

UBC Social Ecological Economic Development Studies (SEEDS) Sustainability Program  
Student Research Report

**Coaches Role in Interculturalism**

**Jason Abelson, Mica Doria, Alice Stelmachenko, Matthew So,**

**and Amanda Thornhill**

**University of British Columbia**

**KIN 456**

**December 2017**

*Disclaimer: "UBC SEEDS Sustainability Program provides students with the opportunity to share the findings of their studies, as well as their opinions, conclusions and recommendations with the UBC community. The reader should bear in mind that this is a student research project/report and is not an official document of UBC. Furthermore, readers should bear in mind that these reports may not reflect the current status of activities at UBC. We urge you to contact the research persons mentioned in a report or the SEEDS Sustainability Program representative about the current status of the subject matter of a project/report".*



## **Coaches' Role in Interculturalism: Final Report**

Jason Abelson

Mica Doria

Alice Stelmachenko

Matthew So

Amanda Thornhill

University of British Columbia School of Kinesiology

December 2017

KIN 465

Janna Taylor

## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

### **Executive Summary**

Interculturalism is a term that is widely un-recognized in athletics. It acknowledges and promotes inclusion of all aspects in society, including those with disabilities, various racial and cultural backgrounds, sexual orientations and the general acceptance of all individuals (Harris, 2014). This community based experiential learning (CBEL) project focused on improving intercultural aspects of varsity sports at the University of British Columbia (UBC). Collaborating with the UBC Equity & Inclusion Office (EIO) as well as SEEDS Sustainability Program, a research study was conducted by a team of KIN 456 students. We explored the prevalence of five main intercultural areas in UBC athletics; LGBT athletes; the influence of gender on coaching styles; fostering ethno-cultural and racial diversity; social inclusion; and instructing athletes with intellectual disabilities (ID). The purpose of this research was to support coaches in adding capacity for understanding and communicating interculturalism in sport with their teams.

Four separate face-to-face interviews were conducted with coaches and assistant coaches of UBC varsity teams, where they answered open-ended questions that explored the five themes mentioned above to ascertain how interculturalism was currently implemented at UBC. Our findings established areas where interculturalism could be improved, and how, through this research project and in partnership with SEEDS and EIO, we could assist these coaches by providing education, skills, and tactics to improve their knowledge of interculturalism and implementation of intercultural strategies in their team environment. A majority of the varsity coaches were unaware of athletes with ID, lacked First Nations cultural and historical awareness, and that there was an imbalance of openly gay/lesbian athletes in men's and women's teams. While the coaches felt that there was a lack of cultural diversity within their teams, all agreed that social inclusion was not an issue. Based on these findings, our group developed

## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

recommendations to address the concerns of the varsity coaches with current literature: Varsity coaches must be provided with greater education involving the aspects and limitations of intellectual disabilities to enhance the performance of the athlete and greater inclusion; tactics such as proximity control in practice, encouraging attention and engagement of athletes, providing explicit instructions, differentiating learning activities, establishing, teaching, and reinforcing rules (Vargas et al., 2012); UBC athletes would benefit from attending workshops on campus with groups such as Positive Space, to properly educate coaches and athletes on issues surrounding LGBT athletes and differences in gender; Social isolation can be prevented with community-learning resources and health-promoting activities (Forde et al., 2015); Creating an outreach program for UBC athletes and First Nations youth to interact with one another, and encourage involvement within the athletic department, in addition to greater recruitment of international athletes (Adair, Taylor, & Darcy, 2010). With these recommendations we can further evolve the UBC Varsity athletics teams by incorporating our innovative ideas to increase the presence of interculturalism within their respective teams.

### **Introduction**

Interculturalism is a term that is often misunderstood, especially in a team environment. However, interculturalism spreads further than just culture; It is defined as an “integrationist vision, based broadly on concepts of cross-cultural dialogue, consensus, and cultural commonality” (Harris, 2014). Exploring the presence of interculturalism in society can provide a idea of where there is confusion and a absence of inclusion. Recommendations can then be established to promote interculturalism in society, and to work towards an inclusive environment.

## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

We, a group of University of British Columbia (UBC) students in the KIN 465: Interculturalism, Health, and Physical Activity course, worked in collaboration with Dr. Rachael Sullivan from the UBC EIO, Kathleen Simpson, a project coordinator from SEEDS Sustainability Program and UBC Varsity coaches to uncover the missing pieces within athletic team environments regarding interculturalism. The purpose of our research was to support coaches in adding capacity for understanding and communicating interculturalism in sport with their teams. We hoped to achieve this by providing recommendations that can be directly implemented by varsity coaches.

We identified five key areas of interculturalism through a literature review: LGBT athletes; the influence of gender on coaching styles; fostering ethno-cultural and racial diversity; social inclusion; and instructing athletes with intellectual disabilities. Further research was directed surrounding these five topics in the form of interviews. During the interviews conducted with UBC Varsity athletic coaches, we received many different opinions on the definition of interculturalism, most of which focused on the inclusion of all cultures. This finding allowed us to provide coaches with an accurate definition of interculturalism, while emphasizing the importance of these aspects in Varsity sport through the interview questions. By interviewing the coaches we were able to configure applicable recommendations on ways to further promote interculturalism with UBC athletes.

### **Background Information / Literature Review**

Using a combination of research from previous studies in addition to our interview findings we compiled recommendations most of which involve gaining more knowledge about each topic. These recommendations intend to enhance interculturalism within the teams. The following report provides an insight to interculturalism in UBC varsity sports.

## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

### **Intellectual Disabilities**

Intellectual disabilities (ID) are often considered hidden disabilities (HD) as one cannot visibly observe the difficulty and issues an individual may be experiencing (Vargas, Flores & Beyer, 2012). HD can include “learning disabilities, attention deficit disorder, emotional behaviour disorder, mild intellectual disability, and speech or language disability” (Vargas et al., 2012). Limitations in intellectual functioning often characterize ID (Hammond, Young & Konjarski, 2014). Hammond et al. (2014) state that those who have an ID are reportedly the least likely to participate in sport and physical activity (PA), making this demographic the most vulnerable for exclusion. Those with ID tend to have poor communication and social skills, with an increased dependency on others for making personal decisions (Hassan, Dowling, McConkey, & Menke, 2012). Therefore, it is important for coaches and teammates to actively participate in inclusive actions because organized sport and physical activity could demonstrate increased independence and self-efficacy, confidence, and communication skills for these individuals (Vargas et al., 2012).

Hammond et al. (2014) and Hassan et al. (2012) conducted a study in youth sport that measured coaching attitude toward the inclusion of athletes with ID. Hammond et al. (2014) also proposed the comparison of attitude of coaches who promote inclusion and those that do not.

Hammond et al. (2014) surveyed 52 Australian swimming coaches online to examine whom, and how many were currently coaching athletes with ID, while Hassan et al. (2012) interviewed athletes and coaches individually and together in a verbal setting involving interviews. The interviews included questions in regard to coaching process and organization of teams (Hassan et al., 2012).

## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

Hammond et al. (2014) and Hassan et al. (2012) concluded that coaches who state positive answers regarding the inclusivity of athletes with ID have favourable attitudes and beliefs towards ID. Hassan et al. (2012) outlined 4 main factors of a coach's role in promoting a healthy team environment. These include: sport skills, nurturing teamwork, social integration, and focus on talents (Hassan et al., 2012).

According to Hassen et al. (2012) coaches must exemplify consistency in terms of training and engagement in practice, and communication with athletes to contribute to the needs of athletes with ID. Increasing the interactions of coaches and their players can help with identifying any strengths and weaknesses and assessing their needs. However, various accommodations to coaching styles needed to be made to ensure the success of athletes with ID (Hammond et al., 2014; Hassan et al., 2012; Vargas et al., 2012). Organized sport and physical activity can help with self-esteem, self-efficacy, peer acceptance, and social acceptance (Vargas et al., 2012). Therefore, the importance of creating an inclusive environment through the promotion of interculturalism can further these benefits of organized sport while increasing the participation of all.

Although most research primarily focuses on youth sport, this can translate to issues athletes may experience in a university Varsity setting. Coaches must be aware of the potential setbacks and special circumstances their athletes may experience.

### **LGBT Athletes**

While the world is quickly becoming more accepting of gay and lesbian individuals, the sporting community appears to be lagging in this regard. With the retirement of LA Galaxy player Robbie Rogers, there are no openly gay male athletes in any of the five major team sports in North America (Buzinski, 2017). Researchers are attempting to understand why the sporting

## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

community may be less welcoming to gay athletes, and how team atmospheres may be playing a role in discouraging athletes to 'come out' (Buzinski, 2017; Greim, 2016; Wara, 2012; Cunningham, 2012). For example, Greim (2016) suggests that athletic administrators need to maintain a power balance between the majority non-LGBT athletes and the minority LGBT population. To eliminate the power balance, administrators can implement a zero-tolerance policy of abusive actions and using inclusive language that does not assume a heteronormative culture (Greim, 2016). Wara (2012) found that within many of the Division I institutions in the Pacific region, the athletic departments have a strong relationship with the LGBT centres on campus and that many offer mandatory diversity programs for first year student athletes, covering topics including race, sex, and general health and wellbeing, but only briefly touching on LGBT issues (Wara, 2012). The author claims that the time devoted to LGBT issues is highly dependent on the person running the program, and that many LGBT centres on campus offered ally programs directed to the entire student population, meaning that athletes would have to attend these informational sessions in their own time (Wara, 2012). Just as Wara discusses, the topic of LGBT individuals is only discussed if the person in charge finds it to be important. The same is true in the team environment, where the coach or captain can set the tone for the whole team (Cunningham, 2012). A homophobic coach or captain can create a homophobic team environment, creating an unwelcoming organizational culture where LGBT athletes may be uncomfortable coming out or looking to their teammates for support, and can be the difference between an athlete continuing their athletic career or cutting it short (Cunningham, 2012).

### **Gender Inclusion**

In the recent study by Bebestsos, Filippou, & Bebestsos (2017), they indicate that there is a difference in how female athletes and male athletes interpret criticism. The researchers revealed



## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

that women are often more attached to the given criticism the coaches give them, in comparison to men, where they tend to be less likely to be affected negatively when receiving criticism (Bebetsos et al., 2017). The purpose of this study was to investigate if coaching behavior changes when conveying instruction during practice between the male and female athletes. Data was collected from 367 male and female athletes and detailed responses were retrieved through a “Coaching Behaviour Questionnaire” (Bebetsos et al., 2017). Furthermore, the results of the study indicated that athletes who play an individual sport turned out to be more focused and attached to their coach’s input while the athletes who play team sports tend to be more passive when they interpret the way their coach elicits information (Bebetsos et al., 2017). The results of the questionnaire also revealed that the athletes were more affected by the coach’s way of eliciting information if the athlete had spent more time with the coach in comparison to the other athletes. It was also shown that the athletes who were given detailed information accompanied by positive feedback inspired the athletes to incorporate their coach’s feedback towards their next performance (Bebetsos et al., 2017)

### **Social Inclusion**

A case study completed by Forde, Lee, Mills, and Frisby (2015) involved an evaluation of a wellness program that was established for immigrants. These wellness programs are important in communities where there is a prevalence of newcomers so that they can reduce social isolation by participating in health-promoting activities and learn more about their communities (Forde et al., 2015). These programs have shown to increase the social inclusion of those who are new to the area, while using sport as a tool (Forde et al., 2015). The goal of this study was to evaluate, through interviews, the perspectives of the managers and staff involved in the program’s development and implementation (Forde et al., 2015). Allison and Hibbler (2004) argue that the

## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

behaviour of the staff and organization itself sets a tone for its success. Furthermore, while they will eventually interview the immigrants who participated and measure the effects of participating in the program, although this was not completed it was a limitation of information that would be very helpful to see the effectiveness of this program (Forde et al., 2015).

The framework used for this case study was Ponc & Frisby's (2010) framework of social inclusion, which has the four dimensions of social inclusion including the organizational, relational, psychosocial, and participatory dimensions, and the inter-relation between all of these. The one that was focused on in this study was the dimension of organization, as this dimension covers the structure and values of organizations and how they "do or do not address barriers, leverage resource responsibly, and adopt an ethic of care" (Forde et al., 2015, p. 127), which relates to our project in the community because we're focused on the organizational side of promoting interculturalism and we want to strengthen the resources that the coaches think that they need in order to provide a sufficient community.

An important note is the questions used in the methods on the interviews. "Using a semi-structured interview guide, participants were asked about their roles and responsibilities with the organization, their organization's role in social inclusion, the reasons for developing the newcomer wellness program, what program components had been implemented, what organizational practices were deemed to be successful, and what policy and program delivery challenges had been encountered" (Forde et al., 2015, p.132). As for the results, there were some organizational practices that managers and staff found were the most beneficial to their programs, such as having leisure access counselling, community partnerships, and outreach, and culturally sensitive marketing (Forde et al., 2015).

## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

### **Ethnocultural Inclusion and Racial Diversity**

A significant minority group that is poorly represented on most university sport teams are individuals belonging to the First Nations community. Through various studies it was found that their sport participation levels are significantly lower than other ethnic populations on both local, highschool, and university levels (Adair et al., 2010). Factors such as socioeconomic status, exposure to athletics, limited government support, and lack of role models were all found to contribute to this reality. Adair et al. (2010) suggest that a possible strategy to foster inclusion is through the involvement of First Nations youth in university sporting events and giving them the opportunity to interact with athletes and coaches. These experiences provide youth with role models as well as an opportunity to learn about a variety of sports; hopefully inspiring them to pursue athletics in their everyday lives. Adair et al. (2010) believe that this interaction not only benefits the youth but the varsity teams and the university communities as a whole. The interaction breaks down a number of socio-cultural barriers allowing the reciprocal sharing of experiences and culture between the youth and team members (Adair et al., 2010), The authors call for a deeper understanding and exploration of First Nations culture in order to develop more culturally inclusive and socially sustainable practices within sport.

Chalk (2008) explores the administrative aspect of NCAA Division III schools and finds that there is a lack of cultural diversity in key administrative and management roles such as head coaches, administrators, and recruiters. He finds that those who play major roles in athletics are usually Caucasian males (Chalk, 2008). Chalk (2008) believes that the lack of cultural diversity on athletic teams can partly be explained by these systematic hiring practices. To probe further into this issue, a number of in-depth interviews were conducted with members of university athletic departments as well as athletes on their perspective on the cultural inclusion on sport

## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

teams. Findings suggest that many felt that the cultural diversity of teams could be fostered by the hiring athletic staff of diverse cultural backgrounds. The findings of Tanaka (2007) also support the notion that hiring administrators, managers, and other athletic department staff of diverse cultural backgrounds can be a way of supporting interculturalism in Varsity sport and the rest of the university. Tanaka (2007) believes that this strategy will allow athletes to feel more comfortable about sharing their unique cultural experiences with their coaches and fellow athletes. Tanaka (2007) also proposes that all coaches undergo intercultural training in order to improve their cultural awareness and interactions with athletes in order to foster intercultural team dynamics.

Studies also suggest that there is a lack cultural diversity in Canadian university Athletic teams due to the limited resources dedicated to the recruitment of international athletes. A CIS team has an annual recruiting budget of approximately \$10 000 dollars while some NCAA teams spend over \$500 000 (Danylchuk & MacLean, 2001). As a result, many coaches are limited to recruiting from within their own province or within Canada. The absence of international recruitment can directly result in a lack of cultural diversity on teams. Danylchuk & MacLean (2001) suggest that increasing the recruiting budget and finding low-cost recruiting strategies would be beneficial in fostering the cultural diversity of Canadian varsity teams.

### **Methods**

The execution and implementation of this project was made possible with the involvement from our Community Partners, Rachael and Kathleen, and the participation of UBC Varsity Coaches. Working with the UBC EIO and SEEDS allowed a diverse perspective due to an outside partner with experience in the area of equity and sustainability on UBC campus.

## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

As a group and with the involvement from our partners, we were able to strategically construct our overall purpose, goal, and process of this assignment. The project began at our first meeting with Rachael and Kathleen as we discussed our individual meanings of interculturalism, and what we believed, as a group, would be the main end-goal of this assignment. Our end-goal is to provide a “tool-kit” of information on interculturalism to UBC varsity coaches. A literature review was then conducted by our group to examine current research in the area of interculturalism in sport, in addition to methods used to gather data within the studies. From the literature, we came to the agreement on five key areas of interculturalism; LGBT, Gender Inclusion, Intellectual Disabilities, Ethnocultural and racial diversity, and Social Inclusion. It was decided that our study would revolve around the prevalence of these areas in varsity sport at UBC.

Stemming from current research, our group’s opinions, and input provided from SEEDS, our research would involve conducting interviews with varsity coaches to qualitatively measure their perspective and understanding of interculturalism at UBC. The research studies that we included in our literature review conducted interviews or surveys to the participating coaches. For example, Hassan, Dowling, McConkey and Menke (2012) conducted face-to-face interviews to examine the inclusion of athletes with intellectual disabilities, and the importance of creating an environment that is predictable and safe for the athletes. Hassan et al. (2012) were able to receive this information with open ended interview questions. Therefore, at our second meeting open-ended interview questions were created (see Appendix A), along with our purpose; To support coaches in adding capacity for understanding and communicating interculturalism in sport. By conducting open-ended interviews, we hoped to develop an understanding of the current level of interculturalism at UBC from the coaches view to later provide the necessary resources to

## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

increase overall awareness in our specified areas. We allowed our interview questions to engage the interviewee and to grasp a complete understanding without limiting their responses.

We contacted the varsity coaches via email. An initial email was sent out with assistance from Rachael, that contained information regarding who we were, our purpose of the assignment, and requesting an hour of their time for us to ask questions in regard to interculturalism and their coaching experiences.

After around one week of no response, individualized emails were then sent to each coach in hope to obtain interest. Our contact received ten responses, and collectively as a group, we conducted four interviews. We interviewed two coaches of male sports, and two coaches of female sports. Due to ethics restrictions and anonymity, we are unable to provide specific information in regard to sport and have excluded this information from our appendix and resources.

Once the interviews were completed, our group analyzed the findings of the answers provided from the coaches. We looked at similarities, differences, approaches, questions coaches found difficult, and unanswered questions, this thematic analysis, proved useful for identifying key themes. An analysis of the interview findings will be discussed in the “Discussion” section of our report.

Our research and findings were presented to the students of KIN 465, our instructor, Dr. Janna Taylor, teaching assistant, Liv Yoon, Rachael and Kathleen, and other community partners present during the class time. We welcomed questions and comments from the audience upon conclusion of our presentation.

An additional presentation to the varsity coaches of UBC is planned to occur in January due to time restraints of this semester.

## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

### Findings

After thematically analyzing the answers to our interview questions, four significant themes were identified that require greater attention from coaches and the UBC athletics department as a whole. They are outlined below as follows:

1. Majority of coaches were not aware if their athletes had any Intellectual Disabilities and did not know how to make environments more inclusive for athletes with learning disabilities.
2. Majority of coaches lacked First Nations cultural and historical awareness and did not know how to encourage engagement of the First Nations community in aspects of varsity sport.
3. Some coaches felt that there was a lack of cultural diversity in the athletes of their teams.
4. The Women UBC Varsity teams are more common to have openly gay athletes.

Expanding on finding #1, three out of the four coaches did not have any knowledge about the learning disabilities of their athletes. All three coaches expressed that athletes would rarely disclose if they had learning disabilities and felt access and diversity was an effective resource. One coach was aware that two athletes on the team were diagnosed with Attention Deficit Hyperactivity Disorder (ADHD). All coaches believed that creating a more inclusive environment where athletes felt comfortable disclosing their disabilities would positively influence both their athletic and academic goals. However, none knew of any strategies or knowledge to create such an environment.

Expanding on finding #2, all four coaches felt that they did not have a significant grasp on First Nations history and culture. All coaches believed this was due to a lack of education on the topic as well as the lack of opportunities to work with the First Nations community. Two coaches

## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

had never worked with the First Nations community in any context. The two remaining coaches had experience working with the demographic through teaching camps for First Nations youth at Musquem Community Centres. All coaches lacked knowledge on how to encourage First Nations community engagement in aspects of varsity sport but had the desire to learn how.

Expanding on finding #3, two of the coaches felt that there was a lack of cultural diversity on their teams. One of the two coaches believed that this lack of diversity was due to the fact that the sport wasn't very popular outside North America. The remaining two coaches believed that their team reflected a diverse range of cultures.

Expanding on finding #4, two coaches from female teams felt that the team culture was welcoming for those who identified as gay, resulting in more athletes who were openly gay in the team environment. However, the two coaches of male teams were not aware of any athletes that were openly gay. All coaches stressed that the sexual orientations of their athletes were not important and that performance was their primary focus.

### **Discussion**

When synthesizing the results from this study and the relevant literature, it is best to consider the four themes outlined above, Intellectual Disability, cultural diversity, First Nations awareness, and gender inclusion of LBGT athletes.

As per the findings on ID, it was shown that not only were the coaches were unaware of any athletes with ID on their team, but they did not know how they could make the team environment more inclusive for athletes with ID (see Appendix C). Since those with IDs have been often found to be the most vulnerable to exclusion, it is important that in seeking recommendations that find ways to promote inclusion of this demographic (Hammond et al., 2014). It is important for those with an ID to be involved in organized sport, because it has been found that it can help



## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

with self-esteem, self-efficacy, peer acceptance, and social acceptance, making this a topic important of inclusion sport of a higher level so that there are more opportunities (Vargas et al., 2012).

Coaches on two of the teams stated that they found that the sport they coached was predominantly Caucasian (see Appendix C). Chalk (2008) found that this tends to result from the lack of cultural diversity in key roles in some sports, like head coaches and recruiters, so going forward it would be beneficial when hiring for these positions in UBC Varsity to look at putting together a diverse administration. It was also found throughout the interviews that there was a lack of First Nations awareness, history, and involvement in varsity sport (see Appendix C). This fact is consistent in research, but as a strategy it would be helpful for coaches to receive a deeper understanding of First Nations culture in order to develop a better cultural experience for their team and team members (Adair et al., 2010).

In our findings, we found that even though coaches of women's teams knew of athletes on their teams that were openly lesbian, all of the coaches of men's teams were unaware of any athletes on their teams being openly gay (see Appendix C). This is consistent with literature, being that there are no openly gay male athletes in any of the five major team sports in North America (Buzinski, 2017). Since the captain or coach sets the tone for the whole team, it is important for the coach to be informed to set this tone at the beginning of the year so that their athletes feel safe to be able to disclose their sexuality (Cunningham, 2012). Perhaps a limitation to our study, it would have been beneficial to ask how the coaches create that tone for openness on their team. The coaches did respond in the interviews that they felt that their team was a welcoming space, but not necessarily how (see Appendix C).

## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

Coaches that were interviewed did state that there would be a difference in the way they coached genders of the opposite gender, which is consistent with literature (see Appendix C; Bebetos et al., 2017). The coaches found that women wanted more emphasis on detail but when coaching males, the athletes preferred broad feedback so that the player can learn as they play (see Appendix C). However, in research it was found that both females and males preferred detailed information along with positive feedback because it inspired athletes more to use the feedback, which presents a limitation in our study, since we weren't able to get the perceptions of the athlete, and only the perceptions of the coaches (Bebetos et al., 2017).

### **Conclusions & Recommendations**

In order to further expand the coaches' knowledge about interculturalism, our group formed four main recommendations to increase inclusion and acceptance throughout the UBC Varsity teams. Our goal is to provide coaches with an increased understanding in ways to incorporate interculturalism so athletes can feel both accepted and comfortable on their respective teams. These four main recommendations identify and outline what needs to be incorporated in order to have an increased sense of interculturalism within their teams:

1. Incorporate an initial meeting prior to the start of the season that emphasizes team expectations and respect
2. Collaborate with school groups that provide interactive talks about encouraging inclusion
3. Create an event that encourages cultural diversity between the coaches and athletes
4. Participate in an outreach program that increases First Nation Awareness

Firstly, our group discovered that all of the coaches valued respect and had implemented talks about respect either in the beginning of the season or repeatedly throughout their season. Our group found this strategy to be impactful because it resulted into having both the athletes and the

## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

coaches to be on the same page. Additionally, we figured the talks should include how to implement knowledge about learning disabilities because most of the coaches expressed that they lacked knowledge within this realm. Vargas et al. (2012) identified many strategic recommendations to promote interculturalism within a team, and provide support to the athlete. The following recommendations adhere to the interview findings of our study, and can be implemented in UBC Varsity Athletics:

- Proximity Control: Ensuring the coach can see all athletes while in discussion, which can help contribute to interrupting inappropriate behaviour. For example, a U-shape formation around the coach.
- Encouraging attention and engagement: Encouraging involvement of athletes, which may include repetition of information or asking simple questions related to the information presented.
- Explicit instructions: Demonstration, guidance, independent practice. Coaches should run through instructions themselves with athletes rehearsing steps aloud.
- Differentiate learning activities: Coaches should be able to identify different skill levels and provide additional assistance in modifying skills
- Establish, teach, and reinforce rules: Establishing routines in drills and practice rituals will provide athletes with structure and familiarity to surroundings

(Vargas et al., 2012)

Secondly, our group agreed that it would be beneficial for the athletics department to gain further knowledge about inclusion through working with groups on campus, such as positive space, to further educate the coaches and athletes on the topics discussed throughout this paper. For example, positive space specifically does interactive group sessions that focus on issues

## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

surrounding LGBT athletes and differences in gender. Positive Space offers a variety of workshops throughout the year covering topics including sexuality, gender expression, and the correct use of terminology to create a respectful and welcoming campus community for all individuals (Positive Space, *Workshops- Vancouver Campus*, n.d.). At the beginning of each school year or athletic season, athletic teams can attend these workshops, or have Positive Space host a larger event created specifically for the varsity athletes and coaches. This can ensure, that from the very beginning, all athletes have a foundational knowledge base of LGBT issues, creating a more accepting and welcoming environment for everyone, allowing athletes to confidently share their sexuality with their teammates knowing that they will be supported and celebrated. This is similar to what many Division I teams in the Pacific region are already doing, as outlined by Wara (2012).

Thirdly, we recommend gathering the athletes and coaches of each given season and form an event exclusively for them. This encourages both the athletes and teammates from the various sports to share their own cultural experiences. A suggestion by Forde et al. (2015) states that in order to reduce social isolation, one has to include more community-learning resources and health-promoting activities. Therefore, we recommend fostering both social inclusion and cultural diversity through creating a cultural event that all coaches and athletes can attend to prior to when each of the season starts. This event can be organized by the team captains within the sports of the given seasons. Although all the coaches felt as though they fostered social inclusion within their teams, this event should further encourage sharing connections about one's past and culture (see Appendix C). This event can benefit the athletes by building stronger bonds with their teammates and coaches while simultaneously welcoming the new athletes that have been gathered to play for their given sport. Participating in varsity sport is already a health-

## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

promoting activity in itself, and since competition and training is often the main focus in sports, social cohesion can often be hindered to encourage. Therefore, a social gathering, such as this event, is seen to be effective because it facilitates building connections and will evidently decrease social exclusion (Forde et al., 2015).

Our fourth recommendation incorporates fostering greater involvement from the First Nations community in varsity sport; the creation of an outreach program that would facilitate interactions between coaches, athletes, and First Nations youth. As suggested by Adair et al. (2010), providing First Nations youth opportunities to attend varsity sport games would be an effective way of fostering the sharing of culture and experiences between youth and team members. It also provides youth with role models and possibly inspiration to pursue more physical activity in their everyday lives. Furthermore, in order to encourage greater cultural diversity on some varsity teams, we recommend that coaches make a greater effort into the recruitment of international student athletes. It is suggested that increasing the recruiting budget and finding low-cost recruiting strategies would be beneficial in fostering the cultural diversity of Canadian varsity teams (MacLean 2001).

### **Conclusion**

Through our collaboration with SEEDS, UBC Varsity coaches, representatives from UBC EIO, and in conjunction with our research, our group has been able to unfold essential knowledge that can further enhance the coaches' capacity and understanding of interculturalism. Although our sample size was limited, we analyzed each coaches response and discovered areas the require improvement: The lack of knowledge surrounding athletes with ID, First Nations cultural and historical awareness, cultural diversity within the varsity teams, and ways to incorporate inclusion of LGBT athletes on their teams. Furthermore, through acknowledging these findings

## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

we have created recommendations to promote inclusion, acceptance and cultural diversity within UBC Varsity teams. We hope that through our research, we can further evolve the UBC Varsity athletics teams, by improving athletes' experiences and coaches' involvement by incorporating our innovative ideas to increase the presence of interculturalism within their respective teams.

## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

**References**

- Adair, D., Taylor, T., & Darcy, S. (2010). Managing ethnocultural and 'racial' diversity in sport: Obstacles and opportunities. *Sport Management Review*, 13(4), 307- 312.
- Allison, M. T., & Hibbler, D. K. (2004). Organizational barriers to inclusion: Perspectives from the recreation professional. *Leisure Sciences*, 26(3), 261-280.
- Bebetsos, E., Filippou, F., & Bebetos, G. (2017). Athletes' Criticism on Coaching Behaviour: differences among gender and type of sport. *Polish Psychological Bulletin*, 48(1), 66-71.
- Buzinski, J. (2017, November 15). There aren't any out gay male athletes in major professional sports. Retrieved from <https://www.outsports.com/2017/11/15/16620066/out-gay-sport-Robbie-rogers>
- Cunningham, G. (2012). A Multilevel Model for Understanding the Experiences of LGBT Sport Participants. *Journal for the Study of Sports and Athletes in Education*, 6(1), 5-20.
- Danylchuk, K. E., & MacLean, J. (2001). Intercollegiate athletics in Canadian universities: Perspectives on the future. *Journal of Sport Management*, 15(4), 364-379.
- Greim, R. D. (2016). *You can play, but can you be yourself?: How LGBT and non-LGBT student-athletes perceive the climate of NCAA division I athletic departments* (Order No. 10127826). Available from ProQuest Dissertations & Theses Global.
- Forde, S. D., Lee, D. S., Mills, C., & Frisby, W. (2015). Moving towards social inclusion: Manager and staff perspectives on an award winning community sport and recreation program for immigrants. *Sport management review*, 18(1), 126-138.  
doi:10.1016/j.smr.2014.02.002
- Hammond, A. M., Young, J. A., & Konjarski, L. (2014). Attitudes of Australian swimming

## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

- coaches towards inclusion of swimmers with an intellectual disability: An exploratory analysis. *International Journal of Sports Science & Coaching*, 9(6), 1425-1436.  
doi:10.1260/1747-9541.9.6.1425
- Harris , R. (2014). Interculturalism. *Multicultural America: a multimedia encyclopedia*, 1209-1212.
- Hassan, D., Dowling, S., McConkey, R., & Menke, S. (2012). The inclusion of people with intellectual disabilities in team sports: Lessons from the youth unified sports programme of special olympics. *Sport in Society*, 15(9), 1275-1290.  
doi:10.1080/17430437.2012.695348
- Kontaxakis, E. (2011). *Experiences that impact the recruitment and retention of international (non-native speaker of English) student-athletes in NCAA Division I institutions* (Doctoral dissertation, Indiana State University).
- Ponic, P., & Frisby, W. (2010). Unpacking assumptions about inclusion in community-based health promotion: Perspectives of women living in poverty. *Qualitative Health Research*, 20(11), 1519-1531.
- Ricciardelli, R., Clow, K., & White, P. (2010). Investigating Hegemonic Masculinity: Portrayals of Masculinity in Men's Lifestyle Magazines. *Sex Roles*, 63, 64-78.
- Tanaka, G. (2007). Chapter Four: How to build an intercultural campus. *Counterpoints*, 97. In Education Source, *Intercultural campus: Transcending culture & power in American higher education* (pp. 121-160) Peter Lang Publishing, Inc.
- Vargas, T., Flores, M., & Beyer, R. (2012). Coaching athletes with hidden disabilities: Recommendations and strategies for coaching education. *Strategies: A Journal for Physical and Sport Educators*, 25(3), 32.



## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

Wara, G. N. (2012). *Policies and practices to address the needs of LGBT student athletes within intercollegiate athletics* (Order No. 1532855). Available from ProQuest Dissertations & Theses Global.

Workshops – Vancouver Campus. (n.d.). Retrieved from

<http://positivespace.ubc.ca/workshops-vancouver/>

## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

**Appendix A****Interview Questions for the Coaches**

1. Which Varsity sport do you currently coach? How long have you coached varsity level athletes at UBC?
2. How would you define interculturalism? How can interculturalism create an inclusive environment for your team?
3. What experiences have you had coaching athletes with disabilities (e.g. autism, ADHD, LD etc.).
  - a. What were your strategies to provide more inclusion for these athletes?
  - b. What would further education in this area be beneficial if you were to face this in the future?
4. What experiences do you have working with LGBT athletes or those who express their gender in a way different to normalized gender roles?
  - a. Do you think your team is a welcoming and supportive space for LGBT athletes?
  - b. What do you think can be done for your team in terms of education and knowledge to provide a positive understanding of the LGBT community and potential issues that LGBT athletes may face within the sporting world?
5. How do you convey instruction and/or criticism to your athletes?
  - a. What kind of strategies would you use to elicit your instruction if you were coaching a team of the opposite sex?
6. Why did you decide to coach the group of athletes you do today? Have you ever experienced coaching a men's league in the past? (if they coach a women's league) or Have you ever experienced coaching a women's league in the past? (if they coach a men's league).

## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

- a. If so, how do you think the dynamic of both teams differ? If not, why do you think that is?
7. What organizational practices do you use as a coach to foster social inclusion, defined as the act of making all groups of people within a society feel valued and important?
    - a. Do you feel like you achieve the goal of fostering social inclusion?
    - b. If not, what would you like to see for ways to foster social inclusion?
  8. What success and challenges have you faced regarding social inclusion?
    - a. How have you handled these challenges?
  9. Have you had the opportunity to learn/work with individuals from the First Nations community in sport settings?
    - a. How do you think that interculturalism can be encouraged within the First Nations community to engage in aspects of varsity programs?
    - b. Can you think of a time when one of your athletes had a conflict between their cultural and athletic obligations? How did you handle the situation?
  10. Is there anything you would like to share about interculturalism and coaching that you haven't had an opportunity to so do yet?

### **Appendix B**

#### **Email Sent Out to Coaches**

“Coaches Role in Interculturalism and Varsity Sport at UBC – A research project”

Interested in building a more inclusive team environment?

Want to know how to integrate athletes from diverse backgrounds so they can perform at their best?

## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

You are invited to take part in an interview with students from KIN 465: Interculturalism, Health & Physical Activity to inform the development of a toolkit to support inclusive Varsity team dynamics. As a UBC Varsity Coach you have valuable insights and experiences to share on this topic.

Email Jason Abelson at: [email address] to schedule an interview. Note: Interviews will need to take place before November 10<sup>th</sup> and require an hour to complete.

The goal of this research project is to support coaches in their development of student athletes and inclusive team dynamics. We hope to do this by exploring how coaches understand and approach interculturalism, defined as creating an environment that supports cross-cultural dialogue and challenges self-segregation tendencies within cultures, within their teams. The outcome of this project will be developing tools that support and expand upon the coaches' approach to integrating different cultures, rituals and identities that are present within each of their teams.

Students in KIN 465 are provided with on-campus and off-campus community-based experiential learning (CBEL) projects opportunities. The goals of CBEL are to apply knowledge gained in class, to deepen learning through practical experience, and if possible, to give back to build community capacity, related to interculturalism, health, and physical activity.

For more information on this project or the use of CBEL projects in KIN 465 – please contact Dr. Janna Taylor [email address].

Thank you,

Jason Abelson

Rachel Sullivan

[James Brotherhood](#)

## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

Sr. Manager of Sport Science and Sport Medicine

Department of Athletics and Recreation | University of British Columbia

6160 Thunderbird Blvd, Vancouver, BC V6T 1Z3

[www.gothunderbirds.ca](http://www.gothunderbirds.ca)

### Appendix C

#### Interview Responses

##### Participant 1.

*Gender of Sport: Men*

- Which Varsity sport do you currently coach? How long have you coached varsity level athletes at UBC? 2nd year coaching (Sport has been excluded from this narrative)
  - How would you define interculturalism? How can interculturalism create an inclusive environment for your team? People from all different cultures and walks of life coming together. World is an intercultural place, prepares people for what else they're going to see, ideas they'll come across.
1. What experiences have you had coaching athletes with disabilities (e.g. autism, ADHD, LD etc.). Not many, just a handful of kids. A lot of the kids who did have struggled with ADHD, used as an excuse at times. There was a kid in a spring league that was on the spectrum.
    - a. What were your strategies to provide more inclusion for these athletes? Doesn't want it to distract other kids.
    - b. What would further education in this area be beneficial if you were to face this in the future? Yes because team sports are hard to fit in if you have a developmental disability.

## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

What experiences do you have working with LGBT athletes or those who express their gender in a way different to normalized gender roles? Sport's culture is working hard to accept homosexuality in the sport. No one has come out on any men's teams Participant 1 has coached. Female game is more out there and accepted and it is normal to come out (Participant 1's sister played same sport as well and has a different perspective on sexuality in sport)

. Do you think your team is a welcoming and supportive space for LGBT athletes? Yes, but also doesn't know. 20-25 year olds are on the varsity team so they tend to be more accepting, teams are built around character, not just skill.

a. What do you think can be done for your team in terms of education and knowledge to provide a positive understanding of the LGBT community and potential issues that LGBT athletes may face within the sporting world? Answered already.

How do you convey instruction and/or criticism to your athletes? Drawing things on the board. A lot of coaching happens in the training room, coach help athletes personally, such as helping with editing/ proofreading papers.

. What kind of strategies would you use to elicit your instruction if you were coaching a team of the opposite sex? Can't imagine changing to coach females. School is a different environment for males and females.

Why did you decide to coach the group of athletes you do today? Have you ever experienced coaching a men's league in the past? (if they coach a women's league) or Have you ever experienced coaching a women's league in the past? (if they coach a men's league) Likes varsity for the level it represents. Really enjoys the university lifestyle and being on campus. When problems happen, people tend to accomplish things logically. Has taught women's camps but not a full season.

## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

. If so, how do you think the dynamic of both teams differ? If not, why do you think that is? Guys are mostly older than the girl players of the same sport. Personalities don't differ too much between sexes, players are to have similar roles on different teams.

What organizational practices do you use as a coach to foster social inclusion, defined as the act of making all groups of people within a society feel valued and important? A lot of social inclusion happens outside of practice, when they go out together, party, without coaches.

Coaches make sure guys are keeping everyone involved.

. Do you feel like you achieve the goal of fostering social inclusion? Yes, but hard to do. Participant 1's sport has not accomplished it yet as it is a primarily Caucasian sport.

a. If not, what would you like to see for ways to foster social inclusion?

What success and challenges have you faced regarding social inclusion? Not very much.

. How have you handled these challenges? n/a

Have you had the opportunity to learn/work with individuals from the First Nations community in sport settings? How do you think that interculturalism can be encouraged within the First Nations community to engage in aspects of varsity programs? Coached a few Indigenous children. The ice rinks usually announce that they're on Indigenous territory before the game starts, but even this is declining. More knowledge/ communication really helps.

Can you think of a time when one of your athletes had a conflict between their cultural and athletic obligations? How did you handle the situation? A player who was fasting (constantly injured as well), didn't play very much. It isn't fair to give opportunities to some athletes and not to others.

Is there anything you would like to share about interculturalism and coaching that you haven't had an opportunity to so do yet? There is a lot of presence in this sport in Europe, it's a

## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

very global sport. A friend coached a team in Europe and none of the teammates could speak English but they were still able to communicate. (answer slightly changed to exclude sport)

### **Participant 2**

#### **Gender of Sport: Women**

- Which Varsity sport do you currently coach? How long have you coached varsity level athletes at UBC? 4th year coaching (sport has been excluded from this narrative)
  - How would you define interculturalism? How can interculturalism create an inclusive environment for your team? Participant 2 believes that interculturalism involves the awareness and integration of different populations seamlessly in the environment. In regards to the team, it involves appreciating and being inclusive of all members.
1. What experiences have you had coaching athletes with disabilities (e.g. autism, ADHD, LD etc.). None.
    - a. What were your strategies to provide more inclusion for these athletes? Making sure that they are comfortable sharing their experiences and any issues.
    - b. What would further education in this area be beneficial if you were to face this in the future? Education regarding leadership and how to create an environment where students are even more comfortable to share. Would be interested in attaining tools and strategies in this regard. Believes that student's comfort level is key.

What experiences do you have working with LGBT athletes or those who express their gender in a way different to normalized gender roles? Few on the team but they have not expressed this vocally/formally. Participant 2's approach is to not draw any unnecessary attention to an athlete's orientation unless they personally want to talk about it. They wonder if this is the correct approach to take and if there are more effective strategies.



## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

. Do you think your team is a welcoming and supportive space for LGBT athletes? Yes. Athletes don't hold back anything from one another. Partners of athletes are welcome at all team functions. Participant 2 is curious of what their athletes' perspectives on this area is like.

a. What do you think can be done for your team in terms of education and knowledge to provide a positive understanding of the LGBT community and potential issues that LGBT athletes may face within the sporting world? Answered in previous question.

How do you convey instruction and/or criticism to your athletes? Talk to athletes early on and help them understand that they will receive critical feedback throughout the term. Reinforce that feedback will always be supportive but not always positive. Involves how to get better not just fixing the specific problem. Must buy into team culture of improvement and accept criticism in order to succeed on the team.

. What kind of strategies would you use to elicit your instruction if you were coaching a team of the opposite sex? Finds that females find comfort and belonging through contribution to the team as a whole after the environment has been established. Males tend to enjoy being challenged and are more competitive when the coach is more upfront.

Why did you decide to coach the group of athletes you do today? Have you ever experienced coaching a men's league in the past? (if they coach a women's league) or Have you ever experienced coaching a women's league in the past? (if they coach a men's league) Enjoys nurturing and improving the performance of athletes. Participant 2 has coached at the provincial level and was a head coach at the senior national level. These programs were described as cut-throat where performance was valued above nurturing the athlete. Likes how UBC nurtures athletes in all aspects including sport and school. Participant 2 also enjoys the healthier travel schedule as it is easier for them to connect with their kids and partner.

## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

. If so, how do you think the dynamic of both teams differ? If not, why do you think that is? Answered earlier.

What organizational practices do you use as a coach to foster social inclusion, defined as the act of making all groups of people within a society feel valued and important? Every role on the team is critical and this philosophy is key to success. However, athletes must accept that they may not play at certain games due to their skill level. Participant 2 believes their philosophy is fair but not equal. Everyone shows up to all practices and expect excellence from one another. Team bonding is done organically meaning that team members arrange their own gatherings (dinners, movies, etc) There's a team retreat at the start of the season to build team culture and many activities are athlete led.

. Do you feel like you achieve the goal of fostering social inclusion? Participant 2 believes that they do a decent job at achieving this based on their awareness of their environment.

Believes that interculturalism is always changing and coaches must constantly be educated.

a. If not, what would you like to see for ways to foster social inclusion?

What success and challenges have you faced regarding social inclusion? Not many but believes it may be different from an athlete's perspective. Many of Participant 2's conversations with athletes are in respect to performance so the topic hasn't come up.

. How have you handled these challenges? Nothing that came to mind.

Have you had the opportunity to learn/work with individuals from the First Nations community in sport settings? How do you think that interculturalism can be encouraged within the First Nations community to engage in aspects of varsity programs? Not first hand. Participant 2 believes that encouraging the First Nation's community to be physically active can bring a sense of drive through achievement. It can be a way to integrate and inspire youth. There are

## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

many meaningful outcome of participation in sport and Robin thinks that there isn't enough attention focused in the population.

Can you think of a time when one of your athletes had a conflict between their cultural and athletic obligations? How did you handle the situation? No. Only logistical conflicts such as family obligations.

Is there anything you would like to share about interculturalism and coaching that you haven't had an opportunity to so do yet? Believes that sport is a tool for bringing people together and it helped Participant 2 embrace the culture when they first immigrated to Canada. People may not always want to invest in sport but it's a sustainable way to encourage multiculturalism and integrate immigrants into society. Also healthcare implications.

### **Participant 3.**

#### *Gender of Sport: Men*

- Which Varsity sport do you currently coach? How long have you coached varsity level athletes at UBC? 5th year coaching (sport has been excluded from this narrative)
- How would you define interculturalism? How can interculturalism create an inclusive environment for your team? Most multicultural team on campus in opinion, players from everywhere. Participant 3 knows everyone's cultural history on the team. Participant

## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

played national basketball for 10 years, lived in many countries. [Sport] is the most intercultural sport there is, played in many countries. UBC has one of the most multicultural teams with so many international players all over the world, most Canada/Canwest teams just have Canadian/ American players. “United Nations” of a [sport] team.

1. What experiences have you had coaching athletes with disabilities (e.g. autism, ADHD, LD etc.). None. But Participant 3 was a history teacher at Brussels International school and has had Autistic kids in his class but not coached. They did have a child with Downs Syndrome ask to be on the team/try out for the varsity [sport] team but he had to decline for safety issues, but to promote inclusion Participant 3 made the student be a team manager for the team so he could be included and still feel a part of the team.
  - a. What were your strategies to provide more inclusion for these athletes? The student with downs syndrome example.
  - b. What would further education in this area be beneficial if you were to face this in the future? It helps the coaches if they are made aware of the situation beforehand so they can understand and cater coaching towards that. Participant 3 found out players were medicated for depression after they had left the team, so they would like to know beforehand to be able to have an honest relationship.

What experiences do you have working with LGBT athletes or those who express their gender in a way different to normalized gender roles? None.

. Do you think your team is a welcoming and supportive space for LGBT athletes? Yes, if a person can play the game and has the talent, that’s all that matters in the coach’s eyes.

Vancouver has great diversity and the team recruits based on character, not just talent, so if

## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

someone is going to be racist or homophobic, they won't have a spot on the team or get kicked off the team.

a. What do you think can be done for your team in terms of education and knowledge to provide a positive understanding of the LGBT community and potential issues that LGBT athletes may face within the sporting world? Answered in the previous question a little bit.

How do you convey instruction and/or criticism to your athletes? Criticism and feedback depends on the relationship with the athlete, the coaches need to understand personality to be able to convey the best instruction to each athlete. Criticism has to be constructive, a lot of videos are taken so they can watch later and understand what went wrong. No sarcasm, or insults are used, and it is never personal. Don't treat all athletes the same, relay of feedback is done to be specific to certain athletes to what works the best for each individual athlete.

. What kind of strategies would you use to elicit your instruction if you were coaching a team of the opposite sex? Participant 3 coached a women's [sport] team in Belgium (semi-pro team between ages 13 years and 32 years old). The way they coached a women's team was definitely different than coaching a men's team in his opinion, and a different environment (more emotional at times, always someone crying every practice). The girls didn't talk back, and always did what the coach asked.

Why did you decide to coach the group of athletes you do today? Have you ever experienced coaching a men's league in the past? (if they coach a women's league) or Have you ever experienced coaching a women's league in the past? (if they coach a men's league) Coached a women's team before, question 3. Participant 3 decided to coach the group of athletes they coach now because they got hired and there's not a lot of professional coaching jobs in

## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

Canada- their position was one of the highest paid (of that position) in the schools in Canada at the time of application.

. If so, how do you think the dynamic of both teams differ? If not, why do you think that is? This was answered in question 3.a).

What organizational practices do you use as a coach to foster social inclusion, defined as the act of making all groups of people within a society feel valued and important? There are little things. Avoiding cliques, encouraging players to get along, not necessarily best friends. Always organizes a large bus instead of smaller vans when needing to do trips so there's a chance for every one to chat. A no-headphone rule on the bus to encourage conversation with athletes. When booking hotel rooms, people will room with different teammates all the time, and pairing different years together, like freshmen with seniors.

. Do you feel like you achieve the goal of fostering social inclusion? Yes  
 a. If not, what would you like to see for ways to foster social inclusion?

What success and challenges have you faced regarding social inclusion? Gave an example of a [sport] player who was not quite on the same level as the other elite athletes, but persevered and asked to be a part of the team so he was made team manager, but still practiced with the team and worked just as hard. He was brought on as a player eventually because even though he's not on the necessary skill level yet, he has characteristics that the team looks for in an athlete. He played his first varsity league game last week and scored a basket and there was a lot of support from his teammates.

. How have you handled these challenges? There was an example of a player who was a lone wolf and didn't want to be included, the coaches and teammates reached out but he never

## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

came to team-bonding events. Eventually was kicked off the team because he was stealing from athletes.

Have you had the opportunity to learn/work with individuals from the First Nations community in sport settings? How do you think that interculturalism can be encouraged within the First Nations community to engage in aspects of varsity programs? Yes, believes basketball is the sport of the First Nations. Coach is very close with bands in Oliver where they teaches basketball camps for kids and ton of Indigenous kids are in their camps. Has taught basketball clinics in Musqueam community centers. Anyone is welcome to come try out for the team, or even just to go to the games. As a coach they do not place too much of a target on one community, wants to be united with all communities.

Can you think of a time when one of your athletes had a conflict between their cultural and athletic obligations? How did you handle the situation? No, but while being a [sport] player, they played with Muslim athletes who were going through Ramadan but also playing at the same time. It was something that the coach had to learn to handle because it might have been dangerous with not eating or drinking during the day and playing a sport. But, brought up an NBA player who liked playing during Ramadan because it kept him light on his feet. It is important as a coach to be accommodative and sensitive to all cultures/ religions. Important to be aware of cultural holidays, make them feel and know that you understand.

Is there anything you would like to share about interculturalism and coaching that you haven't had an opportunity to so do yet? No.

### **Participant 4**

#### **Gender of Sport: Women**

## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

- Which Varsity sport do you currently coach? How long have you coached varsity level athletes at UBC? 5th year coaching (sport excluded from this narrative)
  - How would you define interculturalism? How can interculturalism create an inclusive environment for your team? Combination of different cultures, ethnicities, sexual orientations, etc. Realizes the the sport has a higher population of lesbian and caucasian individuals. Participant 4 wants to make the sport of more multicultural.
1. What experiences have you had coaching athletes with disabilities (e.g. autism, ADHD, LD etc.). Not aware of these conditions since they don't affect the performance of the team. Have dealt with individuals with PTSD and ADHD, referring them to access and diversity
    - a. What were your strategies to provide more inclusion for these athletes? Only accommodate if it affects performance. Need athlete to come to coach due to confidentiality. Have each member of the team sign a code of conduct holding each teammate accountable for their actions. There is a leadership structure of 4 girls who are voted in by fellow members. Consequences are also mostly voted on by the team.
    - b. What would further education in this area be beneficial if you were to face this in the future? Believes that having athletes keep one another accountable is sufficient. Strategies that helps the coach align the coaching philosophy and team culture would be beneficial.

What experiences do you have working with LGBT athletes or those who express their gender in a way different to normalized gender roles? Participant 4 believes that there are number of athletes on the team who are openly gay. The team environment is very accepting and there have been no issues. Participant 4 stresses that they don't like to make a big point about the sexuality of their athletes.



## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

. Do you think your team is a welcoming and supportive space for LGBT athletes? Yes everyone is accepting and non-judgemental. Sexual orientation or gender makes no difference on the rugby pitch.

a. What do you think can be done for your team in terms of education and knowledge to provide a positive understanding of the LGBT community and potential issues that LGBT athletes may face within the sporting world? answered

How do you convey instruction and/or criticism to your athletes? Participant 4 records every game and posts the link to the footage on facebook. Athletes then fill out forms about their performance own performance and as a team they watch the footage again. Participant 4 then points out errors and good aspects of the tape. During the midpoint and endpoint of each season, athletes are given a form to fill out regarding their academics, sport, and personal life. They then meet again with Participant 4 to discuss any issues.

. What kind of strategies would you use to elicit your instruction if you were coaching a team of the opposite sex? Participant 4 finds that females are more focused on the detail aspects of rugby while men just want to play the game. Men are less focused and put less importance on preventing mistakes. For men , have less technical instructions and more opportunities to make mistakes. The coach must also earn the respect of players before they buy into the system. For women, instructions must be more technical.

Why did you decide to coach the group of athletes you do today? Have you ever experienced coaching a men's league in the past? (if they coach a women's league) or Have you ever experienced coaching a women's league in the past? (if they coach a men's league) Participant 4 is a kinesiology professor and international athlete so it was a natural fit. Their

## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

experiences with the team also give them greater insight into their current masters on high level coaching.

. If so, how do you think the dynamic of both teams differ? If not, why do you think that is? Answered earlier.

What organizational practices do you use as a coach to foster social inclusion, defined as the act of making all groups of people within a society feel valued and important? Athletes usually have their own units based on their position on the field. To encourage inclusion and team bonding, Participant 4 will pair athletes from different groups for some drills. Participant 4 believes rugby is a very social sport and everyone is vocal about any issues. Most of the players were captains on their respective high school teams so they all have leadership skills to some extent. They use these skills to encourage and include their teammates.

. Do you feel like you achieve the goal of fostering social inclusion? Yes.  
 a. If not, what would you like to see for ways to foster social inclusion?

What success and challenges have you faced regarding social inclusion? There are no cliques within the team and members spend a lot of time together off the field. Team functions are always planned by athlete leaders, so the leadership structure could be considered a success.

. How have you handled these challenges? Nothing that came to mind.

Have you had the opportunity to learn/work with individuals from the First Nations community in sport settings? How do you think that interculturalism can be encouraged within the First Nations community to engage in aspects of varsity programs? Two athletes on the team belong to First Nations communities. Participant 4 has no professional knowledge or training on this topic but believes awareness is key.

## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

Can you think of a time when one of your athletes had a conflict between their cultural and athletic obligations? How did you handle the situation? Not at UBC but at a provincial tournament, an athlete was required to wear a hijab. Participant 4 recommended a sport hijab which resolved the situation efficiently.

Is there anything you would like to share about interculturalism and coaching that you haven't had an opportunity to so do yet? Participant 4 wants to increase [sport] popularity in other countries to encourage multiculturalism because the sport culture is so inclusive.

### Appendix D

#### Team Work Plan

<p><b>Name of Project:</b></p> <p>Coaches' Role in Interculturalism</p>
<p><b>Purpose(s) of Project ("why are we doing this?"):</b></p> <p>Build on previous projects and research to create a toolkit for coaches and varsity teams. This toolkit will include the definition of interculturalism, previous research on why it is important within a team, and methods that coaches may use to increase interculturalism among their athletes.</p>
<p><b>Deliverables ("what are we going to create?"):</b></p> <p>Interculturalism toolkit for coaches of varsity teams</p>
<p><b>Methods ("how are we going to do this?"):</b></p> <ul style="list-style-type: none"> <li>· Literature review</li> <li>· Interview varsity coaches</li> </ul>

## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

<ul style="list-style-type: none"> <li>Combine findings into a toolkit</li> </ul>			
<b>Project Members</b>	<b>Skills/Interests</b>	<b>Role(s) in the project</b>	<b>Availability</b>
<b>Jason</b>		<ul style="list-style-type: none"> <li>Contact Person Liaison – responsible to make initial contact, set up mtgs and maintain contact, and gather feedback on deliverables</li> <li>Researcher</li> <li>Conduct interviews</li> </ul>	Monday, Wednesday, and Friday mornings
<b>Amanda</b>		<ul style="list-style-type: none"> <li>Researcher</li> <li>Conduct interviews</li> </ul>	Monday, Wednesday, and Friday mornings
<b>Alice</b>		<ul style="list-style-type: none"> <li>Researcher</li> <li>Conduct interviews</li> </ul>	Monday, Wednesday, and Friday mornings
<b>Matthew</b>		<ul style="list-style-type: none"> <li>Researcher</li> <li>Conduct interviews</li> </ul>	Monday, Wednesday, and Friday mornings

## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

<b>Mica</b>		<ul style="list-style-type: none"> <li>· Researcher</li> <li>· Conduct interviews</li> </ul>	Monday, Wednesday, and Friday mornings
-------------	--	--	--

<b>Project Component</b>	<b>Specific Task</b>	<b>What do you need in order to get this done?</b>	<b>Who is responsible?</b>	<b>When is this due?</b>
<b>First meeting with Contact Person</b>	<b>Email contact person to introduce your group and ask for a meeting</b>	-Learn people's availability	Jason	September 22, 2017
	<b>Meet with the contact person and discuss project goals and details</b>	-Read the background information listed on the course blog before mtg -Begin filling out work plan		September 27, 2017

## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

<b>Class Requirements</b>	<b>Work plans due via email to Janna/Liv and community partner</b>	-Complete work plan with detailed timeline and organization of work		<i>Depends on your schedule with the partner. The earlier the better</i>
	<b>Midterm Progress report due via email to Janna/Liv and community partner</b>	-Create a peer evaluation form that we all agree with -Update our work plan		<i>Date will be assigned</i>
	<b>Report or equivalent</b>	-See instruction on blogs		<i>Date will be assigned</i>
	<b>Presentation</b>	-See instruction on blog		<i>Date will be assigned</i>
	<b>Peer Evaluation</b>	-Reflect on your group members' contribution to the project	All group members	<i>Date will be assigned</i>

## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

<b>Research</b>	<b>Literature reviews- 3 each</b>	-Find 3 research articles and write summary for each	All group members	6 October, 2017
<b>Research Questions and Interviews</b>	<b>Create research questions</b>	Use findings from research to create questions	All group members	10 October, 2017
	<b>Interview coaches</b>	Each interview 2 coaches	All group members	20 October, 2017
<b>Create toolkit</b>	<b>Combine research and interviews into toolkit</b>	Divide up toolkit as necessary	All group members	17 November, 2017
<b>Final meeting with Contact Person</b>	<b>Prepare project to present to contact person</b>			
	<b>Meet with Contact Person and get their feedback on final project</b>	-Schedule meeting		

## COACHES ROLE IN INTERCULTURALISM: FINAL REPORT

	<b>Give final amended project to Contact Person</b>	-Amend project according to feedback from contact person		
<b>Final Edits</b>	<b>Edit report</b>			
	<b>Edit presentation</b>			