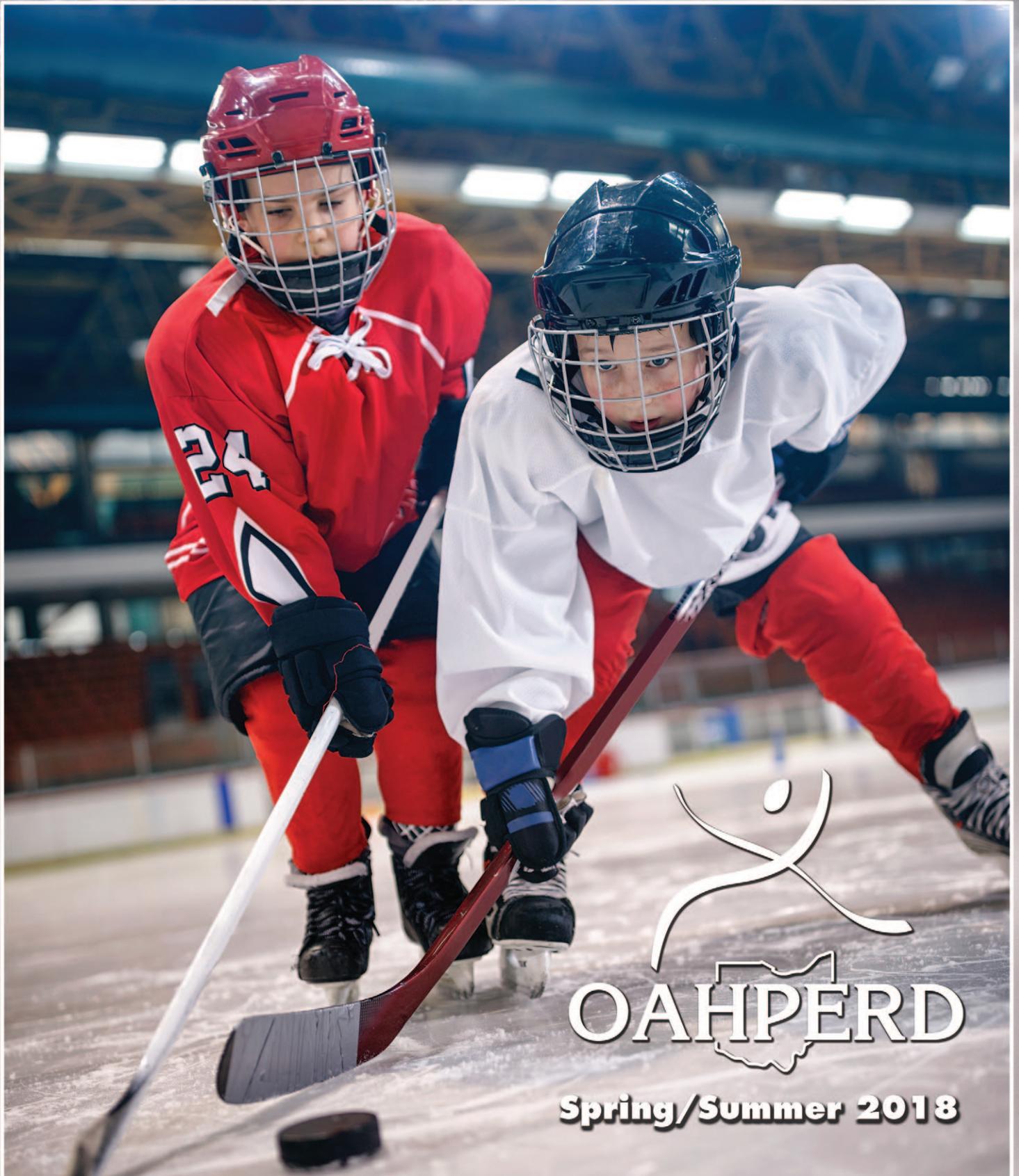


# *Future* Focus

Ohio Journal of Health, Physical Education, Recreation, and Dance



OAHPERD

Spring/Summer 2018

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*Future Focus* is the official scholarly publication of the Ohio Association of Health, Physical Education, Recreation, and Dance. *Future Focus* is a refereed journal, and manuscripts are blindly reviewed by the writer's peers unless otherwise noted (e.g., columns from OAHPERD officers, continuing special sections such as "Best Practices" and "The Coaching Toolbox"). Manuscript guidelines and submission dates are detailed on the last page. *Future Focus* is published in electronic form; e-version @ [www.OHAHPERD.org](http://www.OHAHPERD.org).

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# Energy, Engagement, Possibilities

Sue Sutherland, OAHPERD President

I continue to be amazed at the level of energy and engagement of OAHPERD members and the possibilities that are occurring as a result of these efforts. As an organization, we have much of which to be proud and I would like to take time to celebrate some of these accomplishments. First and foremost, due to the tireless work of Kevin Lorson, Health Education Standards are being considered in the Ohio Senate, 132<sup>d</sup> General Assembly, through SB 287. Kevin's energy and engagement with this process over the past few years has resulted in the possibility of K-12 Health Education Standards in Ohio. Without Kevin's sustained commitment to this cause and his persistence in the face of the numerous challenges he has faced along the way, the possibility of Health Education Standards at this time would not exist. Kevin has not been alone in these efforts, but he should be lauded for taking the charge and moving this agenda forward.

On May 16, 2018 twenty-five OAHPERD members converged on the Ohio Statehouse for OAHPERD's Speak Out Day for Health Education Standards (see photo below). The purpose of this day is to meet with members of both the House and Senate to advocate for the importance of



health education in Ohio schools and, more specifically, for K-12 Health Education Standards. These twenty-five OAHPERD members, who come from all across the state, answered the call to lend their support for the advocacy efforts for SB 287. This is a wonderful example of how member energy and engagement can support OAHPERD in achieving its mission.

The SHAPE America Convention took place in Nashville, TN from March 20-24, 2018. OAHPERD members were in Nashville in full force from students (undergraduate and graduate), teachers, faculty, retirees, and Board members. Our members were involved in numerous presentations, engaged in a variety of regional and national committees, represented OAHPERD at Jump and Hoops For Heart events, and were recipients of regional awards. To highlight a couple of these accomplishments, I want to congratulate Sasha Taylor who received the Midwest Elementary Teacher of the Year award! I would also like to congratulate Pam Bechtel on completing her successful tenure as Midwest AHPERD President. I look forward to OAHPERD members continuing to represent, provide leadership, and have a positive impact at the regional and national level.



On April 21, 2018 the OAHPERD Executive Committee consisting of Kevin Lorson, Mary LaVine, Lisa Gundler, Traci Grissom, Jim Cook, Ruthie Kucharewski, Al Stephens, Lisa Kirr, and myself met at Ohio State University for a mini retreat. This was the first time in many years that the Executive Committee has had the opportunity to spend time engaging in productive, focused discussion regarding advancing the mission of the organization. I can tell you that being in a room with these dedicated, hardworking, and visionary professionals was both humbling and energizing for me. Rest assured

Energy, Engagement, Possibilities, continued pg. 3

## Energy, Engagement, Possibilities, continued from pg. 2

that your Board of Directors is fully committed to their role in the oversight of the organization and advancing OAHPERD's mission. We look forward to sharing further information with you as we move forward with these discussions and deliberations.

One initiative that was introduced in the Board of Directors meetings over the past year was the notion of OAHPERD Working Groups. The purpose of these groups is to provide a structure that allows for ongoing work in, through, and between Board meetings to advance our mission and to address specific needs as and when they arise. Each working group will ideally have representation from the Executive Committee, Board of Directors, OAHPERD members, and other stakeholders as appropriate. We currently have the following six working groups: Advocacy, Convention, Membership, Professional Development, Revenue, and Social Media and Marketing. We are looking to fill these groups with OAHPERD members who have the energy to be engaged in helping OAHPERD to realize the possibilities that await. Engaging in a working group is a wonderful way to be involved in OAHPERD and to give back to the organization. Look for more details on how to get involved in upcoming e-blasts.

Although I realize there are still six months until our Convention, I am excited about the 2018 Convention. The theme this year is *Energy, Engagement, Possibilities*. Thanks to the energy, effort, and enthusiasm of Carol Falk and her convention committee this year is shaping up to be yet another amazing convention. A few of the highlights to date include:

- Keynote speaker, Keli Smith Puzo, a two-time Olympian and US Field Hockey Hall of Fame member
- Pre-convention workshops from US Tennis Association and US Field Hockey.

The call for proposals for the 2018 Convention is open and is an excellent way to be engaged and to share your energy and knowledge with other professionals. Submit your proposal by June 13<sup>th</sup> on the OAHPERD website. I look forward to seeing you all in November in Kalahari, if not before!

Last, but by no means least, I would like to extend my sincere thanks and gratitude for all the energy, effort, commitment, and hard work that our Executive Director, Lisa Kirr and our Executive Assistant, Sarah Dailey put into OAHPERD. We would be lost without them!

## Corporate and Institution Recognition

Companies and organizations can support and be involved in OAHPERD. Corporate membership includes:

- Complimentary exhibit booth and special recognition at Annual Convention
- Complimentary Quarter page ad in *Future Focus*. Logo included in convention mobile app.
- Recognition on OAHPERD's website with link to company's website
- 10% discount on sponsorships

American Dairy Association  
Midwest

Creative Health Products  
G & G Fitness

Arnold Fitness  
Kids & Teens Expo

Skatertime School Programs  
Teams of Tomorrow

The following colleges and universities have committed to the HPERD profession by joining OAHPERD as an institutional member. Benefits include savings for students, student leadership opportunities, advertising opportunities, convention activity involvement, and much more.

University of Akron  
Bowling Green State  
University

University of Mount Union  
Ohio University

Defiance College  
Kent State University

The Ohio State University,  
Dept. of Human Sciences

Indiana University of  
Pennsylvania

University of Toledo  
Wright State University  
Youngstown State University

**TODAY'S LESSON:**

# Healthy Students are Better Students

Healthy Eating + Physical Activity = Improved Academic Performance

**Students who eat breakfast have better attention and memory.**

**Only 38% of all teens eat breakfast everyday.**

**GOOD JOB!**

**NEEDS IMPROVEMENT!**

**After just 20 minutes of physical activity, brain activity improves.**

**Only 25% of high school students are active for the recommended 60 minutes each day.**

**To Learn More**

Explore how Fuel Up To Play 60 helping schools take action at [FuelUpToPlay60.com](http://FuelUpToPlay60.com)

Read *The Wellness Impact: Enhancing Academic Success Through Healthy School Environments* at [American Dairy Association Midwest](http://AmericanDairyAssociationMidwest.org)

Drink-Milk.com

**Editor's Note:** While this issue was being prepared, and after the President's Message was formulated, important developments concerning the Jump Rope and Hoops For Heart Programs occurred. President Sutherland has added the following letter to her message.



Dear OAHPERD members:

In the late 1970s, thanks to the foresight of physical education teacher and SHAPE America (formerly AAHPERD) member Jean Barkow of Milwaukee's Riverside High School, a partnership between SHAPE America and the American Heart Association was formed. The purpose of this partnership was to engage teachers, students, and the community in heart healthy education and physical activity. The Jump Rope For Heart and Hoops For Heart programs have impacted millions of children, teachers and families and raised a substantial amount for heart-health research.

Over the past nearly 40 years, students and teachers across the state of Ohio have invested significant time and effort in both the Jump and Hoops For Heart programs, raising millions of dollars for heart-health research. If you have participated in this program in any way, you already know the pride the students feel in accomplishing their goals and learning about heart healthy activity. Please know that both OAHPERD and the American Heart Association truly appreciate and value your contribution to the program. The benefits of partnering in this program have allowed OAHPERD to further its vision of "keeping Ohioans healthy and active for a lifetime" in numerous ways.

Over the decades, the partnership between SHAPE America and the American Heart Association has evolved, and the needs of our members have changed. After nearly 40 years, it is now time for SHAPE America and the state affiliates to head in a new direction with Jump Rope For Heart. On July 1, 2018, the Joint Project partnership between SHAPE America, its 51 state affiliate organizations, and the American Heart Association will conclude.

The end of this partnership will impact SHAPE America, the American Heart Association, and more specifically OAHPERD, in a number of ways and we want to assure you that OAHPERD will continue to provide you with the tools necessary to keep Ohioans healthy and active for a lifetime. As of July 1, 2018, please note that all Jump Rope For Heart programs will be discontinued. We will honor the complimentary OAHPERD membership for teachers who have held a Jump Rope for Heart during the 2017-2018 school year. **Please email Lisa Kirr ([lisa@assnoffices.com](mailto:lisa@assnoffices.com)) with the following information if you held a Jump or Hoops event during the 2017-2018 school year: Your name, email address, school building name, and full school address.**

In the coming months, OAHPERD is excited about the potential to build new opportunities and partnerships for school-wide programs that engage teachers, students, families, and the community in health and physical education and physical activity, while also raising funds for your schools, communities, and OAHPERD.

As the end of the school year draws near, I wish you a restful, healthy, and active summer and look forward to partnering with you in the year ahead. Please look for more information in upcoming e-blasts about future possibilities. If you have any further questions, do not hesitate to contact me at [Sutherland.43@osu.edu](mailto:Sutherland.43@osu.edu).

Sincerely,  
Sue Sutherland  
OAHPERD President

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# OAHPERD Association News

Lisa Kirr, OAHPERD Executive Director

It has already been a great year for the association! Thanks to our Advocacy Chair and Past President, Kevin Lorson, OAHPERD has made an impact at the Ohio Statehouse. With two advocacy days in April and May supporting SB 287, Ohio is on its way to developing and adopting health education standards. Our President, Sue Sutherland, is a visionary thinker with progressive ideas and plans to continue moving the Association forward with its mission and vision for a healthy and physically active Ohio. In March, I attended the SHAPE America National Convention in Nashville. I left the convention with new ideas for our state convention this year and met many repeat and prospective exhibitors. I enjoyed networking and brainstorming with other Executive Directors and sharing ideas with leaders from other states. In June, I will meet again with state leaders at the annual Society for Association Management Leadership Development Conference.

The 2018 OAHPERD convention planning is right on schedule and we have some great pre-convention workshops to offer this year. Our keynote speaker will be Keli Smith Puzo of USA Field Hockey fame. The call for proposals



is open and I encourage you to submit your compelling proposal. If you have never been a presenter and you are unsure of what to do, please contact the OAHPERD office and we can assign you with a presenter mentor who will assist you along the way. Attendee registration will open in late summer. You can look forward to another fun and educational convention November 28–30, 2018 at Kalahari Resort in Sandusky.

I hope that you find our e-communications helpful and informative. *Catch up with OAHPERD*, our monthly e-News, is delivered to your inbox the first week of each month. Additional updates are sent out as needed in order to keep you well informed.

My responsibility as your Executive Director is to work with the members and the Board of Directors to make the organization the best that it can be. The success of OAHPERD also depends upon your support and involvement. If you have any ideas for me or OAHPERD, please do not hesitate to email at [lisa@assnoffices.com](mailto:lisa@assnoffices.com) or call me (614) 228-4715.

Let's keep moving towards a bright future full of Energy, Engagement, and Possibilities!

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## OCA-WPES Scholarship!



The OCA-WPES scholarship is to be awarded to either a female or male undergraduate student or young professional in HPERD-related fields. The fund must first reach \$5,000 before the Awards and Recognition Committee can begin awarding money to deserving individuals. The

funds are currently at \$4,031.18. Read more about the legacy or make your donation at <https://ohahperd.site-ym.com/page/wpesscholarship?>

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## 2018 OAHPERD Elections

Nominations are being recruited for the 2018 OAHPERD Election. Executive Committee positions to be voted upon in this election are the President-Elect and the Secretary. Please contact Pam Bechtel, [pbechte@bgsu.edu](mailto:pbechte@bgsu.edu) or (419) 410-4310 for Nomination Forms and Agreement to Run Forms. Voting will take place at the convention in November at Kalahari.

OAHPERD Division Vice Chairs to be elected are in the Health Division, Higher Education, Recreation Division, and Sport Science. These positions will be filled at the Division meetings held during the 2018 convention.

# Help Kids Thrive Through Health and Physical Education



## 50 MILLION STRONG by 2029

Approximately 50 million students are currently enrolled in America's elementary and secondary schools (grades pre-K to 12).

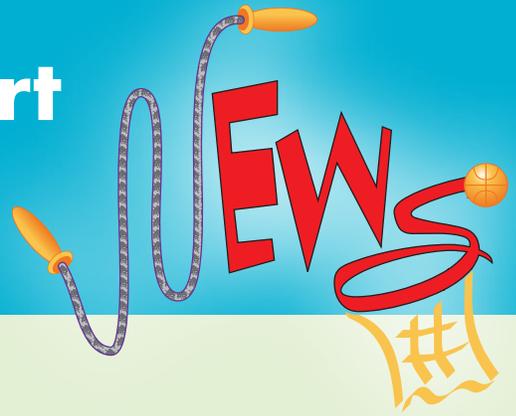
SHAPE America wants to ensure that by the time today's preschoolers graduate from high school in 2029, all of America's students are benefitting from the skills, knowledge, confidence, desire and opportunities to enjoy healthy, meaningful physical activity.



#SHAPE50Million

**Get Involved!** Learn how you can engage, activate and advocate to help solidify public support for health and physical education at [www.shapeamerica.org/50Million](http://www.shapeamerica.org/50Million)

# Jump Rope For Heart & Hoops For Heart



## A Big THANK YOU on Behalf of the OAHPERD Board

Email us to receive your free OAHPERD membership.

Thank you for all that you do with Jump and Hoops in your local buildings and school districts. All Jump and Hoops Coordinators who completed an event during the 2017–2018 school year in Ohio will receive a complimentary one year membership to OAHPERD. This is a \$50 value and allows you to register for the OAHPERD Annual State Convention at a reduced rate.

It is easy! To receive your free OAHPERD membership, please email Lisa Kirr at [Lisa@assnoffices.com](mailto:Lisa@assnoffices.com) with your name, your email address, your school building name, and full school building address.

## OAHPERD's Jump Scholarship

Please check into the OAHPERD website this summer to see updates on the OAHPERD Jump Scholarship. This is a monetary award given to an undergraduate student at this year's OAHPERD State Convention, who has assisted a Jump or Hoops Coordinator during their student teaching experiences in the past school year. There is a short application process and transcripts are needed. The deadline will be updated soon, but could be as early as August 1, 2018.



If you have any questions or would like more information on either the OAHPERD membership or Jump Scholarship, please do not hesitate to reach out! And remember – above all, take care of your own heart too! Enjoy your summer and may your personal adventures include some peaceful moments that will in turn renew your professional teaching spirit for the next school year.

Sasha Taylor

OAHPERD JRFH State Coordinator  
[sasha.taylor@bss.k12.oh.us](mailto:sasha.taylor@bss.k12.oh.us)

Traci Grissom

OAHPERD HFH State Coordinator  
[grissom\\_traci@dublinschools.net](mailto:grissom_traci@dublinschools.net)

# Editor's Comments

Bob Stadulis

Some important changes have occurred within the OAHPERD due to financial constraints. The revised 2018–2019 OAHPERD budget has been included for perusal on pages 27–30. One direct effect upon *Future Focus* is the suspension of a Fall/Winter issue. The next issue is anticipated to be published in the spring of 2019. We will still consider submissions on a rolling basis with a deadline for submissions for the next issue to be January 31, 2019.

The current issue has a sports theme. The usual *Coaching Toolbox* column by Sheridan focuses upon developmental aspects of coaching. The scholarly article by Ginley et al. investigates the developmental experiences of junior ice hockey players.

OAHPERD officers share the creations to bring the Association forward especially with respect to better communication and providing direction. President Sue shares a new initiative with the formation of “working groups.” Our Executive Director highlights the 2018 State Convention



in November as well as innovative attempts to enhance communication within the association. The JRFH/HFH coordinators, Sasha Taylor and Traci Grissom, share important announcements concerning OAHPERD membership for coordinators who completed a JRFH/HFH event as well as eligibility for a scholarship for students who assisted a JRFH/HFH effort while student teaching.

The Editorial Board continues to seek potential authors to mentor. The timing for the next issue seems ideal for presenters at the November state

convention to adapt their convention presentations into *Future Focus* articles. The Editorial Board is especially interested in “best practices” articles in which our highly competent and creative professionals can share their outstanding techniques and strategies with the rest of Ohio practitioners. Please consider accepting this challenge to become one of Ohio’s leading professionals by sharing your expertise with your profession.

## Save the Date

Great Convention room rate!

November 27—November 29:

\$119/night

November 30: \$139/night

All rooms include 4 waterpark passes! Bring your family and extend your stay.

## 89<sup>th</sup> OAHPERD Annual Convention

Nov. 28–30, 2018

Kalahari Resorts, Sandusky, Ohio



For more information on the annual convention and other offerings from OAHPERD, contact Lisa Kirr at [Lisa@AssnOffices.com](mailto:Lisa@AssnOffices.com) or at 614-228-4715.

To book a room follow this link:

<https://stay.kalahariresorts.com/ohio#groupSignIn>

Your group booking ID is: 27465

Enter Group Code when prompted, press continue and follow on-screen instructions.

# Tell Us About Your Successful HPE Programs

Easy-to-submit, easy-to-read! SHAPE America is creating a series of two-page summaries of inspiring projects and programs that exemplify best practices.

As an educator, you know that well-designed health and physical education programs are important to student success. Yet many in your community may not be aware of what you do and how effectively you can help children embrace a lifetime of physical activity, adopt healthy habits, cope with stress, and improve the quality of their lives. That's why SHAPE America is building a series of case studies that highlight best practices in health education, physical education and physical activity programs.



SHAPE America's new case study series supports its 50 Million Strong by 2029 commitment. Approximately 50 million students are currently enrolled in America's elementary and secondary schools (grades pre-K to 12). SHAPE America wants to ensure that by the time today's youngest students graduate from high school in 2029, all of America's children are empowered to lead healthy and active lives through effective health and physical education programs.

## SUBMIT A CASE STUDY

A simple, online submission process makes it fast and easy!

Do you have an innovative, results-oriented health, physical education, or physical activity program to share?

Gain visibility and publicity for your program, your school, your community, and your district by sharing examples of HPE programs that illustrate best practices.

It's easy to submit a case study for consideration — just fill out the online form at [shapeamerica.org/casestudies](https://shapeamerica.org/casestudies).

Read sample case studies at [shapeamerica.org/casestudies](https://shapeamerica.org/casestudies)



[shapeamerica.org](https://shapeamerica.org)



## Updating Your Coaching Toolbox: Bridging the Gap Between Coaching Research and Practice

By Michael P. Sheridan

### What is this column all about?

This column is the 18<sup>th</sup> in a series of articles in *Future Focus* written for coaches by a coach. The goal of this column is to provide information to coaches about recent research that is related to coaching in a user-friendly format. With this in mind, the author will briefly review a recent research article from a professional journal, critique it, and offer practical applications for coaches to use in their everyday coaching. It is the author's intent to encourage a realistic bridging of coaching science to coaching practice through discussions of realistic applications of research. This column will be written with coaches as the intended audience with the following assumptions:

1. Some coaches are interested in applying recent research from coaching science to their coaching.
2. Most coaches do not have easy access to professional journals that provide scholarly research on coaching science, nor do many coaches have time to read, understand, and digest articles in these publications.
3. Many of the scientific articles are written in a language that is appropriate for scholarly (academic) publications, but many of the writings are difficult to understand, thus making the application of the results to coaching practice difficult.

"Bridging the Gap between Coaching Research and Practice" is intended to offer coaches access to recent research in an easy-to-use set-up so that coaches may apply this knowledge to their coaching. If coaches also learn how to dissect and analyze research from reading this column, then this would be beneficial. Questions, comments, or suggestions about current and/or future articles and topics are welcomed at [msheridan@tvschools.org](mailto:msheridan@tvschools.org).

## From Toxic to Transformational... A Journey Through Coaching

When I first started coaching, I was "toxic." I was not aware that I was toxic nor was I aware of what "toxic coaching" was. However, years later I realized that, in my first attempts in coaching, my leadership style at the time could be described as "toxic." I was manipulative, coercive, overly dominant, and mostly only concerned about how my players' performance reflected on how I was coaching. For example, if our team played well, then I often attributed it to my good coaching. If our team played poorly, then I frequently blamed their poor preparation for something that they did or did not do: either I accused them of not listening to the scouting report or I ranted at them for not paying enough attention in film sessions. Rarely did I publicly take responsibility for our errors. The atmosphere that I created as a young coach could be summed up in the following unspoken words: "What is wrong with you? I told you to defend the weakside on this play. I can't believe that you are making me look bad." The conundrum that characterized my toxic style of leadership as a young coach was that I had no idea what I could control (e.g., my own actions and attitude) nor did I understand what I could not control (e.g., players' performances). This lack of self-awareness often led to a team culture that was noxious, where players were unaccountable for their actions and where my frustration bubbled over into angry tirades. Yikes! What a recipe for disaster!

I became a head college coach at the tender age of 27, and at that point in my career I thought that I had all the answers. It was no wonder that I rolled my eyes when it was pointed out to me that there was a better way to lead than to coerce, manipulate and belittle players into getting them to do what you wanted them to do. Like many young coaches, I modeled the coaching behaviors that I saw and adopted the style from some of my previous coaches that I experienced as an athlete. Therefore, when it was my turn to take the lead, I unfortunately passed on some of these boorish coaching tactics. Luckily, as I grew older and a little wiser, I realized that there were more effective ways to lead a team. However, as a young coach, I would have never envisioned myself becoming a "transformational coach." In fact, at that

time, my coaching peers and I viewed “transformational” coaches as soft and weak-minded. Transformational coaches were more concerned with making sure that the players were happy instead of demanding their best performance. My coaching peers and I derided transformational coaches because, from our standpoint, they were “players’ coaches” who simply let the inmates run the asylum. In our self-indulged worlds, good coaches were “in control of their teams” whereas coaches who did not control their teams (e. g., “transformational”) were feeble. Wow, was I wrong!

Interestingly, we now know that much of the empirical literature studying coaching shows that effective coaches are more “player-centered” and they encourage players to have a more active role in their own development (de Souza & Oslin, 2008). An autonomy-supportive coach encourages players to be self-directed and provides opportunities for them to make decisions about their own training and development. Research shows that autonomy-supportive coaches can often create environments that can lead to higher levels of athletes’ commitment and increased player motivation (Amorose & Horn, 2000). So, in order for me to become less “toxic,” I had to challenge some of my previously held biases toward transformational leadership and attempt to be more open minded about the possibility that such a leadership approach might enable me to grow professionally.

According to Turnnidge and Côté (2017), many coach development programs focus on teaching coaches about professional knowledge, developing effective coaching behaviors, and teaching coaches how to improve the teaching of technical and tactical skills. In other words, in many coach development programs, coaches mostly learn more information about their sport and teaching sport skills.

According to Turnnidge and Côté, few coach development programs focus on helping coaches learn more about interpersonal and intrapersonal skills, traits that many of us would refer to as “soft skills.” According to these authors, the focus on developing coaches’ professional knowledge and behavior in coach development programs may be related to the more traditional conceptualization of how coaching has been defined: that coaches develop athletes’ skills for the purpose of individual development and to win games. Other researchers

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Effective coaches are more “player-centered” and they encourage players to have a more active role in their own development

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have sought to investigate how coach development programs have used behavioral change theories such as **Self-Determination Theory** (SDT, Deci & Ryan, 2000) and **Achievement Goal Theory** (AGT, Nicholls, 1989) to train coaches. Turnnidge and Côté used **Transformational Leadership Theory** (TFL, Bass & Riggio, 2006) in a coach development workshop in an attempt to improve the interpersonal and intrapersonal skills of coaches. Therefore, this article will discuss the results of this research and provide applications for coaches.

## Article Review

Turnnidge, J., & Côté, J. (2017). Transformational coaching workshop: Applying a person-centred approach to coach development programs. *International Sport Coaching Journal*, 4, 314–325. <https://doi.org/10.1123/iscj.2017-0046>

According to Turnnidge and Côté (2017), “TFL theory represents a follower-centred approach to the leadership process, in which leaders (i.e., coaches) aim to develop followers (i.e., athletes) into future leaders by using empowering and inspiring behaviours” (p. 316). Furthermore, the authors explain (p. 316) that TFL is comprised of four dimensions, referred to as the four I’s: “*Idealized influence* (coaches gain their athletes’ trust and respect by acting as positive role models), *inspirational motivation* (coaches inspire athletes with a compelling vision of the future by fostering perceptions of meaning and team unity), *intellectual stimulation* (coaches encourage critical thinking and creativity by engaging athletes in the learning process), and *individualized consideration* (coaches show genuine care and concern for each athlete’s unique needs and abilities).”

The objective of Turnnidge and Côté’s research (2017) was to develop a workshop that was based upon empirical evidence from previous research in the area of transformational leadership and coaching. The workshop was designed “to enhance coaches’ leadership skills, and ultimately improve the quality of their interpersonal relationships” (p. 319). The workshop was designed for coaches who work with athletes ages 12–18 from a variety of sports, levels and contexts (individual and team sport coaches). Participants in the workshop openly discuss and provide personal examples from their experiences on topics such as leadership in sport, self-leadership, coaching leadership, and coaching effectiveness.

Following these icebreakers, transformational coaching is introduced, with particular emphasis on applying the four “I”s. Interactive sessions are included where participants role play, analyze video clips of coaching, and practice applying transformational coaching tactics through active participation in simulated coaching scenarios. Finally, coaches are divided into small groups and dyads to make commitments with each other on plans they have for slowly integrating lessons learned from the workshop into their coaching behaviors over the ensuing twelve months. Participants choose specific due dates along with specific goals for applying some of the transformational concepts that are learned in the workshop. Follow-up readings and support materials are provided to help participants integrate what was learned in the workshop to their actual coaching practice.

In order to help participants better understand transformational style coaching, Turnnidge and Côté (2017) describe and compare other leadership styles including: *laissez-faire*, neutral, transactional and toxic coaching. **Laissez-faire style** coaching can be described as low task

oriented leadership and low relationship orientation (Lunsford & Padilla, 2015). **Neutral style** of leadership seems to imply passive, uninvolved leadership. This style could be characterized by a leader who abandons or isolates him or herself from his subordinates, leading to disengagement. By contrast, according to Lunsford and Padilla, **transactional leadership** is characterized by leadership being a “transaction between the easer and the subordinate” (p. 200). Finally, Lunsford and Padilla describe **toxic leadership** in the following manner: “1) toxic leadership is neither absolute nor entirely destructive; 2) involves dominance, coercion and manipulation rather than influence, persuasion and commitment; 3) is selfish in orientation; 4) compromises the quality of life for the participants or detracts from the main purpose of the organization; and 5) is not solely the result of destructive leaders but is also related to susceptible followers and conducive environments” (p. 67).

Participants from this workshop generally indicated that the workshop was effective in fostering their own growth as coaches which in turn

could provide coaches with more tools to help their athletes improve. One of the findings of the research was that some youth coaches believed that one of the roadblocks in developing transformational leadership behaviors was due to lack of opportunities. Therefore, it seems that the authors’ workshop met some of the needs of the participants by providing opportunity to learn and practice transformational coaching behaviors.

### Applications for Coaches

The greatest strength of Turnnidge and Côté’s (2017) workshop are probably the practical applications that are provided during the training session for coaches. For example, the authors use the four I’s of transformational coaching to encourage coaches to apply theory to actual coaching practice. Table 1 describes the four “I”s and identifies a typical toxic coaching behavior for each I along with the potential outcome if the behavior persists.

Reflecting on my early coaching career, I wish that I could have told that young coach that he should pay more attention to his players and what they might have been going through personally at that time. Furthermore,

**TABLE • 1**

Practical Application of the 4 “I”s of Transformational Coaching			
Idealized influence	Inspirational motivation	Intellectual stimulation	Individualized consideration
Demonstrate good role model behaviors	Provide a positive vision of the future	Include athletes in their own development	Demonstrate care and concern for athletes as individuals
Toxic coaching behaviors to reduce or eliminate (with potential outcomes if continued)			
<b>Screaming at an official after a questionable call!</b>	<b>“You are never going to be a great player.”</b>	<b>“My goal is to win the conference championship.”</b>	<b>“I don’t know what is wrong with you? Why can’t you remember this play?”</b>
If coaches model poor behaviors then it is likely that players will also complain about poor officiating.	While this seems like a statement a coach would never make, this kind of coercion and belittlement is more common than we would like to believe.	Coaches who do not include nor take into account what their players want to accomplish run the risk that there will be a culture of demotivated athletes.	Coaches who disregard the following statement: “Everyone is going through something” (see Love, 2018), often lose connections with their players which then can lead to the deterioration of the player-coach relationship.

instead of viewing player autonomy as a weakness in my coaching, I would have told that young coach to involve the players more in their own development and problem solving. Finally, instead of demeaning a mistake that a player made, I would tell the younger me to work harder to provide a clear picture of what I thought the player could achieve if he was willing to put in the time and effort to work to accomplish his goals. However, I suspect that like most development, my own coaching growth occurred in stages by periodically taking some steps backward followed by some steps forward. I am not certain that, as my coaching career evolved, many of my coaching peers nor former players would have referred to me as a “transformational coach.” However, I did try to embrace some of the concepts of transformational coaching. These concepts can be more pragmatically summarized in

a lesson learned long ago that is best demonstrated by one of my favorite coaching maxims: “It’s not about the Xs and the Os; it’s about the Jimmys and the Joes.”

Thanks to all my former players who tolerated my growth and development. I am not sure that I ever became a transformational coach but I am grateful to them for all of the lessons that I learned from them that have made a difference in my life!

Readers are invited to email comments and/or questions about this article to: [msheridan@tvschools.org](mailto:msheridan@tvschools.org)

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# An Inquiry Concerning the Developmental Experiences of Former Junior Ice Hockey Players in North America\*

By Christopher T. Ginley, Seungbum Lee, Laura Richardson and Alan S. Kornspan

\*In this article, "hockey" will always refer to ice rather than field hockey.

The purpose of this study was to examine the developmental experiences of former Tier III junior ice hockey players. Specifically, it is to determine if these players would describe similar experiences that the higher competitive level Tier I players had such as challenges and identity. Semi-structured interviews were conducted with seven former players who competed at the level of Tier III. The interviews were recorded and analyzed to determine common themes related to developmental experiences of these players. Results of the study revealed the types of developmental experiences of junior hockey players as they pursue excellence during the investment stage of their athletic career, the period where the athletes are to focus on one single sport with high amount of practice. The two most common themes found were "challenges" and "identity." All the former junior hockey players in the present study described undergoing challenges during the course of their junior hockey career. Participants described the specific challenges they experienced which included living away from home, dealing with on-ice issues, and not being given the same opportunities which other players received. The findings of the present study also discovered that the sport of junior hockey was a central component of their participants' identities while participating in junior hockey. Detailed discussion as to emergent themes such as life experience, relationships, passion, and athleticism were also provided. The present study found that junior hockey players at the Tier III level in the United States reported similar developmental experiences as junior hockey players participating at the higher competitive Tier I level.

**Keywords:** developmental experience, junior hockey, competitive level, identity, challenges

As more and more organized youth and adolescent sports opportunities across the country became available (Holt, 2016; Taks & Scheerder, 2006), scholars in the field of sport psychology started to pay attention to the developmental experiences of athletes as they progress through their sport participation (e.g., Côté, 1999). However, only in recent decades have researchers begun to systematically examine the developmental progression that elite athletes encounter as they pursue athletic goals (e.g., Côté & Vierimma, 2014).

One sport that experienced noticeable participation growth in recent years is junior hockey. According to

Townlee (2017) of the *USA Hockey Magazine*, there has been an upward trend in youth hockey participation (see <http://sporteventsmagazine.com/Hockey-Participation-Increases/>). The increase in hockey has been documented at all levels of play from beginners through juniors. Experienced and talented youth hockey players may choose to play junior hockey as there are currently over 200 junior level teams across the United States. USA Hockey structures junior hockey into three distinct tiers, for ages 16–20, which are separated by level of competition. Each tier functions independently, as each tier has its own organizational mission and goals (Leitner, 2016).

Tier I has only one league in the country, the United States Hockey League (USHL), and it is comprised of the athletes playing at the highest level of competition of amateur hockey in the world. Top performing athletes between ages 16–20 years-old are eligible for Tier I. All expenses, including training, competition, academics and lodging, are provided by the team. Tier I attracts top talent and showcases athletes nationally for transitions to both National Collegiate Athletic Association (NCAA) and professional playing competition.

Tier II also has only one USA Hockey-sanctioned league, the North American Hockey League (NAHL),

consisting of teams throughout the United States. Quite similar to Tier I, all hockey expenses are covered with the exception of lodging but still offering high level skill and competition at Tier II. Tier II is considered the second-highest competitive level of junior hockey with many elite athletes who did not make Tier I playing at this level.

Tier III is very different and comprised of three sanctioned leagues: the Eastern Hockey League (EHL), the North American 3 Hockey League, and the Rocky Mountain Junior Hockey League. The teams in these leagues are located throughout the United States. Expenses are not covered by the team and families pay varying fees often termed “pay to play.” The financial component may range for a single player from \$5,000 to excess of \$10,000 per season (Russon, 2014). It is commonly required that junior hockey players will live with a host family or in hockey parlance a “billet family” during the season due to the geographic location of teams. Tier III is considered the amateur level with many athletes setting personal goals to train and move up tiers to play at I or II. Other players strive to gain acceptance to NCAA and the American Collegiate Hockey Association (ACHA) teams.

Due to the ladder structure of competitive teams within the tiers, combined with the young ages of the athletes deciding to participate, recently researchers viewed junior hockey as a subject matter in the context of sport psychology (e.g., Côté & Soberlak, 2003; Dubé, Schinke, Hancock, & Dubuc, 2007; MacCosham & Gravelle, 2016; MacDonald, 2012; McCoy, 2015). While these studies examined different issues associated with junior hockey players such as emotional challenges, social support, and identity as a player at Tier I level, few studies

investigated the developmental experiences of former Tier III junior hockey players. Additionally, more importantly, given young athletes are likely to encounter emotional challenges as they pursue elite sport career (Bruner, Munroe-Chandler, & Spink, 2008), a better understanding of these athletes and their emotional challenges can serve to guide support which can help them both physically and psychologically.

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A better understanding of these athletes and their emotional challenges can serve to guide support which can help them both physically and psychologically.

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Accordingly, the purpose of this study is to investigate and explore the developmental experiences and challenges that former Tier III level players experience while participating in junior hockey. Such investigation seems necessary given that previous research has been conducted to understand the developmental experiences of Tier I major junior hockey players whereas no studies have specifically investigated the developmental experiences of Tier

III junior hockey players. Tier I is designed to provide a very competitive opportunity to the players so that they can become elite athletes in amateur ice hockey internationally (see <http://nahl.com/the-nahl/junior-hockey-in-the-us/>) whereas Tier III competition is focused upon regional opportunities (see <http://nahl.com/the-nahl/junior-hockey-in-the-us/>). Each tier functions independently and has its own mission and goals. A better understanding of junior hockey and its developmental experience at all tiers can contribute to the body of literature and potentially aid athletes and their families when trying to deal with challenges to be faced. Coaches and administrators may also use the findings to better the experience of the junior ice hockey athlete.

## Literature Review

### Developmental Model of Sport Participation (DMSP)

One theory that has been proposed to guide research on the developmental experiences of athletes is the Developmental Model of Sport Participation (DMSP) (Côté, 1999). DMSP is used as a theoretical framework for this study as it offers a very specific, yet comprehensive, framework to comprehend involvement in sport (Côté, 1999). This model suggests that an athlete progresses through three age related stages of athletic development. The first phase identified was the sampling stage which was theorized to occur from approximately ages 6 to 12. This is followed by the specialization stage which occurred from ages 13 to 15. DMSP suggested that the third stage of athletic development is the investment stage which begins around the age of 16. In the investment stage, the athlete begins to commit exclusively to one sport and intensely trains with the goal of becoming an elite athlete. If the athlete decides to commit to trying to reach an elite level status,

it is during this time period that they begin to focus on highly intense specialized deliberate practice.

Research has suggested that in order for athletes to reach an elite level of performance in their chosen sports it is necessary for the athlete, around age 16, to begin to accumulate many hours of deliberate practice (e.g., Côté & Vierimma, 2014). Because of the intense focus, desire, and commitment necessary to reach an elite level of performance during the investment stage, it is important that coaches, administrators, and other supporting staff (e.g., athletic trainers) understand the challenges that athletes experience during this stage of athletic development. According to MacPhail and Kirk (2006), there seems to be more support (e.g., training, parents, etc.) for further development available to the athletes from supporting staff, school, and coach as time and intensity for practices are dramatically increasing. By having an understanding of the developmental experiences that occur during this time, practitioners will be better able to provide the necessary support to athletes while they are engaged in their athletic pursuits. By doing so, the athletes can participate in sports activities in an environment where they can receive support in a structured and organized way (Côté, Murphy-Mills, & Abernethy (2012).

### Junior hockey experience

Researchers have begun to examine and analyze junior level ice hockey and how athletes progress through the investment stage of their athletic career (Allain, 2014; Bruner, Munroe-Chandler, & Spink, 2008; Dubé et al., 2007; Gravelle & MacCosham, 2016; MacCosham & Gravelle, 2017; McCoy, 2015; Roy & Cimire, 2017; Soberlack & Côté, 2003). In support of the DMSP theory, Soberlack and Côté (2003) found that elite junior hockey players on average did not

spend an inordinate amount of time in deliberate practice during the early years of training. Specifically, interviews with four junior hockey players older than 20-years-old who had competed in the Canadian Hockey League (CHL) and had a contract of the National Hockey League (NHL) were conducted for longitudinal and detailed explanation of the participants' involvement throughout their careers. In fact, they found that most of the deliberate practice hours of intense commitment began when athletes reached approximately age 16 as they moved into the investment stage of athletic development. This transition, as the elite athlete moves from the specialization stage into the investment stage of training in the sport of hockey, can be difficult (Soberlak & Côté, 2003).

Bruner et al. (2008) investigated various emotional challenges experienced by junior hockey players while training to compete at an elite level (Tier I) and categorized these challenges into on-ice and off-ice issues. Junior hockey players reported several on-ice issues including dealing with negative coaching behavior, earning playing time, worry about the outcome of producing points, and dem-

onstrating their hockey skill. Bruner et al. (2008) also found that junior hockey players discussed dealing with off-the-ice challenges such as being traded to a different team. Grygar (2013) also found that former junior hockey players had various emotional challenges while participating as well as difficult financial challenges. The players interviewed expressed displeasure with the financial support they received while participating in junior hockey. McCoy (2015) described the emotional experiences of former junior hockey players that were interviewed as an emotional "rollercoaster" due to the various challenges they faced, and similarly, Norris (2017) found the command style practices that coaches utilized created emotional challenges for junior hockey players.

Thus, investigators have studied the type of support provided to junior hockey players to help them deal with the various emotional issues experienced. For instance, Dubé et al. (2007) examined the various forms of social support junior hockey players received and found that a main source of support was provided by teammates, coaches, teachers, and the community. McCoy (2015)



also found that social support from teammates was an important component of helping junior hockey players cope with emotional challenges. Additionally, research by Norris (2017) revealed that a main source of social support for junior hockey players were friends, teammates, coaches and also from a billet or host family. Similarly, Dubé et al. (2007) revealed that coaches, teammates, teachers, and the community were the main sources of support to players that were playing junior hockey in remote places in Canada. Dubé et al.'s (2007) study provided evidence supporting the need that athletes require a strong network and foundation of support.

It has been reported that participation in junior hockey could lead to emotional difficulties which may be related to the level of players' athletic identity (e.g., Bruner et al., 2008). For instance, if a junior hockey player has an exclusively high level of athletic identity at the expense of being involved in other important life roles, he may be prone to developing emotional difficulties. It does not seem surprising that many junior hockey players may have a high athletic identity or "hockey identity" (Grygar, 2013, p. 38) since the time and responsibilities toward hockey when participating are so intense. For example, as MacDonald (2012) reported, junior hockey players interviewed had hockey events or practice approximately six out seven days per week. Thus, junior hockey players often have little time remaining to participate in other life roles.

Since an overly exclusive athletic identity could lead to emotional difficulties for athletes, researchers have begun to examine junior hockey players' identification with the athlete role (Grygar, 2013; MacCosham & Gravelle, 2017; McCoy, 2015). Specifically, Grygar (2013) found junior hockey players tend to have

a high athletic identity focused on the role of being a hockey player. Similarly, MacCosham and Gravelle (2017) found that former junior hockey players, while participating in junior hockey, identified themselves as hockey players more than any other role during that time period. According to MacCosham and Gravelle (2017), everything else besides hockey was given a much

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Since an overly exclusive athletic identity could lead to emotional difficulties for athletes, researchers have begun to examine junior hockey players' identification with the athlete role

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lower priority and was not as important to the junior hockey player, and they found that being with family, in school, and involvement in other leisure activities were not a main priority. Consistent with MacCosham and Gravelle's (2017) findings, McCoy (2015) also found that former junior hockey players had a high athletic identity which may have played a

major role in the difficult emotional challenges the former junior hockey players had while participating in junior hockey.

While studies have begun to examine the emotional challenges, social support, and identity of junior hockey players, few studies have investigated the developmental experiences of former players who have participated at the Tier III level. Accordingly, the purpose of this study was to investigate and explore the developmental experiences and challenges that former Tier III level players experienced while participating in junior hockey.

## Method

### Participants

A total of seven ( $N = 7$ ) former male junior hockey players between the ages of 22 and 25 years old agreed to participate in the study. Using convenience sampling, the most accessible participants were considered for this research (Marshall, 1996). Specifically, a group of players currently playing club hockey for a single NCAA Division I institution were asked if they were willing to participate in the study. All participants had formerly competed in junior hockey in the United States at the Tier III level of competition. Two participants completed one year of junior hockey, one participant completed two years, three participants completed three years, and one participant competed four years. Six of the participants were from the United States and one participant was from Canada. After completion of junior hockey, all participants then participated in collegiate hockey in the ACHA Division II level.

### Procedures

After gaining approval from the university Institutional Review Board (IRB), participants were provided with information about the purpose of the study. After receiving permis-

sion to conduct the interview from the selected participants, confidential semi-structured interviews were conducted. The semi-structured face-to-face interviews lasted approximately 45 minutes and were audio-recorded for transcribing. Hand written field notes were also taken during and after the interviews. At the start of each interview the first author of this study established a positive rapport in order to help participants feel comfortable with sharing and discussing their experiences (Fontana & Frey, 1994).

The semi-structured interview guide (see Figure 1) used to collect data was developed specifically for the purposes of the present study. Given the nature of this exploratory research, the questions for semi-structured interviews of this study were quite broad yet mainly derived from the DMSP (Côté, 1999). Using Morgan and Krueger's (1998) format of interview guide, five main question areas were created, which include opening questions, introductory questions, transition questions, key questions, and ending questions. As the interview progressed, additional follow-up questions based on responses provided by each participant were asked (Rapley, 2004). The first set of questions requested participants to discuss and explain their experiences playing junior hockey.

Additionally, the researchers were interested in learning about participants' motivation to participate in junior hockey and concerns they may have had about making the transition to participate in junior hockey. Another question was related to the various challenges that these players faced while participating in the sport. Also, the researcher inquired about participants' background and demographic information. The nature of the interview questions is quite comprehensive and wide-ranging ensuring that the interviewer was nondirective during the interview



Figure 1. Interview Guide

process. Interviews were transcribed and qualitative content was analyzed using systematic coding of a priori and emergent themes. Themes were categorized into high, medium and low using operational definitions based upon the frequency of the appearance throughout the data. To improve inter-rater reliability, coding was conducted by two researchers.

## Data Analysis

Data analysis began with transcribing the interviews into a word processing text format to then enable manually coding. Based upon investigators' characteristics and prior theoretical understanding, an a priori approach was implemented. To best query data, the investigator generated seven a priori themes. These themes were established prior to beginning the interviews and the themes included motivation, family, challenges, sacrifice, identity, and finances (see Table 1). The inductive approach to derive meaningful categories to begin data analysis was drawn from previous literature related to junior hockey as well as DMSP, the research question and previous conversations

TABLE • 1

A-priori Themes: Descriptions and Primary Examples		
A-priori Themes	Description	Primary Example
Motivation	The inner drive, whether tangible or intangible, to compete and go about tasks	Scholarship/ Success
Family	Relatives who are related to you by blood that provide a support system	Brothers/Sisters
Challenges	Obstacles that one must go through	Adversity
Sacrifice	Things that one must give up and pass over in order to achieve goals and objectives	Leaving home
Support	Encouragement that is provided to assist someone	Communication with family
Identity	How one associates oneself to the outside world and others	Player biography/ Identification
Finances	Money that is used to purchase material goods and services	Financial resources used to pay team dues

**TABLE • 2**

Emergent Themes: Descriptions and Primary Examples		
Emergent Themes	Description	Primary Example
Life Experience	The occurrences that happen in someone’s life that shape them into the person that they are	An older junior hockey player that has been through both positive and negative experiences throughout his hockey career
Relationships	Associations that one has with people	Talking to your hockey coach and developing a positive rapport that will have intangible benefits
Passion	The excitement that one has for a certain activity	Yelling encouragement and positive reinforcement to a person’s teammates
Athleticism	The ability to consistently show the attributes of passion, toughness, and physical play while playing the game at a high level	A player fighting through a bruised knee to score a winning goal

with former athletes. Additionally, throughout the analysis, emergent (posteriori) themes were drawn from the data and coded (see Table 2). To address subjectivity of the themes, data analysis employed two independent researchers, familiar with the topic of this study, to co-code the transcribed data. Researchers manually analyzed data for words and phrases that aligned with operational definitions and frequency of theme occurrence was noted using high, medium and low categories of occurrence in the interviews. While analyzing the data, words and phrases that matched with the a priori themes were identified.

**Results**

Upon completion of thematic analysis, theoretical saturation was achieved. Findings that emerged from the semi-structured interviews using both a-priori and emergent (high level & medium level) codes revealed important overarching themes. Table 3 provides a summary of the number of interviewee mentions of themes. Saliency of themes

that surfaced in the data facilitated a clear understanding of the developmental experiences of junior level hockey players.

**A-priori code results—High Level Code (HLC)**

**Identity.** From the a-priori code list, only one theme in the data surfaced fitting the description of a HLC, which shows multiple mentions of this theme as it appeared in the interviews. Of the 266 total a priori code mentions, 86 were of the “identity” theme representing 32% of all a-priori code mentions. All participants clearly articulated that the sport of junior hockey was an integral part of their identities. For instance, participant 7 mentioned, “Hockey has always been my escape. I knew I had to further my career to help get me out of the town that seemed to be dragging me down.” Participant 7 strongly identified himself as someone who made hockey an important part of his life. In conversations with participant 7, he mentioned that while he was somewhat concerned with school and edu-

**TABLE • 3**

A-priori and Emergent Themes by Participant <sup>1</sup>								
Participants	P1	P2	P3	P4	P5	P6	P7	Total
<b>A-priori Themes</b>								
Identities	19	15	10	13	8	8	13	86
Challenge	13	9	6	7	5	6	8	54
Motivation	12	5	5	4	3	4	3	36
Sacrifice	9	3	5	5	3	1	7	33
Support	8	5	2	4	6	2	3	30
Family	2	3	1	2	1	2	4	15
Finances	3	0	3	4	2	0	0	12
<b>Totals</b>	<b>66</b>	<b>40</b>	<b>32</b>	<b>39</b>	<b>28</b>	<b>23</b>	<b>38</b>	<b>266</b>
<b>Emergent Themes</b>								
Athleticism	46	19	11	35	19	23	22	175
Relationships	18	8	3	17	11	3	14	74
Life Experience	21	5	5	10	4	7	9	61
Passion	16	8	5	10	6	5	4	54
<b>Totals</b>	<b>101</b>	<b>40</b>	<b>24</b>	<b>72</b>	<b>40</b>	<b>38</b>	<b>49</b>	<b>364</b>

<sup>1</sup> Scores = the total number of occurrences of a theme’s mention within an interview

cation, he clearly valued hockey more. Participant 7 dedicated many hours to honing his craft and dedicating himself to the sport of ice hockey, much at the expense of his friends and family.

### **A-priori code results—Medium Level Code (MLC)**

**Challenges.** The vast majority of the coding was medium level a priori codes, and this category included “challenges.” Of the 266 total a priori codes mentioned, 54 were coded as the theme “challenges” representing 20% of all a priori code mentions. Participant 2 and 4 provided examples of challenges experienced. Participant 2 explained that he had to deal with the challenge of relocating to play a high level of hockey from a city in Ontario, Canada to Ohio. “I got homesick the first couple days in the States and really just wanted to go home. I didn’t think that junior hockey was for me,” he said. Eventually, participant 2 dealt with living so far away from home and became one of the most respected players in the organization for which he played. Another example of challenges is when participant 4 said, “I went to a tournament to be scouted for a team. The coach spoke to me afterward and told me they had interest [in me] and that they would be in touch throughout the week with details. A week passed,

he never called, two weeks passed, I called and they said they had already had used up their American spots. I was sick of getting dicked around by coaches so I stopped looking for a team after that.”

**Motivation.** Of the 266 total a priori codes, 36 were identified under the theme “motivation” comprising 14% of all a priori codes. Each of the participants played junior hockey for specific reasons whether it was internal or external motivation. These reasons included seeing playing junior hockey as a way be admitted to college and to see how far they could go with their hockey careers. A good example of motivation is when participant 1 mentioned, “I love hockey and I felt like my time was up where I was and with anything in life, I want to play at the highest level possible, so I decided when I was 17 to take that next step and I started, just with anything. I had to work my way up.” When participant 1 was asked what motivated him to play junior hockey, he said, “The drive to say that I played at the highest level possible, being able to play with guys that are going NCAA or pro. Just to play at the highest level possible, to play for a chance to go to nationals and the highest stage, and playing with the best guys from all around the world really.”

**Sacrifice.** Of the 266 total a priori codes, the “sacrifice” theme surfaced on 33 occasions representing 12% of all a priori codes. Each of these interviewees sacrificed time, money and pushed through tough on-the-ice physical training as well as the various off-the-ice emotional issues to participate in junior hockey. For instance, they could have been similar to most of their peers and gone to college immediately after high school graduation, but they wanted to challenge themselves to try to reach an elite level of hockey. To play at this level each of the former junior hockey players had to sacrifice things to make that happen. An example of the sacrifice theme is when participant 3 mentioned, “I missed a year of hockey between my senior year and first year of junior but because I could not afford it.” This was a good example of sacrifice because participant 3 had “sacrificed” a year of playing hockey in order to save money to play hockey.

**Support.** “Support” comprised 30 codes or 11% of a priori codes from the participants. Each of these players had various forms of support enabling junior hockey to become a serious option. For some it was financial and for others it was physical support. The backing and support that players received was crucial in their



development and skill as both junior hockey players and as young men. A strong example of support was clearly evident with participant 5 when he stated, “After a game, one of our owners, [name redacted], now our announcer for [team redacted] came up to me with a blessing. He told me that someone had donated the rest of my fee money. He told me just to worry about hockey and playing the game.” This is a good example of tangible (financial) support from whoever donated the rest of participant 5’s fee money and of support from the owner of the team to tell him just to focus on playing hockey. Another example is when participant 2 stated, “I’ve learned life lessons through teamwork and responsibility that have helped me progress along the way. I look at the experience like it is a network, the same as in college we are told to start networking with places of employment and getting to know people. I’ve networked through hockey.” Participant 2 networked through hockey. It is not only a network of people who he might be able to get him a job, but a network of support. This network of support was especially important for participant 2 because he moved by himself from Canada to the United States at a young age. He highlighted how his junior hockey support system was a big part of his junior hockey career.

### Emergent code results—High Level Code (HLC)

Additional themes appeared while analyzing data from the interviews, and these emergent themes expose meaningful data to assist with understanding participants’ junior hockey experiences. Emergent codes were “athleticism,” “life experience,” “relationships” and “passion” (See Table 2).

**Athleticism.** Of the 364 total emergent codes, 175 aligned with the theme “athleticism,” which was 48% of all

emergent codes. There are two attributes of this theme. The first one is toughness. This theme is essential to a successful junior hockey career as junior hockey is a physical game and being able to play physical and being able to be checked, hit, and sometimes punched is crucial. Participant 6 stated, “As the game progressed, it started to get chippy and there were some cheap shots being thrown by both teams and it escalated into a line brawl off a face-off in the neutral zone. The game



ended up having a total of eight fights including a fight I had partaken in.” Participant 7 also commented about the toughness needed to play junior hockey as follows, “He and I used to fight every single time our teams played each other because that’s what our teams needed us to do. They needed us to sacrifice ourselves and our bodies for the momentum swing or needed us to go get someone straight after a dirty play and so on.”

Another attribute for this theme was “teamwork.” Participant 5 stated,

“I have made countless friendships, learned the values of leadership and how to work as a team for a common goal.” Participant 1 mentioned, “Outside of the rink, you’re always together, that’s where you become a real family, all that free time outside of the rink traveling on the bus all over the place.”

### Emergent code results—Medium level code (MLC)

**Relationships.** A theme that emerged and was mentioned quite often was the importance of “relationships.” Of the 364 total emergent codes, 74 relationship themes were coded representing 20% of all emergent codes. Relationships in junior hockey are quite unique in that players only have each other since they are away from family and team rosters are not very large. The athletes commonly live together, eat together, and play together, while living away from home for the first time in their lives. A short quote from the interview with participant 1 was, “The best friends I made, I’m still playing with here” (“here” referring to where he was playing college hockey). Another example of the theme was from participant 2 when he was referring to his junior hockey career and networking (also noted earlier under the “social support” attribute): “I look at the experience like it is a network ... getting to know people. I’ve networked through hockey.” Another example of relationship is when participant 7 said; “The bond you form with guys from all around the world that lasts a lifetime, one of my good buddies is a guy that used to play for [team redacted]. He and I used to fight every single time our teams played each other, and let me tell you, we bonded through beating the hell out of each other because that’s what our teams needed us to do.” Participant 6 exemplified the idea that you can become friends, teammates, and so forth by doing

something you would normally not think would bring friends together such as fighting.

**Life Experience.** Two themes were identified in the MLC results. One theme was “life experience.” Of the 364 total emergent codes, 61 life experience mentions were identified in the data representing 17% of all emergent codes. While one can get life experience in a variety of ways, in junior hockey, a player can start living like an adult while the rest of his peers are in college. A good example is when participant 7 commented, “It’s regarded, by me as well as many of my friends, that we wonder if we would be further in life had we not put life on hold for a few years. But not a single one of us regret it because we were thrown in the fire of having people own us. You can be dropped or traded to anywhere at any time at the age of 15–21. That is some life experience if you ask me.” Playing junior hockey forces you to grow up quick. “The experiences had

shaped who I was and since many of the experiences were from hockey. And hockey was a big part of who I was,” said Participant 7.

**Passion.** Of the 364 total emergent code mentioned, 54 were related to the theme of passion, which was 15% of all emergent code mentions. An example of passion is when Participant 2 stated, “I grew up watching junior hockey teams, so growing up, it was something that I said I always wanted to do.” Another example of this theme is when participant 6 offered, “The passion to compete is really what made me want to play junior hockey. I mean, every kid dreams of playing in a league that you can wear visors and take part in tilts, so I was trying to fulfill a dream I had as a kid.”

## Discussion

The purpose of this study was to utilize qualitative methodology to explore the developmental experiences of former junior ice hockey players who had participated at the Tier III level of junior hockey in the United States. By doing so, this study also determines if Tier III players would describe similar experiences that major Tier I players had in regards to various emotional challenges, a strong identification toward their role as a hockey player, and the importance of positive relationships and social support in order to cope with the challenging demands of the sport.

Among the main findings of the current study was that

“identity” and “challenges” were major themes discovered after analyzing the data. The first major a-priori theme was “identity.” The finding that former Tier III players highly identified with the athlete role during their career is consistent with previous studies (MacCosham & Gravelle, 2017; Norris, 2017) which also found that major Tier I players highly identified with their role as a hockey player.

“Challenges” was another a-priori theme also observed subsequent to analyzing the data. As hypothesized, all participants described experiencing challenges throughout their junior hockey career. The finding that Tier III junior hockey players encountered various emotional challenges during their junior hockey playing career is also consistent with previous studies (Bruner et al., 2008; Grygar, 2013; McCoy, 2015; Norris, 2017) of major Tier I junior hockey players who also revealed various emotional challenges. It is concluded that both Tier I and III players might experience very similar types of emotional rollercoasters during their athletic careers (McCoy, 2015). Practically, the importance of (emotional) support to the players is confirmed (Côté et al., 2012; MacPhail & Kirk, 2006).

After analyzing the a-priori themes for high and moderate occurrence, additional themes emerged. “Athleticism” was a major emergent theme observed after analyzing the data. Two athleticism attributes were identified: toughness and teamwork. These two attributes seem to keys to a successful junior hockey career. Given the purpose of this study, this theme is important because if someone wishes to succeed playing junior hockey, he must have athleticism. Without having athleticism, junior hockey will not be a good route to take because the players are expected to consistently show athleticism to continue to play.



The emergent theme of “relationships” was closely related to the importance that junior hockey players placed on social support. The theme of “relationships” appeared as participants expressed thankfulness for those who supported and helped them throughout their junior hockey career. “Relationships” included the bonds the athletes formed with people around them while playing junior hockey. The importance of having these positive relationships is consistent with past literature. For instance, the importance of social support in helping athletes deal with challenges was described in previous studies (Bruner et al., 2008; Dubé et al., 2007; McCoy, 2015; Norris, 2017).

While there was not clear support to the use of the Developmental Model of Sports Participation (DMSP) prior to the study, which led to the use of a-priori codes, the results of the current study provided support for Côté’s (1999) DMSP theoretical model. Participants discussed their experiences of playing junior hockey during the investment stage. All of the participants in the current study invested much time, energy, and financial resources in order to participate in junior hockey. Increasing their level of commitment to achieve a higher level of skill in hockey was a main focus for all participants in the present study, which is one of the main elements of this stage of athletic development (Côté, 1999). Another key element that Côté theorized to occur during this stage is that parents develop an increased interest in their child’s athletic performance. The results of the present study support this contention since all participants mentioned that their parents encouraged them to play junior hockey and follow their dreams. Additionally, participants recounted that their parents attended games when they could and provided frequent support and encourage-

ment. This is consistent with Côté’s theory which suggested that parents help their children through struggles.

The results of the present study, in addition to the findings from previous studies, have begun to illuminate the types of developmental experiences that junior hockey players face as they pursue excellence during the investment stage of their athletic careers. The present study found that junior hockey players at the Tier III level in the United States reported

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Former junior hockey players in the present study noted the importance of social support and the positive relationships they developed while participating.  
•

similar developmental experiences as junior hockey players participating at the Tier I level. Hockey players who had participated at the Tier III level of junior hockey were found to have similar emotional challenges that Tier I level junior hockey players described. In addition, Tier I and Tier III junior hockey players appear to both highly identify with the importance of the role of being a hockey player during the investment stage. Finally, in

order to deal with the emotional challenges that occur while participating in junior hockey, the former junior hockey players in the present study noted the importance of social support and the positive relationships they developed while participating. This is also similar to the descriptions of the importance that Tier I junior hockey players placed on the importance of social support in previous studies (Bruner et al., 2008; Dubé et al., 2007; McCoy, 2015; Norris, 2017). The families of these young athletes, as well as their team coaches, administrators and owners plus billet parents, can better relate to these youngsters by becoming aware of the issues that are being faced in this investment stage.

## Limitations

Although the present study provided support for the previous findings about the developmental experiences of junior hockey players, limitations should be noted. First, it is not appropriate to generalize the findings of the current study to a larger sample of junior hockey and former junior hockey players. Secondly, a small convenience sample was studied in this investigation; the results may be different if other former junior hockey players who had different experiences related to years of playing, the location of the teams, and the coaching styles of their former coaches had been interviewed.

## Future Research

Future researchers should begin to utilize other research methods in studying the developmental experiences of junior hockey players. For instance, further research utilizing different methodological approaches is needed in studying junior hockey athletes. Researchers may want to develop surveys to provide a larger sample of junior hockey players to

further identify the various emotional challenges junior hockey players face. In addition, the current study and past studies have noted that junior hockey players have a high hockey identity. In order to understand how athletic identity may relate to a junior hockey player's emotions, research using a measure such as the Athletic Identity Measurement Scale (Brewer et al., 1993) could be correlated with scales that measure the ability to cope with stress. Also, researchers should begin to descriptively analyze the relationship between social support and effectively coping with stress in a large sample of junior hockey players. And, of course, investigating other sports and/or cultures that utilize youth sport participation that involves an investment stage could help determine which themes might be consistent across sports and if the DMSP model can be applied to other sports as well.



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# INDIANA UNIVERSITY OF PENNSYLVANIA MED HEALTH AND PHYSICAL EDUCATION



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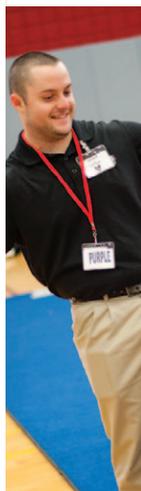
## K-12 TEACHER CERTIFICATION (HYBRID)

This track is designed for students who are interested in earning Pennsylvania teacher certification in K-12 Health and Physical Education. The majority of coursework can be completed online, which is perfect for the working adult. Students in this track are required to attend a five-week summer residency at IUP and complete a 6-12 credit student-teaching experience. Teachers who are certified in another area and wish to add health and physical education to their credentials only need to complete six semester hours of student teaching. Students certified in another K-12 content area will complete an internship experience.



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# 2018-19 & 2017-18 OAHPERD Budgets Compared

May 1<sup>st</sup> to April 30<sup>th</sup>

INCOME	2018-2019 Budget	2017- 2018 Budget
<b>Memberships</b>		
Professional 1 yr	\$ 16,000	\$ 16,000
Professional 2 yr	\$ 570	\$ 1,000
Professional 3 yr	\$ 1,200	\$ 1,200
Corporate	\$ 3,300	\$ 3,300
Student @ \$ 25	\$ 1,500	\$ 1,200
Senior Student @ \$ 40	\$ 340	\$ 100
Institutional Student @ \$ 20	\$ 2,130	\$ 2,000
Retired @ \$ 25	\$ 100	\$ 125
Institutional @ \$ 200	\$ 2,000	\$ 2,400
Library Serials	\$ 100	\$ 200
First Time Professional	\$ 1,200	\$ 1,200
<b>AHA</b>		
JRFH/HFH	\$ 40,000	\$ 98,000
<b>Convention</b>		
Exhibits	\$ 6,000	\$ 6,500
Merchandise	\$ 3,000	\$ 2,000
Preconference Registration	\$ 1,800	\$ 1,000
Registration	\$ 66,000	\$ 66,000
Sponsors	\$ 1,000	\$ 1,500
<b>Other</b>		
Advertising	\$ 100	\$ 150
Coord. School Health Div.	\$ 0	\$ 0
Grants	\$ 0	\$ 0
Interest Income	\$ 50	\$ 50
OCA/WPES Award Funds	\$ 1,000	\$ 200
Royalties	\$ 50	\$ 0
Scholarship donations	\$ 1,250	\$ 1,250
Summer Outing	\$ 600	\$ 600
Unrestricted Donations	\$ 0	\$ 200
Workshops	\$ 0	\$ 5,000
<b>Total Income</b>	<b>\$ 149,290</b>	<b>\$ 211,175</b>

EXPENSES	2018-2019 Budget	2017- 2018 Budget
<b>Operating Expenses</b>		
President	\$ 1,000	\$ 2,000
Past President	\$ 0	\$ 0
President Elect	\$ 0	\$ 1,000
All Ohio Representative	\$ 0	\$ 1,500
Executive Director	\$ 47,000	\$ 45,000
Treasurer	\$ 0	\$ 500
Recording Secretary	\$ 0	\$ 500
<i>Future Focus</i>	\$ 7,775	\$ 13,000
<i>Newsline</i>	\$ 0	\$ 6,400
AHA/AHA Coordinators	\$ 5,750	\$ 6,250
Trustee	\$ 0	\$ 100
<b>Divisions</b>		
Dance	\$ 0	\$ 100
Higher Ed	\$ 0	\$ 100
Adult Dev. & Learning	\$ 0	\$ 100
Necrology	\$ 0	\$ 100
Health	\$ 0	\$ 100
Physical Ed	\$ 0	\$ 100
Recreation	\$ 0	\$ 100
Sports Sciences	\$ 0	\$ 100
Student Division	\$ 0	\$ 100
Stipend	\$ 0	\$ 100
Travel	\$ 0	\$ 1,500
Printing	\$ 0	\$ 100
Supplies	\$ 0	\$ 100
Miscellaneous	\$ 0	\$ 300
Coord. School Health Div.	\$ 0	\$ 100
<b>Committees</b>		
Memorial Scholarship	\$ 1,000	\$ 4,000
Honors & Awards	\$ 650	\$ 800
Grants and Research	\$ 0	\$ 3,000
Ohio Gold	\$ 600	\$ 600
Whole Child/CSH	\$ 0	\$ 2,500
All Other Committees	\$ 0	\$ 0

## 2018-19 & 2017-18 OAHPERD Budgets Compared (continued)

May 1<sup>st</sup> to April 30<sup>th</sup>

EXPENSES (continued)	2018-2019 Budget	2017- 2018 Budget
<b>Conferences/Workshops</b>		
Workshops	\$0	\$4,000
SHAPE America Delegates	\$0	\$500
Ohio Student Leadership Conf.	\$1,000	\$4,000
Summer Outing	\$600	\$800
Trade Shows	\$0	\$750
SHAPE Midwest Student Ldrs.	\$0	\$2,000
<b>Executive Committee/Board</b>		
Mileage	\$0	\$9,000
Other	\$0	\$100
Board Meetings	\$1,500	\$6,500
<b>Other Communications</b>		
General Printing	\$1,400	\$1,400
General Postage	\$300	\$300
General Telephone	\$1,000	\$1,000
Supplies	\$1,200	\$1,200
Miscellaneous	\$0	\$0
<b>Misc. &amp; Special Requests</b>		
Web Page/ Membership Management	\$4,800	\$4,800
IRS Tax Preparation	\$1,100	\$6,000
Ohio Attorney General fee	\$200	\$200
Insurance Liability	\$1,200	\$1,150
Bank Charges	\$100	\$100
Advocacy	\$3,500	\$6,000
Misc	\$100	\$100
Credit Card Service fee	\$2,500	\$2,500
Technology	\$700	\$700
BHSA	\$0	\$0
Prior Year Expense	\$0	\$0

EXPENSES (continued)	2018-2019 Budget	2017- 2018 Budget
<b>Convention</b>		
SHAPE America Rep.	\$0	\$500
Audio Visual	\$2,500	\$2,500
Speaker	\$1,200	\$1,000
Entertainment	\$3,500	\$4,500
Staff	\$1,700	\$1,500
Facility	\$8,500	\$8,500
Technology/App	\$3,500	\$3,500
Supplies	\$300	\$1,000
Exhibits	\$5,000	\$5,000
Gifts	\$1,500	\$2,500
Meals/Breaks	\$21,000	\$20,000
MISC	\$50	\$50
Merchandise	\$1,400	\$3,500
Transportation	\$0	\$0
Committee	\$1,000	\$2,500
Postage/Shipping	\$0	\$50
Printing	\$2,000	\$2,500
Stipends	\$1,250	\$1,250
Social	\$3,000	\$4,000
AHA Social	\$600	\$500
Pre-convention Workshop	\$1,500	\$800
<b>Total Expenses</b>	<b>\$144,475</b>	<b>\$209,000</b>
<b>NET INCOME</b>		
Unrealized Gains/Losses		\$0
2% to reserves		\$43.50

## OAHPERD Pays Substitutes

OAHPERD will pay for substitutes so that Board members may attend required meetings during the year. In order to take advantage of this offer, send the following to the OAHPERD Executive Director:

1. A letter from the school administrator stating that the school district will not pay for professional release days.
2. An invoice from the school district indicating the correct amount to be remitted.
3. A completed OAHPERD Voucher (vouchers can be obtained from the Executive Director or OAHPERD Treasurer).

OAHPERD will send a check directly to the school district. We hope that this will encourage a better rate of participation by our officers in OAHPERD matters.

Letters, invoices, and vouchers should be mailed to the OAHPERD Executive Director:

Lisa Kirr

OAHPERD Executive Director

17 South High Street, Suite 200

Columbus, OH 43215

P: 614-221-1900

F: 614-221-1989

E: Lisa@assnoffices.com



## Student Writing Award

Each year the Editorial Board of OAHPERD considers *Future Focus* articles submitted by graduate and undergraduate students for annual OAHPERD Student Writing Awards. Each award consists of a check for \$100 and a waiver of membership dues for the year. An award may be given to one undergraduate student and one graduate student each year, but only if submitted articles meet the criteria listed here.

1. Submitted articles must meet *Future Focus* standards of quality.
2. Submitted articles should follow *Future Focus* guidelines for authors.
3. Articles may be on any subject related to the concerns of Health, Physical Education, Recreation, and Dance.
4. Only single-author articles will be considered.
5. At the time of submission, the author of the submitted article must be a member of OAHPERD.
6. Articles considered for the award must not have been previously published and must not be concurrently submitted for publication elsewhere.
7. Articles must be submitted on or before July 31 to be considered for an award to be given at the following December's convention.



# Guidelines for Authors

## Manuscripts

Each manuscript should be formatted for 8½ by 11-inch paper, with 1-inch margins on all sides, using **Microsoft Word for PC, Times-Roman style and 12 point font**. All copy must be double-spaced except direct quotations of three or more lines, which are to be single-spaced and indented. Style should conform to the American Psychological Association's (APA) *Style Manuals* (either 5<sup>th</sup> or 6<sup>th</sup> Editions). Manuscripts can be up to 25 pages in length, including references. Pages must be numbered consecutively with a running head.

## Organization

Provide an abstract, short introduction, body, and short conclusion to your manuscript. Research articles should use the standard format: Introduction, Review of Literature (can be integrated within the Introduction), Methods, Results, and Discussion-Conclusions. Authors should provide subheads and tertiary heads throughout the manuscript for easy readability and organization. The author's name or related information should not appear on any manuscript pages.

## Cover Sheet

In a separate file, please provide the following:

- Title of manuscript.
- The name, position, mailing address, telephone number, and email address for all authors.
- Short biography of about 30–35 words that states the present professional position, area(s) of specialization, and research interests **for all authors**.
- Date of submission.

The cover sheet will not be included when sent to reviewers as manuscripts are blind reviewed.

## References

All articles should contain references. For writing text citations, follow APA style. Note that references should now include a DOI notation (if using the 6<sup>th</sup> Edition). Reference section listings should be recent, brief, and presented in alphabetical order. Each reference cited in the article must be listed, and only those cited should be included. Sources should be documented in the body copy by inserting the surname of the author(s) and the date of the published work inside parentheses directly following the reference.

## Illustrations and Photos

*Future Focus* welcomes any photographs, tables, charts, diagrams, and art as illustrations for your manuscript. Each graphic should be numbered and referenced in the manuscript. Extensive statistical information should be reported in tables, but data included in the tables should not be duplicated in the text. Captions and sources for data presented in the graphic should be included in the manuscript. Photographs may be black and white or color, and should be **hi-res digital photos in jpeg format** (300 dpi or ~1800 × 1200 pixels are preferred). Photos embedded within the text of the manuscript must also be supplied as separate files. Tables and figures should be located after the Reference section at the end of the manuscript, with indications in the manuscript where the table or figure should be placed when published.

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photographs must give permission to have their photo published. Copies of permission requests and authorizations should accompany the manuscript. When authors quote extensively from other works, they must send photocopies of the original work's title page, copyright page, and pages on which the quotation appears.

## Reviewing and Editing

Each article is reviewed by the editor and submitted for blind review to two or more Editorial Board members. Articles usually require some revisions by the author(s). Authors for articles not accepted may be invited to revise and resubmit. Accepted articles are subject to editorial changes to: improve clarity, conform to style, correct spelling and grammar, and fit the space allotted to the article. **Manuscript submission implies author acceptance of this agreement.**

## Deadlines

Manuscripts are reviewed on a rolling basis when received. The next issue to be published shall be available in April or May 2019. To be eligible to appear in this issue, the manuscript should be received by Jan. 31. An electronic version of the manuscript is required and should be sent, along with illustrations and/or photos, as an email attachment to the editor at **futurefocus.res@gmail.com**.

Articles for OAHPERD's newsletter, *Catch up with OAHPERD*, should be submitted to:

Lisa Kirr  
Executive Director, OAHPERD  
17 South High St., Ste. 200  
Columbus, OH 43215  
or  
Email: Lisa@assnoffices.com