author Brene Brown. In her book Dare to Lead, she suggests that daring leaders must shift "from wanting to 'be right,' to wanting to 'get it right.' Tasha Eurich, in her book titled Insight, describes this same idea as "committing to know the truth" even when the truth is hard to hear. This mindset is necessary to seek feedback from others in a way that allows you to hear the hard stuff.*

And, that leads us to the second guideline which is to take time to self-evaluate and then seek feedback from your staff and players on a consistent basis. The activity for this module will guide you in doing just that. You will each download a handout that has two columns: On the left column, you will list out athlete behaviors that you love and athlete behaviors that irritate you, and begin thinking about what your general responses/reactions are to each of those behaviors. Then, for the module activity, you'll share the handout you downloaded above with <u>only the left column completed</u> with at least one additional staff member (depending on in-person accessibility with Covid-19, you may print the handout and have your colleagues complete the right column by hand or email the document to your colleagues to have them complete the right column electronically). And, you'll ask the staff member to complete the right column with what they see to be your reactions to the athlete behaviors listed. Head coaches—we

encourage you to seek this feedback from more than one of your staff members (assistant coaches, athletic trainers, strength coaches) to gain multiple perspectives. We also encourage you to take the lead in coordinating who will share feedback with whom on your staff. Associate Head Coaches, Assistant Coaches, and Staff—We encourage you to seek this feedback from one other member of your staff who is not the Head Coach, to encourage sharing of feedback amongst each other and outside of evaluations you may typically get from your Head Coach.

The third guideline comes before you review what your fellow staff member has reported as to how they see you reacting/responding to each of the athlete behaviors you've listed. And this guideline is to reflect on your strengths. It is daring, uncomfortable, and vulnerable to seek feedback from others - especially for those in positions of power over others. Reflecting on their own strengths is exactly what people high in internal and external self-awareness did in Eurich's research prior to going into situations of receiving feedback.

So, after reflecting on your own strengths, compare your staff's responses about your reactions to your own thoughts about your reactions. Consider whether your responses might communicate negative regard or disregard.

And the fourth guideline is to shift from "WHY" questions to "WHAT" questions. When self-reflecting and receiving feedback about yourself, we can often get into a rut by asking ourselves "WHY" questions. Why don't they understand that I want to the best for them? Why can't they see that I care? It turns out, based on Eurich's research, that most of us reflect with these types of "WHY" questions, which is absolutely the wrong way to develop self-awareness--this can create self-loathing, our brains come up with reasons for things that are often inaccurate, and it can enhance feelings of depression. Instead, turn "WHY" into "WHAT" questions. What about my colleagues' feedback tells me that they respect me? What can I do differently in response to my own frustration?

Becky: *It seems like "WHY" questions can lead to a spiral of ruminating on the question, while "WHAT" questions can lead to action and direction.*

Lauren*: Yes… it brings us from "Why did this happen?" to "What can I learn from it?" and "What can I do about it?" And, we want to close out by acknowledging that, while most of this module is about your own self-awareness, a large part of your jobs are also to help student-athletes develop their own self-awareness. The more your players become self-aware (internally and externally), the more they may be able to accurately interpret your communicating UPR. So we want you to take the strategies from this module as things you can do for yourself first and foremost, but also as strategies to help your athletes' build their own self-awareness.*

We're providing a revised self-awareness activity that you can have your athletes do -- by listing sport situations that they love and sport situations that frustrate them, and then writing their reactions to those situations in the second column. To help them build external self-awareness, have teammates fill out the second column about each other in pairs, and as the coach you can also use this as a way to provide your own feedback and compare it your athletes' self-evaluations. This is not an activity you'll need to do for our program, but something we suggest for you to implement at a later date. And when considering the way you give feedback, think about shifting "why" questions to your athletes to "what" questions (for example - shifting from "Why did you miss that pass?" to "What will you do differently next time?").

As you work to grow your own and your student-athletes self-awareness, we want to note that self-awareness requires a certain level of acceptance. As competitive people, coaches and athletes often think of the word acceptance as "giving up" or "giving in." Instead, what if you considered acceptance to simply be "seeing reality?" "Committing to knowing the truth?" "Committing to getting it right instead of being right?" Person-centered theory suggests that in order to become fully self-aware, we must fully accept what we see in ourselves. While this is certainly easier said than done, Carl Rogers, founder of person-centered theory, wrote about the great paradox of self-acceptance and self-awareness, stating: "When I accept myself as I am [meaning, when I see myself as I am], then I change."

That's it for Module 2. Thanks for tuning in.

Module 2 Guided Notes

Be Aware: Identify Triggers for Use of Negative Regard or Disregard

Coach Quote
"The more I tried to exert power directly, the less powerful I became. I learned to dial back my ego and distribute power as widely as possible without surrendering final authority. Paradoxically, this approach strengthened my effectiveness because it freed me to focus on my job as keeper of the team's vision." -Phil Jackson, *Eleven Rings: The Soul of Success,* p. 12

WHY *is identifying triggers for negative regard or disregard important?*

⇒ "The more self-aware you are, the more power and control you'll have over your interactions with student-athletes, even in moments where you might have previously had an automatic reaction of negative regard or disregard."

⇒ *Self-awareness statistics:*

WHAT *do we know from the research on negative regard and disregard in sport that can help coaches and staff become more aware of their own triggers?*

⇒ **Conditional Regard**:

⇒ **Negative Regard**:

⇒ **Disregard for autonomy**:

⇒ **Total Disregard**:

Take-Away: "When the pressure is high, an injury happens, or an athlete just doesn't seem to be giving their all, it can be easy to try to control everything or simply withdraw."

HOW *can coaches and staff become more aware of their triggers for negative regard or disregard?*

⇒ Internal Self-Awareness: knowing your values, passions, aspirations, patterns, reactions
⇒ External Self-Awareness: know how others see and perceive you (Eurich, 2017)

Notes:

Guidelines for Building Internal and External Self-Awareness (adapted from Eurich, 2017)**:**

1. Shift "from wanting to 'be right,' to wanting to 'get it right'" (Brown, 2018, p. 92) and commit to knowing the truth (Eurich, 2017).

2. Seek external feedback.

3. Reflect on your strengths prior to receiving external feedback.

4. Turn your "Why" questions into "What" questions.

References:

Brown, B. (2018). *Dare to lead: Brave work. Tough conversations. Whole hearts.* Random House, New York.

Eurich, T. (2017). *Insight: The surprising truth about how others see us, how we see ourselves, and why the answers matter more than we think.* Crown Publishing Group, New York.

Jackson, P. & Delehanty, H. (2013). *Eleven rings: The soul of success.* Penguin Press, New York.

McHenry, L., Cochran, J., Zakrajsek, R., Fisher, L., Couch, S., & Hill, B. (2019). Elite figure skaters experiences of harm in the coach-athlete relationship: A person-centered theory perspective. *Journal of Applied Sport Psychology,* published online ahead of print.

Module 2 Reflection, Application, and Discussion

Module 2 Reflection Questions:

Download the handout. In the left column: List athlete behaviors that you love and then list athlete behaviors that irritate you.

- Make a copy of this document once you have completed the left column, so that your list of athlete behaviors is included on both copies.
- On one copy, fill in the right column: Write in how you generally react or respond to each of the athlete behaviors you've listed. On the second copy, keep the right column blank to use for the activity

.

Module 2 Application Activity:

Building External Self-Awareness: Share your second copy of the handout (above) with only the left column completed with least one additional staff member (depending on in-person accessibility with Covid-19, you may print the handout and have your colleagues complete the right column by hand or email the document to your colleagues to have them complete the right column electronically). Ask the staff member to complete the right column with what *they* see to be your reactions to the athlete behaviors listed.

- **Head Coaches: We encourage you to seek this feedback from more than one of your staff members (assistant coaches, athletic trainers, strength coaches) to gain multiple perspectives. We also encourage you to take the lead in coordinating who will share feedback with whom on your staff.*
- **Associate Head Coaches, Assistant Coaches, and Staff: We encourage you to seek this feedback from one other member of your staff who is not the Head Coach, to encourage sharing of feedback amongst each other and outside of evaluations you may typically get from your Head Coach.*

Prior to reviewing what your colleague has written in the right column, take a moment to reflect on your strengths and commit to knowing the truth (this is a great practice to do prior to any situation in which you'll receive external feedback). Then, compare what your colleague has written in the right column with what you wrote in the right column about your reactions to the athlete behaviors listed.

Module 2 Discussion Board Prompt:

Share your experience with the Module 2 activity.

- What did it feel like to receive feedback from a colleague about your reactions to athlete behaviors after reflecting on your strengths?
- What did you learn about yourself through this activity?
- With a commitment to knowing the truth, what power does this information give you in terms of your reactions/responses to athlete behaviors?

Module 2 Discussion Board Rubric:

Learning Objectives to be Assessed:	**Exceeds Expectations (3)**	**Meets Expectations (2)**	**Does not Meet Expectations (1)**
(3). Understand the implications of each opposite UPR in the sport context. (5). Demonstrate growth in awareness of personal use of negative regard or disregard.	Clearly demonstrates openness to receiving feedback from colleagues; AND identifies something they learned about themself; AND clearly identifies what they plan to do with the information learned to improve reactions to student-athlete behaviors.	Demonstrates openness to receiving feedback from colleagues; AND identifies something they learned about themself; BUT does not clearly identify what they plan to do with the information learned to improve reactions to student-athlete behaviors.	Demonstrates openness to receiving feedback from colleagues; BUT does not identify something they learned about themself; AND does not identify what they plan to do with the information learned to improve reactions to student-athlete behaviors.

Module THREE
Be Bold: Establish Alternative Reactions to Triggers

Module 3 Podcast

Learning Objectives Addressed in the Podcast:

1. Define UPR and each opposite.
2. Understand the implications of UPR in the sport context.
3. Undersand the implicatios of each opposite of UPR in the sport context.

8.2 Display patience, understanding, or empathy to "move with".

Podcast Script:

***Lauren**: The quote for this module comes from Head Coach of University of South Carolina Women's Basketball and the USA Basketball Women's National Team, Dawn Staley. As we're sure you all know, Staley is one of the most recognized women's basketball players and coaches of all time – a 3-time Olympic Champion, an NCAA National Champion coach, and the first person to win a Naismith award as a player and a coach. [LKM3]*

In a 2015 article in The Player's Tribune titled "The Secret," Coach Staley wrote:

"My goal is always to decrease the amount of time it takes for us to make a connection, because that's where it all starts. If there were ever a secret to being a great coach, that's it: the connection. I need to have a personal relationship with each player. I, just like they do, have to be invested."

***Becky:** Welcome to Module 3, "Be Bold: Establish alternative reactions to triggers." Why this quote, and why is connection important when we're talking about establishing alternative responses to triggers for negative regard or disregard?*

***Lauren:** Most coaches and staff would likely agree with Coach Staley's statement—in fact, relationships, mentoring, and empowering young women were consistently what you all reported as being among your favorite things about your jobs. And yet actually connecting—being patient with, understanding, and having empathy for your student-athletes—especially when facing generational and cultural differences—were consistently among what you reported to be your biggest challenges when it comes to motivating and establishing relationships with student-athletes.*

You've all spent some time now increasing your internal and external self-awareness when it comes to your reactions to student-athlete behaviors you love and student-athlete behaviors that irritate you. And, you've had some time to consider whether your reactions might communicate negative regard or disregard. Now, as you work to establish alternative reactions and responses, in effort to communicate positive regard no matter what, maintaining connection with your student-athletes even in moments where this is most difficult for you… is going to be really important. And patience, understanding, and empathy are those challenging things that will help you maintain connection.

***Becky:** The title of this Module is "Be Bold…" How is that related to patience, understanding, empathy, connection?*

***Lauren:** Well, you all probably indicated that cultivating connection, practicing patience, understanding, and empathy are challenges because they really are hard. Practicing patience can require giving up control; seeking to understand can require admitting when you were previously wrong; showing empathy can require letting your guard down. These are all vulnerable things… things you probably didn't grow up seeing coaches do very often. And these are the things that this generation of student-athletes is teaching us its okay for coaches to do, its*

warranted for coaches to do, its what they need coaches to do... to gain trust and build connection. And at the end of the day, it's the most bold and courageous way you could choose to be.

This might make sense to you, and if you're struggling to get it, let's look at the definition of vulnerability. Researcher Brene Brown has studied and written about vulnerability for close to 15 years. She defines vulnerability as "uncertainty, risk, and emotional exposure;" with that definition, lets think about basketball. Every time your players step on the court with others watching and evaluating them, there's uncertainty, risk, and emotional exposure. Now, lets think about you as coaches and staff giving unconditional positive regard. Showing your players unwarranted unconditional acceptance, respect, engagement, belief, and challenge… with no guarantee that they will actually do what you need them to do: uncertainty, risk, and emotional exposure. And here's the catch: Brown suggests that our willingness to be vulnerable is actually our greatest measure of courage. Can you think of a time when you were truly courageous that didn't involve uncertainty, risk, and emotional exposure?

Probably not. So as you work to establish alternative reactions to even the most irritating student-athlete behaviors… remember that any feelings of vulnerability or discomfort with this are an opportunity to be bold and courageous, a challenge to take on… to model courage for your student-athletes. Pete Carroll, NFL Head Coach of the Seattle Seahawks talks about competing with himself in how much he shows his players that he cares. Knowing how competitive you all are, you might try competing with yourself in how much you can tilt your way of being towards unconditional positive regard.

Becky: *So WHAT is entailed in creating alternative reactions to triggers of negative regard or disregard?*

Lauren: *To help set us up for establishing alternative responses to triggers of negative regard and disregard, we're going to address, first, the influence of stress on your reactions as a coach and, second, typical types of reactions to stress in interpersonal relationships.*

So, first—stress—think about your list of athlete behaviors that irritate you. We're going to make the guess that at least some of the behaviors that irritate you lead you to feel some kind of stress. If this is the case, we're going to guess that your typical reactions are stress-induced and emotionally charged.

Dr. Melinda Frey out of the University of Utah found that top sources of stress for NCAA Division I coaches experienced had to do with interpersonal relationships. And, in Frey's study, coaches' reported negative reactions to the stress they felt that impacted their physiology, emotions, behaviors, and thoughts. This included changes in body language or tone; changes in their physical tension and whether they spoke louder or quieter; and changes in their mood and ability to focus. So, stress can literally change your physiology in a way that might lead you to communicate negative regard or disregard without really intending to.

Importantly, though, your body's physiological responses to stress can be altered by the way you perceive the stressful situation—this is where Modules 1 & 2 comes into play—by seeing the athletes' behavior as a response to their environment or lack of their own self-awareness in the midst of striving to become their best selves, and your response to stress can be managed by focusing on what you can control. You might preach this to your athletes, right? Focus on the process, focus on what you can control. So, here's where you get to practice what you preach—again, by focusing most on the one thing that you can control which is yourself and your own ways of managing and responding to stressful situations, particularly when those stressful situations interfere with the connection you're wanting to establish with your student-athletes.

Becky: *You know, it might be helpful to understand some of the typical ways people respond to stress within interpersonal relationships, and how those responses could communicate negative regard or disregard versus positive regard.*

Lauren: *Yes. Psychologists suggest that people tend to respond in one of three ways within interpersonal relationships under stress—You might either:*

1. *Move away (disengage or withdraw from the athlete)*
2. *Move against (be aggressive toward, shame, or exert your power over the athlete)*
3. *Move toward (try to please/accommodate the athlete)*

You can probably easily see how the tendency to move away could communicate disregard, the tendency to move against could communicate negative regard.

So, it may be most important to distinguish ***moving toward*** *from communicating unconditional positive regard. We know that coaches are feeling more and more pressure today to please, accommodate, or give in to their wishes for instant gratification, so that they don't go to administration and complain about you. For example, there might be pressure to keep student-athletes feeling "happy" by letting them slack off or giving them exceptions on team rules. Remember, unconditional positive regard is not giving in, pleasing, or accommodating.*

"Moving toward" is… and here is the issue when we "move toward:" we fail to communicate to the athlete that we believe they can rise to the standards of the team, and we fail to communicate that they are worthy of being challenged. When this happens, athletes can lose respect for coaches and staff over time and may repeatedly push the boundaries of what's acceptable. This sense of disrespect from the athlete over time can lead coaches to shift to moving away or moving against—more clearly communicating disregard or negative regard. And while there can be viable reason to blame the athlete for being disrespectful, interpersonal conflict is always two-sided. Coaches and staff must consider how "moving toward" in response to athlete behaviors that are really not acceptable within your team culture might actually put themselves in a position to communicate negative regard or disregard more often, and might actually put those athletes in a position to disregard their own potential for growth, falling into (or reaffirming an existing) fixed mindset.

Becky: *So, how then can coaches establish new ways of reacting or responding… to communicate positive regard?*

Lauren: *This brings us to the "how." And that is to* ***move with.*** *Athletes in our research on UPR spoke of their coaches expressing a full range of emotions in response to stressful situations—including anger, frustration, and disappointment. The key, though, was that they described their coaches experiencing emotions with them, as opposed to at them or against them or without them.*

In the most difficult moments, they described their coaches being "disappointed with them" as one participant said "[My coaches] would be disappointed that I wouldn't have been able to give my all or I didn't perform as well as I wanted to, but they were never disappointed that…I didn't do well. It was that coach was disappointed because I was upset."

In this case, rather than moving against (getting angry or aggressive), moving away from (withdrawing), or moving toward (trying to make the athlete feel better right away), these coaches ***moved with****—they leaned into empathy and simply felt what the athlete was feeling.*

Athletes also described their coaches "persisting with" them when they didn't get something—like a change in technique or new skill—right away. Another participant spoke of it taking her longer than normal to grasp a new technique: "[Coach] would just kind of stick with it… and never gave up on the fact that, like [coach] knew I could do it."

Becky: *So, rather than moving against (getting angry or aggressive), away from (withdrawing), or toward (letting the athlete slack off when things felt too hard), this athlete's coach moved with her—with patience—continuing to show up in guiding her and trusting that she would eventually get the new technique.*

Lauren: *And she did end up making the change in technique and being really successful. Now, patience can really be improved with self-awareness and learning to "catch" yourself when you can feel stress rise. A coach who participated in the first pilot of this program described such a great example of this:*

"One of my players was having a nightmare day; everything was looking good until she was in or around the ball. And, I could sense my blood boiling a bit—I'm like, oh, she's not doing great. And I caught myself super early, I could feel it, I thought: 'No, she needs you right now not to shout at her. She needs you.' So I watched her closely and waited for her to do something remotely good. And I'm like, 'Brilliant. That's exactly what we're looking for. Now can you make the second one even better?' And letting her focus, not on what she's messed up but on the one

thing she's done well, and what she can do. And then, seeing her have success, I just said, 'Way better.' It's amazing, they're all trying, she wasn't trying to have a bad first play…And then she ended up having a great session, because I'm listening and feeling and I'm there with her."

Becky: *That's a great example of moving with, with patience and empathy at play. Now, how about understanding? What can it look like for coaches to develop and show understanding?*

Lauren: *Understanding comes through education, effort, and a willingness to be wrong in your commitment to know the truth. The more you come to understand, the more you'll be able to show empathy and patience in the moment and the more your players will be willing to give their all for you.*

Understanding players across differences in age, race, and gender identity can be challenging, as many of you have pointed out, especially with the fact that the incredible injustices rooted within our systems affect us all—but in vastly different ways. Understanding comes not just from learning about your players as people, but also learning about your own biases and privileges that may serve as blind spots to truly knowing how your student-athletes perceive you.

Becky: *We've emphasized before that your efforts toward communicating unconditional positive regard aren't really going to matter unless your student-athletes effectively interpret the message.*

Lauren: *That's it. When building connection with players (and staff) of a different gender, race, or gender and race, its more important than ever to be willing to have open, honest, vulnerable discussions about players' experiences in the world, on your campus, and in relationship to you… to create space for your student-athletes of all identities to be authentically seen, heard, and valued. One thing that can get in the way of this is being afraid to say the wrong thing.*

To this point, Marymount Women's Basketball alumnus, Katelyn Fishcher posted on Twitter earlier this year:

"Question for coaches paralyzed by fear of saying the wrong thing: How much do you trust your players who play like they're afraid to make mistakes?"

Positive regard—acceptance, respect, engagement, belief, and challenge—can often be communicated through your efforts to understand, to learn, to self-reflect, to engage in dialogue, to advocate, and to know that you (and I, and anyone else) will not always get it right. But getting it right is not the point. Connection is the point… which requires vulnerability and courage (showing up and putting the effort in when there is uncertainty, risk, and emotional exposure). Just as, for your players on the court, playing perfect is not the point. Giving everything they have to the process for each other… and for you… is the point.

The activity for this module is intended to give you the chance to show some effort toward better understanding your players, especially in relation to how they perceive you, and it builds off of the self-awareness activity you did last week. You'll download the handout which has three columns. In the left column, as a staff, compile your lists of athlete behaviors that you love and that irritate you. Then, distribute the handout to your student-athletes with the left column filled out (you don't need to identify which behaviors are ones you love, and which are ones you hate—you might even want to list them in a random order). And, invite your student-athletes to ***anonymously*** *fill in the middle column what they feel your reactions are, as a staff, to each of the listed behaviors. And, in the right column, invite them to share what they believe they need to have a successful outcome following the listed behavior. We know that freshmen athletes won't have much to go off of in terms of your reactions to behaviors yet, so just ask them to fill in what they feel they can. [WK7] We'll also provide instructions for ways to do this electronically while keeping it anonymous if passing around paper is not an option due to Covid-19.*

Again, prior to reviewing student-athlete feedback, reflect on your strengths as a staff! This is really important to help you hear what they have to say without getting defensive right away. And, review their responses compared to your own and your staffs' beliefs about your reactions. You can also discuss as a staff any themes that come up from student-athletes' responses about their needs, and make a plan for either striving to meet those needs or for acknowledging those needs with the team and explaining why you might do things differently.

This can be a vulnerable, and courageous, activity. As you head into it, we want to emphasize the difference between moving toward and moving with student-athletes when it comes to inviting their input. Moving toward can make you feel like you'd have to accommodate every single thing the athletes say they need. Moving with lies in the intention to understand what your athletes believe that they need, and to show some effort behind that intention. Then, when you have your student-athletes responses, it can help you move with them when your pushing them in day-to-day training… because, at minimum, you can empathize with what they believe they need… and then show your belief that they could, perhaps, succeed without that. [WK8]

That's all for Module 3. Thanks for tuning in.

Module 3 Guided Notes

Be Bold: Establish Alternative Reactions to Triggers

Coach Quote

"My goal is always to decrease the amount of time it takes for us to make a connection, because that's where it all starts. If there were ever a secret to being a great coach, that's it: the connection. I need to have a personal relationship with each player. I, just like they do, have to be invested." -Dawn Staley, "The Secret" in *The Players Tribune,* June 15, 2015

WHY *is connection important for creating alternative responses to triggers for negative regard or disregard?*

⇒ In effort to communicate positive regard *no matter what,* it will be important to maintain connection with your student-athletes even in moments where this is *most* difficult for you.

⇒ Maintaining connection requires patience, understanding, and empathy.

⇒ Acting with patience, understanding, and empathy are vulnerable and also one of the most bold and courageous ways you can choose to be.

⇒ Vulnerability: "Uncertainty, risk, and emotional exposure" (Brown, 2012)

Notes:

WHAT *is entailed in creating alternative responses to triggers of negative regard or disregard?*

NCAA DI Coaches' Experiences of Stress from Interpersonal Relationships (Frey, 2007)

Notes:

Typical Reactions to Stress in Interpersonal Relationships (Horney, 1950)

⇒ **Move Away:**

⇒ **Move Against:**

⇒ **Move Toward:**

Take-Away: "Here is the issue when we 'move toward:' We fail to communicate to the athlete that we believe they can rise to the standards of the team, and we fail to communicate that they are worthy of being challenged. When this happens, athletes can lose respect for coaches and staff over time and may repeatedly push the boundaries of what's acceptable. This sense of disrespect from the athlete over time can lead coaches to shift to moving away or moving against—more clearly communicating disregard or negative regard."

HOW *can coaches establish new ways of reacting to communicate positive regard?*

⇒ **Move WITH:**

Notes:

References:

Brown, B. (2012). *Daring greatly: How the courage to be vulnerable transforms they way we live, love, parent, and lead.* Gotham Books, New York.

Frey, M. (2007). College coaches' experiences with stress - "Problem solvers" have problems, too. *Sport Psychologist, 21*(1), 38–57.

Horney, K. (1950). *Neurosis and human growth: The struggle toward self-realization.* Norton, New York.

McHenry, L., Cochran, J., Zakrajsek, R., Fisher, L., Couch, S., & Hill, B. (2020). Elite figure skaters experiences of thriving in the coach-athlete relationship: A person-centered theory perspective. *Journal of Applied Sport Psychology,* published online ahead of print.

Staley, D. (2015, June 15). The Secret. *The Players Tribune.* https://www.theplayerstribune.com/en-us/articles/dawn-staley-south-carolina-coach

Module 3 Reflection, Application, and Discussion

Module 3 Reflection Questions:

Consider whether you are more likely to "move away," "move against," or "move toward" during stressful or uncomfortable situations with student-athletes. What is one thing you can do, individually, to better set yourself up to move *with*?

Module 3 Application Activity:

Understanding Student-Athletes' Perceptions and Needs : The instructions below will guide you in completing this activity as a staff. If your staff would prefer to each seek individual feedback from players, here are some ways you may adapt it:

- Seek student-athletes' anonymous feedback for each coach/staff member individually. If this is too much for student-athletes to do in one week, you may have them do this for one staff member per week for the next few weeks, starting with Head Coach and continuing from there.
- If this is your first season in your current program, you may seek feedback individually from former players at your previous institution. Click here or below to download the handout. In the left column, as a staff, compile your lists of athlete behaviors that you love and that irritate you.Then, distribute the handout to your student-athletes with the left column filled out (you don't need to identify which behaviors are ones you love, and which are ones that irritate you—you might even want to list them in a random order).
- Invite your student-athletes to **anonymously** fill in the middle column what *they* feel your reactions are, as a staff, to each of the listed behaviors. And, in the right column, invite them to share what they believe they need to have a successful outcome following the listed behavior. *We know that freshmen athletes won't have much to go off of in terms of your reactions to behaviors yet, so just ask them to fill in what they feel they can and focus on sharing what they believe they need.*

Module 3 Discussion Board Prompt:

Share your experience with the Module 3 activity, including how you adapted it if you decided to adapt it.

- What did you learn through this activity?
- With a commitment to knowing the truth, what power does this information give you in terms of you and your staffs' reactions/responses to athlete behaviors?
- What is one new thing you plan to implement to help you move with student-athletes?
- If you have adapted the activity to where you will not receive feedback from student-athletes this week, share how you've adapted it and come back to these questions once you've received feedback.

Module 3 Discussion Board Rubric:

Learning Objectives to be Assessed:	**Exceeds Expectations (3)**	**Meets Expectations (2)**	**Does not Meet Expectations (1)**
(3). Undersand the implicatios of UPR in the sport context. (8). Demonstrate UPR in interactions with student-athletes. (8.2). Display patience, understanding, or empathy to "move with."	Clearly demonstrates openness to receiving feedback from student-athletes; AND indicates how student-athlete feedback helps them; AND identifies one concept from Module 3 that they plan to use to improve reactions to student-athlete behaviors.	Demonstrates openness to receiving feedback from student-athletes; AND indicates how student-athlete feedback helps them; OR identifies one concept from Module 3 that they plan to use to improve reactions to student-athlete behaviors.	Demonstrates openness to receiving feedback from student-athletes; OR indicates how student-athlete feedback helps them; BUT does not clearly identify one concept from Module 3 that they plan to use to improve reactions to student-athlete behaviors.

Module FOUR
Be Consistent: Positive Regard through Discipline

Module 4 Podcast

Learning Objectives Addressed in the Podcast:

1. Define UPR and each opposite
2. Understand the implications of UPR in the sport context.
3. Understand the implications of each opposite of UPR in the sport context.
8. Demonstrate UPR in interactions with student-athletes.
   (8.3) Implement the four R's (rules & rationale, roles & responsibilities.

Podcast Script:

Lauren: *Our quote for this module comes from legendary women's basketball coach from the University of Tennessee, the late Pat Summitt. Coach Summitt served as head coach of the Lady Vols for 38 seasons and led her teams to an incredible total of 1098 wins. Summit was named the Naismith Women's Collegiate Coach of the Century for the 20th century.*

In describing one of her "definite dozen" standards for her team, Coach Summitt says: "Discipline is the only sure way I know to convince people to believe in themselves" and "The ultimate goal of discipline is to teach self-discipline"

Becky: *Welcome to Module 4, "Be Consistent:build positive regard through discipline." Why this quote, and why talk about consistency with discipline to build positive regard?*

Lauren: *This quote exemplifies the role that discipline plays in communicating belief in potential. It also points us to the purpose of discipline in the context of unconditional positive regard—which is ultimately to teach self-discipline.*

We want to emphasize that the way in which you go about discipline—especially with today's generation of student-athletes—is critical. When you're consistent in your reactions and the standards you hold every player to, and in maintaining acceptance, respect, engagement, belief, and challenge while holding players accountable, then discipline can build up your athletes' positive self-regard and trust. When these things are not in place, discipline can tear their self-regard down.

Many of you indicated that trust is a challenge in our introductory workshop. And we've gotten the sense that many of you were quicker to trust that your coaches had your best interest than it feels your student-athletes are to trust this from you. Their outside circle of influence--parents, social media, friends—can constantly get in the way of your connection to them, thanks to technology. Yet we want to point out:

- *Your players' parents and friends may or may not be conditional in their regard for them; if they are conditional, players' relationships in these domains may not be emotionally safe*
- *Social media is always conditional, it will never offer positive regard unconditionally, and behavior and emotions triggered through social media can quickly become contingent on likes, followers, notifications, etc.*

So coaches and staff have the opportunity to potentially create the only emotionally safe and consistent environment, in their student-athletes' lives… Here's where your consistency—in your way of being, in your regard for your athletes, in the way you use discipline—can be the key to earning their trust. To hit this point home, one of the

findings from our research is this: for some participants, unconditional positive regard from coaches was powerful enough to minimize the internalization of conditional regard from parents.

Coach Sue Enquist described it this way: "I wanted [my student-athletes] to know that practice is the safest two hours of their day." Practice probably was the most physically and mentally taxing two hours of the day, and Enquist could probably be tough in this way by prioritizing emotional safety—making it safe for athletes to be vulnerable; to go all out, fail, learn, and do it all over again.

***Becky:** So, what can we learn about discipline and consistency in the context of unconditional positive regard?*

***Lauren:** In the context of unconditional positive regard we have to separate discipline from control and punishment. Discipline, is really about teaching and creating a culture in which athletes can learn self-discipline. In fact, the Latin root of the word discipline is "disciplina," which means "instruction and training," and this comes the root word "discere," which means "to learn."*

There are "4 R's" that can help you communicate positive regard through discipline. These are: Rules & Rationale and Roles & Responsibility.

As we go through the 4 R's, we're going to draw from the research of Dr. Mandy Vance, who examined Gen Z student-athletes perceptions about what relational qualities are critical for today's NCAA coaches in establishing effective relationships.

In alignment with our data on unconditional positive regard, 3 of the 6 themes were reflective of coach acceptance, respect, and engagement: these were (1) Trust between coach and athlete (which involved care, consistency, authenticity, and honesty) (2) Healthy communication (with a preference for clear expectations and criticism to be stated positively—focusing on what to do, as opposed what they just did wrong), and (3) ability to create meaningful relationships (which involved coaches taking time to "know athlete's stories," being open and authentic). Additional themes included (4) the ability to motivate, and (5) the ability to create team synergy. And the most surprising finding for Dr. Vance was theme (6) Accountability. Yes—Gen Z student-athletes wanted coaches to hold them to clear and high expectations in sport and life beyond sport. They felt coaches' holding them accountable was helpful for their development of a growth-mindset.

Let's look at how consistent Rules & Rationale can support accountability and self-discipline: Rules include your boundaries, standards, and consequences—and this is the backbone of your team culture.

- ***Boundaries** are your non-negotiables—what is important to you that your student-athletes never do, and why?*
- ***Standards** are what you want your athletes to always strive for—what standard of behavior do you believe they're capable of, and why?*
- ***Consequences** are just that: What will happen when an athlete crosses a boundary or fails to meet a standard, and why?*

You may already know what these are for your program and already have as system in place for communicating this to your players. If you don't, we're providing a written guide for establishing these from the ground up, and either way, we invite you to consider the following:

First – as you know, Gen Z student-athletes need to know the "why" behind your boundaries, standards, and consequences. One Gen Z student-athlete from Dr. Vance's research explains: "My generation needs to know 'why' because we are science-driven. We can look up anything on Google and find a solution for anything, so coaches need to understand that if you ask us to do something, it should mean something, it should have proven credibility, and we need to know why it works in order to buy into whatever it is." (p. 86). At the end of the day, this can really challenge you to become better by examining your own rationale for things. And to help you communicate the why, remember that the purpose of discipline is to learn… so discuss as a staff: "What do you want your student-athletes to learn from each boundary, standard, and consequence that you set? And commit to communicating your answers to your student-athletes consistently across your staff.

Second – When employing consequences, separate the behavior from the person. Another participant in Dr. Vance's dissertation said: "It's okay for someone to yell at me and be stern, but keep it skills-related, don't hold anything against me, and show me how to get better." (p. 87)

Third – Be honest and consistent in how you employ consequences across every athlete on the team. Participants in Dr. Vance's research wanted to know that every athlete on the team would be held accountable to the same standards and consequences. Another participant said: "when I don't meet [the standards] on or off the field, hold me accountable, have a conversation with me, and remind me of the goals I set for myself." (p. 87)

We want to emphasize here… being honest with student-athletes is not always going to make them feel happy in the moment. But your honesty—offered consistently—will ultimately build trust over time, especially when you deliver it with respect and belief in the value each athlete brings to the team.

One participant in the initial pilot of this program hit this point home in saying: "Its hard to say to an athlete, 'You know what? When you're at practice, you look like your puppy died. You're not engaged. It makes me think you're not listening or paying attention and that you don't care. And if I don't believe you care, I can't let you play. That is the honest to God reason why you don't play.' It's way easier to say, 'Keep at it… it takes time… it might be next year before we get here.' It can be easier to kick the can down the road, but this [meaning, unconditional positive regard] is really about saying, 'You know what? I think you have a chance, so I'm just going to kick you with it. This is what you have to do…" and lay it out as clearly as you can for them what they need to do to improve their chance to play.

Communicating honestly and authentically indicates that you believe your student-athletes can handle the truth, are worthy of knowing the truth. This includes being honest when a player's chance to play in the game is slim-to-none. In a Netflix series called "The Playbook:" Dawn Staley demonstrated this with a freshman student-athlete who described having the "jitters" during practice. Staley said: "I don't want you to feel comfortable right now… this is all new stuff. If you're comfortable with it then you know where everybody needs to be, but you're not…" she went on to say: "Just do what you're asked, and if you do that, your role will increase because I can count on you."

Having these tough conversations is also where grounding your professional practice in self-actualization (from Module 1) can allow you to actually be more flexible in your expectations around playing time… giving athletes the chance to surprise you. John Wooden discusses two players in his book, "They Call Me Coach," who he believed came the closest to reaching their full potential of all his players: Conrad Burke and Doug McIntosh. Wooden described thinking in their respective freshman years that if either of these JV players were ever good enough to make varsity, then their team would be in miserable shape. One of them became a starting player for a season and a half, and the other played 32 minutes in an NCAA championship game, and became a starting player on the national championship winning team the next year. Wooden described how they developed qualities that became critical for the team-- "they couldn't shoot very well… but became great rebounders because they assumed every shot would be a miss." "They weren't very quick, but they kept in position, and they had balance." You might even consider sharing these examples with your players when you honestly let them know where they stand with playing time, as a way to challenge them to believe in themselves and motivate them to get to work.

***Becky:** It seems that establishing high standards, clear boundaries and clear consequences that do not involve negative regard or disregard from the coaching staff up front could also give coaches and staff a starting place from which to have these kinds of hard, honest, yet hopeful conversations.*

***Lauren:** Absolutely. And if you want to create even more trust and buy-in from your student-athletes, let them have some input by establishing your team boundaries, standards, and consequences with them—task them with determining what standards, consequences, and boundaries they believe the will help the team reach their goals (and why), and share your reason for the boundaries, standards, and consequences that are important to you.*

***Becky:** Something to consider here is that less is more. You don't want to have so many standards and boundaries that your athletes can't keep up with it all. And, you want your standards to be things that athletes can really embrace and internalize. For example, Lou Holtz's standards within his program were 3 things: do what's right, do the very best you can, treat others like you want to be treated. He believed self-confidence came from those 3 things, and this is the why he shared with his players.*

Lauren: *To continue that example, you can then begin an honest, difficult conversation by seeking the athletes' input as to whether they believe they either (a) did what's right, (b) did the very best they can, or (c) treated others the way they wanted to be treated.*

Becky: *So, the Rules are your boundaries, standards, and consequences… and your Rationale is the reasoning behind those. How about the other two R's to help coaches and staff be consistent as they teach self-discipline?*

Lauren: *Roles & Responsibility: Establishing a role for every player - from your starters to those who live on the bench, and emphasizing the value of each person's role, on a team is critical for cultivating a culture of unconditional positive regard. Last year, there was a facebook post going around from the mother of an NCAA women's basketball player. In the post, the mother shared her own frustrations and roller coaster of emotions in watching her daughter go from a number 1 player in high school to not playing in college. Yet, she shared what her daughter said to her, which was this: "I know my role on the team, and I'm happy with that." Her daughter being sure of her role on the team (even without having playing time), and being able to articulate that to her mother, then allowed her mother to calm down, sit back, and actually support the team.*

Dangling playing time as a carrot...kicking the can down the road for when an athlete will play...can actually communicate that you devalue the roles on the team of players who don't play. And nobody loves to warm the bench, you can establish that in your team's culture, everyone has value - this will put you in the best position to get your student-athletes to buy-in to the fact that its not all about playing time. Doc Rivers speaks to this in a Positive Coaching Alliance video, stating: "After every game, you need to go up to them [the players who didn't play] and say, 'The practice you had yesterday made Paul Pearce better. Tomorrow, when we get to practice you have to go at Paul Pearce, you have to make him a better player...and we say all the time that when we win a ring, you'll be just as valuable as those guys by doing that work in practice." There are many ways to help a team win. Only one of those ways is during the game.

Becky: *Roles can be really powerful. Holding athletes accountable to their responsibility in their respective role communicates challenge.*

Lauren: *It does! And then, perhaps the biggest challenge for coaches and staff, is to engage with every player in every role. Coach Enquist of UCLA softball identified the following roles on her team: starters (those who started), rotators (those who are in and out of the game), and specialists (those who typically don't play, but have a specific role in how they support the team). And, in her interview on the Finding Mastery podcast, Coach Enquist shared a time where two specialists came to her and said "We believe you are fully engaged every minute of practice, except when it comes to the specialists." She described this as a stopping moment for her - accepting the fact that she had fallen off the bandwagon of creating an environment in which every athlete felt valued. Her solution here, was to ask the specialists to take on the role (and responsibility) of helping to create their own practice plans. She shared that these athletes were "all in" with this plan, and that it helped to better the environment where even the specialists - in their particular role, with their particular responsibility - felt valued. We want to point out that this can't happen if student-athletes don't trust that coaches will openly receive feedback from them. And this trust begins with coaches creating opportunities to receive player feedback, which you're all doing with the Module 3 activity.*

Becky: *So, how can coaches improve their consistency in their communication of positive regard as they teach self-discipline?*

Lauren: *The activity for this module is intended to help you do just that - We're going to draw from sport psychology consultant Dr. Rick McGuire's "Build-it" framework for positive coaching as a guide for the "how-to." This involves outlining and committing to never doing certain actions-ones that are sure to communicate negative regard or disregard, and then outlining and committing to certain actions you will do generally, weekly, and daily that are likely to support positive regard for all. We'll walk you through an example:*

First, you'll outline actions that you will never do, because it would destroy your own positive self-regard or a players' positive self-regard.

And, I think the practical way to think about this is… what will ***for sure*** *destroy an athletes' sense of positive self-regard? We encourage you to think back to modules 2 & 3 when we spoke more about negative regard (moving against the athlete - exerting power over, belittling, shaming), or disregard (moving away from the athlete - distancing yourself, ignoring, getting caught up in your own emotions; OR moving toward (giving in to the athlete and letting them get away with crossing boundaries or falling short of standards).*

Next is outlining actions that you will do generally to build positive regard. Here is where you can bring in the 4 R's: Rules & Rationale and Roles & Responsibility. Reflect, here, on how you have established your team culture to where you are consistent in your Rules, your players know the Rationale, every player has a role, and every player understands the responsibilities of their role and the value their role brings to the team.

Becky: *Once you have a list of what you will do generally, next is outlining what you will do weekly to build positive regard.*

Lauren: *One example of this is to collect weekly "JOTs" from your athletes - and this strategy comes from Coach Sue Enquist. A "JOT" is just one thing, once a week: each player writes "just one thing" that they want the coaches to know – you can instruct them to share just one thing the staff can do to improve the training environment OR just one thing the staff has done well in the last week—that they'd want to be continued, OR just one thing that they feel is important for the staff to know. You'll get more honest feedback if you make this anonymous.*

Becky: *Finally, once you have a list of what you will do weekly, the last piece of this exercise is to outline what you will do daily.*

Lauren: *For daily actions, we want to re-emphasize the Oneness Rule—one athlete a day, finding and communicating the value you see in them. And, we'll talk in Module 5 about the importance of being present when it comes to communicating unconditional positive regard, and daily actions to facilitate genuine present-moment engagement.*

This will be your activity to complete on your own and/or as a staff. And, we want to point out that this is an activity you can have your athletes complete for themselves too—again, we won't require this for our program, but as you become more consistent with your student-athletes, this can be a way to help them become more consistent on their behalf.

And lastly, we know that accountability and discipline is hard with this generation of student-athletes. So, we want to leave you with some language that you can use to help you student-athletes understand the purpose of self-discipline.

As you know, student-athletes are in a time in their lives when they want to have some freedom—they don't want to be told what to do all the time, they want to have some sense of control over their lives. This is especially true for today's student-athletes, because they have, in general, had the least amount of control over their lives up to the point of coming to play for you with heightened surveillance by parents or guardians and the constant, conditional pull toward attaining likes and followers by others on social media. So, it is more important than ever to teach student-athletes who are wanting some sense of freedom that the purpose of discipline is really to get to true freedom. Think about it: the harder your players push in practice, the more freedom they'll get to feel in the game. The more they challenge themselves consistently in the weight room, the more free they'll be to play how they want to play with the necessary strength and agility. The more disciplined your players become in managing time and getting enough sleep, the more free they'll feel with their time and energy during the day. As coaches and staff, its important to help your athletes understand that the team equations (boundaries, standards, and consequences) are really to benefit them and the team, -- when athletes recognize that you are teaching them to have self-discipline through the boundaries, standards, and consequences that you enforce, then they can trust that you really have their best interest, and they'll buy in.

If you establish discipline in this way with an athlete and they're not responding or they seem to be breaking down, then sharing with them exactly what you're seeing from them might create space for them to let you know if they're really struggling. You can then support them through referrals to an appropriate mental health professional.

And really, it's the same for you as cofaches and staff: the more you choose to do the difficult, uncomfortable, vulnerable things on a consistent basis—the more you become self-aware, self-reflective, and open to feedback—the more freedom you have to be the way you really want to be, and to influence others the way you really want to influence them.

While self-awareness gives you power, self-discipline gives you freedom.

Lauren*: That's it for Module 4. Thanks for tuning in .*

Module 4 Guided Notes

Be Consistent: Build Positive Regard Through Discipline

Coach Quote
"Discipline is the only sure way I know how to get people to believe in themselves" and "The ultimate goal of discipline is to teach self-discipline." -Pat Summitt, *Reach for the summit: The definite dozen system for succeeding at whatever you do*, p. 75

WHY *is consistency with discipline important for building positive regard?*

⇒ Student-athletes today have constant access to outside circles of influence
- Parents and friends *may* or *may not* be unconditional in positive regard
- Social media will *never* provide positive regard unconditionally

⇒ Coaches and staff have an opportunity to create, perhaps, one of the only emotionally safe environments for student-athletes through consistency in your way of being, your regard for your student-athletes, and in how you use discipline

⇒ For some athletes, unconditional positive regard from coaches has been found to mitigate the internalization of conditional regard from parents (McHenry et al., 2020)

Notes:

WHAT *can we learn about discipline & consistency in the context of unconditional positive regard?*

Take-Away: "The Latin root for the word discipline is *disciplina*, which means instruction and training. The root of this word is *discere*, which means to learn."
To help communicate the rationale for every rule you set, discuss as a staff: What do you want student-athletes to *learn* from this rule?

The 4 R's: Rules & Rationale, Roles & Responsibility

⇒ **Rules & Rationale** *Notes*

- ✓ **Boundaries:**
- ✓ **Standards:**
- ✓ **Consequences:**

⇒ **Guidelines for Discipline with Generation Z Student-Athletes** (adapted from Vance, 2019)

1. Communicate the rationale, "the WHY," behind boundaries, standards, & consequences

2. When enforcing consequences, separate the behavior from the person

3. Be honest and consistent in holding every athlete accountable

Take-Away: "To create even more trust and buy-in…Invite the team to have input in what the boundaries, standards, and consequences are for the team each season. Task *them* with determining what rules they believe will help the team reach their goals (and why), and share your reasoning behind the rules that are important to you."

⇒ **Roles & Responsibility** *Notes*

Take-Away: "When you can establish that, in your team's culture, *everyone's* role has value, this will put you in the best position to get your student-athletes to buy-in to the fact that it's not all about playing time."

HOW *can coaches improve consistency in communication of positive regard as they teach self-discipline?*

"Build-It" Guide (adapted from McGuire, 2012)

⇒ What is one thing you will NEVER do, because it will destroy positive regard?

⇒ What is one thing you will do *generally* to build positive regard?

- ✓ Rules & Rationale
- ✓ Roles & Responsibility

⇒ What is one thing you will do *weekly* to build positive regard?

⇒ What is one thing you will do *daily* to build positive regard?

References:

Feeley, S. (Director). (2020, September 22). Dawn Staley: A coach's rules for life. [Docuseries, Episode 5]. In L. James & M. Carter (Executive Producers), *The Playbook: A coach's rules for life*. Netflix original network. Retrieved from https://www.netflix.com/title/81025735

Gervais, M. (Host). (2020, February 19). Sue Enquist on What Makes a Great Coach. (No. 212). [Audio podcast episode] in *Finding Mastery*. https://findingmastery.net/sue-enquist/

McGuire, R. (2012). Rick McGuire. In Aoyagi, M. & Poczwardowski, A. (Eds.), *Expert approaches to sport psychology: applied theories of performance excellence* (pp. 129-149). Morgantown, WV: Fitness Information Technology Publishing.

McHenry, L., Cochran, J., Zakrajsek, R., Fisher, L., Couch, S., & Hill, B. (2020). Elite figure skaters experiences of thriving in the coach-athlete relationship: A person-centered theory perspective. *Journal of Applied Sport Psychology*, published online ahead of print.

Snowden, J. (2009, June 26). *Lou Holtz Notre Dame WIN*. [Video]. YouTube. https://youtu.be/KZu_rdmbFe4

Summit, P. (1999). *Reach for the summit: The definite dozen system for succeeding at whatever you do.* Crown Publishing Group, New York.

Vance, M. R. (2019). Generation Z: Perceptions from today's collegiate athlete on the coach-athlete relationship and its impact on success in athletics. [Doctoral dissertation, Concordia University, St. Paul]. Retrieved from https://digitalcommons.csp.edu/cup_commons_grad_edd/338

Wooden, J. R. with Tobin, J. (2004). *They call me coach*. McGraw-Hill, New York.

Module 4 Reflection, Application, and Discussion

Module 4 Reflection Questions:

Think of a time in which you were not *completely* honest in the feedback you gave a student-athlete about something you wanted them to change.

- Did this student-athlete change their behavior?
- Did this student-athlete get what they wanted?
- Did this student-athlete seem to trust you?
- Based on the information in Module 4, what might you do differently in this situation in the future?

Module 4 Application Activity:

Complete a *"Build-It" List* (adapted from McGuire, 2012) **individually and/or as a staff:**

- List one thing you will NEVER do, because it will destroy positive regard.
- List one thing you will do *generally* to build positive regard.
- List one thing you will do *weekly* to build positive regard.
- List one thing you will do *daily* to build positive regard.
- Begin (or continue) to implement the things on your list this week.
- ***Optional*:** Have your student-athletes create a "build-it" list for themselves to take responsibility in building their *own* positive self-regard.

Module 4 Discussion Board Prompt:

Share your "Build-It" list with your Community of Practice. Choose one general, weekly, or daily thing on your list that you / your staff have been able to implement and share:

- How did your student-athletes respond?
- What will you and your staff need to do to ensure that you stay consistent with this on a general, weekly, or daily basis?

Modlue Discussion Board Rubric:

Learning Objectives to be Assessed:	**Exceeds Expectations (3)**	**Meets Expectations (2)**	**Does not Meet Expectations (1)**
(8). Demonstrate UPR in interactions with student-athletes. (8.3). Implement the four R's (rules & rationale, roles & responsibilities.	Provides a build-It list that includes behaviors reflective of module 4 concepts*; AND indicates an understanding of how positive regard and discipline are supportive of each other; AND identifies how their staff plan to be consistent with build-it list behaviors.	Provides a build-It list that includes behaviors reflective of module 4 concepts*; AND indicates an understanding of how positive regard and discipline are supportive of each other; OR identifies how their staff plan to be consistent with build-it list behaviors.	Provides a build-It list BUT behaviors are not reflective of module 4 concepts*; AND does not indicate an understanding of how positive regard and discipline are supportive of each other; OR does not identify how their staff plan to be consistent with build-it list behaviors.

Module FIVE
Bend, Don't Break: Positive Regard through Adversity

Module 5 Podcast

Learning Objectives Addressed in the Podcast:

1. Define UPR and each opposite
2. Understand the implications of UPR in the sport context.
3. Understand the implications of each opposite of UPR in the sport context.
8. Demonstrate UPR in interactions with student-athletes.
   (8.4) Implement present-moment engagement nd consistent touchpoints

Posdcast Script:

Lauren: *The quote for this module is from one who many consider to be the greatest coach of all time: John Wooden. The late head coach UCLA Men's basketball, Coach Wooden led his team to 10 NCAA national championships in 12 years. One of Coach Wooden's famous "Woodenisms," or sayings of wisdom, is:*

"Flexibility is the key to stability."

Becky: *Welcome to Module 5: Bend, Don't Break: Positive Regard through Adversity. Why this quote, and why a whole module dedicated to positive regard through adversity?*

Lauren: *Well, it has actually been through the adversities with covid-19… that many of you reported learning to be more effective in qualities that communicate positive regard—patient, empathetic, understanding; and overwhelmingly, you reported that you have learned now more than ever to be flexible, adaptable, creative, and to give extra attention to communication with your student-athletes. Wooden reinforces the idea that your improved flexibility may actually allow you to be more stable—more consistent—in your way of being through change and adversity over time.*

And what's interesting about this is that covid-19 is an adversity that you have experienced alongside your student-athletes. Remember learning about moving with student-athletes as opposed to away from, against, or toward them in module 3? When coaches and athletes experience the same adversities, together, moving with may be a more natural response.
Yet sometimes student-athletes experience personal adversities that coaches/staff are not experiencing at the same time—this may be obvious, like an injury, or it may be something that you don't even know about that's affecting their attitude, their energy levels, and ultimately their game. It's times like this in which moving with may not be as natural of a response.

One of the most powerful findings in our research on the opposites of UPR is that athletes' interpretations of ***disregard*** *from coaches seemed to come, most frequently, in those athletes' toughest moments of personal adversity. And the toughest moments of adversity for our participants were situations that prevented them from producing desired results in competition (for example - injury, a mental block, changes in body composition, pressure, lack of energy from overtraining). In essence, they no longer felt "useful" in contributing to the coach or organization's success.*

Now, this could also be considered an adversity for a coaching staff—and if a staff views it this way, they may be more likely to move with the athlete to instill hope for them to get back their expected level of play. However, when a players' performance has dropped to a certain point, coaches and staff often have to make the hard decision to bench them—a decision that, when made without communication of empathy, rationale, and belief that that athlete

can get themselves back into the game—can feel like disregard, moving away or moving against. Benching players may also lead you to, without intention, begin to put more energy, belief, and challenge into the benched athletes' replacements in the line-up.

However, our research findings suggest that if disregard from coaches is paired with an athletes' experience of no longer being "useful" to winning, then that athlete may come to believe that their coaches never really cared about them as people in the first place. One participant in our research described this, saying: "Other athletes eclipsed me, basically… and started getting into [coach's] limelight, and I swear to god [coach] forgot about me. I didn't understand that I had received attention [previously] because I was bringing them success."

Becky: *This is where student-athletes misinterpretations of coaches' intentions can have a significant impact. So, learning to maintain positive regard through student-athletes' personal adversities is important to focus on. What do we know about student-athletes' personal adversities and coaches' roles in this?*

Lauren: *We are currently analyzing data from a survey study with student-athletes from 8 universities across the country. At the end of this survey, we asked student-athletes if they have considered quitting their sport in the last year and, if so, gave them the space to share why. Of 390 participants, 38% - said "yes," and many of their reasons included personal adversities :*

- *"I wasn't performing as well as I wanted to for an extended time"*
- *"Anxiety, depression," "Mental health*
- *"I don't feel I bring value to the team"*
- *"Battling injuries has been mentally tough."*
- *"Lost all love for the sport," "Too much pressure"*

25% of these reasons involved the coaching staff, and of these 24%, student-athletes reasons for contemplating quitting their sport boiled down to two common experiences:

1. *Coaches' not giving a similar quality of attention to all players on the team:*

- *"I see the way other athletes are treated at my program and I strongly don't like it. I have been both a favorite and hated in my coaches eyes and it ruins my college experience."*
- *"Coach plays favorites and has double standards for players"*

2. *Feeling like they had no value on the team.*

- *Feeling unworthy, unwanted, or "never enough" based on the type of feedback from and interactions with coaches*
- *"Nothing anyone on the team did, not just myself, was good enough for coach"*
- *"Felt coaches did not believe in me."*
- *"I feel as if my coaches are giving up on me…"*

Becky: *Now, we want to pause here and recognize that, when athletes face personal adversities, coaches and staff are still responsible for preparing the team to perform at the highest level possible.*

Lauren: *Yes, and ultimately it is your job to put the team first—over the individuals on the team. What I think is actually encouraging from this data is that it is not the action of benching a student-athlete that communicates disregard. Whether or not an athlete is benched, it is being made to feel unworthy, unwanted, or "never enough" that communicates disregard. It is failing to communicate the value you see in that athlete even as they face a drop in performance or any other kind of personal adversity. And, communicating the value you see in each player is something you can do. It's something you've been working on, at minimum, for the last four weeks. And it's something that, as you've found, doesn't take very much time.*

Dr. Stefanee Maurice of West Virginia University provides some insight on coaches' experiences of maintaining positive regard through athletes' injuries. She found that while NCAA Division I Head Coaches expressed the belief that they shouldn't lessen their communication with athletes because of injuries, they also discussed barriers to maintaining interpersonal connection with injured athletes.

For example, one coach shared: "I can't stop everything and just worry about the injured player, so maybe an injured player doesn't feel that they're wanted or I care about them as much because I have all these other athletes that I have to deal with." Coaches in this study also emphasized that lack of communication from athletes and a sense of some athletes being dishonest about their recovery process or levels of pain was also a barrier to maintaining a good working relationship with injured athletes.

However some of the coaches in this study indicated having more meaningful communication with injured athletes. You may be able to resonate with both types of experiences.

***Becky:** It is really encouraging to know and hear coaches' good intentions in working with injured athletes. And yet, it is clear that the challenges to implementing those intentions are real. These challenges may be even greater when an athletes' adversity is not as clear-cut as an injury—like a mental health disorder, academic challenge, or turmoil among peers. So, how can coaches make sure that they are communicating positive regard—respecting, engaging with, believing in, and challenging—players when players are going through a personal adversity?*

***Lauren:** First off, when a players' performance has dropped, perhaps to the point that it changes their playing time, you'll probably get more from that player (including trust, loyalty, and information) if you assume that something deeper is going on as opposed to assuming that they don't want to try, improve, or even be there. Yet outside of injury, you may be able to catch players in their personal adversities prior to the point of it impacting playing time. Our two main points for how to do this, based on our research on unconditional positive regard, are actually directly counter to the two coach-related reasons why student-athletes in our more recent research had thought about quitting their sport. These are: (1) small yet consistent, quality touch-points with every member of the team, and (2) present-moment engagement.*

Let's start with small, consistent, quality touch-points. When participants in our research described their coaches' engagement, they used words like "undivided or full attention," "made me feel like a priority," "noticed minute details," "always had an eye on me." Yet importantly, our research participants were overall very clear that "engagement" was about quality and distribution over quantity. For example, one of our participants said: "I felt prioritized… and we worked hard. [Coach] gave me their focus when I was doing things, but it was the same for others… if they were clearly coaching someone else, they still had an eye on me, but if they were coaching me, they would like pay attention to the other athletes but [I felt like] still very much a priority…. And that meant a lot to me." Also important is the fact that this participant referred to this as their "system," meaning it was explained and understood that the coaches would always be shifting attention among athletes—that one person wouldn't get all the attention, but every athlete would get quality attention. This was their culture. And because the athletes bought in, they felt prioritized in the midst of it - even without getting all the attention all the time. Participants observing coaches having quality touch-points with other athletes allowed them to know that their coaches would have those same quality touch-points with them too...ultimately making them feel prioritized in moments of their working with the coach or receiving feedback from the coach.

Further, touch-points can be small, but they have to be meaningful. A participant in our research described this, saying: "[Coach] would come pat me on the back, just something to let me know they were there," referring to this not in the sense that it happened every day, but that it happened particularly in the context of this athlete having a bad practice—in this way, it was a meaningful gesture of coach communicating "I'm here no matter what." And, while you've lost the ability to use physical touch, like a pat on the back, because of covid-19, we encourage you to come up with a new non-touch signal that could carry the meaning of a pat on the back for you and your team.

Another way to think about quality over quantity this is how connected your feedback is to what a player is actually doing. A participant in the initial pilot of this program recognized that saying, "Keep your head up" to a player after a bad play actually felt like disregard for the players' feelings about their own performance. Through awareness, this participant shifted to empathy (e.g., "That play sucked") paired with instruction, (e.g., "Next time…" or "Let's focus on…"). While this required a bit more present-moment engagement, it didn't take any more minutes in the day. This small shift in quality of feedback had a tremendous impact on this particular coach-athlete relationship and, ultimately, on this players' performance.

Next, let's look at present-moment engagement. Coach actions that our participants described included simply listening, picking up on and responding to an athlete's nonverbals, and simply "being there," being present. One participant said, "[coach] could pick up on things that I wasn't being clear about, like, gestures…they could tell if I was having a rough day even before I even said anything."

Being so present during practice that you can catch student-athletes doing things right and catch non-verbal messages that they might not be doing alright will set you up to have the best chance to notice players facing personal adversities that aren't as obvious as an injury. And while one coach won't be able to catch the non-verbals of every player, a staff that is fully engaged can probably cover the team and communicate amongst each other when a player seems more down than normal.

Becky: *How can coaches cultivate present-moment engagement?*

Lauren: *Integrating mindfulness into your day is truly the best way. The research on the effectiveness of mindfulness on focus of attention and capacity for present-moment awareness is stacked and growing. Further, the 9 core attitudes of mindfulness are really reflective of unconditional positive regard. These core attitudes are: (1) nonjudging, (2), acceptance, (3) patience, (4) beginner's mind, (5) trust, (6) non-striving, (7) letting go, (8) gratitude, and (9) generosity, and so these are the attitudes you want to try to maintain toward yourself and your experiences during a mindfulness practice. Now, there's a lot of information, and misconceptions, about mindfulness out there, so we want to take you through a 4-step mindfulness approach that we find "clicks" well with athletes.*

We're sure you're familiar with reps and sets in the weight room or on the court. In mindfulness, we consider a "set" to be the length of time you intend to practice. A single "rep" is then a 4-step process: The first step is to set your attention on some type of present-moment "anchor"—this is the thing you will commit to paying attention to throughout the mindfulness practice. A common, simple anchor is your breath--and the breath is a great one because it is always available to you, its part of your physical body which is always in the present moment. But your anchor can really be anything—an object that you hold, something that you look at, a sound, your body's movement, etc.--and choose an anchor that is something that is available to you in any environment. Something you could go to in the middle of practice or a game.

Okay. So the first step in the rep is to fill your attention with your present-moment anchor. Step 2 in the rep is that your mind will wander. Many people assume that mindfulness requires controlling your mind not to wander or trying to "empty" your mind. Really, part of the mindfulness process is to know that your mind will wander--it will move to the past or to the future, to your thoughts, stressors, concerns, etc. which brings us to the third step in this process, which is to notice that your mind has wandered, observe and accept where it went without being consumed by those thoughts or emotions—instead create some space between you and your thoughts or emotions to be able to observe them without judgment. And finally, the fourth step in the rep is to let go of whatever it was that pulled your mind away from your anchor, and intentionally bring your attention back to your anchor.

*There is not a specific number of repsk you need in a set… however, expert meditators will say that the more "reps" they get in a given mindfulness practice (or a given set time), the more actual **practice** they get in being mindful. This is because mindfulness is not the practice of being present 100% of the time. Instead, it is the practice of noticing when you leave the present moment, and repeatedly, intentionally coming back to it. The more you integrate mindfulness practice into your workday, the more practice you get at noticing when you are **not** being present, and bringing yourself back to the present. Over time, this will translate to your ability to keep coming back to presence with your athletes during high pressure moments.*

As a participant in the initial pilot stated "It's especially hard to stay present during games… to focus on the GOOD during games...especially when things are going badly for us." What mindfulness teaches us is that it's not about being present 100% of the time and criticizing yourself any time you lose that present-moment engagement. Instead, its about gaining the skill to recognize when you've become distracted and come back to the present moment. Recently retired Villanova head coach, Harry Perretta, has suggested there are two things head coaches can do to help with this process in pressure moments: (1) give your assistants the authority to cue you when they can tell you're not engaged in the present moment during a game and after the game, and (2) be open to hearing and

accepting this feedback. Establishing a daily mindfulness practice can be key to catching yourself in these moments, and to become more open to this kind of feedback.

Becky: *You know, in Jerry Lynch's book, Creative Coaching, he shares how numerous coaches have anecdotally shared how their own personal mindfulness practices have helped them to broaden their awareness, be more creative and see more options, better detach from pressures, and--importantly--become more open to their own and their athletes' greatness.*

Lauren: *Both NFL coach Pete Carroll and NBA coach Phil Jackson are known for having practiced mindfulness with their athletes on a regular basis. You might consider starting and ending practice with your athletes with everyone engaging in a short mindfulness practice - including the entire coaching staff. The activity for this module is going to guide you in forming or building upon your own mindfulness practice, as well as integrating a short mindfulness practice at the start or end of training sessions for the team and staff to do together. We will provide several written guides for you to choose from for these practices. We'll also provide links to reputable mindfulness apps.*

Becky: *Mindfulness can really be a powerful tool for coaches and athletes to approach adversity with acceptance, respect for self and others, and engagement with whatever is happening right then and there… helping athletes and coaches to work through adversity to a point where they can return to belief and challenge.*

Lauren: *And staying present through the good and the bad, moving with your student-athletes will allow you to bend (and not break your cool or break the trust you've build with your players) through adversity. We'll finish this module by considering what qualities constitute one of the toughest physical materials in the world: bamboo. Three times stronger than timber, bamboo can withhold more tension and pressure than steel. This is because bamboo is flexible, constructed with multiple crossing fibers, like a muscle, bamboo bends with pressure so that it does not snap. It can adapt to every climate it encounters by working with, not against, the challenges of its surroundings. Perhaps bamboo can teach us something about what it means to be "tough." Perhaps bending to adversity, moving with your student-athletes and being present through adversity, is really how you show strength, model courage, and maintain the trust that is necessary to push your players further.*

That's all for module 5. Thanks for tuning in.

Module 5 Guided Notes

Bend, Don't Break: Positive Regard Through Adversity

Coach Quote

"Flexibility is the key to stability." -John Wooden, *UCLA Anderson*, 2017, para. 7

WHY *is positive regard through adversity important?*

- ⇒ Athlete research participants most commonly reported the experience of disregard from coaches during or following a personal adversity (McHenry et al., 2019)
- ⇒ Athletes' personal adversities were commonly tied to the loss of feeling "useful" for their, their coaches', and their organization's success in sport (McHenry et al., 2019)
- ⇒ When disregard from coaches was felt during an athletes' personal adversity and resultant drop in performance, athletes interpreted this to mean that their coaches only care about the "usefulness" of their sport performance, and not about them as people (McHenry et al., 2019)

Notes:

Take-Away: "…I swear to God, my coaches forgot about me. I didn't understand that I had gotten attention [previously] *because* I was bringing them success."
-Research participant, McHenry et al. (2019)

WHAT *do we know about athletes' experiences of personal adversity and the roles coaches and coaching staffs can play with this?*

Athlete Reasons for Considerations of Quitting their Sport (McHenry et al., Data Analysis in Progress)

- ⇒ General reasons:
- ⇒ Coach-related reasons:

Take-Away: "Not a single participant said the action of being benched, losing playing time, or not having playing time in the first place was *directly* what made them consider quitting. Whether or not the athlete had playing time, it was being made to feel unworthy, unwanted, or never enough that led them to feel they weren't valued on the team enough to the point of wanting to quit. When you have to limit a players' playing time…continue communicating the value you see in that athlete, even if they face a drop in performance or any other kind of personal adversity."

Coach Perspectives (adapted from Maurice, 2019)

⇒ Challenges in connecting with injured athletes:

⇒ Benefits from connecting with injured athletes:

HOW *can coaches make sure they are communicating positive regard when players are going through a personal adversity?*

Small, Consistent, Quality Touch-Points *Notes:*

Present-Moment Engagement *Notes:*

References:

Kabat-Zinn, J. (2013). *Full catastrophe living: Using the wisdom of your body and mind to face stress, pain, and illness.* New York: Bantam Books.

Lynch, J. (2001). *Creative Coaching*. Champaign, IL: Human Kinetics.

Maurice, S. O. (2019). Supporting the injured athlete: Coaches' perspectives on providing social support. *Graduate Theses, Dissertations, and Problem Reports.* 4017. https://researchrepository.wvu.edu/etd/4017/

McHenry, L., Cochran, J., Zakrajsek, R., Fisher, L., Couch, S., & Hill, B. (2019). Elite figure skaters experiences of harm in the coach-athlete relationship: A person-centered theory perspective. *Journal of Applied Sport Psychology*, published online ahead of print.

McHenry, L., Cochran, J., Zakrajsek, R., Fisher, L., Couch, S., & Hill, B. (2020). Elite figure skaters experiences of harm in the coach-athlete relationship: A person-centered theory perspective. *Journal of Applied Sport Psychology*, published online ahead of print.

McHenry, L. Zakrajsek, R., Cochran, J., & Raabe, J. (Data Analysis in Progress.) A quantitative investigation of person-centered constructs in coach-athlete relationships.

UCLA Anderson School of Management. (2017, November 2). Woodenisms: Anderson's Favorite John Wooden Quotes. [Blog Post]. Retrieved from: https://blogs.anderson.ucla.edu/anderson/2017/11/woodenisms-andersons-favorite-john-wooden-quotes.html

Module 5 Reflection, Application, and Discussion

Module 5 Reflection Questions:

Think of a memorable moment when you genuinely felt positive regard for an athlete.

- In this moment, was your attention focused on the past, the present, or the future?
- Currently, what percentage of your day, on average, are you focused in the present moment versus thinking about the past or future?
- What is one thing you can do to increase your daily percentage of present-moment engagement?

Module 5 Application Activity:

Choose one of the following mindfulness activities to complete once a day individually for 3 days in a row, and at least once with your team and staff together.

Mindfulness with the Breath as your Anchor:
Take as little as 1-minute, and up to 12-minutes, to complete this practice at any time point during your day.

1. Determine your intended time to practice.
2. Sit or stand comfortably, keep you back naturally upright.
3. [Step 1] Close your eyes and fill your attention with your breath. Inhale very slowly through your nostrils, and, with closed eyes "watch" a white cloud of air enter and fill the lungs completely. Slowly release the air through your nostrils and notice the natural relaxation that occurs when stress and negativity exits as carbon dioxide. "See" this smoky cloud dissolve into thin air and disappear.
4. [Step 2] Your mind will wander toward thoughts, feelings, or external distractions.
5. [Step 3] As soon as you notice your mind wandering, accept this. Observe these thoughts, feelings, or external distractions with the attitudes of mindfulness (Non-judging, acceptance, patience, curiosity, trust, non-striving, letting go, gratitude, and generosity; Kabat-Zinn, 2013).
6. [Step 4] Let these thoughts, feelings, or external distractions go and return your attention to your breath.
7. Repeat this process, "watching" your breath as it naturally occurs, going through a the 4-step "rep" each time your mind wanders.

Pre-Practice Appreciation Meditation:
Take as little as 1-minute, and up to 5-minutes, just prior to the start of practice to meditate with the anchor being something you appreciate about your team.

1. Stand comfortably, keeping a slight bend in your knees. Roll your shoulders up, back, and down and rest into an open posture.
2. Close your eyes to reduce external stimulation.
3. Begin by noticing your breath as it naturally occurs.
4. Then bring your attention to all of the things you appreciate about your team. This could include things about the team as a whole, about individual players, about staff members, about your program.

5. Watch this list of things you appreciate scroll before your closed eyes, and then settle onto one thing that you appreciate the most today.
6. Notice your sense of appreciation grow from the center of your body, your gut and heart, traveling to all parts of your body, down to your fingers and toes.
7. When your mind wanders away from the thing you're appreciative of, simply notice where your mind has gone with acceptance, openness, and curiosity. Let those thoughts and feelings go and bring your attention back to the thing you're appreciative of in this moment.

***From Auto-Pilot to Present-Moment Engagement**:*
Choose one task that you do every day with little conscious thought. Examples include: brushing your teeth, putting socks and shoes on, walking to the car, driving to or from work, taking the first few bites of a meal. Commit to doing this task mindfully, with conscious thought, each time you perform the task. When you do this task, take in all five senses (sight, sound, feeling, smell, taste). Approach the task as if you have never done it before. Take care to notice the details of the task.

Module 5 Discussion Board Prompt:

Share which mindfulness activity you chose to complete individually and with your staff/players.

- What have you noticed about your general mood towards your student-athletes before and after completing a mindfulness practice?
- How might you utilize mindfulness to help you move with student-athletes in moments when they are frustrating you or testing your patience?
- What are your thoughts about quality touch-points and present-moment engagement as ways to help you and your staff reach players through personal adversity?

Module 5 Discussion Board Rubric:

Learning Objectives to be Assessed:	**Exceeds Expectations (3)**	**Meets Expectations (2)**	**Does not Meet Expectations (1)**
(8). Demonstrate UPR in interactions with student-athletes. (8.4) Implement present-moment engagement nd consistent touchpoints	Identifies mood before and after completing a mindfulness practice; AND connects personal mood to impact on student-athletes; AND Indicates understanding of module 3 concepts*; OR indicates intention to continue using module 3 concepts* with student-athletes in adversity.	Identifies mood before and after completing a mindfulness practice; AND connects personal mood to impact on student-athletes; OR Indicates understanding of module 3 concepts*; OR indicates intention to continue using module 3 concepts* with student-athletes in adversity.	Identifies mood before and after completing a mindfulness practice; BUT does not connect personal mood to impact on student-athletes; OR Indicates understanding of module 3 concepts*; OR indicates intention to continue using module 3 concepts* with student-athletes in adversity.

Module SIX
Be You: Cultivate Positive Self-Regard

Module 6 Podcast

Learning Objectives Addressed in the Podcast:

1. Define UPR and each opposite
2. Understand the implications of UPR in the sport context.
3. Understand the implications of each opposite of UPR in the sport context.
7. Understand the role of self-regard in realtion to providing UPR for others.
8. Demonstrate UPR in interactions with student-athletes.

Podcast Script:

The quote for this module comes from legendary NBA coach, Doc Rivers. Newly hired to coach the Philadelphia 76rs, Coach Rivers has been an NBA coach for 20 years with a career total of 943 wins and one NBA championship title. Rivers also serves on the advisory board for the Positive Coaching Alliance, an organization dedicated to providing evidence-based education and training for youth sport coaches and organizations. In a Netflix series titled "The Playbook: A Coaches' Rules for Life," Coach Rivers stated:

"Every time I walk into the locker room for the first time, I tell my players every year, and I've told 'em for 21 years: I'm Doc Rivers, and I'm human, and I'm going to make mistakes."

Becky: *Welcome to Module 6, Be You: Cultivate Positive Self-Regard. Why this quote, and why finish this program with a focus on coaches' own self-regard?*

Lauren: *Coach Rivers' quote is a powerful acknowledgement, to his players and to himself, that he is human. And as humans, we don't always get it right, but we don't have to tie our own self-regard to getting it right – Rivers emphasizes that coaches and staff can see, own, and learn from our mistakes without compromising self-regard, just as you want your players to be able to do.*

We are so impressed by the depth of your reflections and discussion over the last five weeks. And we recognize that there are true challenges to giving positive regard unconditionally. So, the final module focuses on what may be the most important piece of the puzzle in person-centered theory: and that is how you regard yourself as the leader in your growth-promoting relationships with players.

Let's review person-centered theory as an "if-then" equation: If a person interprets genuine positive regard on a consistent basis from a significant other in a specific domain, then that person will develop a consistent sense of positive self-regard. So far, we've focused on coaches and support staff being the consistent providers of positive regard for student-athletes. Yet there is another important equation, according to person-centered theory, that precedes this one: If a person has developed a consistent sense of positive self-regard, then they will be able to provide positive regard to others more consistently.

As coaches and support staff, it is as important to see yourselves as self-actualizing human beings… to see your own potential… as it is to see this in your players. And it is just as important to allow yourself grace… unmerited acceptance (as Sue Enquist defines it)… in the process of striving to reach that potential as it is to allow this for your student-athletes. Think about the safety guidelines on an airplane – should a situation require oxygen masks, adults are instructed to put their masks on <u>first</u> before helping children with this. As it turns out, the same goes for positive regard. You can't pour from an empty cup.

And while there has been a significant increase in the awareness of mental health issues of student-athletes; a movement, really, calling for athletes to be seen as people and not merely performers… this awareness of mental health and this movement toward humanizing sport has not yet extended to support staff professions, and in particular, to coaches. Your jobs, as you know more than anyone, are incredibly complex requiring professional skills far beyond the X's and O's of basketball: leadership skills, recruitment, budgeting, scheduling, community relations and more. Yet because of the public nature of your work and the win-at-all-cost culture that permeates sport, all that you do can be quickly disregarded by the public at large, with fans (opposing or not), and even with administrations with one loss or one situation gone wrong.

A 2019 survey on Women's Basketball Diversity, Retention, and Professional Development conducted by the Women's basketball oversight committee and NCAA research staff revealed that burnout and time requirements were significant factors that may lead coaches to leave their careers. For female coaches, experiences of gender discrimination and unfavorable stereotyping of women in athletics were additional significant factors that could cause them to leave the profession; and for female coaches of color, experiences of gender discrimination were magnified in conjunction with experiences of racial/ethnic discrimination, all of which were factors that could cause them to leave the profession.

In the midst of these incredible challenges, Doc Rivers reminds us that it is just as important to humanize coaches as it is to humanize athletes… to dismantle the stigma around mental health, burnout, and the need for recovery for coaches as much as for athletes. Thriving for coaches, as for athletes, requires well-being and professional or sport success. And while the level you're at with either one of these may fluctuate on any given day… it is critical to attend to both in order to truly thrive. In light of this, let's look back at some of the qualities that you all listed as being the most important qualities coming from your own coaches and mentors: authentic, genuine, transparent, honest, trustworthy. These qualities are actually all connected to having a consistent sense of positive self-regard.

***Becky:** So, what do we know about unconditional positive self-regard as it relates to authentic, honest leadership?*

***Lauren:** Carl Rogers, the founder of person-centered theory believed that a consistent sense of positive self-regard was necessary to thrive, and to truly live authentically and honestly with oneself and with others. Rogers likened thriving to a strong sense of emotional intelligence, psychological adaptability (e.g., the ability to bend with adversity), an internal locus of control and acceptance of self-responsibility, and more accurate evaluations of self and experience (in other words, internal and external self-awareness!). Further, scholars have indicated that a consistent sense of positive self-regard will contribute to a reduced negative stress response, and greater activation of neural areas in the brain associated with positive emotion, challenge, goal representation, and decision-making… all qualities that support optimal performance.*

The reason for these claims lies in the fact that, when the positive regard we offer ourselves is not tied to external factors, then you can see yourself and the situations in front of you with clarity… for what each really is, as opposed to seeing the situation as the thing that will determine your worthiness of positive regard, and denying your true self when the situation indicates that you haven't met the conditions of worth. Denial of self-regard is denial of who we truly are. This is directly counter to Brene Brown's definition of authenticity, which is: "the daily practice of letting go of who we think we're supposed to be and embracing who we are."

***Becky:** It's important to point out here that embracing who we are does not mean being complacent about who we are... we can embrace who we are and want to change things about ourselves and our actions to thrive.*

***Lauren:** That is really important. And person-centered scholar Dr. Jeff Cochran has found that one of two things will usually happen once a person comes to accept and embrace who they truly are: (1) they will change the things they don't like about themselves that are possible to change, and/or (2) they will change their self-expectations that are truly unreasonable. And so authenticity – letting go of who we think we should be and embracing who we truly are – can not only co-exist with continual growth and improvement, but it really is the precursor to a life of continual growth and improvement.*

Sure enough, in a 2017 study, Murphy and colleagues found that self-reported levels of unconditional positive self-regard had a strong positive correlation with higher self-reported levels of authenticity. Providing further support for these findings in 2020, Kim and Colleagues found higher self-reported levels of unconditional positive regard to

be correlated positively with both self-reported levels of authenticity and more experiences of relational depth in growth-promoting relationships. Relational depth, as it was measured in this study, is really reflective of moments of present-moment engagement that we described in Module 5: its an enhanced sense of immersion in working with someone, empathic and perceptual clarity, and a greater sense of "aliveness, openness, and satisfaction." And, on the flip side, Lynch and Sheldon in 2017 found higher self-reported levels of conditional regard in significant relationships to predict lower feelings of authenticity within those relationships.

Becky: *So, how can coaches and support staff build up their own self-regard to be more authentic in their professional roles?*

Lauren: *For our final "How To:" we have five strategies: (1) grow your strengths (2) live your values, (3) respect your boundaries, (4) practice failure-recovery (yes – for yourself!), and (5) seek personal support. For each strategy, we'll share a brief example of and activity how it can be applied to build your own self-regard as professional coaches and support staff. The activity for this module will task you with choosing ONE of these strategies and its associated activity to commit to for yourself for the remainder of the 2020-2021 season.*

Strategy 1 is to Grow your strengths: This is about being you in your professional role as opposed to trying to "play the part." Retired UCLA gymnastics coach, Valerie Kondos-Field led her team to 7 NCAA DI gymnastics championships having never been a gymnast herself. In her first two years as head coach of the program, Coach Val described in her book, Life is Short, Don't Wait to Dance, trying to compensate for her sense of imposter syndrome by "mimicking" other coaches… she took a "my way or the highway" approach and exerted power over her student-athletes without being vulnerable or authentic. While coach Val failed to be vulnerable, her program failed miserably in their conference in those first two years… to the point that she had decided to resign. Yet on her way to her AD's office to resign, she walked through a UCLA bookstore and saw John Wooden's book, They Call Me Coach. Reading Wooden's definition of success ("success is peace of mind, which is a direct result of self-satisfaction in knowing you did your best to become the best you are capable of becoming") stopped Coach Val in her tracks. She described the word "you" becoming bigger and bigger on the page, realizing that in her first two years as head coach, she had been trying to be someone other than herself. So, she turned around, went back to her office, and made a list of all the things she had within her that could be valuable, authentic, and inspiring in her professional role as head coach. Non-coincidentally, her shift toward authentic leadership led to a shift toward success in her program. The optional activity for this strategy is to make this list for yourself: What do you have, already within you, that is valuable, authentic, and inspiring for your professional role? Keep this list somewhere where you can see it daily as a reminder to grow your strengths.

Strategy 2 is to Live your values: Values are defined as the "guiding principles in people's lives," and we're guessing the importance of identifying and acting on your values for authenticity is not a new concept for you. Dr. Shalom Schwartz developed a cross-cultural theory of of basic human values, and indicated that there are 6 main features of values: (1) values are beliefs, (2) values refer to desirable goals and can be used to motivate action, (3) values transcend specific situations (e.g., they apply in sport and in life outside of sport), (4) values serve as standards or criteria, (5) values are ordered by importance, and (6) the relative importance of multiple values in a give situation will guide action. We can become ingenuine, inauthentic when the values we say are important to us don't really match our actions. And so a key strategy is to list your values somewhere where you can visibly see them on a daily basis, and to reflect on your values as compared to your actions once a day. Your personal values can also inform the values you establish for your program. For NBA Warriors coach Steve Kerr, his personal and program values are: joy, mindfulness, compassion, and competition. For a participant in the initial pilot of this program, their personal values made the acronym "GRIT:" gratitude, respect, integrity, and trust. They described this daily practice of reflecting on their values, saying "I've got it written on my mirror [in my office], and before I leave the office every day, I look into it and I just, you know, be honest with myself for a few seconds and I'm like, 'Was I good and true to those words today? And if I wasn't, then why? If I was, then, 'good on you, do it again tomorrow.'" To help you define your own values, we'll provide a comprehensive list of values and the optional activity is to strategically narrow this list down for yourself and reflect on your core values daily.

Strategy 3 is to Respect your boundaries: While consequences are not fun to implement… Brene Brown has found through her research that the most loving and caring people are truly the most boundaried people. That means, they are clear for themselves on what behaviors are OKAY and NOT OKAY from others in their life. This goes back to your boundaries, standards, and consequences from Module 4, and standing firm in employing consequences when

earned for every player on the team. Remember that you can move with your players as you employ a consequence by communicating empathy and belief in their ability to improve. Its really moving toward, making exceptions or accommodations for student-athletes for fear of their response to the consequence that will ultimately lead you to become more resentful toward student-athletes in the long run. When your needs are protected, then you'll have a lot more to give in terms of love and positive regard. Boundaries can also have to do with placing a literal boundary on specific things you do to care for yourself, such as exercise, time with family or friends, professional development, or meditation. With such demanding jobs, protecting this time can be most difficult. Yet it is just like putting the oxygen mask on yourself first… one strategy for this is to literally schedule an appointment with yourself each day for a self-care action, even if the appointment is as short as 5-15-minutes. Taking this time will support your quality of work through the rest of the day. Putting this daily appointment on your calendar for yourself is the optional activity for this strategy, to put protective boundaries around YOUR basic needs.

Strategy 4 is to Practice failure-recovery: Failure-recovery really means having a system for taking ownership of a mistake and getting back into the moment immediately. For example, the Western Washington University volleyball team under leadership of Diane Flick-Williams has a system in which athletes (1) immediately take ownership of the mistake, (2) make direct eye contact with a teammate as if to say, "I'm back," and (3) stating a positive affirmation or accepting a positive affirmation from a teammate. If you don't have a system like this in place, we recommend developing one for your team. And, for your own self-regard, we suggest you establish a failure recovery system for yourself and your staff. This could be a system for recovering from moments of communicating negative regard or disregard, and it could also be a system for recovering from any other kind of mistake that you don't like to make. We suggest drawing from the three steps of Western Washington – taking ownership (allowing yourself to embrace your true self, knowing this is the necessary precursor to growth and change), connecting with a colleague or student-athlete (making eye contact, communicating an apology if necessary, and letting them know you're back), and stating a positive, action-oriented affirmation. The optional activity for this strategy is to literally write out a failure-recovery system for yourself, and practice it daily.

Strategy 5 is to seek personal support: Anybody can have an opinion about your coaching or training. And while a common piece of advice is to "stop caring about what others think," it can actually be really important for your growth and development, and really important for your self-regard, to care what certain people think. Brene Brown offers a strategy for this called the 1" square… based on her research evidencing that you really only need 3-6 people – max – in your life whom you truly care about what they think of you. The idea behind the 1" square is that you can fit those 3-6 names on a 1"x1" square piece of paper… and keep that small square of paper somewhere where you can access it often, to reminded of whose opinions about you really matter. Our adaptation of this activity is to choose people who provide you with unconditional positive regard (knowing that receiving the support of unconditional positive regard from important others will transfer to your own self-regard), create your square, and place it somewhere you can easily see—as a reminder to focus on what those people in your life think of you.

To close us out, Jill Ellis, head coach of the US Women's National Soccer Team, borrowed the Navy Seals motto "Hold Fast, Stay True" … especially in times of struggle or adversity, hold fast to who you are and stay true to the course you know to be right, even when the destination is not in sight.

By holding fast and staying true in your own self-regard, you will pass this strength on to those you lead.
That's it for module 6. Thanks for tuning in.

Module 6 Guided Notes

Be You: Cultivate Positive Self-Regard

Coach Quote

"Every time I walk into the locker room for the first time, I tell my players every year, and I've told 'em for 21 years: I'm Doc Rivers, and I'm human, and I'm going to make mistakes."
-Glenn Anton "Doc" Rivers, *Doc Rivers: A Coach's Rules for Life* [Docuseries, Episode 1], 2020

WHY *finish the program with a focus on coaches' and staffs' own self-regard?*

⇒ **Person-Centered Theory "equations"** (Rogers, 1959)
- *If* a person interprets genuine, consistent positive regard from a significant other in a specific domain, *then* that person will develop consistent positive self-regard.
- *If* a person has developed consistent positive self-regard, *then* that person will be able to provide positive regard to others more consistently.

Notes:

Take-Away: "Doc Rivers reminds us that it is just as important to humanize *coaches* as it is to humanize athletes—to dismantle the stigma around mental health, burnout, and the need for recovery for coaches as much as for

---

WHAT *do we know about unconditional positive self-regard (UPSR) as it relates to authentic, honest leadership?*

UPSR and Thriving

⇒ Consistent positive self-regard is foundational for *thriving* (Rogers, 1959)

⇒ *Notes:*

UPSR and Authenticity

⇒ Authenticity is defined as "The daily practice of letting go of who we think we're supposed to be and embracing who we are" (Brown, 2010)

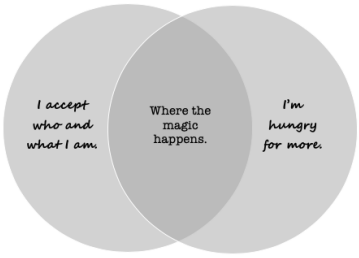
⇒ *Notes:*

Take-Away: "Denial of self-regard is denial of who we truly are."

UPSR, Authenticity, and Striving

⇒ Authenticity is the catalyst for growth & improvement (Cochran & Cochran, 2015)

⇒ *Notes:*



HOW *can coaches and support staff build up their own self-regard to be more authentic in their professional roles?*

⇒ **Grow your strengths** *Notes:*

⇒ **Live your values** *Notes:*

⇒ **Respect your boundaries** *Notes:*

⇒ **Practice failure-recovery** *Notes:*

⇒ **Seek personal support** *Notes:*

References:

Brown, B. (2010). *The gifts of imperfection: Let go of who you think you're supposed to be and embrace who you are.* Center City, MN: Hazelden.

Brown, B. (2018). *Dare to lead: Brave work. Tough conversations. Whole hearts.* Random House, New York.

Cochran, J. L., & Cochran, N. H. (2015). *The heart of counseling: Counseling skills through therapeutic relationships*. Routledge/Taylor & Francis Group.

Greenbaum, J. (Director) (2020, September 22). Doc Rivers: A coach's rules for life. [Docuseries, Episode 5]. In L. James & M. Carter (Executive Producers), *The Playbook: A coach's rules for life*. Netflix original network. Retrieved from https://www.netflix.com/title/81025735

Kim, J., Joseph, S., & Price, S. (2020). The positive psychology of relational depth and its association with unconditional positive self-regard and authenticity. *Person-Centered & Experiential Psychotherapies*, *19*(1), 1–10. https://doi.org/10.1080/14779757.2020.1717983

Kondos Field, V. with Cooper, S. (2019). *Life is short, don't wait to dance: Advice and inspiration from the UCLA athletic hall of fame coach of 7 NCAA Championship teams.* Hachette Book Group.

Lynch, M., & Sheldon, K. (2017). Conditional Regard, Self-Concept, and Relational Authenticity: Revisiting Some Key Rogerian Concepts Cross-Culturally, Through Multilevel Modeling. *The Journal of Humanistic Psychology*, *60*(2), 168–186. https://doi.org/10.1177/0022167817696842

Murphy, D., Joseph, S., Demetriou, E., & Karimi-Mofrad, P. (2017). Unconditional Positive Self-Regard, Intrinsic Aspirations, and Authenticity: Pathways to Psychological Well-Being. *The Journal of Humanistic Psychology*, *60*(2), 258–279. https://doi.org/10.1177/0022167816688314

Rogers, C. R. (1959). A theory of therapy, personality, and interpersonal relationships, as developed in the client-centered framework. In S. Koch (Ed.), *Psychology: A Study Of A Science. Formulations Of The Person And The Social Context* (Vol. 3, pp. 184-256). New York: McGraw-Hill.

Schwartz, S. H. (2012). An Overview of the Schwartz Theory of Basic Values. *Online Readings in Psychology and Culture, 2*(1). https://doi.org/10.9707/2307-0919.1116

Stapleton, A. (Director) (2020, September 22). Jill Ellis: A coach's rules for life. [Docuseries, Episode 5]. In L. James & M. Carter (Executive Producers), *The Playbook: A coach's rules for life*. Netflix original network. Retrieved from https://www.netflix.com/title/81025735

Wooden, J. R. with Tobin, J. (2004). *They call me coach*. McGraw-Hill, New York.

Module 6 Reflection, Application, and Discussion

Module 6 Reflection Questions:

Think of a time when you did not live out your values or did not meet your own standards.

- Did you have any unmet basic needs at that time?
- What is one thing you can commit to to support your own basic needs, including the need for self-regard?
- What is one thing you can do to increase your daily percentage of present-moment engagement?

Module 6 Application Activity:

Choose one of the following strategies to commit to through the upcoming season.

- ***Grow Your Strengths*** Make this list of the value *you* bring to your role: What do you have, already within you, that is valuable, authentic, and inspiring for your professional role? Keep this list somewhere where you can see it daily as a reminder to lean into your strengths.
- ***Live Your Values*** Review this list of values. Narrow the list down for yourself to your top 10 values. Then narrow this down to your top 7 values. Then narrow this down to your top 5 values. Then narrow this down to your top 3-4 values. Write out your top values and post them where you can see and reflect on them daily.
- ***Respect Your Boundaries*** Schedule a daily appointment with yourself, even if just for 5- to 15-minutes, for an activity that brings you energy and a sense of positive self-regard. Examples include exercise, time with family or friends, professional development, meditation. Protect this appointment time as a top priority.
- ***Practice Failure-Recovery*** Reflect on and write out a failure-recovery system for yourself to follow any situation in which you're not happy with how you've reacted. Sample steps in this plan include: (1) verbal ownership of your action immediately following it, (2) grounding yourself in the present moment with a mindfulness anchor, deep breath, or physical cue, (3) connecting with a colleague or student-athlete to communicate your commitment, and/or (4) stating an action-oriented affirmation.
- ***Seek Personal Support*** Determine 3-6 people in your life from whom *you* receive UPR and whose opinions about you, your decisions, and your actions really matter to you. Cut out a 1"x1" square piece of paper, and write the names of these people on the square. Keep this square somewhere where you can access it often to remind you of whose opinions about you *really* matter.

Module 6 Discussion Board Prompt:

Prepare for Discussion in Final Community of Practice Meeting:

- What concepts from the program will be most challenging to implement in your role during the upcoming season?
- Knowing what you now know about person-centered theory and regard, what are some ways to respond to these challenges?

Post on the Discussion Board after Final Meeting:

- What new concepts from the program will you take forward in your particular role to support a culture of unconditional positive regard this season?
- What is one concept you want to continue learning about?

Module 6 Discussion Board Rubric:

Learning Objectives to be Assessed:	**Exceeds Expectations (3)**	**Meets Expectations (2)**	**Does not Meet Expectations (1)**
(7). Understand the role of self-regard in realtion to providing UPR for others.	Identifies one way they will care for themselves as a way to promote a culture of positive regard; AND indicates understanding of module concepts; AND indicates intentions to continue implementing and/or learning about concepts.	Identifies one way they will care for themselves as a way to promote a culture of positive regard; AND indicates understanding of module concepts; OR indicates intentions to continue implementing and/or learning about concepts.	Identifies one way they will care for themselves as a way to promote a culture of positive regard; BUT does not indicate understanding of module concepts; AND/OR does not indicate intentions to continue implementing and/or learning about concepts.

Appendix F

Quality Control Group: Guidance for Feedback

Thriving Through Being
Fall 2020

Module Title:

- Should any part of the title change to be more inclusive and better connect with WBB coaches/staff? **It may help to review all other materials first and come back to the title.*

Podcast Script:

- The [Intro] is what will play at the start of every podcast. **You won't have to review this again, as we will keep it the same for every module moving forward*
    - Should any segments of the [Intro] be removed?
    - Should any of the language in the [Intro] change to be more inclusive and better connect with WBB coaches/staff?
    - Should anything be added or emphasized in the [Intro]?

- For the podcast script after the [Intro], the following feedback would be helpful:
    - Should any segments or sentences be removed? **We're aiming to reduce redundancy and wordiness to get right to the point.*
    - Should any of the language or examples given within the script be changed to better connect with the WBB community?
    - Should anything be added or emphasized?

Reflection Question:

- Should any of the language change to be more inclusive and better connect with WBB coaches/staff?

Activity:

- Should any part of the activity/activity instructions be changed to:
    - Be more feasible to complete within coaches'/staff's work week?
    - Be more inclusive in any way?
    - Provide more clarity in the instructions?

Discussion Board Prompt:

- Should any of the language change to be more inclusive and better connect with WBB coaches/staff?

Appendix G

Welcome Email

Dear [Participant Name],

Welcome to the Thriving Through Being professional development program! I am excited that you have decided to commit to this program and look forward to getting to know you. Please review this email for important information about upcoming program activities.

Community of Practice

Next week, you will be assigned to a "community of practice" in which you'll be placed in a small group with professionals who hold a similar position to you across the country. For example, head coaches will be grouped with other head coaches, assistant coaches will be grouped with other assistant coaches, support staff will be grouped with other support staff, and so on. You will engage in virtual program activities from then on with your specific community.

Introductory Workshop

The following weeks (September 7-10 & 14), we will hold a two-hour introductory workshop via Zoom. It is important that you attend this workshop to meet the members in your community of practice and set yourself up for success in this program.

I know that carving out two hours is a challenge in the profession of coaching! So, I need your help scheduling this time. Please complete this Doodle Poll by Wednesday September 2nd with your availability for this workshop. Also, don't worry—the time commitment for program activities after this workshop will be limited to 60-minutes per week with flexibility to go through most weekly program activities at your own pace.

Research Evaluation & Informed Consent

I will be conducting a research evaluation of this program for my doctoral dissertation. Your participation in this research will not require any additional time or effort than your regular participation in the program. You will simply click here to give consent for use of your de-identified program materials for the study. However, it is up to you whether you want to participate in the research evaluation or not, and you can still participate in the program if you do not want to participate in the research evaluation.

If you do agree to participate in the research evaluation, please know that protecting your confidentiality is my top priority—and is required by my Institutional Research Review Board—so that we minimize the risk of anyone ever finding out it was YOU that participated in the study. For example, all coach/staff participants will be represented in research reports with a gender-neutral pseudonym. No reference will be made in verbal or written reports that could link your participation in the research evaluation. Additionally, if you give consent to participate in the research now, you can change your mind at any time. And, if you want to go through the program before deciding whether you'll participate in the research, you can hold off on giving consent for research participation until a later date. I will give opportunities throughout the duration of the program and after for you to give consent, withdraw consent, or ask that something specific be removed from the research evaluation of the program.

Finally, please know that the purpose of the research evaluation is to evaluate the effectiveness of the Thriving Through Being program, it is not to evaluate you! I am hopeful that this research

will benefit coaches and professional development for coaches in the future. Click here or the link above for more information about this research and to give consent to participate.

Thank you, and I look forward to connecting with you soon!

All the best,
Lauren

--
Lauren K. McHenry, MS, CMPC, NCC
PhD Candidate, Graduate Teaching Associate
Kinesiology - Sport Psychology & Motor Behavior
University of Tennessee, Knoxville
Certified Mental Performance Consultant (CMPC #789)
National Certified Counselor (NCC #1096730)
lmchenr1@vols.utk.edu

Appendix H

Informed Consent

Thriving through Being: A Realist Evaluation of a CPD Program for NCAA Women's Basketball Coaches

Informed Consent Form

You are invited to be part of a research study being conducted by Lauren McHenry and Rebecca Zakrajsek at the University of Tennessee, Knoxville. You are being invited because you are participating in the Thriving through Being CPD Program for NCAA Women's Basketball coaches. Being in this research study is voluntary, and you should only agree if you completely understand the study and want to volunteer to allow your program materials to be used. This form contains information that will help you decide if you want to be part of this research study or not. Please take the time to read it carefully, and if there is anything you don't understand, please ask questions.

Purpose
The purpose of this study is to understand the effectiveness of the Thriving through Being CPD program processes in the context of NCAA Women's Basketball coaching on improving coaches' self-regard, perceived stress, thriving at work, and person-centered attitudes. We plan to publish articles and/or books and make presentations at conferences to share the results of this research.

Participation
If you choose to participate, we will analyze the following:

- Your responses on pre- and post-program surveys
- Your posts on the program App
- Your communications via email
- Transcripts of small group virtual meetings in which you participate
- Transcript of your post-program interview (if applicable)
- Program facilitator/evaluator notes
- Your responses on a 2-month post-program follow-up survey

Because these are all things that are part of your regular activities in the Thriving through Being CPD program, being in the research will not require any additional time.

Benefit
You will not receive any direct benefit from allowing your materials to be used in the research project, but we hope to learn things that will benefit coaches, athletic administrators (including the NCAA Women's Basketball staff), coach educators (including the Women's Basketball Coaches Association), and sport psychology professionals in the future.

Risks
This research is considered to be no more than minimal risk, which means there is no more expected risk to you than what you might experience during a typical day. There is the risk of possible loss of confidentiality, as someone could find out you were in the study or see your study information, but we believe that risk is unlikely because of the procedures we will use to protect your information.

Confidentiality
If you agree to allow your materials to be used in the research, we will assign you a pseudonym (fake name) and use that instead of your name on all of the materials before we begin analyzing them for the research study. These materials will be stored in a secure, password protected, google drive. No information which could identify you will be shared in publications and presentations about this study.

Future Research
Your materials may be used for future research studies or shared with other researchers for use in future studies without obtaining additional informed consent from you. If this happens, all of your identifiable information will be removed before any future use or sharing with other researchers.

Contact Information
If you have any questions about this research, please contact me, Lauren McHenry, at lmchenr1@utk.edu or 865-974-3340 or Rebecca Zakrajsek, at raz@utk.edu. If you have any questions about your rights as a research participant, please contact the Institutional Review Board (IRB) of the University of Tennessee, Knoxville, at utkirb@utk.edu or 865-974-7697. You may also contact the IRB with any problems, complaints or concerns you have about a research study.

Voluntary Participation
It is completely up to you to decide to be in this research study. Even if you decide to be part of the study now, you may change your mind at any time contacting Lauren McHenry at lmchenr1@vols.utk.edu. You will not lose any services, benefits, or rights you would normally have if you choose not to volunteer, or if you change your mind and stop being in the study later. If you do not wish to be in the research, it is not necessary to do anything, as we cannot use your materials without your consent.

Consent
I have read the above information. I have received a copy of this form. I understand that my participation in this research study includes allowing Lauren McHenry and Rebecca Zakrajsek to use my materials for research purposes. I agree to be included in this study.

- o Yes, I agree to allow all of my materials listed above to be included in this study.
- o No, I do not agree to be included in this study at this time.

Please provide your full name: _____

Appendix I

Introductory Workshop Mentimeter Questions

1. What do you love about your job in women's basketball?
2. What is one thing you've learned about being an NCAA coach/staff since Covid-19?
3. What is your biggest challenge in motivating student-athletes?
4. What is your biggest challenge in establishing relationships with student-athletes?
5. Think of a coach/mentor who had a strong positive influence on you. What are five qualities abou thtat person that influenced you the most?

Appendix J

Synchronous Closing Discussion Handout and Assessment Rubric

Thriving Through Being Closing Discussion

Overview of Program Objectives:

See Potential: Identify value in every athlete

- Relate the concept of self-actualization to the expectations you form for SA's
- Apply the Oneness Rule to professional practice

Be Aware: Identify triggers for negative regard or disregard

- Understand implications of negative regard and disregard in the sport context
- Demonstrate growth in awareness of personal use of negative regard and disregard

Be Bold: Establish alternative reactions to triggers

- Understand what moving away, against, toward, and with means in relation to regard
- Demonstrate empathy, patience, and/or understanding in communication with SA's

Be Consistent: Positive regard through discipline

- Understand the connection between positive regard and self-discipline
- Apply the 4 R's and the "build-it" model to build up positive regard through discipline

Bend, Don't Break: Positive regard through adversity

- Understand the implications of negative regard or disregard in the sport context
- Apply quality touch-points and present-moment engagement to professional practice

Be You: Cultivate positive self-regard

- Understand the role of self-regard in relation to providing positive regard for others
- Commit to a daily practice that supports one's self-regard

Community Discussion:

⇒ What concepts from the program will be most challenging to implement in your role during the upcoming season?

⇒ Based on what you now know about person-centered theory and regard, what are some ways to respond to these challenges?

TTB Synchronous Closing Discussion Rubric

2 points = Exceeds expectations on one learning outcome
1 point = Meets expectations on one learning outcome
[14 point maximum, higher scores indicate higher demonstration of learning]

Learning Outcome to be Assessed:	**Exceeds Expectations**	**Meets Expectations**	**Does not Meet Expectations**
Relate the concept of self-actualization to the expectations you form for student-athletes	The group accurately references the concepts of self-fulfilling prophecy and self-actualization AND discusses positive expectations/ self-actualization as factors that could support their approach to challenges AND discusses specific examples of how they've made this connection in practice.	The group accurately references the concepts of self-fulfilling prophecy and self-actualization AND discusses positive expectations/ self-actualization as factors that could support their approach to challenges OR discusses specific examples of how they've made this connection in practice.	The group does not accurately refer to relevant concepts AND/OR does not discuss positive expectations/ self-actualization as factors that could support their approach to challenges AND/OR does not indicate that they have made this connection in practice.
Understand implications of negative regard and disregard in the sport context	The group accurately references the concepts of negative regard and disregard AND discusses their implications in the sport context AND provides specific examples of these implications from their own experience.	The group accurately references the concepts of negative regard and disregard AND discusses their implications in the sport context OR provides specific examples of these implications from their own experience.	The group does not accurately references the concepts of negative regard and disregard AND/OR does not discuss their implications in the sport context AND/OR does not indicate awareness of these implications in their own practice.
Demonstrate the ability to become aware of personal use of negative regard and disregard	The group accurately references the concepts of internal and external self-awareness AND discusses application of self-awareness strategies specific to negative regard and disregard AND discusses specific examples of how they have or plan to apply these strategies.	The group accurately references the concepts of internal and external self-awareness AND discusses application of self-awareness strategies specific to negative regard and disregard OR discusses specific examples of how they have or plan to apply these strategies.	The group does not accurately references the concepts of internal and external self-awareness AND/OR does not discuss application of self-awareness strategies specific to negative regard and disregard AND/OR does not indicate that they have or plan to apply these strategies.
Demonstrate empathy, patience, and understanding in	The group accurately references the concepts of empathy, patience, and understanding AND	The group accurately references the concepts of empathy, patience, and understanding AND	The group does not accurately reference the concepts of empathy, patience, and

communication with student-athletes	discusses these concepts as strategies to approach challenges AND discusses specific examples of how they have or plan to apply these strategies.	discusses these concepts as strategies to approach challenges OR discusses specific examples of how they have or plan to apply these strategies.	understanding AND/OR does not discusses these concepts as strategies to approach challenges AND/OR does not indicate that they have or plan to apply these strategies.
Apply the 4 R's and the "build-it" model to build positive regard through discipline	The group accurately references the 4 R's OR the build-it model AND discusses these concepts as strategies to approach challenges AND discusses specific examples of how they have or plan to apply these strategies.	The group accurately references one or more of the 4 R's OR the build-it model AND discusses these concepts as strategies to approach challenges OR discusses specific examples of how they have or plan to apply these strategies.	The group does not accurately reference the 4 R's OR the build-it model AND/OR does not discusses these concepts as strategies to approach challenges AND/OR does not indicate that they have or plan to apply these strategies.
Apply quality touch-points and present-moment engagement to professional practice	The group accurately references quality touch-points OR present-moment engagement AND discusses these concepts as strategies to approach challenges AND discusses specific examples of how they have or plan to apply these strategies.	The group accurately references quality touch-points OR present-moment engagement AND discusses these concepts as strategies to approach challenges OR discusses specific examples of how they have or plan to apply these strategies.	The group does not accurately reference quality touch-points AND present-moment engagement AND/OR does not discuss these concepts as strategies to approach challenges AND/OR does not indicate that they have or plan to apply these strategies.
Commit to a daily practice that supports one's self-regard	The group accurately references quality touch-points OR present-moment engagement AND discusses these concepts as strategies to approach challenges AND discusses specific examples of how they have or plan to apply these strategies.	The group accurately references quality touch-points OR present-moment engagement AND discusses these concepts as strategies to approach challenges OR discusses specific examples of how they have or plan to apply these strategies.	The group does not accurately reference quality touch-points AND present-moment engagement AND/OR does not discuss these concepts as strategies to approach challenges AND/OR does not indicate that they have or plan to apply these strategies.

Appendix K

Pre- and Post-Program Learning Assessment Questions and Rubrics

Assignment:

- Think of a time in which you believe you communicated unconditional positive regard (UPR) to one or multiple student-athletes in the last six weeks. Please reflect on this interaction by responding to the following prompts:
    a. Describe the interaction
    b. What preceded your communication of UPR?
    c. What was the result of your communication of UPR?

Rubric:

Learning Outcome to be Assessed:	**Exceeds Expectations (3)**	**Meets Expectations (2)**	**Does not Meet Expectations (1)**
(7) Demonstrate UPR in interactions with student-athletes.	Describes an interaction that clearly reflects an understanding of UPR through description of thoughts, emotions, or behaviors AND demonstrates the ability to communicate UPR through clear description of student-athlete response	Describes an interaction that reflects an understanding of UPR through description of thoughts, emotions, or behaviors OR demonstrates the ability to communicate UPR through clear description of student-athlete response	Describes an interaction that does not clearly reflect an understanding of UPR through description of thoughts, emotions, or behaviors AND/OR does not demonstrate the ability to communicate UPR through description of student-athlete response

- Think of a time in which you were able to become aware that you were communicating an opposite of UPR—conditional regard, negative regard, or disregard—to one or multiple student-athletes in the last six weeks.
    a. Describe the interaction
    b. What preceded your communication of an opposite of UPR?
    c. Reflect on what happened once you became aware that you were communicating an opposite of UPR.

Rubric:

Learning Outcome to be Assessed:	**Exceeds Expectations (3)**	**Meets Expectations (2)**	**Does not Meet Expectations (1)**
(5) Demonstrate growth in awareness of personal use of negative regard or disregard (6) Understand the implications of UPR and its opposites in the sport context	Describes an interaction that clearly represents an opposite of UPR; AND demonstrates an understanding of implications of this interaction; AND describes action to correct interaction in or after the moment.	Describes an interaction that clearly represents an opposite of UPR; AND demonstrates an understanding of implications of this interaction; BUT does not describe action to correct interaction in or after the moment.	Describes an interaction that does not clearly represents an opposite of UPR; OR does not demonstrate an understanding of implications of this interaction; AND/OR does not action to correct interaction in or after the moment.

Appendix L

Optimal Implementation Checklist and Activity and Participation Record Tables

Optimal Implementation Checklist						
Optimal Program Implementation Checklist	**Mod 1**	**Mod 2**	**Mod 3**	**Mod 4**	**Mod 5**	**Mod 6**
All participants attended their assigned or an alternative introductory workshop.						
All participants successfully logged in to the TTB website by the end of the introductory workshop.						
The module podcast was released on the expected release date and accessible to all participants.						
All participants listened to the module podcast within one week of the release date.						
The program facilitator delivered feedback to all participant discussion board posts weekly.						
The website and/or App was utilized without significant technological difficulties.						
The COP discussion board was utilized by a minimum of 50% of participants during each module.						
The COP discussion board was accessible and poses minimal technological difficulties.						
A synchronous closing discussion was scheduled and implemented for every COP.						
More than 50% of COP members attended the synchronous closing discussion.						

Module & Week		**Record of Activity Outputs**				
	#Unique Module Page Visitors	**#Module page views**	**#Unique Podcast downloads**	**# People who posted on App Discussion Board**	**# Posts on App Discussion Board**	**Facilitator Reflection Journal Maintained (Y/N)**
Mod 1						
Mod 2						
Mod 3						
Mod 4						
Mod 5						
Mod 6						

Appendix M

Thriving through Being Pre-Program Survey Instrument

Thank you for opening the survey link!

This survey contains 62 items including introduction and demographic questions. You will be asked to answer questions about your motivation to participate in the *Thriving through Being* and your experience in your professional role as an NCAA WBB coach. We will not ask the name of your institution. Your survey responses will be confidential, and your athletic administration, the NCAA, and WBCA will have no way of knowing that you participated in this survey.

Your survey responses will be used to support an evaluation of the *Thriving through Being* program. Please know this is an evaluation of the program's effectiveness, and not an evaluation of you! Your responses will only be used in the research evaluation if you have given consent for your program materials to be used for the research evaluation. If you have any questions about that, please contact Lauren McHenry at lmchenr1@vols.utk.edu.

When you are ready to begin, click "Next."

Please pay attention to the instructions in each section of the survey, and answer each question honestly. This is not a test. Your responses will help us to evaluate the effectiveness of the *Thriving through Being* program.

What motivated you to participate in this program? [Please check all that apply]

- Personal interest
- Professional interest
- I was encouraged by the WBCA/NCAA
- I was encouraged by professional colleagues at other universities
- I was encouraged by professional colleagues at my own university
- I was required by my boss/administration
- I believe the program will align with my current professional needs
- I believe that my participation will be viewed positively by my boss/administration
- Other [please describe]

Please share anything else that has contributed to your motivation to participate.

Please list any potential **barriers** to your engagement throughout the duration of the program.

The purpose of the next two questions is to gauge your current understanding of the concepts we discussed in the initial program workshop. This is not a test, and there is no right answer. Your response will help us adapt the program to your current level of understanding, and you will be asked these same questions at the end of the program.

- Think of a time in which you believe you communicated unconditional positive regard (UPR) to one or multiple student-athletes. Please reflect on this interaction by responding to the following prompts:
    a. Describe the interaction
    b. What preceded your communication of UPR?
    c. What was the result of your communication of UPR?

- Think of a time in which you believe you communicated an opposite of UPR—conditional regard, negative regard, or disregard—to one or multiple student-athletes.
    a. Describe the interaction
    b. What preceded your communication of an opposite of UPR?
    c. What was the result of your communication of an opposite of UPR?

Great! The next questions will ask you to select an answer choice for each question. Please read the instructions for each set of questions carefully.

Below is a list of ways you might feel about yourself as a professional coach.
For each statement, select the response that best reflects your agreement with that statement.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I really value myself.	1	2	3	4	5
I have a lot of respect for myself.	1	2	3	4	5
I truly like myself.	1	2	3	4	5
I feel that I appreciate myself as a person.	1	2	3	4	5
I feel deep affection for myself.	1	2	3	4	5
I treat myself in a warm and friendly way.	1	2	3	4	5
Even when I am feeling upset, I still regard myself as a worthwhile person.	1	2	3	4	5
Whether other people are openly appreciative of me or openly critical of me, it does not really change how I feel about myself.	1	2	3	4	5
Whether other people criticize me or praise me makes no real difference to the way I feel about myself.	1	2	3	4	5
I don’t think that anything I say or do really changes the way I feel about myself.	1	2	3	4	5
Some things I do make me feel good about myself whereas other things I do cause me to be critical of myself.	1	2	3	4	5

There are certain things I like about myself and there are other things I don't like.	1	2	3	4	5

Below are a list of ways you might feel at work. For each statement, select the response that best reflects how often you experience what is described in the statement.

At work…	Never	Almost Never	Sometimes	Fairly Often	Very Often
I find myself learning often	0	1	2	3	4
I continue to learn more as time goes by	0	1	2	3	4
I see myself continually improving	0	1	2	3	4
I am not learning	0	1	2	3	4
I am developing a lot as a person	0	1	2	3	4
I feel alive and vital	0	1	2	3	4
I have energy and spirit	0	1	2	3	4
I do not feel very energetic	0	1	2	3	4
I feel alert and awake	0	1	2	3	4
I am looking forward to each new day	0	1	2	3	4

The questions in this scale ask you about your feelings and thoughts during the last month. In each case, you will be asked to indicate how often you felt or thought a certain way. Although some of the questions are similar, there are differences between them and you should treat each one as a separate question. The best approach is to answer each question fairly quickly. That is, don't try to count up the number of times you felt a particular way, but rather select the answer choice that seems like a reasonable estimate.

In the last month, how often have you…	Never	Almost Never	Sometimes	Fairly Often	Very Often
been upset because of something that happened unexpectedly?	0	1	2	3	4
felt that you were unable to control the important things in your life?	0	1	2	3	4
felt nervous or "stressed"?	0	1	2	3	4
dealt successfully with irritating life hassles?	0	1	2	3	4
felt that you were effectively coping with important changes that were occurring in your life?	0	1	2	3	4
felt confident about your ability to handle your personal problems?	0	1	2	3	4
felt that things were going your way?	0	1	2	3	4
found that you could not cope with all the things that you had to do?	0	1	2	3	4
been able to control irritations in your life?	0	1	2	3	4
felt you were on top of things?	0	1	2	3	4
been angered because of things that happened that were outside of your control?	0	1	2	3	4
found yourself thinking about things that you have to accomplish?	0	1	2	3	4
been able to control the way you spend your time?	0	1	2	3	4

felt difficulties were piling up so high that you could not overcome them?	0	1	2	3	4

You're almost finished! Below is a list of ways that one person might feel or behave in relation to others. Please consider each statement with reference to your present relationship with your student-athletes. Select the answer numbers that best match your level of agreement with each statement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am genuine with each athlete.	1	2	3	4	5
I am consistent with what I say and do.	1	2	3	4	5
When interacting with athletes, I am open about what I am feeling.	1	2	3	4	5
When speaking with athletes, I am honest about what I am thinking.	1	2	3	4	5
I am my real self in front of my team.	1	2	3	4	5
I can recognize what an athlete *means*, even when they have difficulty saying it.	1	2	3	4	5
I strive to understand each athletes' point of view.	1	2	3	4	5
When athletes speak to me I can clearly see what they mean.	1	2	3	4	5
When engaging with an athlete, I feel what they feel.	1	2	3	4	5
I can sense how my team is feeling when I interact with them.	1	2	3	4	5
I respect every athlete on the team.	1	2	3	4	5
I strive to make every athlete feel worthy of my attention.	1	2	3	4	5
I am concerned about what happens to every athlete.	1	2	3	4	5
I am interested in who each athlete is as a person.	1	2	3	4	5
I enjoy engaging with every member of the team.	1	2	3	4	5
My interest in each athlete is the same no matter how they perform.	1	2	3	4	5
My opinion of each athlete does not change if they fail or succeed.	1	2	3	4	5
Regardless of "good" or "bad" training days, I believe in each athlete's potential.	1	2	3	4	5
No matter how they perform, I always challenge each athlete to improve.	1	2	3	4	5
I engage with athletes in their best *and* worst moments.	1	2	3	4	5

This is the last section of the survey. Please tell us a little bit about yourself.

How would you describe yourself (select all that apply):

☐ American Indian/Alaska Native ☐ Hispanic or Latino

☐ Asian ☐ Native Hawaiian or Pacific Islander

☐ Black/African American ☐ White

☐ Prefer to Describe: _____ ☐ Prefer not to self-identify

Please indicate your gender:

☐ Male ☐ Female ☐ Nonconforming/binary ☐ Prefer not to answer

Do you consider to be:

☐ Heterosexual or straight ☐ Gay or lesbian ☐ Bisexual ☐ Prefer not to answer

Please indicate your age: [Drop-down box]

Finally, please provide your email address as a way to match your pre-program surveys with the post-program and follow-up surveys you will be invited to complete later on. To keep your email address confidential and separate from your survey responses, we will replace it with a number. We will keep your email address and associated number in a password protected file that is separate from your survey responses.

Email Address: _____

Thank you for taking the time to complete the pre-program survey!

Appendix N

Thriving through Being Post-Program Survey Instrument

Thank you for opening the survey link!

This survey contains -- items including introduction and demographic questions. You will be asked to answer questions about your perceptions of the *Thriving through Being* and your experience in your professional role as an NCAA WBB coach. We will not ask the name of your institution. Your survey responses will be confidential, and your athletic administration, the NCAA, and WBCA will have no way of knowing that you participated in this survey.

Your survey responses will be used to support an evaluation of the *Thriving through Being* program. Please know this is an evaluation of the program's effectiveness, and not an evaluation of you! Your responses will only be used in the research evaluation if you have given consent for your program materials to be used for the research evaluation. If you have any questions about that, please contact Lauren McHenry at lmchenr1@vols.utk.edu.

When you are ready to begin, click "Next."

Please pay attention to the instructions in each section of the survey, and answer each question honestly. This is not a test. Your responses will help us to evaluate the effectiveness of the *Thriving through Being* program.

The purpose of the next two questions is to gauge your current understanding of the concepts we discussed in the initial program workshop. This is not a test, and there is no right answer. Please

- Think of a time in which you believe you communicated unconditional positive regard (UPR) to one or multiple student-athletes in the last six weeks. Please reflect on this interaction by responding to the following prompts:
    d. Describe the interaction
    e. What preceded your communication of UPR?
    f. What was the result of your communication of UPR?

- Think of a time in which you were able to become aware that you were communicating an opposite of UPR—conditional regard, negative regard, or disregard—to one or multiple student-athletes in the last six weeks.
    a. Describe the interaction
    b. What preceded your communication of an opposite of UPR?
    c. Reflect on what happened once you became aware that you were communicating an opposite of UPR.

Great! The next questions will ask you to select an answer choice for each question. Please read the instructions for each set of questions carefully.

Below is a list of ways you might feel about yourself as a professional coach.
For each statement, select the response that best reflects your agreement with that statement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I really value myself.	1	2	3	4	5
I have a lot of respect for myself.	1	2	3	4	5
I truly like myself.	1	2	3	4	5
I feel that I appreciate myself as a person.	1	2	3	4	5
I feel deep affection for myself.	1	2	3	4	5
I treat myself in a warm and friendly way.	1	2	3	4	5
Even when I am feeling upset, I still regard myself as a worthwhile person.	1	2	3	4	5
Whether other people are openly appreciative of me or openly critical of me, it does not really change how I feel about myself.	1	2	3	4	5
Whether other people criticize me or praise me makes no real difference to the way I feel about myself.	1	2	3	4	5
I don't think that anything I say or do really changes the way I feel about myself.	1	2	3	4	5
Some things I do make me feel good about myself whereas other things I do cause me to be critical of myself.	1	2	3	4	5
There are certain things I like about myself and there are other things I don't like.	1	2	3	4	5

Below are a list of ways you might feel at work. For each statement, select the response that best reflects how often you experience what is described in the statement.

At work…	Never	Almost Never	Sometimes	Fairly Often	Very Often
I find myself learning often	0	1	2	3	4
I continue to learn more as time goes by	0	1	2	3	4
I see myself continually improving	0	1	2	3	4
I am not learning	0	1	2	3	4
I am developing a lot as a person	0	1	2	3	4
I feel alive and vital	0	1	2	3	4
I have energy and spirit	0	1	2	3	4
I do not feel very energetic	0	1	2	3	4
I feel alert and awake	0	1	2	3	4
I am looking forward to each new day	0	1	2	3	4

The questions in this scale ask you about your feelings and thoughts during the last month. In each case, you will be asked to indicate how often you felt or thought a certain way. Although some of the questions are similar, there are differences between them and you should treat each one as a separate question. The best approach is to answer each question fairly quickly. That is,

don't try to count up the number of times you felt a particular way, but rather select the answer choice that seems like a reasonable estimate.

In the last month, how often have you…	Never	Almost Never	Sometimes	Fairly Often	Very Often
been upset because of something that happened unexpectedly?	0	1	2	3	4
felt that you were unable to control the important things in your life?	0	1	2	3	4
felt nervous or "stressed"?	0	1	2	3	4
dealt successfully with irritating life hassles?	0	1	2	3	4
felt that you were effectively coping with important changes that were occurring in your life?	0	1	2	3	4
felt confident about your ability to handle your personal problems?	0	1	2	3	4
felt that things were going your way?	0	1	2	3	4
found that you could not cope with all the things that you had to do?	0	1	2	3	4
been able to control irritations in your life?	0	1	2	3	4
felt you were on top of things?	0	1	2	3	4
been angered because of things that happened that were outside of your control?	0	1	2	3	4
found yourself thinking about things that you have to accomplish?	0	1	2	3	4
been able to control the way you spend your time?	0	1	2	3	4
felt difficulties were piling up so high that you could not overcome them?	0	1	2	3	4

Below is a list of ways that one person might feel or behave in relation to others. Please consider each statement with reference to your present relationship with your student-athletes. Select the answer numbers that best match your level of agreement with each statement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am genuine with each athlete.	1	2	3	4	5
I am consistent with what I say and do.	1	2	3	4	5
When interacting with athletes, I am open about what I am feeling.	1	2	3	4	5
When speaking with athletes, I am honest about what I am thinking.	1	2	3	4	5
I am my real self in front of my team.	1	2	3	4	5
I can recognize what an athlete *means*, even when they have difficulty saying it.	1	2	3	4	5
I strive to understand each athletes' point of view.	1	2	3	4	5
When athletes speak to me I can clearly see what they mean.	1	2	3	4	5
When engaging with an athlete, I feel what they feel.	1	2	3	4	5

I can sense how my team is feeling when I interact with them.	1	2	3	4	5
I respect every athlete on the team.	1	2	3	4	5
I strive to make every athlete feel worthy of my attention.	1	2	3	4	5
I am concerned about what happens to every athlete.	1	2	3	4	5
I am interested in who each athlete is as a person.	1	2	3	4	5
I enjoy engaging with every member of the team.	1	2	3	4	5
My interest in each athlete is the same no matter how they perform.	1	2	3	4	5
My opinion of each athlete does not change if they fail or succeed.	1	2	3	4	5
Regardless of "good" or "bad" training days, I believe in each athlete's potential.	1	2	3	4	5
No matter how they perform, I always challenge each athlete to improve.	1	2	3	4	5
I engage with athletes in their best *and* worst moments.	1	2	3	4	5

You're almost done! The next set of questions are related to your overall satisfaction of the *Thriving through Being* program processes.

Please rate your overall satisfaction with each aspect of the program:

Community of Practice:	Extremely dissatisfied	Dissatisfied	Neutral	Satisfied	Extremely satisfied
Introductions to the group in the initial workshop	1	2	3	4	5
Shared discussion on the discussion board	1	2	3	4	5
Method for scheduling group calls	1	2	3	4	5
Synchronous community meetings	1	2	3	4	5

Please share any barriers that prevented you from participating in your community of practice.

Please share any suggestions for community learning groups.

Podcast episode format:	Extremely dissatisfied	Dissatisfied	Neutral	Satisfied	Extremely satisfied
Discussion of the "why" for each topic	1	2	3	4	5
Discussion of research	1	2	3	4	5
Discussion of application to coaching	1	2	3	4	5
Real-world examples of coaches	1	2	3	4	5

Please provide suggestions for improving podcast episode format.

Podcast episode content:	Extremely dissatisfied	Dissatisfied	Neutral	Satisfied	Extremely satisfied
Module 1 Be You: The role of positive self-regard	1	2	3	4	5
Module 2 Be Open: Identify value in every athlete	1	2	3	4	5
Module 3 Be Aware: Identify triggers for negative regard or disregard	1	2	3	4	5
Module 4 Be Bold: Create alternative reactions to triggers	1	2	3	4	5
Module 5 Build it vs. Fix it: Daily actions to support positive regard	1	2	3	4	5
Module 6: "Bend, Don't Break:" Plan for positive regard in adversity	1	2	3	4	5

Please provide suggestions for improving podcast episode content.

The next set of questions are about your engagement with program activities.

When did you typically listen to the podcast for each module?

☐ Weekday (during working hours) ☐ Weekend

☐ Weekday (after working hours) ☐ Other (please describe)

Where did you typically listen to the podcast for each module?

☐ Office/on-campus ☐ Home

☐ While traveling ☐ Other (please describe)

How much time did you spend on each module in addition to listening to the podcast?

☐ None (I only listened to the podcasts) ☐ 45-60 minutes

☐ 15-30 minutes ☐ longer than 60-minutes

☐ 30-45 minutes ☐ Other (please describe)

How much time, on average, did you spend reflecting on or thinking about information from each module outside of your direct engagement with each module?

☐ Less than 1 day a week ☐ 4-5 days per week

☐ 2-3 days per week ☐ 5-6 days per week

For the next set of question, please rate the extent to which you believe specific aspects of the modules were valuable for your learning and application of program concepts to your professional coaching practices.

Program Activities	Not valuable	Slightly valuable	Moderately valuable	Highly valuable	Extremely valuable	N/A: did not participate*
Introductory Workshop	1	2	3	4	5	
Community of Practice	1	2	3	4	5	
Reflection Questions	1	2	3	4	5	
Activities for Application	1	2	3	4	5	
Discussion forum	1	2	3	4	5	
Synchronous Meetings	1	2	3	4	5	
Supplemental Resources	1	2	3	4	5	

**N/A Responses will branch to the following question:*
Please share any reasons/barriers that prevented you from participating in the [insert item].

Please share any suggestions to improve the value of program activities.

Is there anything else you would like to share with us regarding your participation in the *Thriving through Being* CPD program?

Finally, please provide your email address as a way to match your pre-program surveys with your pre-program survey and future follow-up surveys you will be invited to take. To keep your email address confidential and separate from your survey responses, we will replace it with a number. We will keep your email address and associated number in a password protected file that is separate from your survey responses.

Email Address: _____

Thank you for taking the time to complete the pre-program survey!

Appendix O

Sample Post-Program Interview Guides

Head Coach Participant Sample I-Guide:

1. You shared some awesome, specific examples of applying concepts on the discussion board. I'd love to learn a little more about what you shared:

    1.1 In Module 2, you noted your biggest pet peeves of player behavior. These are definitely frustrating behaviors, and I'm curious to know how the program—if at all—influenced your thinking about these behaviors?

    1.2 In Module 3, you noted players wanting more recognition for doing things right, and that you and your staff planned to do this. What has this looked like in practice?

        1.2.1 How do you think your intentions to do this have impacted your way of being as you coach?
        1.2.2 How have your players responded?

    1.3 In Module 4, you emphasized checking in weekly making meaningful connections daily with ALL your players. Can you tell me more about that?

        1.3.1 What are some ways you've made sure that every player is being reached?
        1.3.2 You noted in Module 5 dividing up the kids that each staff member will connect with each day. How has that worked for you?
        1.3.3 How have your efforts to do this have impacted your relationships with players?

    1.4 In module 6 you noted key, actionable take-aways being meditation, reminding yourself of a positive attribute about each player before practice and games, and taking more time for yourself. Can you tell me more about how these three take-aways have impacted your coaching?

        1.4.1 Are there any other key take-aways from the program for you?

2. From your pre- and post-program surveys, it seems like you are really looking for the "why" behind athlete's negative behaviors to help you have empathy for these players as opposed to going right to negative regard or disregard.

    2.1 Can you tell me more about your experience of building relationship with the player who had some specifically challenging issues?
    2.2 In the post-program survey, you noted that you "caught yourself" after addressing a player for poor body language in front of the team, and then got to the root of her behavior with some psychological testing.

        2.2.1 What helped you catch yourself in the moment and make this shift?
        2.2.2 Any updates on how this player's is responding to your efforts to understand and empathize?

2.3 What, if anything, from the program has influenced your thinking in these situations?

3. I want to understand more about the process between taking in information (e.g., listening to the podcasts) and putting that information into practice. What did this process look like for you throughout the program?

    3.1 How did the podcasts support this process?
    3.2 How about the reflection questions?
    3.3 How about the activities?
    3.4 And the discussion board prompts?

4. Can you tell me about how you implemented the module activities and coordinated this with your staff?

5. What was your experience of integrating the tasks you had to do for the program into your daily work schedule?

    5.1 What aspects of the program helped or hindered you from integrating the program into your workday with your staff?

6. And then, tell me about your experience being grouped with other head coaches.

    6.1 How did the other coaches in your group influence your perceptions of the program? How about your learning in the program?
    6.2 You posted something on the discussion board for every module – even when you were behind. What prompted or encouraged you to do this?
    6.3 What do you think could help to increase discussion/engagement in the format of the discussion board?

7. It is clear that you value professional development.

    7.1 How have your past experiences and prior professional development influenced your experience in this program?
    7.2 What could make this program more valuable for head coaches at your stage in your career?

8. Can you share any feedback on the website and mobile app?
9. Is there anything else you'd like to share?

Assistant Coach Participant Sample I-Guide:

1. You gave some really awesome examples of how you applied concepts in practice on the discussion board. I'd like to go into a little more depth about some of the things you shared:

    1.1 In Module 1, you shared that you found yourself reshaping your thought process about players' attributes that you might automatically perceive to be negative. This is really cool, and I'm wondering how you feel that going through that process has impacted your way of being with those players?

    1.2 In Module 2, you discussed the activity of seeking co-worker feedback on your reactions to player behaviors. Can you tell me more about what you learned from that experience?

    1.3 In Module 3, you shared how your position players do feel that you acknowledge their successes and also can tell when you dislike their behavior. I love what you said about taking the challenge of improving your responses one day at a time… can you tell me more about what this has looked like for you in the day-to-day?

        1.3.1 How have your intentions to improve in this way has impacted your way of being as you coach?

    1.4 In Module 5 and in the closing discussion, you shared the challenge of staying in the present-moment as you're thinking about things from all different angles. And, as you mentioned, you can't step aside and meditate for 30-minutes during practice! What are some things you've done to accept interruptions and refocus on the present during practices?

        1.4.1 How do you see your own present-moment engagement impacting your communication of UPR to your players?

2. I'd also love to learn more about your own awareness of communicating UPR or the opposites. In the post-program survey, you noted recognizing that you were being critical of a player instead of "actually coaching her." I love that you distinguished being critical from coaching… and then you followed this situation by offering a tutoring session and wanting to understand the "why" behind her performance mistakes.

    2.1 What helped you have this realization and follow-up the way you did?

    2.2 How did the player respond in the tutoring session?

    2.3 What, if anything, from the program has influenced your way of being in this situation?

3. I want to understand more about the process between taking in information (e.g., listening to the podcasts) and putting that information into practice. What did this process look like for you throughout the program?

    3.1 How did the podcasts support this process?
    3.2 How about the reflection questions?
    3.3 How about the activities?
    3.4 And the discussion board prompts?

4. You did note that time was a barrier to engagement in the post-program survey. One of our intentions in making the program mostly self-paced was to allow you to embed professional learning into their workday.

    4.1 Can you tell me about your experience of integrating the module content and activities into your day-to-day work?

    4.2 What could make this more do-able (to integrate the program into workday)?

    4.3 What could make the overall time commitment more do-able?

5. As an assistant coach, tell me about your experience being in a group with other assistant coaches.

    5.1 How did the other assistant coaches in your community influence your perceptions of the program? How did they influence your learning in the program?

    5.2 Is there anything you think could help to improve engagement on the discussion board?

    5.3 How did you and your staff talk about the program as you worked through the modules somewhat independently?

    5.4 How do you think communications about the program could be improved across a staff?

6. Can you share with me how your prior work experience or education impacted your experience in this program?

    6.1 What could make the program more valuable for coaches at your stage in your career?

7. Can you share any feedback on the website and mobile app?

8. Is there anything else you'd like to share?

Support Staff Participant Sample I-Guide:

1. I really appreciated your feedback in the post-program survey, and I thought we could start with the question of how you see the concepts of UPR and the Opposites really being applicable to athletic training?

    1.1 We did focus on WBB coaches in the podcasts. How do you think the program could be improved specifically for athletic trainers?

    1.2 How did your previous experience and prior professional development impact your experience in this program?

    1.3 I know this was really challenging timing-wise for you. What time of year would be most optimal for athletic trainers to go through this program?

2. I'd love to learn more about your own awareness of communicating the opposites of UPR.

    2.1 In your discussion board post for Module 1, you noted applying concepts from the module specifically to athletes with long-term injuries, and you recognized that student-athletes will notice even slight differences in the quality of conversations you have with them. Can you tell me more about this?

        2.1.1 How has this recognition impacted your relationships with student-athletes since then?

    2.2 Student-athletes may open up more to athletic trainers than they will to coaches… this is evident in the example you gave on the pre-program survey of an athlete spiraling in regard to her self-worth after a bad game and sharing this with you. How do you think UPR plays a role here?

    2.3 And, in the post-program survey you shared another great example of UPR in making a point to reassure student-athletes who weren't getting much playing time about the value they do bring to the team. How have these athletes responded to your reassurance?

        2.3.1 How do you think your emphasis on players who get less playing time has influenced your relationships with the rest of the players on the team?

    2.4 In the closing discussion, we also talked about triggers you might have toward coaches. Can you share more about applying these concepts in relationships you have with coaches?

3. I want to understand more about the process between taking in information (e.g., listening to the podcasts) and putting that information into practice. What did this process look like for you throughout the program?

3.1 How did the podcasts support this process?
3.2 How about the reflection questions?
3.3 How about the activities?
3.4 And the discussion board prompts?

4. And then, you noted that it was ideal to be grouped with other professionals who have similar experiences to you, as opposed to being with coaches.

    4.1 How did the other AT's and mental performance consultant in your group influence your perceptions of the program? How about your learning in the program?

    4.2 What do you think could help to increase discussion/engagement in the format of the discussion board?

    4.3 I loved your comment in the post-program survey wondering if coaches would have interest in hearing the perspective of healthcare professionals in this program. Can you tell me more about that?

        4.3.1 What kinds of interactions did you have with your coaching staff related to the program?

        4.3.2 How could the program be improved to encourage more deliberate staff interaction?

5. One of the reasons we made the program mostly self-paced was to allow coaches and staff to embed professional learning into their workday.

    5.1 What was your experience of integrating the module content and activities into your daily work schedule?

    5.2 You have been busier than ever. What aspects of the program helped or hindered you from integrating the program into your workday?

6. Can you share any feedback on the website and mobile app?

7. Is there anything else you'd like to share?

Appendix P

Thriving through Being Follow-up Survey Instrument

Thank you for opening the survey link!

This survey contains -- items including introduction and demographic questions. You will be asked to answer questions about your perceptions of the *Thriving through Being* and your experience in your professional role as an NCAA WBB coach. We will not ask the name of your institution. Your survey responses will be confidential, and your athletic administration, the NCAA, and WBCA will have no way of knowing that you participated in this survey.

Your survey responses will be used to support an evaluation of the *Thriving through Being* program. Please know this is an evaluation of the program's effectiveness, and not an evaluation of you! Your responses will only be used in the research evaluation if you have given consent for your program materials to be used for the research evaluation. If you have any questions about that, please contact Lauren McHenry at lmchenr1@vols.utk.edu.

When you are ready to begin, click "Next."

Please pay attention to the instructions in each section of the survey, and answer each question honestly. This is not a test. Your responses will help us to evaluate the effectiveness of the *Thriving through Being* program.

Below is a list of ways you might feel about yourself as a professional coach.
For each statement, select the response that best reflects your agreement with that statement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I really value myself.	1	2	3	4	5
I have a lot of respect for myself.	1	2	3	4	5
I truly like myself.	1	2	3	4	5
I feel that I appreciate myself as a person.	1	2	3	4	5
I feel deep affection for myself.	1	2	3	4	5
I treat myself in a warm and friendly way.	1	2	3	4	5
Even when I am feeling upset, I still regard myself as a worthwhile person.	1	2	3	4	5
Whether other people are openly appreciative of me or openly critical of me, it does not really change how I feel about myself.	1	2	3	4	5
Whether other people criticize me or praise me makes no real difference to the way I feel about myself.	1	2	3	4	5
I don't think that anything I say or do really changes the way I feel about myself.	1	2	3	4	5

Some things I do make me feel good about myself whereas other things I do cause me to be critical of myself.	1	2	3	4	5
There are certain things I like about myself and there are other things I don't like.	1	2	3	4	5

Below are a list of ways you might feel at work. For each statement, select the response that best reflects how often you experience what is described in the statement.

At work…	Never	Almost Never	Sometimes	Fairly Often	Very Often
I find myself learning often	0	1	2	3	4
I continue to learn more as time goes by	0	1	2	3	4
I see myself continually improving	0	1	2	3	4
I am not learning	0	1	2	3	4
I am developing a lot as a person	0	1	2	3	4
I feel alive and vital	0	1	2	3	4
I have energy and spirit	0	1	2	3	4
I do not feel very energetic	0	1	2	3	4
I feel alert and awake	0	1	2	3	4
I am looking forward to each new day	0	1	2	3	4

The questions in this scale ask you about your feelings and thoughts during the last month. In each case, you will be asked to indicate how often you felt or thought a certain way. Although some of the questions are similar, there are differences between them and you should treat each one as a separate question. The best approach is to answer each question fairly quickly. That is, don't try to count up the number of times you felt a particular way, but rather select the answer choice that seems like a reasonable estimate.

In the last month, how often have you…	Never	Almost Never	Sometimes	Fairly Often	Very Often
been upset because of something that happened unexpectedly?	0	1	2	3	4
felt that you were unable to control the important things in your life?	0	1	2	3	4
felt nervous or "stressed"?	0	1	2	3	4
dealt successfully with irritating life hassles?	0	1	2	3	4
felt that you were effectively coping with important changes that were occurring in your life?	0	1	2	3	4
felt confident about your ability to handle your personal problems?	0	1	2	3	4
felt that things were going your way?	0	1	2	3	4
found that you could not cope with all the things that you had to do?	0	1	2	3	4
been able to control irritations in your life?	0	1	2	3	4
felt you were on top of things?	0	1	2	3	4
been angered because of things that happened that were outside of your control?	0	1	2	3	4

found yourself thinking about things that you have to accomplish?	0	1	2	3	4
been able to control the way you spend your time?	0	1	2	3	4
felt difficulties were piling up so high that you could not overcome them?	0	1	2	3	4

Below is a list of ways that one person might feel or behave in relation to others. Please consider each statement with reference to your present relationship with your student-athletes. Select the answer numbers that best match your level of agreement with each statement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am genuine with each athlete.	1	2	3	4	5
I am consistent with what I say and do.	1	2	3	4	5
When interacting with athletes, I am open about what I am feeling.	1	2	3	4	5
When speaking with athletes, I am honest about what I am thinking.	1	2	3	4	5
I am my real self in front of my team.	1	2	3	4	5
I can recognize what an athlete *means*, even when they have difficulty saying it.	1	2	3	4	5
I strive to understand each athletes' point of view.	1	2	3	4	5
When athletes speak to me I can clearly see what they mean.	1	2	3	4	5
When engaging with an athlete, I feel what they feel.	1	2	3	4	5
I can sense how my team is feeling when I interact with them.	1	2	3	4	5
I respect every athlete on the team.	1	2	3	4	5
I strive to make every athlete feel worthy of my attention.	1	2	3	4	5
I am concerned about what happens to every athlete.	1	2	3	4	5
I am interested in who each athlete is as a person.	1	2	3	4	5
I enjoy engaging with every member of the team.	1	2	3	4	5
My interest in each athlete is the same no matter how they perform.	1	2	3	4	5
My opinion of each athlete does not change if they fail or succeed.	1	2	3	4	5
Regardless of "good" or "bad" training days, I believe in each athlete's potential.	1	2	3	4	5
No matter how they perform, I always challenge each athlete to improve.	1	2	3	4	5
I engage with athletes in their best *and* worst moments.	1	2	3	4	5

Please share one example of how you have thought about and/or utilized a Thriving Through Being concept in the last month.

Is there anything else you would like to share?

Finally, please provide your email address as a way to match your pre-program surveys with your pre-program survey and future follow-up surveys you will be invited to take. To keep your email address confidential and separate from your survey responses, we will replace it with a number. We will keep your email address and associated number in a password protected file that is separate from your survey responses.

Email Address: _____

Thank you for taking the time to complete the pre-program survey!

VITA

Lauren Kelly McHenry was born in Raleigh, NC to the parents of Meg and John McHenry. Lauren attended Douglas Elementary School, Carroll Middle School, and Sanderson High School where she graduated as the Salutatorian of her senior class. Lauren competed as a singles figure skater through her junior year of high school. After high school graduation, Lauren attended Miami University (Ohio) where she studied Psychology and minored in Sport Coaching. For three of her four years in college, she competed with Miami's Varsity Synchronized Skating Team, winning two collegiate National Championships in her junior and senior years. Following college graduation, Lauren skated professionally with *Disney on Ice* for three years, touring and performing in 48 states and 27 countries around the world. Lauren then moved to Knoxville, TN where she completed her master's degree in Clinical Mental Health Counseling from 2015-2018 at the University of Tennessee, Knoxville. Lauren stayed at the University of Tennessee to pursue her Doctor of Philosophy in Kinesiology and Sport Studies with a specialization in Sport Psychology and Motor Behavior from 2018-2021.