



# Application for a Grant

<b>Identification</b>						
This page will be made available to selection committee members and external assessors.						
Funding opportunity <b>Insight Grants</b>						
Joint or special initiative <b>Sport Participation Research Initiative</b>						
Application title <b>Parenting Styles and Practices in Sport</b>						
Applicant family name <b>Holt</b>			Applicant given name <b>Nicholas</b>		Initials <b>L</b>	
Org. code <b>1480111</b>	Full name of applicant's organization and department <b>University of Alberta Faculty of Physical Education and Recreation</b>					
Org. code <b>1480111</b>	Full name of administrative organization and department <b>University of Alberta Faculty of Physical Education and Recreation</b>					
Scholar type	Established <input checked="" type="radio"/>		Emerging <input type="radio"/>		Research Group	
If "Emerging", specify category	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	<b>435-5</b>	
Does your proposal require a multidisciplinary evaluation?					Yes <input type="radio"/>	No <input checked="" type="radio"/>
Is this a research-creation project?					Yes <input type="radio"/>	No <input checked="" type="radio"/>
Does your proposal involve Aboriginal Research as defined by SSHRC?					Yes <input type="radio"/>	No <input checked="" type="radio"/>
Does your proposal involve human beings as research subjects? If "Yes", consult the <i>Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans</i> and submit your proposal to your organization's Research Ethics Board.					Yes <input checked="" type="radio"/>	No <input type="radio"/>
Does your proposal involve activity that requires a permit, licence, or approval under any federal statute; or physical interaction with the environment? If 'Yes', complete Appendices A and B.					Yes <input type="radio"/>	No <input checked="" type="radio"/>
	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Total funds requested from SSHRC	<u>56,490</u>	<u>64,803</u>	<u>72,151</u>	<u>22,857</u>	<u>0</u>	<u>216,301</u>

Family name, Given name

Holt, Nicholas

### Participants

List names of your team members (co-applicants and collaborators) who will take part in the intellectual direction of the research. Do not include assistants, students or consultants.

Role

Co-applicant

Collaborator

Family name

Given name

Initials

Org. code

Full organization name

Department/Division name

Role

Co-applicant

Collaborator

Family name

Given name

Initials

Org. code

Full organization name

Department/Division name

Role

Co-applicant

Collaborator

Family name

Given name

Initials

Org. code

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Given name

Initials

Org. code

Full organization name

Department/Division name

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Co-applicant

Collaborator

Family name

Given name

Initials

Org. code

Full organization name

Department/Division name

**Research Activity**

The information provided in this section refers to your research proposal.

**Keywords**

List keywords that best describe your proposed research or research activity. Separate keywords with a semicolon.

Parenting, styles, strategies, sport

**Disciplines** - Indicate and rank up to 3 disciplines that best correspond to your activity.

Rank	Code	Discipline	If "Other", specify
1	63026	Sports Psychology	
2	61236	Physical Education	
3			

**Areas of Research**

Indicate and rank up to 3 areas of research related to your proposal.

Rank	Code	Area
1	111	Children
2	270	Leisure, recreation and tourism
3		

**Temporal Periods**

If applicable, indicate up to 2 historical periods covered by your proposal.

From	To
<p style="text-align: center;">Year</p> <p style="text-align: center;">_____ BC AD</p> <p style="text-align: center;">_____ ○ ○</p> <p style="text-align: center;">_____ ○ ○</p>	<p style="text-align: center;">Year</p> <p style="text-align: center;">_____ BC AD</p> <p style="text-align: center;">_____ ○ ○</p> <p style="text-align: center;">_____ ○ ○</p>

Family name, Given name  
Holt, Nicholas

**Research Activity (cont'd)**

**Geographical Regions**

If applicable, indicate and rank up to 3 geographical regions covered by or related to your proposal. Duplicate entries are not permitted.

Rank	Code	Region
1	1130	Western Canada
2		
3		

**Countries**

If applicable, indicate and rank up to 5 countries covered by or related to your proposal. Duplicate entries are not permitted.

Rank	Code	Country	Prov./ State
1	1100	CANADA	AB
2			
3			
4			
5			

## **SPORT PARTICIPATION RESEARCH INITIATIVE (STATEMENT OF RELEVANCE)**

If not funded in the SSHRC IG competition, this application can be forwarded to the Sport Participation Research Initiative (SPRI) competition because it is relevant to objective #1 of the SPRI:

- 1. To promote Canadian research that will develop better understanding, based on empirical evidence, of Canadians' participation in sport, in order to better inform programs and policies intended to promote and enhance Canadians' participation in sport; and*

More specifically, the findings of the proposed research will produce information that can inform programs and policies around parenting in youth sport. This is important because many Canadian sport organizations have mandatory seminars for parents prior to the start of a season, as well as codes of conduct schemes (which, as research shows, have limited effectiveness). Furthermore, parent seminars and code of conduct schemes focus on behavioural expectations in the absence of further discussion of the broader context of parenting (e.g., parenting styles) and the quality of parent-child relationships. Thus, the proposed research has the potential to directly inform practice and policy.

Furthermore, the proposed research also links to some of the target areas identified in the SPRI. Specifically, it relates to *participant development* because, in taking a longitudinal approach, it will create knowledge that contributes to the “sound development”<sup>1</sup> of athletes. In terms of *system performance*, by providing information that can contribute to parent education initiatives, the proposed research will provide “resources and leadership” opportunities. Finally, in terms of *ethics and values*, the proposed research may also inform “ethical conduct, practices, and behaviours” among parents.

<sup>1</sup>All quotes taken from SPRI guidelines: [http://www.sshrc-crsh.gc.ca/funding-financement/programs-programmes/sport\\_can-eng.aspx](http://www.sshrc-crsh.gc.ca/funding-financement/programs-programmes/sport_can-eng.aspx)

Family name, Given name

Holt, Nicholas

**Response to Previous Critiques - maximum one page**

Applicants may, if they wish, address criticisms and suggestions offered by adjudication committees and external assessors who have reviewed previous applications.

Family name, Given name

Holt, Nicholas

## Summary of Proposal

The summary of your research proposal should indicate clearly the problem or issue to be addressed, the potential contribution of the research both in terms of the advancement of knowledge and of the wider social benefit, etc.

An estimated 51% of Canadian children aged 5-14 years regularly participate in youth sport [1], making it a fundamental feature in the lives of almost two million children and their families. Parents invest substantial amounts of time and money to support their children's sport participation. They pay registration fees, take time off work to transport children to practices and games and, in many cases, coach, manage, or referee [2]. Hence, youth sport plays a significant role in the social fabric of Canadian society. Parents also help children understand and interpret their sport experiences, acting as role models of (positive and negative) behaviours, attitudes, and beliefs [3, 4]. However, parenting in youth sport can be a stressful and challenging endeavour and the demands facing parents and children in sport change with development [5]. The proposed study of parenting in youth sport will create better understandings of how different parenting approaches influence parent-child relationships over time and knowledge that can be used to improve children's and parents' experiences [6].

### OBJECTIVE AND RESEARCH QUESTIONS

The objective of this research is to produce knowledge that can be used to improve parent-child relationships in the context of sport. The following research questions will be addressed by obtaining the perceptions of parents and their children: (a) How do parenting styles and practices change during the early adolescent period (aged approximately 12-15 years)? (b) What are the consequences of different parenting styles and practices for parents and their children (e.g., stressors, enjoyment, dropout)? (c) How do parenting styles and practices vary among the parents of male and female youth sport participants and among parents/children of different ethnicities?

### METHODS

A three-year ethnographic study will be conducted. Participant observers will be 'embedded' with two competitive youth soccer teams (one male, one female) from the U12 age group. These teams will be 'followed' for three entire seasons. Observations and end-of-season interviews will be conducted.

### ORIGINALITY, SIGNIFICANCE, AND EXPECTED CONTRIBUTION TO KNOWLEDGE

The original and significant elements of the proposed research are the use of an ethnographic approach to longitudinally study parenting styles and practices. This has not been done before in youth sport or developmental psychology research. The proposed analysis of issues relating to gender and ethnicity further add to the novelty of the research. This research will produce information about dimensions of the qualities of parent-child relationships and how they may change over time, which can be used beyond the academic realm to inform parent education seminars (mandatory in many sports).

Accordingly, we have planned a knowledge mobilization workshop in Year 4 to 'reach' key stakeholders in youth sport organizations (see Knowledge Mobilization Plan module for further details).

## **INTRODUCTION AND RATIONALE**

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An estimated 51% of Canadian children aged 5-14 years regularly participate in youth sport [1], making it a fundamental feature in the lives of almost two million children and their families. Parents invest substantial amounts of time and money to support their children's sport participation. They pay registration fees, take time off work to transport children to practices and games and, in many cases, coach, manage, or referee [2]. Hence, youth sport plays a significant role in the social fabric of Canadian society. Parents also help children understand and interpret their sport experiences, acting as role models of (positive and negative) behaviours, attitudes, and beliefs [3, 4]. However, parenting in youth sport can be a stressful and challenging endeavour and the demands facing parents and children in sport change with development [5]. *The proposed study of parenting in youth sport will create better understandings of how different parenting approaches influence parent-child relationships over time and knowledge that can be used to improve children's and parents' experiences [6].*

The proposed research also has potential implications beyond the academic realm. Examples of 'bad sport parenting' are frequently reported in the media and cause concern for Canadian sport organizations. Many sport organizations have introduced parental codes of conduct and other educational initiatives designed to control parents' behaviours at youth sport competitions. Although parents state that codes of conduct are a good idea, they frequently do not adhere to the prescribed behavioural expectations [7, 8]. Even if parents adhere to a particular code of conduct at a youth sport competition, this does not necessarily have any effect on their interactions with children away from the competition venue or on the quality of the parent-child relationship.

The focus on behavioural conduct in parent education schemes reflects some gaps in the existing literature. The majority of youth sport parenting research has focused on the predictive effects of discrete parenting behaviours at sporting events ('parenting practices'). Few studies have examined broader features of the emotional climate parents create ('parenting styles') along with parenting practices. Furthermore, parent education initiatives in sport fail to take into account the quality of the parent-child relationship, parents' own experiences, or how parenting styles and practices change over time. Again, this reflects a gap in the literature in that very little is known about how parenting styles and practices change with child development in sport [6]. A greater understanding of these issues will create knowledge about the dynamics of modern family life in relation to sport participation [9, 10].

## **OBJECTIVE AND RESEARCH QUESTIONS**

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*The objective of this research is to produce knowledge that can be used to improve parent-child relationships in the context of sport.* The following research questions will be addressed by obtaining the perceptions of parents and their children: (a) How do parenting styles and practices change during the early adolescent period (aged approximately 12-15 years)? (b) What are the consequences of different parenting styles and practices for parents and their children (e.g., stressors, enjoyment, dropout)? (c) How do parenting styles and practices vary among the parents of male and female youth sport participants and among parents/children of different ethnicities?

## **LITERATURE REVIEW**

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Parent-child relationships constitute an important developmental context in which children and adolescents acquire social behaviors that carry over into other contexts, such as peer interactions and school [11]. The concept of *parenting styles* has been used extensively in the developmental psychology literature to examine features of the parent-child relationship and associated outcomes. Parenting styles are "a constellation of attitudes toward the child that are communicated to the child and create an emotional climate in which the parent's behaviours are expressed" [12]. Much of the research into parenting styles has been based on typological approaches, and Baumrind's work [13-15] has been particularly influential. She originally proposed a three-fold typology of parenting styles. *Authoritarian parents* try to shape and control their children's behavior. They place high maturity demands on their children (e.g., expectations for achievement) and do not tolerate inappropriate behavior. *Permissive*

*parents* are not controlling, but rather are warm and ready to allow children independence. Permissive parents make few maturity demands on their children, tolerate inappropriate behavior, and rarely engage in the use of punishment. *Authoritative parents* attempt to guide their children and, although they may place high maturity demands on their children, they foster maturity demands through ‘induction’ (i.e., discussing and explaining their rationale). They provide clear rules and boundaries when necessary, but encourage their children to be independent within these rules and boundaries.

Compared to authoritarian and permissive styles, the authoritative style has been associated with positive child-level outcomes such as increased school engagement, grade point averages, perceptions of competence and intrinsic motivation at school [16, 17], and inversely associated with risk behaviors such as delinquent activity and substance abuse [18]. Durkin [19] suggested three reasons why authoritative parenting styles are associated with positive outcomes. First, authoritative parents provide a high level of emotional security. Second, authoritative parents provide children with explanations for their actions. Third, authoritative parents have bidirectional communication with their children.

Only a handful of studies have examined parenting styles in youth sport. To date, authoritative styles have been associated with positive outcomes. In a cross-sectional Finnish study, Juntumaa et al. [20] showed authoritative parenting was associated with high levels of task/mastery-oriented behaviour and low levels of norm-breaking behaviour among 14-16 year old hockey players. In another cross-sectional study, Sapieja et al. [21] found that, among early adolescent soccer players from Canada, healthy perfectionists reported significantly higher perceptions of maternal and paternal authoritativeness than unhealthy perfectionists and non-perfectionists. In a qualitative Canadian study, Holt et al. [10] found parents who supported their children’s autonomy were able to read their children’s mood and had open bidirectional communication with them. Given the small number of studies, there are several issues in youth sport parenting styles literature that require further attention. These issues include:

- *Parenting styles and practices likely change with child development.* Adolescence is a time of change for adolescents and parents [22] as adolescents gain emotional and psychological independence and explore relationships with friends and adults outside the immediate family [23, 24]. Currently, “little is known about how different types of parenting styles influence child outcomes at different stages of development” in youth sport [6]. In fact, this criticism also applies to the broader developmental psychology literature. As Darling and Steinberg [12] argued, “it is unclear how parenting styles and practices change over the lifecourse.” The proposed research will address these gaps in the youth sport and developmental psychology literatures by taking a longitudinal approach.
- *Unique circumstances associated with sport participation may have implications for changes in parenting over time.* Sport participation becomes more intensive and challenging during the early adolescent period (approximately 12–15 years old; [25]). Early adolescents generally move ‘away’ from their parents and ‘toward’ their peers [22-24], but those involved in sport remain dependent on their parents for tangible and emotional support [26]. Hence, it remains unclear whether parental involvement during adolescence declines only for certain subpopulations of parents [24]. For instance, it has been suggested youth sport parents have become increasingly controlling and over-protective of their children in recent years [27]. These potentially unique aspects of youth sport participation further highlight the need for longitudinal studies of parenting styles and practices with the subpopulation of sport parents and their offspring.
- *There is a need for greater understanding of variations in parenting styles and practices over time with regard to gender and ethnicity.* For example, one cross-sectional Swiss study showed that perceived parenting styles differed by gender among youth sport participants, with females reporting significantly higher perceptions of ‘positive’ parenting styles than males [28]. Other studies (in non-sport contexts) show that the relationship between authoritative parenting and positive outcomes is not consistent across families from diverse ethnic and socioeconomic backgrounds [29, 30]. No studies in youth sport have considered how parenting styles vary by gender or ethnicity over time.

**Parenting Practices.** Children's and adolescents' views of discrete *parenting practices* in sport have been studied extensively. Parenting practices are “goal-directed behaviours through which parents perform their parental duties” [12]. For example, parental support (“an athlete's perception of his or her parents' behaviour aimed at facilitating his or her involvement and participation” [31]) has been associated with increased perceived competence, self-confidence, coping, enjoyment, and intrinsic motivation to play sport [32-41]. In contrast, parental pressure (“behaviour exhibited by parents that is perceived by their children as indicating high, unlikely, or possibly even unattainable expectations” [31]) has been associated with heightened pre-competitive anxiety, lower self-esteem, poor sportspersonship, fear of failure, burnout, and dropout [42-48]. Although these studies have certainly added to the literature, *the extensive focus on the predictive effects of discrete parenting practices limits knowledge and understanding of the qualities of the parent-child relationship [49, 50]. More understanding of parenting styles and associated practices is required [6, 10].*

**Parents' Experiences of Being a Youth Sport Parent.** A range of contextual factors, such as children's performances and behaviours and parent-to-parent interactions, influence parents' experiences in youth sport [51-55]. In a recent survey of 773 US parents, 93.8% reported they had become angry at a sports event, most frequently because they perceived someone (coaches, other parents, or athletes) acting in an unfair, unjust, or uncaring manner toward their child [56]. In another US study, parents with a high control orientation (a desire to control and be directive regarding behaviours) reported significantly enhanced ego-defensiveness, anger, and displays of aggression at youth sport competitions [57]. Studies have also demonstrated being a sport parent can be stressful, with stressors arising from concerns over game outcomes, time and financial demands, coaches, and balancing children's schooling with sport [58, 59]. The stressors experienced by parents change as their adolescent children progress through sport [5]. The ways in which parents appraise and cope with stressors has implications for parenting styles and practices. For instance, research shows parents who report high levels of ‘general life stress’ engage in more punitive and controlling actions toward their children than parents who report less stress [60-62]. *This body of research highlights that documenting adolescents' preferences for their parents' behaviours must be complemented by understanding more about parents' own experiences in youth sport.*

## **CONCEPTUAL CONTEXT AND ANALYTICAL FRAMEWORK**

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Darling and Steinberg's [12] integrative contextual model of parenting will provide the overall conceptual context (i.e., the system of concepts, assumptions, and expectations) for this research. This model depicts the processes through which parenting styles influence child development. Darling and Steinberg proposed that parents' *goals and values* toward socializing their children are critical determinants of parenting behaviour. These socialization goals and values include parents' expectations for their children to acquire specific skills and behaviours (e.g., manners, social skills) and more global qualities (e.g., curiosity, critical thinking, independence). In sport, parents' goals and values may, for example, relate to their expectations for success and sportspersonship.

Parents convey their socialization goals through parenting styles *and* parenting practices. Parenting styles are broad and pervasive across a range of situations, while parenting practices are more context-specific. Hence, parenting practices have a direct effect on children's development and behaviours – these parenting practices are the mechanisms by which parents directly help their children attain the parents' socialization goals. Parenting styles have an indirect effect on children's development and behaviours. More specifically, parenting styles “alter the parents' capacity to socialize their children by changing the effectiveness of parenting practices” [12]. *The critical issue highlighted by Darling and Steinberg's model is that both the broader parenting style and context-specific parenting practices must be considered to produce sophisticated understandings of parent-child relationships. Furthermore, this model describes parenting as a process, and therefore it should be studied longitudinally.*

Darling and Steinberg [12] did not specify a particular approach to assessing parenting styles in their model. Grolnick's [63, 64] approach to parenting styles will provide the analytical framework (i.e.,

the framework which will direct the qualitative analysis of parenting styles) for this research. She proposed three *dimensions* of parenting style: involvement, autonomy support versus control, and structure. *Involvement* is the extent to which parents are interested in, knowledgeable about, and take an active role in their children's lives. *Autonomy support versus control* refers to the degree to which the environment allows children to feel they initiate their actions rather than feeling coerced to act. More involvement is better when parents provide children with resources and support that facilitate a sense of autonomy. However, high levels of involvement combined with extensive controlling practices can undermine children's autonomy. Autonomy supportive parents provide children with opportunities to make choices and solve problems on their own, involve children in decision-making, and exert minimal pressure on children to act in a certain way. *Structure* is the extent to which parents provide clear and consistent guidelines, boundaries, expectations, and rules for their children's behaviours so children can act in self-determined ways.

Using these specific *dimensions* of parenting styles is useful for identifying which features of a parenting style lead to specific consequences [65]. A dimensional approach also overcomes problems associated with typological frameworks of parenting styles [13-15], which are difficult to use analytically; often parents cannot be neatly classified into a particular style [11]. Rather, a dimensional approach can be used to identify key aspects, or dimensions, of parenting behaviours and practices that characterize a style. In our previous qualitative research [10] we found that Grolnick's [63] framework supported the identification of dimensions of parenting styles based on the extent to which parents supported the autonomy of their children. Furthermore, using a dimensional approach will facilitate the identification of *changes* in specific features of parenting styles over time, thus allowing for more subtle and fine-grained analysis than is possible using a typological approach. For instance, it is unlikely that parents completely change their parenting style (e.g., from authoritative to permissive) over a three-year period. It is far more likely that particular dimensions of a parenting style change (e.g., as their children demonstrate they can assume responsibility parents may become less controlling; [10]). Thus, Darling and Steinberg's [12] model will provide the overall conceptual context for the research and a way of framing connections between parenting goals, styles, practices, and consequences. The dimensions of parenting styles proposed by Grolnick [63] will provide the framework for qualitative analysis and a way to examine changes in dimensions of parenting styles over time.

## METHODOLOGY

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An ethnographic approach [66, 67] has been selected to address the purpose of this research. This approach enables researchers to observe behaviours and develop relationships with participants, obtaining in-depth understandings of family life in and away from sport. Ethnography additionally facilitates analysis of the sub-culture of sport, providing unique insights into this context of parenting in modern family life. This research will be conducted from an interpretive philosophical perspective, with an internal-idealist ontological orientation and a subjectivist-idiographic epistemological view [68] consistent with the principal investigator's previous work [69].

**Participants.** Participants will be drawn from two competitive youth soccer teams, one male and one female. Teams will be selected from the under 13 age group (i.e., 12 year-old children) and followed over three years of fieldwork. This age group has been chosen because it represents the early adolescent period, a time when most individuals begin important emotional and social transitions away from their parents and toward their peers. It is a time of change in family life in general [23] and in sport [25]. Soccer has been chosen because it is the most popular sport in Canada [1] and, due to its unique worldwide popularity and relatively low financial costs, it draws participants from a range of socioeconomic backgrounds and ethnicities (which is important because the effects of parenting styles may vary by ethnicity [29, 30]). Teams/clubs in Edmonton that typically draw players from a diverse range of ethnic backgrounds will be specifically targeted for recruitment. Parents of both male and

female players will be recruited because there may be distinct gender differences in parenting in youth sport [28]. These sampling criteria will provide analytic opportunities to address the research questions.

Each team will include approximately 16 players and up to 32 parents, for a total year 1 sample of 32 players and up to 64 parents. This sample size is consistent with that obtained in our previous one-year ethnographic study in youth sport [10], and will provide adequate data saturation. Participation attrition is expected at 25% per year, thus a minimum of 12 players and up to 24 parents will remain with the teams in year 2, and 9 players and up to 18 parents in year 3. To further saturate year 2 and year 3 data, we will seek to interview participants whose children withdraw, or are cut, from teams. Their views will provide further analytic opportunities (e.g., to examine variations in parenting styles and practices between individuals who remain with teams versus those who do not). Furthermore, there will be opportunities to interview new players/parents who join the teams each year.

**Participant Observation.** Following a tactic from our previous research [10, 51, 52, 70], PhD level Graduate Research Assistants (GRAs) will be embedded within the teams for three years. In Edmonton, ‘outdoor’ soccer runs during the late spring/summer and ‘indoor’ soccer during the fall/winter, thus enabling us to observe participants for almost a full 12-month cycle. The GRAs will become ‘general helpers’ on the teams. They will attend team practices and games, as well as team social events, road trips, and gatherings in other settings over the course of entire seasons. As Wolcott [67] explained, ethnographic research is emergent and the participant observer always faces the challenge of what to look at, what to look for, “and the never-ending tension between taking a closer look at something versus taking a broader look at everything.” The GRAs will begin by taking a broad look at several concepts and then a closer look at specific issues that become more prevalent over time [69, 70]. These will likely include parents’ interactions and communication with their children before, during, and after games, family dynamics, parent-to-parent interactions, and gender-specific issues. Observations will be recorded in a fieldwork diary, typed up, and discussed weekly among members of the research team. Tri-council ethical guidelines for conducting observational research will be followed.

**Interviews.** Semi-structured *individual* interviews will be conducted with parents and adolescents separately at an office on the university campus during the spring break between the indoor/outdoor seasons. Interview guides will be created following Rubin and Rubin’s [71] guidelines. Interviews will complement the observational data and provide opportunities for triangulation. Questions will be drawn from previous research [10, 12, 63, 64], but will be open-ended to avoid unduly ‘leading’ participants. *Examples of parenting styles questions are:* What are your parenting goals in general? What are your goals for your children in relation to sport? How would you describe your overall parenting style? How did you develop your parenting style? In what ways has your parenting style changed over time? Why do you think it has changed? *Examples of parenting practices questions are:* How do you punish poor behaviour? How do you reward good behaviour? What are some specific practices you use that are more (or less) effective? *Examples of ‘consequences’ questions are:* What types of benefits do you experience in relation to your child’s sport participation? What types of stressors do you experience in relation to your child’s sport participation? How might your own experiences be influenced by your overall parenting style? In addition to such open-ended questions, participants will also be asked to discuss *actual situations* that were observed by the GRAs over the course of the season(s). Finally, interviews will include *scenarios*, in which participants are given a hypothetical situation (e.g., the car ride home after a bad game) and asked to explain how they would behave and what they would say in that scenario. A unique aspect of this research will be that, in addition to obtaining data about parenting of the child who plays on the team(s) in question, parents will also be able to discuss and compare the approaches they use with their other children (if applicable), which will provide further analytic opportunities. Questions for the interviews with adolescents will be posed around the same main themes, and adapted following strategies used in our previous research [10, 51-54]. The interview guides will be further developed through discussion, expert review, and pilot interviewing.

**Data Analysis Plan.** Consistent with the ethnographic methodology, data analysis will be based on Wolcott's [66] *description-analysis-interpretation* approach. In using the techniques described below, we expect to produce three papers. Paper 1 will report data (from year 1) depicting parenting goals, styles, practices, and consequences in sport and how they vary by gender (i.e., the two teams). Paper 2 will be based on data from years 1 and 2, and will involve case studies describing variations in parenting goals, styles, practices, and consequences among parents of different ethnicities. Paper 3 will be the 'marquee study' from this research, longitudinally describing changes in parenting goals, styles, practices, and consequences over the entire three-year period of fieldwork.

In Wolcott's [66] approach, *description* addresses the basic question, "What is going on here?" Description will be achieved using thematic analysis [72], whereby interview transcripts and typed fieldwork notes are subjected to line-by-line coding to identify key themes. *Analysis* requires the identification of patterned regularities in the data to systematically establish relationships among themes [66]. Data matrices and conceptual maps will be created [73]. Themes will be translated into the matrices/maps, which will be organized around Darling and Steinberg's [12] model to provide a framework for examining ways in which goals, parenting styles, practices, and consequences are related. We will use Grolnick's [63] approach within the framework of the matrices/maps to classify 'cases' (i.e., family units) based on dimensions of parenting styles (i.e., involvement, autonomy support versus control, and structure). In our previous study [10] this analytic strategy was successful. *Interpretation* addresses questions of meanings and context, and is used interactively with the analysis phase [66]. We will question meanings via discussion and revisiting the matrices/maps. We will seek to understand context by searching for data patterns with respect to gender and ethnicity. This will involve comparing and contrasting matrices/maps containing data unique to each team (i.e., by gender), and compiling matrices/maps of data obtained from families of various ethnicities. The final analysis (paper 3) will be completed by comparing the matrices/maps from the previous years of the study. Member-checking interviews [74] will be conducted each year, during which participants will be asked discuss our interpretations of links between parenting goals, styles, practices, and consequences. Member-checking provides opportunities to ensure we were not overly deductive in our application of the model and analytical framework, and rather the results are a fair representation of the participants' perceptions.

## **FEASIBILITY**

The PI has long-standing personal and professional relationships with the soccer community in Alberta as a former player and coach at youth, senior, and university levels. This extensive network of contacts will catalyze participant recruitment and the success of the research. The proposed research is feasible; in our previous one-year ethnographic study of youth sport, we had 100% participation from players and parents on two soccer teams [10, 52]. We found that having the GRAs embedded with teams for the full season created trust and rapport that facilitated the engagement of participants. The main challenge for the proposed research is participant attrition. However, even with 25% participant attrition per year, the research remains feasible (as described under Methodology). Further, we will attempt to interview members of families whose child drops out or is cut from a team. Although recruiting those participants is more challenging, we have recently achieved this in an on-going study of dropout in youth sport [75].

## **ORIGINALITY, SIGNIFICANCE, AND EXPECTED CONTRIBUTION TO KNOWLEDGE**

The original and significant elements of the proposed research are the use of an ethnographic approach to longitudinally study parenting styles and practices. This has not been done before in youth sport or developmental psychology research. The proposed analysis of issues relating to gender and ethnicity further add to the novelty of the research. This research will produce information about dimensions of the qualities of parent-child relationships and how they may change over time, which can be used beyond the academic realm to inform parent education seminars (mandatory in many sports). Accordingly, we have planned a knowledge mobilization workshop in Year 4 to 'reach' key stakeholders in youth sport organizations (see Knowledge Mobilization Plan module for further details).

## REFERENCES

1. Ifedi, F. (2008). *Sport participation in Canada. Statistics Canada. Catalogue no. 81-595-MIE — No. 060. ISSN: 1711-831X. ISBN: 978-0-662-47648-1*
2. Kirk, D., Carlson, T., O'Connor, A., Burke, P., Davis, K., & Glover, S. (1997). The economic impact on families of children's participation in junior sport. *Australian Journal of Science & Medicine in Sport, 29*(2), 27-33.
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## **KNOWLEDGE MOBILIZATION PLAN**

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In accordance with the SSHRC 2009-11 Knowledge Mobilization Plan, a range of strategies will be used to communicate the findings of this research to different audiences, enhancing the flow of research knowledge among researchers and between researchers and knowledge users. More specifically, the *knowledge mobilization objectives* are to:

1. Engage representatives from *youth sport organizations* (e.g., National Sport Organizations [NSOs], Provincial Sport Organizations [PSOs], and clubs) with a view to informing parent educational initiatives.
2. Engage *parents* of young athletes in order to provide resources and information.
3. Inform the *academic community* of the findings arising from this research.

## **REACHING YOUTH SPORT ORGANIZATIONS**

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A *workshop* will be held during year 4 (i.e., following the completion of the fieldwork). This will include representatives of PSOs and local sport clubs. The University of Alberta will also host this workshop and also provide webcast services, both live and on-demand (including an in-kind contribution worth approximately \$1000), in order to reach NSOs.

Peer-reviewed articles and summaries for practitioners will be publicized via the *Sport Information Resource Centre*, which reaches sport organizations, athletes, coaches, sport scientists, educators, government, policy analysts, volunteers of all levels through its website, twitter feed, and annual conference (hosted in conjunction with Sport Canada).

Additionally, the PI is currently involved in an initiative to create an international parenting in youth sport network. This initiative is being led by his former PhD student, Dr. Camilla Knight, who is based in the UK. It is designed to link scholars and practitioners around the world who are interested in parenting in youth sport. Results of the proposed research will be posted on the network website and included in its social media tools.

## **REACHING PARENTS**

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*Media releases* will be prepared by the Marketing and Communications team at the University of Alberta. Releases will be circulated to coincide with the publication of papers from this research, targeting national media outlets (e.g., Canadian Press, CBC) as well as local markets. The PI has used this approach in the past and his work has been featured in international, national, and local print, radio, and on-line media.

A *digital and social media strategy* will also be adopted, using the Faculty of Physical Education and Recreation's Alumni contact network, website, twitter feed, and so on. This network reaches approximately 20,000 members of the public.

## **REACHING THE ACADEMIC COMMUNITY**

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Articles will be submitted to peer-reviewed journals. As per SSHRC guidelines, peer-reviewed journal articles will be open access, which will improve the uptake of research findings among members of the academic community. Additionally, presentations will be made at major national and international conferences (detailed in Budget Justification module).

Family name, Given name  
Holt, Nicholas

**Expected Outcomes**

Elaborate on the potential benefits and/or outcomes of your proposed research and/or related activities.

**Scholarly Benefits**

Indicate and rank up to 3 scholarly benefits relevant to your proposal.

Rank	Benefit	If "Other", specify
1	Knowledge creation/intellectual outcomes	
2	Student training/skill development	
3	Enhanced research methods	

**Social Benefits**

Indicate and rank up to 3 social benefits relevant to your proposal.

Rank	Benefit	If "Other", specify
1	Enhanced policy	
2	Training and skill development	
3	Enhanced professional practice	

**Audiences**

Indicate and rank up to 5 potential target audiences relevant to your proposal.

Rank	Audience	If "Other", specify
1	Academic sector/peers, including scholarly associations	
2	Practitioners/professional associations	
3	General public	
4	Federal government	
5	NGO and community organizations	

Family name, Given name

Holt, Nicholas

### Expected Outcomes Summary

Describe the potential benefits/outcomes (e.g., evolution, effects, potential learning, implications) that could emerge from the proposed research and/or other partnership activities.

#### EXPECTED OUTCOMES

The detailed, longitudinal data collected will provide insights into parenting in contemporary Canadian society through the lens of sport. Notably, the findings have the potential to inform knowledge both within the academic disciplines of sport psychology and developmental psychology more broadly, particularly in terms of informing parent educational schemes that are mandatory in many Canadian sports.

In terms of academic outcomes, in addition to conference presentations, the following peer-reviewed papers are expected:

Paper 1: A study of parenting styles, practices, and consequences in sport.

Paper 2: Case studies (drawn from larger data set) describing variations in parenting styles among parents of different ethnicities.

Paper 3: A study describing changes in parenting styles and practices over the three-year period of fieldwork (this paper will likely also examine gender differences).

Other: Conference presentations and a knowledge mobilization and dissemination workshop (Year 4).

#### EFFECTS AND POTENTIAL LEARNING IMPLICATIONS

Currently, the majority of Canadian sport organizations have parent education schemes. However, these schemes focus almost entirely on parents' behaviors at competition venues. The proposed research has the potential to inform parent education schemes by provided a more complete understanding of parenting styles and practices, and how they change over time. By improving parenting styles and practices in sport we may be able to improve children's experience, participation, and performances in sport. The findings will make unique contributions to the literature, as detailed in the proposal. It will also provide important learning and training opportunities for PhD students.

## **Research Team, Previous Output, and Student Training**

### **A. Description of Research Team**

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The research team will be the applicant and two PhD students recruited specifically to carry out the proposed research. I (Holt) have successfully worked with PhD students on ethnographic and other qualitative studies in the past (see Description of Previous and Ongoing Research Results), including two previous SSHRC-funded projects (held as PI) in the area of youth sport. The team approach provides extensive opportunities for significant student training in research and allows for the majority of the requested budget to be dedicated to the training of students.

As per the University of Alberta guidelines, each PhD student will spend 12 hours/week engaged in the research. Their primary responsibilities will be in fieldwork, attending, observing, and recording data at up to two practices and two games per week with each team. The PhD students will also carry out individual semi-structured interviews with team parents and players at the end of each indoor soccer season (early spring). All team members (and other graduate students in the applicant's lab) will meet weekly to discuss research progress and conduct regular data analysis. Given that fieldwork will take place over full 12-month cycles, the PhD students will be hired (in accordance with University of Alberta policies) for 3 x four-month terms (fall, winter, and spring/summer terms). University of Alberta research assistantships include vacation time and mandatory holidays.

I will commit approximately 4 hours per week to this research. I will train the PhD students on principles of ethnographic fieldwork, including participant observation, ethics, interviewing skills, data analysis strategies, and manuscript/conference presentation preparation. I will lead data analysis and manuscript preparation, along with presentations of results to academic and non-academic audiences. The PhD students will be involved in these manuscripts/presentations as co-authors.

I have extensive experience in a range of qualitative methods, having taught a required graduate level qualitative research course for 12 years and contributed numerous workshops on qualitative methods at national and international conferences. Further I have published book chapters on qualitative methods (e.g., Corbin & Holt, 2005 [cited over 177 times], 2011; Holt et al., 2012) and an article on autoethnography (Holt, 2003) that has been cited over 385 times (all citation metrics from Google Scholar). I have a strong portfolio of qualitative research studies, many of which have had a meaningful impact on the field (to provide an indication of this, my Google Scholar h-index is 27 and total number of citations is 2,874). My work is most frequently cited in the sport psychology field, and has also been widely cited by researchers across the social sciences and in the qualitative methods literature.

Research ethics board applications will be the responsibility of the applicant. In this type of qualitative research (following Tri-Council guidelines), ethics approval often requires revision over the course of a project as researchers negotiate and re-negotiate ethical issues with participants in the field. Ultimately, I will be responsible for the success of the proposed research, and the PhD students will have valuable and meaningful roles under my tutelage.

### **B. Description of Previous and Ongoing Research Results**

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The proposed research is a logical extension of five main projects undertaken over the past 5–6 years, described below:

#### **1. Previous SSHRC-Funded Research on Parenting in Youth Sport**

The foundational work underpinning the proposed research comes from a SSHRC-funded project examining children's positive and negative experiences in youth sport. Graduate students were highly integrated into that research project, which provided them with a range of training opportunities. The

project had two phases. First, (Holt et al. 2008a) we conducted 120 hours of non-participant observations at indoor youth soccer games, recording and coding comments made by spectators. We then had a sample of parents and children complete audio diaries over a 6-week period and engage in interviews, followed by member-checking. Using grounded theory methodology, we produced a theoretical explanation of the types of comments parents made during competitions and how these comments differ based on parents' characteristics and in response to contextual circumstances. This research led us to seek a greater understanding of the broader context of parenting (i.e., parenting styles) rather than focusing only on parental behavior at competitions. The article describing this research was published in a highly reputable journal, *Psychology of Sport and Exercise* (impact factor = 1.755). It is the 14<sup>th</sup> most frequently downloaded article in the history of the journal, and has been cited 68 times (Google Scholar).

Second, we conducted a season-long ethnographic study with members of two female soccer teams from the under 12 and under 14 age groups. A graduate student researcher was 'embedded' with each team in the role of a general helper. She was a participant observer in a range of team settings and conducted end-of-season interviews with a total of 34 children and 56 parents. We produced two papers from these data. The first examined peer experiences (Holt et al., 2008b) and the second examined parenting styles and practices (Holt et al., 2009). Both were published in the most prestigious journal in sport and exercise psychology, the *Journal of Sport & Exercise Psychology* (ranked #1 in the discipline, impact factor = 2.593).

## **2. Youth Sport Parenting Research with Former PhD Students**

Given the proposed research will heavily involve PhD students, it is important I describe some of my previous work with trainees, much of which, in fact, provides the foundation for the proposed research. My first PhD student, Dr. Katherine Tamminen, is currently an Assistant Professor at the University of Toronto. Her first study examined longitudinally the dynamic nature of athletes' stressor appraisals and coping strategies over a season (Tamminen & Holt, 2010). The second study focused on the roles of parents and coaches in helping adolescent athletes learn about coping with stressors in sport (Tamminen & Holt, 2011). Both studies were published in a high quality journal, the *Journal of Sport Sciences* (impact factor = 2.08).

The proposed research also builds on the PhD work of Dr. Camilla Knight, who worked with me on a series of studies of parenting in youth sport. Dr. Knight, then an international student from the UK, received the University of Alberta's most prestigious PhD scholarships. After completing a year of postdoctoral training, she became a Senior Lecturer in one of the UK's leading undergraduate-focused universities (Swansea University). The first two studies in Dr. Knight's portfolio examined children's preferences for their parents' behavior in individual (Knight et al., 2010) and team (Knight et al., 2011) sport settings. She then conducted a study examining the strategies used and assistance required by 41 US parents to support their children's involvement in tennis (Knight & Holt, 2013). Her next study focused on 40 Australian parents' experiences at tennis tournaments (Knight & Holt, 2013). Her final study described ways to 'optimize' parenting in tennis based on interviews and focus groups with 90 youth tennis players, ex-players, parents, and coaches from the UK (Knight & Holt). All studies were published in highly reputable journals in sport psychology, including *Psychology of Sport and Exercise* (impact factor = 1.768) and *Journal of Applied Sport Psychology* (impact factor = 1.771).

## **4. Authored Book on Parenting in Youth Sport**

Most recently I published and authored book with Dr. Knight titled "*Parenting in Youth Sport: From Research to Practice*" with the respected academic publisher Routledge (Holt & Knight, 2014). This 11-chapter monograph includes a review and critique of sport parenting research with chapters on topics such as youth development, parenting styles, parental behaviors at competitions, talent development,

parents' stressor and coping strategies, interactions between parents and coaches, and communicating research findings. Each chapter provides examples of graduate student research, future directions for specific research projects discussed, and implications for practice considered. This monograph also provided the underpinning for the review and critique of literature in the current proposal.

### **5. SSHRC-Funded Study of Sport Participation Among Children in Low-income Areas**

I recently led a team which completed a SSHRC-funded study using community-based participatory methods to develop and examine after-school sport-based programs delivered to children in low-income areas of Edmonton, Alberta (Holt et al., *Qualitative Research in Sport, Exercise, and Health*, 2013). This three-year research project involved the delivery of after-school programs to children from three different elementary schools. Using a variety of sports, programs were intended to target 'life skills' (teamwork, leadership, and confidence). During the course of the research, interviews were completed with 42 children, five teachers, and 14 other community members to evaluate and re-direct the program activities. Ultimately, children learned a range of fundamental movement and life skills through their involvement. A limitation of this research, however, was that we did not sufficiently engage parents – an issue the current proposal will address.

### **C. Description of Proposed Student Training Strategies**

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In accordance with SSHRC guidelines for effective training, a series of training activities will be provided to the PhD students who are members of the research team. SSHRC considers that effective training should build both academic (research and teaching) competencies and general professional skills (including knowledge mobilization and dissemination) that can transfer across settings.

In order to build *research* skills, the PhD students will be first expected to complete the applicant's graduate level course on qualitative research methods. Second, funding has been requested for the PhD students to attend an international conference devoted to qualitative methods. At this conference they will attend practical workshops covering a range of qualitative research techniques and approaches and be exposed to leading methodological experts from a range of social science disciplines.

During weekly team meetings the PhD students will receive training on participant observation and interviewing by engaging in 'mock' data collection sessions. For instance, students will be instructed to observe peoples' behaviors in public settings and report their findings back during team meetings. By discussing and debriefing on these mock observational data collection sessions, the PhD students will learn about 'what to look for and when to look for it,' ways to record fieldwork observations (e.g., writing discreet notes in the setting, then writing more detailed observations immediately after each fieldwork session), how to write fieldwork journals, and how to remain aware of one's own biases and assumptions. Typically, we meet these training goals by writing fieldwork journals in two sections. One section includes pure descriptions of observations, while the other section focuses more on the PhD students' reflections, paying particular attention to their assumptions and biases. This enables researchers to 'embrace their subjectivities' (Glesne & Peshkin, 1992) and understand the ways in which they co-create the knowledge produced via the research.

PhD students will also complete 'mock' interviews to hone their skills. Interview guides are initially created by the PI and students working together, informed by the qualitative methods and content area literature. Typically we then conduct mock interviews in three stages. First, the PhD students will discuss the interview guide questions with the applicant and other individuals (e.g., other graduate students and professors) who are not directly engaged in the research. Students will obtain feedback on the clarity of questions, the ways in which questions may be framed, and the types of probing statements that could be used. Second, the PhD students will engage in a mock interview with a fellow graduate student to practice interviewing techniques (such as use of mirroring and matching techniques, use of verbal bridges and pauses, and logistical issues such as how to obtain high quality recordings). These interviews

are video-recorded and reviewed by the research team via a debriefing exercise. Third, another mock interview is conducted with a parent and child not connected with the specific research project (typically family friends). The interviewer is video-recorded and debriefing is used to provide feedback on interviewing techniques. For the proposed research, interview training must pay close attention to techniques used for interviewing children. I have trained PhD students to successfully interview children in a series of previous studies (e.g., Holt et al., 2008, 2011, 2012; Knight et al., 2010, 2011).

The thoroughness of these observation and interview training exercises is crucial, because in qualitative research (and especially in ethnographic research) the researcher is the ‘instrument’ of data collection. The skills and abilities of the researcher are essential components for the success of the research. These interviewing and observational skills benefit students beyond the proposed research because the skills are relevant across multiple (non-academic) settings (e.g., job interviews, workplace settings).

The graduate program in the Faculty of Physical Education and Recreation at the University of Alberta has a long tradition of providing *teaching* opportunities for students. In particular, the PhD students involved in this research will have the opportunity, when time permits, to work as teaching assistants on my third-year undergraduate class titled “*Sport and Physical Activity For Children.*” My students have been involved in this course over the past 3–4 years, with valuable opportunities for them to engage in different modes of pedagogy (in classroom and practical settings) that prepare them for instructional activities later in their careers. Further, my PhD students normally have opportunities to teach spring and summer session courses in sport psychology as principal instructor. I anticipate these opportunities will be available during Year 4 of the study, after fieldwork has been completed. Thus, the PhD students are able to learn both research and teaching skills, which will aid them in the pursuit of academic careers.

The PhD students on the research team will also receive training on *knowledge mobilization and dissemination*. Specifically, they will take part in preparing research briefs and presentations for sport governing bodies, and the workshop planned for year 4 of the grant. They will also be provided with opportunities to engage with sport organizations in other roles, in order to build a professional network. For instance, I am regularly asked to deliver talks to various sport organizations. I invite students to deliver these presentations jointly with me or (if the students have sufficient expertise) ask students to make these presentations themselves. Recent examples include presentations for Basketball Canada, Basketball Alberta, Alberta Soccer Association, and the Alberta Colleges Athletic Association. These presentations provide opportunities to develop meaningful relationships with key stakeholders, which can facilitate knowledge dissemination and exchange in the long-term.

Finally, the PhD students will have opportunities to *engage internationally*, through three strategies. First, funding has been requested for the students to attend conferences to present research results at various stages. Second, students may participate in our Faculty’s graduate student exchange program with the Norwegian School of Sport Sciences, which provides funding for our students to visit Norway to share knowledge. One of my current PhD students recently received funding for such a visit. Third, the University of Alberta Faculty of Graduate Studies and Research provides funding for students to visit other countries to gain experiences not otherwise available through their program of studies. For instance, one of my current PhD students recently received funding to visit the UK to tour universities and meet with scholars who provide applied sport psychology support to sport organizations. These opportunities will be available to the team PhD students during the fourth year of their program, after completion of fieldwork. Such international opportunities provide an additional level of exposure that enables students to become well-rounded scholars.

Family name, Given name  
**Holt, Nicholas**

### Funds Requested from SSHRC

For each budget year, estimate as accurately as possible the research costs that you are asking SSHRC to fund through a grant. For each Personnel costs category, enter the number of individuals to be hired and specify the total amount required. For each of the other categories, enter the total amount required.

Personnel costs	Year 1		Year 2		Year 3		Year 4		Year 5	
	No.	Amount								
<b>Student salaries and benefits/Stipends</b>										
Undergraduate										
Masters										
Doctorate	2	50,090	2	54,598	2	59,511	2	18,059	0	0
<b>Non-student salaries and benefits/Stipends</b>										
Postdoctoral										
Other										
<b>Travel and subsistence costs</b>										
	Year 1		Year 2		Year 3		Year 4		Year 5	
<b>Applicant/Team member(s)</b>										
Canadian travel		0		1,635		4,070		2,498		0
Foreign travel										
<b>Students</b>										
Canadian travel		1,300		3,670		3,670		0		0
Foreign travel										
<b>Other expenses</b>										
Professional/Technical services		3,600		3,600		3,600		0		0
Supplies		300		300		300		300		0
<b>Non-disposable equipment</b>										
Computer hardware		1,200		0		0		0		0
Other										
<b>Other expenses (specify)</b>										
KT Workshop		0		0		0		1,000		0
Open access journal fee		0		1,000		1,000		1,000		0
<b>Total</b>		56,490		64,803		72,151		22,857		0

### Budget Justification 2014 SSHRC Application

#### Personnel Costs

##### *Student salaries and benefits/stipends*

Year	Item	Justification	Cost
Year 1	2 PhD students	PhD students are required to work as participant observers and engage in other key research activities, as described in research proposal. PhD students, 12 month RA, under UAlberta guidelines [includes benefits, vacation, etc] = <b>\$25,045 per student x 2 students = \$50,090</b>	\$50,090
Year 2	2 PhD students	As above + 5% merit increment and 4% cost of living allowance [COLA] (UAlberta guidelines)	\$54,598
Year 3	2 PhD students	As above + 5% merit increment and 4% COLA (as per UAlberta guidelines)	\$59,511
Year 4	2 PhD students	One term (4 months) RAs to assist with knowledge mobilization activities. \$9,029 per student (includes 5% merit increment and 4% COLA)	\$18,059

#### Travel and subsistence costs:

##### *Canadian travel (applicant)*

Year	Item	Justification	Cost
Year 2	Canadian Society for Psychomotor Learning and Sport Psychology (SCAPPS)	Holt to present findings (with PhD students) from first year of research. \$600 airfare; \$400 registration; \$400 accommodation; \$135 per diem (\$45/day x 3 days), \$100 ground transportation = \$1635	\$1635
Year 3	SCAPPS conference	Cost (as above) = \$1635.	\$1635
Year 3	Sport Canada Sport Participation Research Initiative conference	Knowledge dissemination to Sport Canada: \$600 airfare; \$400 registration; \$400 accommodation; \$135 per diem, \$100 ground transportation = \$1635	\$1635

##### *International travel (applicant)*

Year	Item	Justification	Cost
Year 4	European Federation of Sport Psychology	Present final results (longitudinal data) at international conference. \$1200 airfare; \$400 registration; \$600 accommodation; \$198 per diem (\$66/day international rate x 3 days), \$100 ground transportation = \$2,435	\$2,498

##### *Canadian travel (students)*

Year	Item	Justification	Cost
------	------	---------------	------

Year 1	‘Thinking Qualitatively’ research methods workshops/conference	Two PhD students will attend this workshop/conference, during which they will be exposed to a range of research methods from international experts. The conference is held in Edmonton, therefore only conference registration fees are requested ( $\$450 \times 2 = \$900$ )	\$900
Year 1	Travel for data collection	Gas for participant observations (e.g., driving to games, practices). \$200 per PhD student = \$400	\$400
		<b>TOTAL FOR YEAR 1</b>	<b>\$1,300</b>
Year 2	SCAPPS Conference	PhD students to travel to SCAPPS conference to present findings from first year of study. Cost (as above) = $\$1635 \times 2 = \$3,720$	\$3,270
Year 2	Travel for data collection	Gas for participant observations (e.g., driving to games, practices). \$200 per PhD student = \$400	\$400
		<b>TOTAL FOR YEAR 2</b>	<b>\$3,670</b>
Year 3	SCAPPS Conference	PhD students to travel to SCAPPS conference to present findings from second year of study. Cost (as above) = $\$1635 \times 2 = \$3,720$	\$3,270
Year 3	Travel for data collection	Gas for participant observations (e.g., driving to games, practices). \$200 per PhD student = \$400	\$400
		<b>TOTAL FOR YEAR 3</b>	<b>\$3,670</b>

### **Other Expenses**

#### ***Professional/Technical Services***

A large number of participant interviews are required. The PhD students on the research team will transcribe some interviews but they will also be engaged in participant observation, maintaining fieldwork logs, and data analysis. Thus, we request the services of a professional transcribing company to ease the work burden on the PhD students and aid the timely completion of the research. For the past 10 years, Holt has used an Alberta-based company (The Comma Police) that provides accurate and timely services. One hour of audio costs approximately \$120 to transcribe. Transcribing is required for interviews 30 participants per year (includes ‘drop outs’ and new players/parents in years 2 and 3) = 30 hours interview  $\times$  \$120/hr = \$3,600  $\times$  3 years = \$10,800 (Additional interviews will be transcribed by students as necessary)

#### ***Supplies***

Paper, printer ink, etc. for operations in the context of research. \$100 per year  $\times$  3 years = \$300.

#### ***Non-disposable Equipment–Computer hardware***

Computer/monitor dedicated to use in this research: Nvidia Quad PC and monitor = \$1200 (Year 1, based on reduced prices available to UAlberta).

#### ***Knowledge Translation Workshop (Year 4)***

Funds are requested to support hosting a workshop at University of Alberta for sport organizations, to discuss findings of research and implications for parent education programs. (Note. UAlberta will provide meeting room and webcasting services as an in-kind contribution to reduce costs). SSHRC funds requested for lunch for 50 people.  $50 \times @20 = \$1000$

#### ***Open access journal publishing fees (Years 2–4)***

\$1000/article, as per Tri-Council guidelines for open-access publication.





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Internal use	CID (if known)
319481	129767

**Identification**  
Only the information in the Name section will be made available to selection committee members and external assessors. Citizenship and Statistical and Administrative Information will be used by SSHRC for administrative and statistical purposes only. Filling out the statistical and Administrative Information section is optional.

Name			
Family name	Given name	Initials	Title
Holt	Nicholas	L	Dr.

**Citizenship** - Applicants and co-applicants must indicate their citizenship status by checking and answering the applicable questions.

Citizenship status	<input checked="" type="radio"/> Canadian	<input type="radio"/> Permanent resident since (yyyy/mm/dd)	<input type="radio"/> Other (country)	Have you applied for permanent residency?
				<input type="radio"/> Yes <input type="radio"/> No

**Statistical and Administrative Information**

Birth year	Gender	Permanent postal code in Canada (i.e. K2P1G4)	Correspondence language	Previous contact with SSHRC? (i.e. applicant, assessor, etc.)
1973	<input type="radio"/> F <input checked="" type="radio"/> M	[REDACTED]	<input checked="" type="radio"/> English <input type="radio"/> French	<input type="radio"/> Yes <input checked="" type="radio"/> No

Full name used during previous contact, if different from above

**Contact Information**  
The following information will help us to contact you more rapidly. Secondary information will not be released by SSHRC without your express consent.

Primary telephone number				Secondary telephone number			
Country code	Area code	Number	Extension	Country code	Area code	Number	Extension
	780	492-7386			[REDACTED]	[REDACTED]	
Primary fax number				Secondary fax number			
Country code	Area code	Number	Extension	Country code	Area code	Number	Extension
	780	492-2364					
Primary E-mail: nick.holt@ualberta.ca							
Secondary E-mail:							

Personal information will be stored in the Personal Information Bank for the appropriate program.

**Checked**  
Web CV  
2014/10/09

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Family name, Given name

Holt, Nicholas

<b>Current Address</b> Use only if you are not affiliated with a department at a Canadian university. (If you are affiliated with a department at a Canadian university, the department's mailing address will be used.) If you wish to use another address, specify it under the Correspondence Address.			<b>Correspondence Address</b> Complete this section if you wish your correspondence to be sent to an address other than your current address.		
Address			Address		
			Faculty of Physical Education and Rec		
			University of Alberta		
City/Municipality	Prov. / State	Postal/Zip code	City/Municipality	Prov. / State	Postal/Zip code
			Edmonton	AB	T6G2H9
Country			Country CANADA		
<b>Temporary Address</b> If providing a temporary address, phone number and/or E-mail, ensure that you enter the effective dates.			<b>Permanent Address in CANADA</b>		
Address			Address		
			[REDACTED]		
City/Municipality	Prov./ State		City/Municipality	Prov./ State	Postal/Zip code
			Edmonton	AB	[REDACTED]
Country			Country CANADA		
Start date (yyyy/mm/dd)	End date (yyyy/mm/dd)	Temporary telephone/fax number			
		Country code	Area code	Number	Extension
Temporary E-mail					

**Do not photocopy this page.**

Family name, Given name

Holt, Nicholas

### Research Expertise (optional)

The information provided in this section refers to your own research expertise, not to a research proposal. Filling out the following 4 sections is optional. This page will not be seen by selection committee members and external assessors. This section will be used for planning and evaluating programs, producing statistics, and selecting external assessors and committee members.

#### Areas of Research

Indicate and rank up to 3 areas of research that best correspond to your research interests as well as areas where your research interests would apply. Duplicate entries are not permitted.

Rank	Code	Area
1	111	Children
2	382	Youth
3	220	Health

#### Temporal Periods

If applicable, indicate up to 2 historical periods covered by your research interests.

From				To			
Year				Year			
		BC	AD			BC	AD
_____		<input type="radio"/>	<input type="radio"/>	_____		<input type="radio"/>	<input type="radio"/>
_____		<input type="radio"/>	<input type="radio"/>	_____		<input type="radio"/>	<input type="radio"/>

#### Geographical Regions

If applicable, indicate and rank up to 3 geographical regions covered by your research interests. Duplicate entries are not permitted.

Rank	Code	Region
1	1130	Western Canada
2	1000	North America
3	3000	Europe

#### Countries

If applicable, indicate and rank up to 5 countries covered by your research interests. Duplicate entries are not permitted.

Rank	Code	Countries	Prov./State
1	1100	CANADA	AB
2	1100	CANADA	BC
3	1100	CANADA	ON
4	3225	UNITED KINGDOM	
5			

Family name, Given name

Holt, Nicholas

## Curriculum Vitae

### Language Proficiency

	Read	Write	Speak	Comprehend aurally	Other languages
English	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### Work Experience

List the positions, academic and non-academic, you have held beginning with the current position and all previous positions in reverse chronological order, based on the start year.

Current position		Start date (yyyy/mm)
Full Professor		2004/10
Org. code	Full organization name	
1480111	University of Alberta	
Department/Division name		
Faculty of Physical Education and Recreation		
Position type	<input checked="" type="radio"/> Tenured <input type="radio"/> Non-tenure <input type="radio"/> Tenure-track <input type="radio"/> Non-academic	Employment status
		<input checked="" type="radio"/> Full-time <input type="radio"/> Part-time <input type="radio"/> Non-salaried <input type="radio"/> Leave of absence
Position	Start date (yyyy/mm)	End date (yyyy/mm)
Assistant Professor	2003/1	2004/12
Org. code	Full organization name	
1350111	Brock University	
Department/Division name		
Physical Education		
Position	Start date (yyyy/mm)	End date (yyyy/mm)
Senior Lecturer	2002/1	2003/12
Org. code	Full organization name	
9121810	Leeds Metropolitan University	
Department/division name		
Carnegie Faculty of Sport and Education		
Position	Start date (yyyy/mm)	End date (yyyy/mm)
Org. code	Full organization name	
Department/Division name		

<b>Academic Background</b>				
List up to 5 degrees, beginning with the highest degree first and all others in reverse chronological order, based on the start date.				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
Doctorate	PhD	1998/09		2002/05
Disc. code	Discipline			Did SSHRC support enable you to get this degree?
99999	Physical Education (Sport Psychology)			<input type="radio"/> Yes <input checked="" type="radio"/> No
Org. code	Organization			
1480111	University of Alberta			
Country <b>CANADA</b>				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
Master's	Master of Science	1996/08		1998/05
Disc. code	Discipline			Did SSHRC support enable you to get this degree?
99999	Exercise and Sport Psychology			<input type="radio"/> Yes <input checked="" type="radio"/> No
Org. code	Organization			
9121116	University of Exeter			
Country <b>UNITED KINGDOM</b>				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
BA Hon.	B.Sc. (hons)	1992/08		1995/07
Disc. code	Discipline			Did SSHRC support enable you to get this degree?
99999	Geography with Physical Education			<input type="radio"/> Yes <input checked="" type="radio"/> No
Org. code	Organization			
9121127	Loughborough University			
Country <b>UNITED KINGDOM</b>				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
Disc. code	Discipline			Did SSHRC support enable you to get this degree?
				<input type="radio"/> Yes <input type="radio"/> No
Org. code	Organization			
Country				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
Disc. code	Discipline			Did SSHRC support enable you to get this degree?
				<input type="radio"/> Yes <input type="radio"/> No
Org. code	Organization			
Country				

Family name, Given name

Holt, Nicholas

### Credentials

List up to 6 licences, professional designations, awards and distinctions you have received and feel would be the most pertinent to the adjudication of your application. List them in reverse chronological order, based on the year awarded.

Category	Name	Source or Country	Duration (Months)	Value / Year awarded
Academic Prize	Paper of the Year Award (Community category)	Sport Information Resource Centre CANADA	0	\$2,000 2013
Academic Prize	Dean's Recognition Award - Research	University CANADA		\$500 2010
Academic Prize	Paper of the Year Honourable Mention (Performance)	Sport Information Resource Centre CANADA		\$0 2005
Academic Prize	Dissertation of the Year Award	Association for Applied Sport Psychology UNITED STATES		\$350 2001

### Research Expertise

The information provided in this section refers to your own research expertise, not to a research proposal.

#### Keywords

List keywords that best describe your areas of research expertise. Separate keywords with a semicolon.

Youth sport and physical activity; positive youth development; stress and coping; talent development; neighbourhood physical activity; childhood overweight and obesity; qualitative research methods

#### Disciplines

Indicate and rank up to 5 disciplines that best correspond to your research interests. Duplicate entries are not permitted.

Rank	Code	Discipline	If Other, specify
1	63026	Sports Psychology	
2	61236	Physical Education	
3	63004	Child and Adolescent Psychology	
4			
5			

Family name, Given name

Holt, Nicholas

### Funded Research

List up to 8 grants or contracts you have received from SSHRC or other sources. List them in reverse chronological order, based on the year awarded. If you are not the applicant (principal investigator), specify that persons' name.

Org. code 3010325	Full name of funding organization Social Sciences and Humanities Research Council of Canada	Year awarded (yyyy) 2013	Total amount (CAN\$) \$66,311
Role Co-applicant		Completion status <input type="checkbox"/> Complete	
Project title Place making and sport tourism events: The case of the Canadian Death Race in Grande Cache, Alberta			
Applicant's family name Hinch		Applicant's given name Tom	
Initials			
Org. code 3010747	Full name of funding organization Canadian Institutes of Health Research	Year awarded (yyyy) 2010	Total amount (CAN\$) \$119,215
Role Applicant		Completion status <input checked="" type="checkbox"/> Complete	
Project title Sport participation and possibilities for positive development among urban male youth in Edmonton			
Applicant's family name		Applicant's given name	
Initials			
Org. code 3010325	Full name of funding organization Social Sciences and Humanities Research Council of Canada	Year awarded (yyyy) 2009	Total amount (CAN\$) \$95,278
Role Applicant		Completion status <input checked="" type="checkbox"/> Complete	
Project title A sport-based critical hours program for low-income youth			
Applicant's family name		Applicant's given name	
Initials			
Org. code 3010325	Full name of funding organization Social Sciences and Humanities Research Council of Canada	Year awarded (yyyy) 2008	Total amount (CAN\$) \$81,925
Role Co-applicant		Completion status <input type="checkbox"/> Complete	
Project title Assessing youth sport programs' facilitation of positive youth development.			
Applicant's family name Fraser-Thomas		Applicant's given name Jessica	
Initials			

Family name, Given name

Holt, Nicholas

**Funded Research (cont'd)**

Org. code 3010325	Full name of funding organization Social Sciences and Humanities Research Council of Canada	Year awarded (yyyy) 2008	Total amount (CAN\$) \$104,610
Role Co-applicant		Completion status <input checked="" type="checkbox"/> Complete	
Project title Where do the children play? The Playscapes study			
Applicant's family name Spence		Applicant's given name John	
Initials C			
Org. code 3010325	Full name of funding organization Social Sciences and Humanities Research Council of Canada	Year awarded (yyyy) 2007	Total amount (CAN\$) \$74,337
Role Co-applicant		Completion status <input checked="" type="checkbox"/> Complete	
Project title The effect of coaching on coaching on youth sport in Canada			
Applicant's family name Sullivan		Applicant's given name Phillip	
Initials			
Org. code 3010325	Full name of funding organization Social Sciences and Humanities Research Council of Canada	Year awarded (yyyy) 2005	Total amount (CAN\$) \$112,584
Role Applicant		Completion status <input checked="" type="checkbox"/> Complete	
Project title Psychosocial factors associated with positive and negative experiences in youth sport.			
Applicant's family name		Applicant's given name	
Initials			
Org. code	Full name of funding organization	Year awarded (yyyy)	Total amount (CAN\$)
Role		Completion status <input type="checkbox"/> Complete	
Project title			
Applicant's family name		Applicant's given name	
Initials			

**(1) Research Contributions Over Last Six Years (2008–2014)**

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**Summary:** a total of **3 books**, **22 chapters**, **59 articles**, **78 conference presentations**, and **27 invited talks** over the last six years. Examples listed below.

**(a) Books**

Holt, N. L., & Knight, C. J. (2014). *Parenting in youth sport: From research to practice*. London: Routledge. [70% contribution, led conceptualization and writing].

Holt, N. L., & Talbot, M. (Eds., 2011). *Long term engagement in sport and physical activity: Participation and performance across the lifespan*. London: Routledge. [60% contribution, led conceptualization and organization, shared duties reviewing chapters, etc].

Holt, N. L. (Ed., 2008). *Positive youth development through sport*. London: Routledge.

**(b) Book Chapters (examples only listed here: 22 chapters published in total 2008–2014)**

Holt, N. L., & Knight, C. J. (2014). Parenting. In R. C. Eklund & G. Tenenbaum (Eds.), *Encyclopedia of sport and exercise psychology* (pp. 513–515). [50% contribution, led conceptualization and writing].

Holt, N. L., & Knight, C. J. (2011). Sports participation. In B. B. Brown & M. J. Prinstein (Eds.), *Encyclopedia of adolescence, Vol. 2* (pp. 360–368). New York: Elsevier. [60% contribution, led conceptualization and writing].

Holt, N. L. (2011). Sport and positive youth development. In I. Stafford (Ed.), *Coaching children in sport* (pp. 256–266). London: Routledge.

**(c) Refereed Journal Articles (examples only listed here: 59 articles published in total 2008–2014)**

\* SSHRC funded. Students' names underlined

Neely, K. C., & Holt, N. L. (in press). Parents' perspectives on the benefits of sport participation for young children. *The Sport Psychologist*.

Knight, C. J., & Holt, N. L. (in press). Parenting in youth tennis: Understanding and enhancing children's experiences. *Psychology of Sport and Exercise*. Advanced online publication: doi: 10.1016/j.psychsport.2013.10.010. [35% contribution, graduate student's thesis work].

\* Holt, N. L., Lee, H., Millar, C., & Spence, J. C. (2013). "Eyes on where children play": A retrospective study of active free play. *Children's Geographies*. Advanced online publication: <http://dx.doi.org/10.1080/14733285.2013.828449> [Senior author, 50% contribution, study design, analysis, and manuscript preparation].

Knight, C. J., & Holt, N. L. (2013). Strategies used and assistance required to facilitate children's involvement in tennis: Parents' perspectives. *The Sport Psychologist*, 27, 281–291. [Supervisor, 35% contribution].

\* Holt, N. L., McHugh, T-L. F., Tink, L. N., Kingsley, B. C., Coppola, A. M., Neely, K. C., & McDonald, R. (2013). Developing sport based after school programs using a participatory action research approach. *Qualitative Research in Sport, Exercise and Health*, 5, 332-335. [Lead author, 35% contribution, study design, analysis, and manuscript preparation].

Knight, C. J., & Holt, N. L. (2013). Factors influencing parents' experiences at junior tennis tournaments and suggestions for improvement. *Sport, Exercise, and Performance Psychology*, 2, 173–189. [Supervisor, 25% contribution].

\* Tamminen, K. A., Neely, K. C., & Holt, N. L. (2013). Exploring adversity and the potential for growth among elite female athletes. *Psychology of Sport and Exercise*, 14, 28–36. [Senior author, 25% contribution, study design, analysis, and manuscript preparation].

Holt, N. L., Scherer, J., & Koch, J. (2013). An ethnographic study of issues surrounding the provision of sport opportunities to young men from a western Canadian inner city. *Psychology of Sport and Exercise*, 14, 538–548. [Senior author, 40% contribution, led conceptualization, study design, data analysis, and writing].

- \* Tamminen, K. A., Holt, N. L., & Crocker, P. R. E. (2012). Adolescent athletes: Psychosocial challenges and clinical concerns. *Current Opinion in Psychiatry*, 25, 293–300. [25% contribution to writing].
  - \* Tamminen, K. A., & Holt, N. L. (2012). Adolescent athletes' learning about coping and the roles of parents and coaches. *Psychology of Sport and Exercise*, 13, 69–79. [Supervisor, 25% contribution].
  - Holt, N. L., Kingsley, B. C., Tink, L. N., & Scherer, J. (2011). Benefits and challenges associated with sport participation by children and parents from low-income families. *Psychology of Sport and Exercise*, 12, 490–499. [40% contribution, senior author, conceptualized study and led data analysis and writing].
  - \* Tamminen, K. A., & Holt, N. L. (2010). Female adolescent athletes' coping: A season long investigation. *Journal of Sports Sciences*, 28, 101–114.
  - \* Holt, N. L., Tamminen, K. A., Tink, L. N., & Black, D. E. (2009). An interpretive analysis of life skills associated with sport participation. *Qualitative Research in Sport and Exercise*, 1(2), 160–175. [Senior author, 40% contribution, conceptualized study and led data analysis and writing].
  - \* Holt, N. L., Tamminen, K. A., Black, D. E., Mandigo, J. L., & Fox, K. R. (2009). Youth sport parenting styles and practices. *Journal of Sport & Exercise Psychology*, 31, 37–59. [Senior author, 40% contribution, conceptualized study and led data analysis and writing].
  - \* Holt, N. L., Tink, L. N., Mandigo, J. L. & Fox, K. R. (2008). Do youth learn life skills through their involvement in high school sport? *Canadian Journal of Education*, 31, 281–304. [Senior author, 40% contribution, conceptualized study and led data analysis and writing].
  - \* Holt, N. L., Tamminen, K. A., Black, D. E., Sehn, Z. L., & Wall, M. P. (2008). Parental involvement in competitive youth sport settings. *Psychology of Sport and Exercise*, 9, 663–685. [Senior author, 50% contribution, conceptualized study and led data analysis and writing].
- (d) Published Refereed Conference Proceedings (examples only listed here: 78 in total 2008–2014)**
- Gledhill, A., & Holt, N. L. (2014, September). Psychosocial factors associated with talent development in soccer. *Presentation at 4<sup>th</sup> International Conference on Qualitative Research in Sport and Exercise*. Loughborough, UK.
  - \* McHugh, T.-L. F., Coppola, A. M., Holt, N. L., & Andersen, C. (2014, May). How do urban Aboriginal community members describe 'community' within the context of sport? *Presentation at the Global Summit on the Physical Activity of Children*. Toronto, ON.
  - Scherer, J., Koch, J., & Holt, N. L. (2013, June). Career opportunities and 'entrepreneurial' recreation in the downtown core: Dispatches from the (real) creative class. *Presentation at International Sociology of Sport Association conference*. Vancouver, BC.
  - \* Lee, H., Millar, C., Spence, J. C., & Holt, N. L. (2011, October). Using walk-along interviews to examine perceptions of landscapes for play. *Presentation at the Qualitative Health Research conference*. Vancouver, BC.
  - Kingsley, B. C., Holt, N. L., & Tink, L. N. (2010, June). Sport participation and possibilities for positive development among children from low-income families. *Presentation at North American Society for Psychology of Sport and Physical Activity (NASPSPA) conference*. Tucson, AZ.
  - Holt, N. L., Sehn, Z. L., Spence, J. C., Newton, A. S., & Ball, G. D. C. (2009, November). Positive development through physical education and sport programs in an inner city school. *Presentation at Canadian Society for Psychomotor Learning and Sport Psychology conference*. Toronto, ON.
  - \* Holt, N. L., Black, D. E., Tamminen, K. A., Fox, K. R., & Mandigo, J. L. (2008, June). Peer group experiences in youth sport settings. *Symposium paper at International Society of Behavioral Nutrition and Physical Activity conference*. Banff, AB.
  - \* Holt, N. L. (2007, March). An ethnographic study of positive youth development on a high school soccer team. *Symposium presentation at Society for Research in Child Development conference*, Boston, MA.

**(e) Invited Talks (examples only listed here: 27 invited talks presented in total 2008–2014)**

Holt, N. L. (2014, September). Some what's, why's, and how's of grounded theory in sport and exercise.

*Workshop presented at 4<sup>th</sup> International Conference on Qualitative Research in Sport & Exercise.*  
Loughborough, UK.

Holt, N. L. (2012, January). Promoting positive youth development through school and community sport programs. *Invited oral presentation at Ever Active Schools Shaping the Future conference.*

Kananaskis, AB.

Holt, N. L. (2011, September). Coaching and positive youth development. *Invited talk at Alberta Sport, Recreation, Parks and Wildlife Foundation Coach Development Workshop.* Edmonton, AB.

Holt, N. L. (2009, October). Positive youth development through physical activity and sport:

Experiences of children in a low-income Edmonton community. *Invited presentation at Research Showcase Event, Alberta Centre for Child, Family, and Community Research.* Edmonton, AB.

**(2) Other Research Contributions (Abbreviated)**


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President of Canadian Society of Sport Psychology and Psychomotor Learning (2010–2012), co-chair of international *Thinking Qualitatively* conference (2013), organizing committee member for *International Society for the Study of Behavioral Development* conference (2012). Member of SSHRC review committee *Education and Social Work 1* for Insight Development Grant competition (2013) and CIHR *Psychosocial, Sociocultural, and Behavioral Determinants of Health* review committee (2010–2013). Associate Editor of *The Sport Psychologist* (2007–2011). Current editorial board member of *Journal of Sport & Exercise Psychology*, *Qualitative Research in Sport, Exercise, and Health*, and *The Sport Psychologist*. I have written 6 articles in professional (non-academic) journals, numerous blogs, and delivered 22 non-academic/community talks.

**(3) Most Significant Career Research Contributions**


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(a) Holt, N. L., & Dunn, J. G. H. (2004). Toward a grounded theory of the psychosocial competencies and environmental conditions associated with soccer success. *Journal of Applied Sport Psychology*, *16*, 199–219.

This paper from my PhD work represents the beginning of my interest in studying the role of parents in sport. **This multi-award-winning research** included a grounded theory study, with data collected from young athletes in Canada and the UK. It received the ‘**Dissertation of the Year Award**’ in 2003 for outstanding contribution to the field from the Association for Applied Sport Psychology, the world’s largest sport psychology organization. This article also received a **Research Award** (performance category) from the Sport Information Resource Centre, as one of the best Canadian studies in 2004. It has been widely cited (175 times to date, Google Scholar) by researchers in the UK, France, US, Canada, Belgium, Sweden, Australia, Norway, The Netherlands and other countries.

(b) Holt, N. L., Scherer, J., & Koch, J. (2013). An ethnographic study of issues surrounding the provision of sport opportunities to young men from a western Canadian inner city. *Psychology of Sport and Exercise*, *14*, 538–548.

This three-year ethnographic study examined the provision of sport programs in an inner-city area of Edmonton, AB. The research demonstrates my expertise in ethnographic methodology and my commitment to involving students in the research process (Koch was a PhD student who completed the participant observation work). **This award-winning paper** received the 2013 ‘**Research Paper of the Year**’ award from the Sport Information Resource Centre. It was judged the best example of Canadian research in the category of community sport. It was published in a journal with an impact factor of 1.755.

(c) Holt, N. L., Tamminen, K. A., Black, D. E., Mandigo, J. L., & Fox, K. R. (2009). Youth sport parenting styles and practices. *Journal of Sport & Exercise Psychology*, *31*, 37–59.

This SSHRC-funded study required season-long fieldwork with two girls' soccer teams supplemented by interviews with 56 parents and 34 of their children. It provided the foundation for the current proposal in its use of participant observation and focus on parenting styles. In this study, students (Tamminen and Black) were integrated into the soccer teams as participant observers and were involved throughout the research process through to publication. This paper is published in the highest ranked journal in sport and exercise psychology (also ranked 12/81 in Sport Sciences and 30/74 in Psychology), with an impact factor of 2.593. It has been cited 49 times (Google Scholar) by researchers from the UK, Canada, US, Greece, Brazil, Switzerland, France, South Africa, Sweden, Spain, Finland, and other countries.

(d) Holt, N. L., & Knight, C. J. (2014). *Parenting in youth sport: From research to practice*. London: Routledge.

This book is my most recent contribution to the parenting literature. It is published by Routledge, a respected academic publishing house, with the proposal for the book receiving five peer reviews before acceptance. The book was written with one of my former PhD students and draws together some of the most recent work on parenting from the areas of youth sport and developmental psychology.

(e) Holt, N. L., Tamminen, K. A., Black, D. E., Sehn, Z. L., & Wall, M. P. (2008). Parental involvement in competitive youth sport settings. *Psychology of Sport and Exercise*, 9, 663–685.

A qualitative study (funded by previous SSHRC grants) that used observations, diaries, and interviews to examine how parents' behaviors and verbal comments change during the course of competitive youth sport events. By October 2014 this was the **14<sup>th</sup> most downloaded article of all time** in *Psychology of Sport and Exercise*. It has been cited 68 times to date (Google Scholar) by researchers from the UK, Canada, US, Norway, Spain, Finland, Australia, Portugal, Iran, Poland, Sweden, Brazil, and other countries.

#### **(4) Career Interruptions and Special Circumstances: NONE**

#### **(5) Contributions to Training**

I currently supervise 1 PhD student and 3 MA students, and serve on the supervisory committees of 7 PhD students and 2 MA students. One of the PhD students, Ms. Jen Agans, is working under the supervision of internationally-renowned psychologist Dr. Richard Lerner at Tufts University, and I was invited to serve as a member of this committee by Dr. Lerner due to my expertise in developmental aspects of youth sport.

Previously, I have 'graduated' 3 PhD students (one co-supervised) and 15 Masters students, served on the supervisory committees of 5 PhD students and 17 MA students, and supervised 26 undergraduate student thesis/practicum projects. Further, I have been the external examiner for 4 PhD students (2 in Australia, 1 in UK, and 1 in Canada). My PhD students have achieved notable successes. **Dr. Katherine Tamminen** won a SSHRC doctoral scholarship and a SSHRC post-doctoral fellowship to study at UBC. She is now an Assistant Professor at the University of Toronto. Another former PhD student, **Dr. Camilla Knight**, won the University of Alberta's highest awards for international students, and is now a senior lecturer (equivalent to Assistant Professor) at Swansea University (ranked in the top 5 UK institutions for sport/exercise sciences). The PhD student I co-supervised, **Dr. Chad Witcher**, is now an Assistant Professor at the University of Lethbridge.

I have integrated students throughout my work, as evidenced by the fact that over the past six years students are co-authors on 49 of my 59 articles and 13 of my 22 chapters. Furthermore, I have frequently included students on small (internal/provincial) grant applications (e.g., Sport Science Association of Alberta). My PhD students have graduated with approximately 10-12 publications to their name. Beyond the numbers, I strive to ensure these publications are in the highest quality journals in our field, emphasizing to my trainees that quality cannot be sacrificed for the sake of quantity.