

**THE ADAPTATION CHALLENGES AND STRATEGIES OF
IMMIGRANT HIGH PERFORMANCE COACHES WORKING
WITHIN THE CANADIAN SPORT SYSTEM**

by

Jessica Cummings

A Thesis submitted in partial fulfillment
of the requirements for the degree of
Master of Human Kinetics (M.H.K.)

The School of Graduate Studies
Laurentian University
Sudbury, Ontario, Canada

© Jessica Cummings, 2014

THESIS DEFENCE COMMITTEE/COMITÉ DE SOUTENANCE DE THÈSE

Laurentian University/Université Laurentienne School of Graduate Studies/École des études supérieures

Title of Thesis Titre de la thèse	THE ADAPTATION CHALLENGES AND STRATEGIES OF IMMIGRANT HIGH PERFORMANCE COACHES WORKING WITHIN THE CANADIAN SPORT SYSTEM		
Name of Candidate Nom du candidat	Cummings, Jessica		
Degree Diplôme	Master of Human Kinetics		
Department/Program Département/Programme	Human Kinetics	Date of Defence Date de la soutenance	November 12, 2013

APPROVED/APPROUVÉ

Thesis Examiners/Examineurs de thèse:

Dr. Robert Schinke
(Supervisor/Directeur de thèse)

Dr. Kerry McGannon
(Committee member/Membre du comité)

Dr. Amanda Schweinbenz
(Committee member/Membre du comité)

Dr. Sima Zach
(External Examiner/Examinatrice externe)

Approved for the School of Graduate Studies
Approuvé pour l'École des études supérieures
Dr. David Lesbarrères
M. David Lesbarrères
Director, School of Graduate Studies
Directeur, École des études supérieures

ACCESSIBILITY CLAUSE AND PERMISSION TO USE

I, **Jessica Cummings**, hereby grant to Laurentian University and/or its agents the non-exclusive license to archive and make accessible my thesis, dissertation, or project report in whole or in part in all forms of media, now or for the duration of my copyright ownership. I retain all other ownership rights to the copyright of the thesis, dissertation or project report. I also reserve the right to use in future works (such as articles or books) all or part of this thesis, dissertation, or project report. I further agree that permission for copying of this thesis in any manner, in whole or in part, for scholarly purposes may be granted by the professor or professors who supervised my thesis work or, in their absence, by the Head of the Department in which my thesis work was done. It is understood that any copying or publication or use of this thesis or parts thereof for financial gain shall not be allowed without my written permission. It is also understood that this copy is being made available in this form by the authority of the copyright owner solely for the purpose of private study and research and may not be copied or reproduced except as permitted by the copyright laws without written authority from the copyright owner.

ABSTRACT

The objective of this study was to understand the adaptation challenges and solutions experienced by immigrant coaches relocated to Canada. Ten high performance immigrant coaches were recruited, each completing a demographic questionnaire and partaking in an individual interview, providing insight into their experiences and cultural challenges. Results of the study were presented under two central themes: a) communication (language barriers and coach-athlete negotiations), and b) socialization (Canadian sport backdrop and views of sport in the immigrant coach's home versus host country). A common adaptation solution was the importance of social support resources, with the immigrant coaches adjusting with less acculturative stress when a reciprocal relationship was developed between themselves and those they worked with. From this preliminary project there is an indication that sport psychology consultants (SPCs) should work with immigrant coaches, and coaches and athletes of the host country to foster this bi-directional learning processes, facilitating the coaches' transition.

Keywords

Acculturation, acculturative stress, immigrant coach, adaptation, cultural sport psychology, cultural reflexivity

ACKNOWLEDGEMENTS

First and foremost, I would like to thank my graduate supervisor Dr. Robert Schinke, without whom I would not have had the opportunity to put together such a project. Throughout this journey, Dr. Schinke has provided an endless amount of guidance and support. This has been evident with his quick and effective feedback, encouragement and enthusiasm during meetings and providing the opportunity to travel to various national and international seminars to share my passion for sport psychology and learn from leading professionals in the field. I am undoubtedly grateful for this experience and for all the effort and support that Dr. Schinke has provided throughout this process. Secondly I would like to thank my committee members, Dr. Kerry McGannon, and Dr. Amanda Schweinbenz for all the time they have dedicated to this project. Although the feedback may have seemed overwhelming at times, I appreciate all the effort and time you have put into making this project the best it could possibly be.

Finally, I wish to recognize my friends and family because without them none of this would have been possible. It was not an easy transition moving to a new city and province where I didn't know a soul, but my parents, extended family and friends have been with me every step of the way to ensure that I would not give up on this lifelong dream of one day becoming a sport psychology consultant. To Sarah, Aleshia, Charlot and Penelope I thank you for taking the time to visit me, talking to me on the phone or skype/facetime when I was going through some hard times or just to catch up, and for allowing me to still have such a large part in your lives even if I was far away. Your support and love has meant a lot to me and I will never forget all that you have done. To my aunts, uncles, cousins and grandparents (Uncle Gord, Aunty Mary, Aunty Moe, Uncle Ron, Brooke, Kyle, Brody, Amanda, Trevor, Bryan, Tracy, Jen, Grandma and Grandad), I thank you for never letting me forget that no matter where I am, I have a gang of

Armstrong's sending their love and encouragement my way. You never let me lose sight of what I came here to do and you always showed an interest and genuine curiosity in everything that I have done in my life. I would also like to extend a special thanks to my aunty Moe for always welcoming me in Toronto whenever I felt home sick or needed a "dance break." I am forever grateful for all those long weekends spent at your place, helping me stay grounded and fight my bouts of homesickness. Last but certainly not least I would like to thank my parents, without whom I would not have been able to accomplish any of this. Your unconditional love and unrelenting support has pushed me to become the person I am today. I love you and thank you for believing in me and for allowing me to pursue my academic and professional dance dreams.

TABLE OF CONTENTS

Thesis Defence Committee.....	ii
Abstract.....	iii
Acknowledgements.....	iv
Table of Contents.....	vi
Chapter One.....	1
1 Introduction.....	1
1.1 Statement of the Problem.....	5
1.2 Significance.....	7
1.3 Operational Definitions.....	8
Chapter Two.....	12
2 Review of Literature.....	12
2.1 Coach Stressors.....	13
2.2 Adaptation.....	16
2.3 Cross-Cultural Understanding in Sport: A Key to Cultural Adaptation.....	26
2.4 Cultural Reflexivity.....	31
2.5 The Canadian Sport Context as Culturally Diverse.....	33
2.6 The Uncharted.....	36
2.7 Research Questions.....	37
Chapter Three.....	39
3 Methodology.....	39
3.1 Context Setting.....	39

3.2 Participants.....	41
3.3 Researchers.....	42
3.4 Recruitment.....	44
3.5 Data Collection.....	45
3.4 Data Analysis.....	48
Chapter Four.....	51
4 Results and Discussion.....	51
4.1 Socialization.....	52
4.2 Communication.....	75
4.3 Limitations of this Project.....	97
Chapter Five.....	99
5 Conclusion.....	99
5.1 The Cultural and Cross-cultural Challenges.....	99
5.2 Adaptation and Maladaptation Strategies.....	102
5.3 Consequences for Applied Work.....	103
5.4 Future Research Directions.....	107
References.....	110
Appendices.....	122

**The Adaptation Challenges and Strategies of Immigrant High Performance Coaches
Working within the Canadian Sport System**

CHAPTER ONE

Introduction

When athletes perform to the best of their abilities, winning medals at prestigious sporting events, they are often praised for their efforts and outcomes. However, it is important to note that behind the scenes, coaches play a vital role in preparing these athletes for competition, supporting the athletes as they seek to achieve high levels of success. Coaches work to help develop an athlete's physical skill through rigorous-specific training (Baker, Horton, Robertson-Wilson, & Wall, 2003). Additionally, a less evident aspect contributing to athlete success involves a stable coach-athlete relationship guided by trust and respect (Jowett & Cockerill, 2003). A positive relationship between coach and athlete is said to help foster athlete satisfaction, self-esteem and performance outcomes (Jowett & Meek, 2000; Lyle, 1999; Vealey, Armstrong, Comar, & Greenleaf, 1998). Therefore, it is essential that coaches and athletes come to a mutual understanding in an attempt to develop a trusting relationship.

While it is accurate to assume that all coaches will have an impact on the development of the athletes they work with, elite coaches require a more specific and refined skill set when working with elite level athletes. According to Partington (1988), for elite level coaches to achieve success, they must develop a competitive attitude, commitment, and confidence. In addition, elite coaches must garner specific communication skills to provide technical and tactical instructions to their athletes, manage their teams, and interact with administrators, officials, and the media (Culver & Trudel, 2000). These communication skills include; a) understanding both verbal and non-verbal messages, b) communicating directly and concisely c) delivering a message

immediately, d) opening formal and informal lines of communication, and e) delivering a complete, specific, clear and consistent message (Culver & Trudel, 2000; Jowett & Cockerill, 2003; Weinberg & Gould, 2007).

Such communication skills are not easy to perform even when no other obstacles exist, and in turn, may lead to a variety of stressors. These stressors add weight to the argument that coaches should be regarded as “performers” in their own right (Gauthier, Schinke, & Pickard, 2005, 2006; Thelwell, Weston, Greenlees, & Hutchings, 2008). The stressors experienced by elite coaches, as demonstrated by Thelwell, Weston, Greenlees, and Hutchings (2008), include their own performance stressors (i.e. competition issues and pressure), and the performance stressors of the athletes they work with (i.e. athlete coachability and competitive preparation). The coaches also encountered organizational stressors related to environmental (i.e. competition environment and finances), leadership (i.e. organization), personal (i.e. social life and family life), and team (i.e. team atmosphere) factors. These aforementioned stressors are further intensified when breakdowns in communication occur, such as those that may occur when the coach and athlete come from different countries of origin and therefore in some cases, follow different norms, values and belief system. For example, Schinke, Yukelson, Bartolacci, Battochio, and Johnstone (2011) found that cultural differences were evident in the sport context when athletes from individualistic cultures such as Europe and North America that relocated to work with a coach holding a collectivist worldview from the Caribbean. At times these differences interfered with the training process and the relocated athletes were forced to adjust to the new coach’s style. For example, although the athletes previously went for their morning runs individually while listening to music, the Caribbean coach insisted that they all go on a run together as a pack and that the team must wait for the last athlete to arrive before beginning their

morning run, reflecting the immigrant coach's collectivist worldview. The athletes learned this by experiencing the consequences of making the mistake of starting their morning run before the coach and one other athlete had arrived. Upon returning from the run, the athletes were sent out on a new run as a team. From these results it is clear that breakdowns in communication arise when the athlete and coach are from different countries of origin.

In Canada, communication breakdowns between coaches and athletes with separate countries of origin may be more common than one may expect, partly because the Canadian sport system mirrors the diversity of cultures found within the Canadian mosaic (Schinke, Hanrahan, & Catina, 2009; Schinke & Moore, 2011). For instance, 15% of all Olympians since 1992 are immigrant athletes (Schinke, Yukelson, Bartolacci, Battocchio, & Johnstone, 2011). Similarly coaches also include high numbers of immigrated new Canadians (Diving Canada, 2003; Tennis Canada, 2004). Consequently, cultural barriers may contribute to stress factors experienced by these immigrant athletes and coaches. According to Schinke et al., these cultural stressors include, but are not limited to challenges in a new community (loneliness, isolation, feelings of separation, limited access to a familiar diet, language barriers), challenges in a new culture outside of sport (differences in understanding of time, non-verbal and verbal communication, views about gender roles, clothing), and challenges found in the sport context (varying definitions of how to behave in a sport context, conforming to group norms, differences in the intensity of training). As demonstrated by Schinke et al., immigrant athletes experience challenges beyond those encountered by non-immigrant athletes making it difficult to adapt to their new environment, including cultural stressors such as those mentioned above. Although researchers have yet to examine the experiences of immigrant coaches relocating to another country to pursue their coaching career, I expect that the immigrant coaches in the present

research project will encounter many of the same challenges as those encountered by the immigrant athletes in the studies mentioned above. However, I also expect that the immigrant coaches will experience a unique set of challenges that may differ from those encountered by immigrant athletes. For example, because coaches are in a position of authority they may expect athletes to maintain a high level of respect towards them. In addition, certain types of behaviour such as respect are culturally influenced (Schinke et al., 2009). Therefore, the immigrant coaches relocating from countries such as China, where respect for authority figures is highly valued, may experience a challenge working with Canadian athletes that may not express their respect in the same manner. For example, in Canada it is customary for athletes to address their coaches by their given name and this may be viewed as a sign of disrespect for a coach relocating from China where individuals in a position of authority are not addressed by their given name.

Results of studies in the area of stress adaptation reveal that stress derived from cultural, environmental and personal challenges can be reduced when the individual learns to adapt to the situation. According to Fiske (2004), adaptation involves “understanding ones surroundings, and within them, learning to function competently” (p. 25). Sport and exercise researchers have built upon the adaptation framework in the world of high performance sport through the exploration of the experiences of elite immigrant or minority athletes that have relocated to unfamiliar cultural contexts as they pursued their athletic careers (e.g., Ryba, Haapanen, Mosek, & Ng, 2012; Schinke, Gauthier, & Dubuc, 2007; Schinke et al., 2011). The primary focus of these studies includes the identification of the stressors experienced by immigrant and minority athletes and the adaptation processes utilized by these athletes and coaches. The findings of these studies are of relevance in the current research project as they provide insight into the adaptation processes of immigrant and minority athletes. Although not directly transferrable to high performance

immigrant coaches, gaining insight into the adaptation processes of immigrant and minority athletes permit a preliminary understanding of the cultural challenges experienced in the high performance sport context. In addition, sport and exercise researchers have examined the experiences of coaches working in isolated regions. For example, Gauthier, Schinke, and Pickard (2005), examined the experiences of coaches working in Northern Ontario and found that the coaches saw their ability to adapt to the new geographical environment as an advantage rather than a disadvantage. Adaptation to geography involved adapting to the new context and included developing and acquiring skills, beyond what was typical, due to their unique environmental surroundings. Once again, this study provides a preliminary understanding into the adaptation processes of coaches working in an isolated region. Although not directly transferrable to high performance immigrant coaches, the coaches in the present research project have had to adapt to a new geographical region that may have limited or different resources than they were accustomed to in their home country.

Statement of the Problem

Although there is a growing body of literature contributing to our understanding of the adaptation processes and challenges encountered by athletes in contexts where the athletes are considered minorities, researchers have yet to examine such stressors and adaptation processes among immigrant coaches relocated to Canada. It is important that researchers gain insight into these processes, as there exists a large number of immigrant coaches working within the Canadian sport system. For example, 44% of high performance diving coaches (Diving Plongeon Canada, 2003) and 37% of high performance tennis coaches (Tennis Canada, 2004) are immigrants to Canada, presently working in our country's high-performance sport system. An understanding of the stressors encountered by immigrant coaches working within the Canadian

sport system could contribute to the emerging line of inquiry termed cultural sport psychology (CSP) and in turn, lead to more insightful practice by sport psychologists working with immigrant athletes, coaches or other sport science members (Terry, 2009). CSP involves the study of the unique ambitions and needs of athletes, coaches and other sport science members, stemming from gender, ethnicity, geography and race (Schinke et al., 2009). Within the present thesis facets of CSP will be discussed including the impact of acculturation on the adaptation level of immigrant coaches, and the importance of culturally reflexive practice. This novel research will provide a much-needed diversity of cultural perspectives in exploring coach stressors in sport psychology. Culturally safe practice can thus be achieved as CSP allows researchers and sport scientists to gain insight about the athletes and staff they work with and how they work with and relate with these people in sport contexts (Schinke et al., 2009). Furthermore, as has been found with immigrant elite athletes (Schinke et al., 2011), it is possible that high performance immigrant coaches are also challenged by cross-cultural communication and acculturation, with these aspects requiring further investigation. Although many studies have featured elite athletes and coaches, it is important to note that the present thesis has focused on a population of high performance immigrant coaches. Within the present research project a high performance coach is defined as a coach working with an athlete(s) competing internationally, representing their country at either the Senior World Championships or at the Olympics.

Researchers have indicated that immigrant athletes experience significant stress due to cultural, environmental and personal stressors that are present, post-relocation (Kontos & Arguello, 2005; Schinke et al., 2006; Schinke et al., 2011). Although coaches and athletes differ in various ways, such as the tasks they fulfill on a daily basis with coaches seeking to prepare the

athletes they work with for competition and athletes attempting to execute the objectives set forth by the coach, I expected that the immigrant coaches would have post-relocation experiences paralleling those of immigrant athletes. In addition, it has been noted that coaches play a significant role in the development of elite athletes. In turn the coaches assist athletes in achieving their highest level of success, often measured by the amount of medals they win, thus there is a need for applied research in this area. The main objective of the present study was therefore to gain a provisional understanding of the cultural adaptation challenges experienced by immigrant coaches working in the Canadian sport system with Canadian born athletes. It is important to gain such an understanding into the cultural adaptation challenges of immigrant coaches working in Canada because immigrant coaches have relocated to Canada in a variety of different sport disciplines. Although no two coaches have the same cultural standpoint, there were common themes that arose in terms of the cultural adaptation challenges experienced by the coaches. Therefore, I identified a) the adaptation challenges faced by high performance immigrant coaches and b) the types of strategies used by the high performance immigrant coaches and those working with them in their sport context to facilitate the adaptation process. In order to achieve this, I conducted semi-structured interviews with 10 Canadian high performance immigrant coaches to learn about their cultural adaptation challenges and also, the subsequent adaptive and maladaptive strategies these coaches employed as they attempted to resolve such difficulties. Within the current project I inductively analyzed the data generated from interviews with the participants to better understand immigrant coach adaptation and maladaptation.

Significance

High performance immigrant coaches experience a variety of job related stressors and must also adapt to a variety of culture specific stressors. This project is important for immigrant

coaches to understand the experiences of other immigrant coaches and the methods that these coaches have used to overcome cultural barriers that have served as stressors throughout their careers in high performance sport. In addition, due to the large numbers of immigrant coaches working within the Canadian sport system, I propose that athletes, assistant coaches, SPCs and other sport science members will work with an immigrant coach in the future, if they are not already. Therefore, it is important that athletes, assistant coaches, SPCs and other sport science members working with immigrant coaches gain an understanding into the challenges that may arise for these coaches, enabling those working with the immigrant coaches to eliminate or reduce the amount of cultural stressors experienced by the immigrant coach. The goal with the present research project was to develop pertinent understanding and possible practices to allow SPCs to work with immigrant coaches and those they work with. Through the present research project, Canadian born athletes, coaches, SPCs and other sport science members working with immigrant coaches may gain further insight and knowledge into the stressors that immigrant coaches identify and the methods used to overcome these stressors. Such an understanding may enable the athletes, coaches, SPCs and sport science members to develop a better relationship with the immigrant coach and allow the immigrant coach to have a much smoother transition into their new environments.

Operational Definitions

Acculturation. An individual's identification with and engagement in the beliefs, values and practices of the dominant culture (Berry, 1993). Acculturation should be examined as an ongoing, fluid, and continuous process rather than a fixed destination point (Schinke & McGannon, 2013; Schinke et al., 2013) and should not be seen as a form of a linear adaptation (Rudmin, 2003). Within the sport context, immigrant coaches may face acculturation challenges

such as difficulties communicating with athletes, SPCs and other sport science members, and negative stereotyping (Schinke et al., 2011).

Coach-athlete relationship. An interpersonal relationship between athlete and coach, likely to determine the athlete's satisfaction, self-esteem, and performance accomplishments. (Jowett & Cockerill, 2003). The coach-athlete relationship is considered to be the foundation of coaching as the coach and athlete intentionally develop a relationship characterized by appreciation and respect for one another (Jowett, 2005). This relationship is "at the heart of achievement and the mastery of personal qualities such as leadership, determination, confidence and self-reliance" (Jowett, 2005, p. 412).

Cultural sport psychology (CSP). CSP is a recent attempt by researchers to better understand the sociocultural aspects of an athlete's, coach's and SPC's environment and how those aspects may influence their behaviour and motivation (Schinke et al., 2009; Kontos & Arguello, 2005). In addition, CSP permits access into various culturally derived sport psychologies (Schinke et al., 2009). One area of CSP research involves better understanding respondents from marginalized cultures and environments (Schinke et al., 2006). CSP provides an advocacy for a diversity of cultural standpoints through the exploration of cultural issues in sport psychology. As a process, CSP will lead to culturally safe practice by sport psychology consultants and researchers working with marginalized or immigrant athletes and coaches (Terry, 2009).

Directed content analysis. A directed content analysis is a method of qualitative data analysis that is primarily used when an existing theory exists about a certain phenomenon that would benefit from further description or is not yet complete (Hsieh & Shannon, 2005). The researcher must seek to validate or extend a conceptually theoretical framework by using the

existing theory to help guide the research question and allow the researchers to make predictions about the themes of interest and the relationships among the themes (Hsieh & Shannon, 2005). These predictions will in turn help determine the initial coding scheme or the relationships between the codes (Hsieh & Shannon, 2005).

High performance. According to Sinclair and Orlick (1993), high performance athletes are those that have gained international competitive experience at various events such as the Olympic Games, World Championships, World Cups and world tours as members of their country's national team. Based on the literature, within the present research project, the term high performance coach or athlete is defined as an individual who competes internationally representing their country at either the Senior World Championships or at the Olympics.

Immigrant coach. A coach who has re-located from another country in order to pursue athletic coaching opportunities. The immigrant coaches in the present research project consisted of those currently working within the Canadian sport system that have re-located from their country of origin in order to coach within the Canadian borders. The coaches are further delimited in terms of years post-relocation to make comparisons between the immigrant coaches that have recently relocated to Canada versus those that have had more time to adjust to their new environment.

Researcher reflexivity. According to Saukko (2002), reflexivity is a “tool to enhance awareness of our situatedness and, subsequently, to be more receptive to perspectives that approach the world from a different position” (p. 88). Researcher reflexivity involves they situating ones own role, personal identities and biases to discover unforeseen events and turns within the research process (Schinke et al., 2012; McGannon & Johnson, 2009). The researchers

must raise awareness to their own background and distinguish how their values, biases, social position, and self-identity impact how they view others.

CHAPTER TWO

Review of Literature

Culture plays an important role in gaining an understanding of one's environment within the sport contexts. As an immigrant coach attempts to understand her or his new environment they may experience differences in cultural norms, behaviours and values held by those of the host country. These differences in cultural norms, behaviours and values may lead to additional stressors experienced by immigrant coaches. Researchers have revealed that elite immigrant athletes use adaptation strategies to overcome or reduce their cultural and cross-cultural stressors (Schinke et al., 2011). Little is known about the adaptation processes of high performance immigrant coaches. Therefore, within the present chapter, I describe a) the stressors that coaches typically encounter during their coaching careers; b) adaptation strategies, such as acculturation, which are said to be the key to responding effectively to environmental, physical and psychological stressors and can be applied to multiple real-world settings; c) cross-cultural understandings in sport and how culture may affect the immigrant coaches' coaching relationships (i.e. communication, concepts of hierarchy, the development of trusting relationships, and a sense of belonging in a new community within and beyond the sport context) between immigrant coaches and their Canadian born athletes; d) CSP and its effect on increasing multicultural understandings of theories and intervention previously thought to be monolithic (singular understanding); and e) the stressors and adaptation strategies of high performance immigrant and minority athletes. The sections aforementioned lead to the research questions for the present study that focus on the experiences and adaptation strategies of high performance immigrant coaches.

Coach Stressors

Coaches experience a variety of stressors stemming from their demanding jobs, which often require them to take on multiple roles such as instructor, mentor, friend, organizer, educator, and counsellor (Lyle, 2002). If the coaches do not learn to adapt to these stressors, the end result may be stress-induced burnout (Hjälrm, Kenttä, Hassménan, & Gustafsson, 2007). In addition, coaches relocated and now working in a new country may experience additional stressors to those that coaches are typically susceptible to. In this section I will explain the job related stressors and cross-cultural stressors experienced by coaches and immigrant coaches.

Job related stressors. Researchers have suggested that coaches experience stress due to the nature of their job, which requires them to interact with a variety of people, deal with the media and the pressures of competing, places high amounts of physical demands on their bodies, and keeps them away from friends and family for extended periods of time (Sullivan & Nashman, 1993; Wang & Ramsey, 1998). This type of stress can have an affect on both the mental and physical well being of the coaches (Wang & Ramsey, 1998). For example, Thelwell, Weston, and Greenlees (2010) identified several stressors encountered by coaches including; poor performance, poor training, officials, poor training conditions, and issues with selection (i.e., player unavailability and venue factors). Further, Olusoga, Butt, Hays, and Maynard (2009) explored coach stressors experienced within the unique culture of world-class sport. The researchers found that coaches experience challenges such as management cohesion, self-imposed pressure, outcome pressure, time management at competitions, athlete concerns, budget concerns, and sacrificing personal time. Similarly, Frey (2007) found that NCAA Division I head coaches of baseball, basketball, diving, softball, swimming, tennis and volleyball teams experienced stress related to communicating with athletes, a lack of control over athletes,

recruiting, and the pressure of having multiple roles and responsibilities to fulfill. In addition, coaches also experience stress in life outside of sport, such as difficulties maintaining relationships, being away from home for long periods of time, conflicting demands of family members and managers, lack of a support system, and not getting enough sleep (Olusoga, Butt, Hays, & Maynard 2009).

The Olympic and other world-class events have been identified as particularly stressful due to the media attention and emphasis placed on competition outcome (Olusoga, Maynard, Hays, & Butt, 2012). Further, world-class coaches have been identified as experiencing extensive stress in their occupation (Gould, Guinan, Greenleaf, & Chung, 2002). For example, Olusoga, Butt, Maynard, and Hays (2010) studied the effects of stress and coping in world-class coaches. The authors identified over 50 stressors and stress responses, experienced by coaches working at the world-class level. These stressors included, mistrust or a lack of faith in the sport system they are working in, lack of confidence in their abilities, demotivation with work and family, homesickness, feeling isolated, emotional fatigue, not getting the best out of the athletes they work with, less contact time with the athletes/ less time for feedback, and athletes losing confidence in their abilities. From these results it is clear that a coach's job does not end once he/she when they leave their place of work.

Cross-cultural stressors. Beyond the job related stressors mentioned above additional stressors may ensue if the athlete and coach are from different cultures or countries of origin. For example, Schinke et al. (2007) examined the experiences of Canadian Aboriginal athletes working with coaches from the Canadian mainstream and found that the Aboriginal athletes identified several challenges in working with non-Aboriginal coaches. These challenges included; poor technical qualifications lack of care, poor communication skills, and challenges to

athlete confidence. Schinke et al. also found that some of the athletes felt their coaches lacked pertinent cultural knowledge adding challenges such as racial stereotyping, cultural insensitivity, and an emphasis placed on winning. Similarly, Duschesne, Bloom, and Sabiston (2011) examined the experiences of intercollegiate American coaches working with athletes from different countries of origin. The authors found that the coaches needed to be particularly cognizant of being fair to all the athletes and giving all players the same opportunity. The coaches needed to make a bigger effort to treat all players “the same regardless of their nationalities” and avoid pre-conceived stereotypes (p. 9). The coaches were also aware that the international athletes needed to be integrated into the team and therefore designed a program to enhance team cohesion by creating opportunities for international and domestic players to share their cultural experiences during practices, and stressing the importance of understanding cultural differences. In addition, the coaches worked hard to develop a positive relationship with the international athletes by expressing compassion towards them, in turn becoming part of their social support network in the host country. For example, the coaches expressed compassion towards their players by continuously reminding the players that they were there to listen should the players need to talk, sharing their opinions and offering solutions to any challenges that may arise.

Although research by Schinke et al. (2007) and Duschesne et al. (2011) focused on the experiences of Canadian mainstream coaches working with international and marginalized athletes, one might postulate that many of the same challenges may arise if an immigrant or minority coach was working with a Canadian born athlete. Additionally, many differences may arise between the experiences of immigrant coaches working with Canadian athletes as compared to the experiences of immigrant athletes working with Canadian coaches. In

highlighting some of the similarities, it is possible that an immigrant coach will experience challenges such as communicating in an unfamiliar language with the Canadian athletes. For example, the immigrant coaches may encounter difficulties with English grammar or sentence structure when speaking with or delivering instructions to the athletes they work with resulting in a fear being made fun of consequently increasing the coaches' stress levels. With immigrant athletes, cultural challenges, such as communication difficulties, have been known to cause stress for the athletes and I expected that the same would be true for immigrant coaches.

Furthermore, immigrant coaches may feel that they do not have a large support system that they can lean on, whereas the immigrant athletes may receive support from fellow teammates during the relocation process. In a team setting, the coaching staff is usually much smaller in number than the team they coach and therefore, the immigrant coach may feel that she or he does not have a large support system in Canada. This may also become a stressor for the immigrant coaches as they struggle to achieve a sense of belonging within their new sport context. Therefore, the present research project helped gain insight into the cultural challenges faced by immigrant coaches as well as how these challenges led to feelings of stress and how this stress was reduced.

Adaptation

Recently, researchers in the area of sport psychology have considered adaptation as a useful skill for performers seeking to respond effectively to environmental, physical and psychological stressors (Ryba et al., 2012; Schinke et al., 2010; Schinke et al., 2006). The term adaptation has been used within the sport psychology writings for over 30 years in relation to the retirement transition of elite athletes (Sinclair & Orlick 1993; Werthner & Orlick, 1986). Adaptation can be defined as the process through which people, including elite athletes and coaches, “understand

their surroundings and [within these learn to] function competently” (Fiske, 2004, p.25).

Schinke, Tenenbaum, Lidor, and Battocchio (2010) further elaborated on this definition in relation to sport, defining adaptation as “the end point in a process, when people respond in a positive manner to hardship, threat, and challenge, including monumental sport tests, such as international tournaments” (p. 542). In elite sport, adaptation has been studied through four entry points: career transition among elite athletes (Sinclair & Orlick, 1993; Werthner & Orlick, 1986), failure adaptation among elite cyclists (Tenenbaum, Jones, Kitsantis, Sachs, & Berwick, 2003), acculturation among elite Canadian Aboriginal athletes (Schinke et al., 2006), and contextual adaptation among elite coaches working in an isolated region (Gauthier et al., 2006).

Athlete adaptation. In elite sport contexts, as immigrant and minority athletes aim to reach their full potential, their main objective is to respond effectively to cultural stressors and in so doing, achieve adaptation – the resolution to one’s stress episode (Schinke et al., 2010). In a multicultural sporting environment, it is critical for this adaptation process to take place to reduce the stress episodes related to cultural challenges (Ryba et al., 2012; Schinke et al., 2010; Schinke et al., 2006; Schinke et al., 2011). As mentioned previously, minority and immigrant athletes experience a variety of additional stressors and as such, must adapt to both sport related stressors and cultural stressors to reduce these stress episodes. For example, Schinke et al. (2011) found that for athletes to adjust to a new cultural context they must understand the new cultural practices, the community and how it functions, and the structures and processes of the sport context. To overcome these challenges the athletes must gain an understanding of themselves in relation to the new cultural environment/new community. In relocating to a new country, the responsibility is often placed on the immigrant athlete to acculturate to the norms, values and beliefs held by those of the host country (Schinke, McGannon, Battocchio, & Wells, 2013).

According to Schinke, McGannon, Battochio, and Wells (2013), this is not the most successful way for immigrant athletes to acculturate. Instead, the authors suggest that the immigrant athletes and individuals from the host country must engage in a shared process and merge their two worldviews by gaining a better understanding of one another rather than forcing the immigrant athlete to shoulder the load and adapt to the norms, beliefs and values of the host country. Building on this notion of a reciprocal relationship between the immigrant athlete and those from the host country, Schinke and McGannon (2013) and Schinke et al. (2006), found that immigrant athletes that shoulder the acculturation load, in other words engage in the acculturation process without the assistance from individuals of the host country, are more likely to experience acculturative stress and a potential decline in performance.

In adjusting to a new cultural context, immigrant athletes seek to achieve a sense of belonging, as this is a critical factor in adapting to their new social surrounding. Immigrant athletes needed social support from teammates, coaches, the sport science staff and the community members of the new city they have relocated to. Additionally, to adapt to their new environment the athletes established a sense of trust with their teammates in order to enhance team cohesion and group synergy. The athletes also received help from teammates, coaches and peers to become more assertive within their new environment. Finally, to fully adapt to their new environment the athletes acquired new skills, which were learned over time.

Relating to the importance of support systems in the immigrant or minority athletes' adaptation process, Campbell and Sonn (2009) examined the experiences of indigenous football players in their transition into the Australian Football League (AFL). The authors interviewed 10 Indigenous Australian football players belonging to eight different Indigenous nations. The researchers used guiding questions throughout the semi-structured interview, based on issues that

were anticipated to emerge established from previous research conducted with Indigenous participants relocating for study or career purposes (Campbell & Sonn, 2009). The authors found that the athletes' acculturation challenges related to the lack of familiarity with the new physical, social and cultural environment, and dynamics related to intergroup relations where two factors that impeded the adaptation process. These two factors included; barriers and facilitative functions. Within the theme of barriers were the sub-themes: a) culture shock, including Indigenous visibility, isolation, professional training and homesickness, and b) racism, including homogenization and stereotyping. Within the sub-theme of culture shock, the participants described Indigenous visibility and isolation as a lack of Indigenous people living in the city they had relocated to. When the participants met someone from the same cultural background as them, they often felt an instant connection and a comradeship with that person. The participants then described professional training as the adaptation process of getting accustomed to the new and more rigorous training regime. Finally, the participants described homesickness as feelings of loneliness due to the physical separation between themselves and their families. Within the sub-theme of racism, the participants described homogenization and stereotyping as grouping the Indigenous players into 1 category based on their experiences with other Indigenous players, denying the diversity of each Indigenous player. The barrier of racism, encountered by the participants in this project is a common theme found within the literature. For example, Schinke et al. (2010) found that Aboriginal athletes competing off reserve encountered adaptation challenges such as racism when dealing with mainstream sport organizations, mainstream opponents and mainstream administrators. The Aboriginal athletes were at times ridiculed, called names and even encountered physical altercations due to such cultural insensitivity demonstrated by other players, fans, and sport administrators.

Campbell and Sonn (2009), indicated factors that facilitated the adaptation process including social and cultural resources providing social support for the athletes. Campbell and Sonn further discussed family, mentoring, and kindredness as the primary themes that facilitated adaptation. The participants described social support from family as supportive functions such as someone to talk to, from family members relocated with the players. The participants articulated that this assisted them in their transition and helped put the struggle of relocation into perspective. In addition, the participants described mentoring as support and assistance from a family, friend or existing Indigenous player in the new context. Finally, the participants described kindredness as a shared experience between the participant and other Indigenous football players, which facilitated relocation, settlement, and adaptation in a new environment. The notion of players from similar cultural backgrounds being of assistance to the newly relocated athletes is a common theme throughout the literature (Battochio, Schinke, McGannon, Tenenbaum, Yukelson, & Crowder, 2013). According to Battocchio, Schinke, McGannon, Tenenbaum, and Crowder (2013), veterans from the same cultural background as the newly relocated athletes were of great assistance to the newly relocated athletes as they attempted to transition into a new environment and new team. The veteran immigrant athletes assisted the newly relocated athletes as they attempted to learn a new language and navigated around a new and unfamiliar city.

Furthermore, Campbell and Sonn provided insight into the social support systems of minority athletes working within the mainstream. One group of key players in the athletes' social support system included family members that relocated with the athletes. Although some family members relocated with the immigrant coaches in the present research paper, some coaches also relocated alone. These coaches would therefore have to look elsewhere for support. Campbell and Sonn also suggested that mentors including family friends or other Indigenous players within

the new sport context can also serve as a support system. Relating to the present research project, it is possible that the coaches adapted to their new cultural environment by seeking to develop a strong bond with mentors in the community or sport context from the same cultural background. This can allow the immigrant coaches to share their feelings with individuals who might understand them better as they have had a similar experience.

As demonstrated above, there are two consistent themes that arise in the adaptation literature, that of positive mindedness and social support resources (Gauthier et al., 2006; Schinke et al., 2006; Tenenbaum et al., 2003). Tenenbaum, Jones, Kitsantis, Sachs, and Berwick (2003) derived such themes when studying the adaptation strategies of elite cyclists. The authors identified the stressors that each cyclist experienced in the sporting environment, with 1 cyclist being an immigrant athlete. The authors then assessed the cyclists' emotional, mental and physical responses to each stressor. The stressors were gauged in terms of failure or success adaptation and they found that the cyclists used successful adaptation strategies such as positive affect, low levels of state anxiety, hope, flexibility, feelings of vigour and a positive view of social support. On the other hand, the immigrant cyclist experienced failure adaptation leading her to drop out of the sport. Tenenbaum et al., suggested that feelings of isolation and a lack of a support system contributed to this failure adaptation. Similarly, Schinke et al. (2006), found social support strategies including the importance placed upon peer support and acceptance being used by Aboriginal elite athletes competing in various sports within the mainstream Canadian sport system. Schinke et al. also found that in their adaptation process, two main adaptation themes arose: self-adaptation and adapted environment. Self-adaptation involved adjustments made on the part of the athletes and the themes that emerged included making the commitment, learning about the structure, and gaining acceptance. Adapted environment on the other hand,

referred to adjustments made on the part of the athletes' surroundings, and the themes that emerged included teammate support and building relationships. Once again the major themes present in this study encompass positive mindedness and social support resources. Both self-adaptation and adapted environment are essential for minority or immigrant athletes to successfully adapt to their new cultural environment. Although the literature pertaining to acculturation has focused primarily on self-adaptation, the present project took into consideration adapted environment as a key factor to acculturation.

Building upon the work directly above, Ryba et al. (2012) examined the adaptation processes of Finnish swimmers traveling to Australia for a distance-training camp. The authors attempted to explore acute cultural adaptation in Finnish female swimmers taking part in a distance-training camp. Acute cultural adaptation refers to short-term adaptation to a new cultural context rather than long-term adaptation, which has been explored in the research projects mentioned above. The researchers found that to overcome challenges such as not having access to equipment, having to adjust to a new coach's coaching style and behaviour, feeling that they could not interact with the new coach, language barriers, and communication difficulties, the Finnish swimmers experienced acute cultural adaptation. This acute cultural adaptation led the athletes to satisfy the basic psychological needs of autonomy, competence and relatedness through a mediated process realized in everyday practices. Firstly, in fulfilling the need of autonomy, the swimmers adapted to the rigorous training schedule that allowed them no free time apart from sleeping and eating. Although not all of the swimmers began with a positive outlook on the training schedule, all swimmers learned to appreciate the new experience. In addition, although the Australian coach seemed to hinder the Finnish swimmers' autonomy by refusing to adjust his coaching style to welcome the Finnish athletes, the swimmers used team relatedness as a means

of attaining their need for autonomy. The coach therefore expected the athletes to engage in adaptation on their own by refusing to change his coaching style. This is an example of a situation where the environment was not adapted to the athletes. In other words, the athletes personally adapted to the situation as no adjustments were made on the part of the athletes' environment, in this case the coach. Secondly, as the swimmers' perceived competence of social and training norms improved, this facilitated their adaptation to their new environment. The swimmers created personal strategies to assist them in dealing with competence difficulties such as the lack of understanding of abbreviations the coach used. These personal strategies consisted of asking the coach what certain abbreviations meant and permitting themselves to make mistakes when speaking English. Finally, at the beginning of the training camp the Finnish swimmers felt a lack of relatedness with the coach and the other Australian swimmers. However, this lack of relatedness with the Australian team also facilitated the development of team cohesion between the Finnish swimmers. This improved cohesion and closeness between the Finnish team members allowed the swimmers to feel comfortable in the new context, fulfilling the need for relatedness. The athletes' need for relatedness once again highlights the importance of adapted environment. As the athletes attempted to acculturate to their new environment they adapted to their surroundings but also required the support from their teammates to feel comfortable in their new surroundings. Ryba and colleagues' work highlighted that one directional adaptation, in the form of self-adaptation, is not the best approach in the amelioration of acculturation. Instead, adaptation should be reviewed as a two-way process occurring between the immigrated or relocated individuals and the individuals from the host country (Schinke et al., 2009; Schinke et al., 2013).

Coach adaptation. Although athletes and coaches differ in terms of the roles and tasks they perform, researchers in the area of adaptation have revealed similar themes among athletes and coaches. For example, Gauthier et al. (2006) studied elite coaches from various sports in Northern Ontario. The authors used a structured open-ended questionnaire, focus groups interviews and a follow-up semi-structured interview to collect their data, seeking to gain an understanding in the unique coaching skills acquired in Northern Ontario Canadian communities, advantages of coaching in their region, regional challenges met when coaching, and the skills to overcome these challenges. Results revealed 2 geographic categories a) adaptation learned by elite coaches, and b) adaptation taught to athletes and aspiring coaches. With particular significance to the present research project, the authors found that to successfully achieve adaptation coaches indicated a need for peer cooperation by lending and sharing expertise. This process of peer cooperation can be referred to as shared adaptation, spoken of earlier by Schinke et al. (2006) as “adapted environment” (p. 435), pushing the point forward that both self-adaptation and adapted environment are important components in facilitating adaptation. The results indicated by Gauthier et al. (2006) also highlight the importance of belonging and developing trusting relationships with others (i.e. social support). In addition, the elite coaches recognized that to become resilient in such a restricted northern environment of the north, the coaches needed to learn how to positively reframe adversaries and cope with limitations, highlighting the theme of positive mindedness.

In a prior study, Gauthier et al. (2005) examined the advantages and disadvantages of coaching in Northern Canadian communities. The authors found that adaptation to geography emerged as a theme for the advantages of coaching in a northern community. Adaptation to geography involved adapting to the new context and included developing and acquiring skills,

beyond what was typical, due to their unique environmental surroundings. As was found with immigrant athletes (Schinke et al., 2006), the coaches in Gauthier et al.'s study engaged in self-adaptation, whereby adjustments made on the part of the coaches to adapt to their new environmental surroundings. In addition, minority athletes often encounter acculturation challenges related to the lack of familiarity with the new physical, social and cultural environment (Campbell & Sonn, 2009). The coaches of Gauthier et al.'s study also experienced this lack of familiarity with the new physical environment. Therefore, a common theme revealed throughout the literature regarding the adaptation processes of immigrant and minority athletes, and coaches working in Northern Ontario involved adjustment to a new environment.

The participants within the present research project (immigrant coaches) may have faced challenge within their new cultural environment when they are faced with aspects that differ from their previous cultural environment. For example, the immigrant coaches relocating from non-English speaking countries had to adapt to a new language. As has been found with immigrant and minority athletes, and coaches working in Northern Ontario, challenges related to experiencing a new environment may include, but are not limited to, communication and language barriers (Schinke et al., 2013; Schinke et al., 2011), understanding new cultural norms and values (Schinke et al., 2013), a lack of familiarity with the new environment (Ryba et al., 2012), adapting to limited resources (Gauthier et al., 2005; Ryba et al., 2012), and understanding the needs of the athletes they work with (Deschesne, Bloom, & Sabiston, 2011), within the sport context. The experiences of immigrant athletes are discussed in further detail below to gain an understanding into a) the acculturation experiences of immigrant athletes and subsequently immigrant coaches, and b) the communication barriers that arise when coaches and athletes from different cultural backgrounds work together.

Cross-Cultural Understanding in Sport: A Key to Cultural Adaptation

Cultural researchers in sport have recently used an adaptation framework to gain insight into the challenges that elite immigrant and minority athletes experience, as well as the strategies the athletes use to overcome their training and competition obstacles (Ryba et al., 2012; Schinke et al., 2010; Schinke et al., 2006; Schinke et al., 2011). The country and or culture that a person is born into and raised in will have a large impact on how that individual interacts within a given society (Schinke & Moore, 2011; Yamagishi, Hashimoto, & Schug, 2008). For example, norms relating to eye contact, concepts of time, proxemics, and appropriate clothing are dictated by an individual's surrounding culture (Hanrahan, 2010; Schinke et al., 2009) and may therefore influence how individuals communicate with others.

Culture in sport. In the world of high performance sport, it is important to gain an understanding of the role that culture plays in our lives as many athletes, coaches, and sport psychology consultants (SPC) immigrate in order to pursue their careers (Schinke et al., 2011; Shin & Nam, 2004). It is plausible that a coach, athlete and SPC working with one another are from different cultural backgrounds, which may impede the athlete's growth and success if all do not gain an understanding of how culture may affect their interactions and relationship with one another. Both SPCs and their clients have certain norms, beliefs, values and behaviours that are highly influenced by their culture (Hanrahan, 2010). According to Schinke, Hanrahan, and Catina (2009), in a culturally diverse sport environment it is crucial that athletes, coaches and sport science professionals attempt to understand each other despite potential differences in customs, values, and language.

Central to working with clients from various cultural background is effective communication. CSP attempts to allow for such a mutual understanding between athletes and

coaches who may be of different cultural backgrounds in terms of the differences they may have in customs, values, language, physical space, time, and interpretations of eye contact and gender (Schinke et al., 2009). For the SPC, there are personal aspects that impact the therapeutic relationship, intervention strategies, and intervention outcomes with the athlete or coach they are working with such as race, ethnicity, gender and sexual orientation (Schinke & Moore, 2011). According to Schinke and Moore (2011), SPCs work with athletes and coaches from diverse cultural backgrounds. Each of these athletes and coaches have several factors contributing to their cultural composition. The factors contributing to cultural composition include but are not limited to race, ethnicity, socioeconomic background and status, sexual orientation, socialization, geographic location and gender. Therefore, if an SPC does not attempt to understand the impact that cultural composition has on an immigrant athlete or coach's life, she or he is jeopardizing the relationship with the client (Schinke & Moore, 2011). As a consequence, the SPC may select ineffective intervention strategies resulting in poor intervention outcomes. Cultural differences may also affect the coach-athlete relationship if each party is not sensitive to the cultural needs of the other. For example, Schinke, McGannon, Parham, and Lane (2012) described a situation where the coaching staff jumped to the conclusion that a spiritual Aboriginal athlete was disengaged from his team due to his quiet demeanour, lack of eye contact, and different ways of communicating with his teammates. The coaching staff did not attempt to think of other reasons for the athlete's supposed disengagement. For example, the athlete may have been attempting to be polite by diverting eye contact as eye contact is thought to be a rude gesture as determined by her or his culture, or the athlete may have been quiet around other teammates as she or he did not feel that they had much in common due to the large gaps in cultural differences. This lack of cultural sensitivity may affect a coach's relationship with the athletes she or he works with and in

turn an athlete's relationship with her or his teammates. Therefore it is essential that athletes, coaches and SPCs gain insight into the cultural practices of minority and immigrant athletes to foster a stable and trusting relationship. In addition, Schinke et al. (2012) stressed the importance of personal reflexivity along with being sensitive towards and aware of the cultural standpoints held by the immigrated individual. In other words, before understanding others it is important to understand oneself and the influence that culture has in ones life.

Acculturation. CSP researchers attempt to guide multicultural practice through several cultural characteristics that contribute to the client's, in this case an immigrant coach's, cultural identity (Schinke et al., 2009). Throughout this section I discuss the cultural characteristic of enculturation and acculturation. According to Kontos and Arguello (2005), the level of enculturation or acculturation that an individual attains can influence cultural context. However, other researchers argue that the acculturation process is an ongoing process rather than a fixed destination point (Schinke & McGannon, 2013; Schinke et al., 2013). In other words, acculturation is a fluid and continuous process that both the immigrant party and the individuals of the host country engage in to merge their often-conflicting worldviews (Schinke & McGannon, 2013) and should not be seen as a form of a linear adaptation (Rudmin, 2003). The researchers in the present research project adopt the standpoint that acculturation is a fluid process with no fixed destination. Enculturation refers to an individual's identification with and engagement in, the beliefs, values and practices of their own culture (Berry, 1993). Acculturation, on the other hand, refers to an individual's identification with and engagement in the beliefs, values and practices of the dominant culture (Berry, 1993). In keeping with the fluidity of the acculturation and enculturation processes, it is possible for an immigrant athlete or coach to acculturate in one regard and enculturate in another (Schinke et al., 2013). In other

words, a female immigrant coach from Iran may experience acculturation in one instance, such as learning the language of the host country, and may experience enculturation in another instance, such as continuing to wear a hijab upon relocation.

In addition, it is not necessarily true that the more acculturated an individual is, the healthier and more successful they will become (Rudmin 2003; Schinke & McGannon, 2013). Therefore, within a sport context it is not necessary for an immigrant coach to acculturate to all norms, values and beliefs of the new staff and athletes they work with because some cultural differences may not cause stress for the immigrant coach and may in turn lead to an opportunity for the coach to share their cultural practices with the athletes she or he works with. However, as mentioned previously, it is important that all members of the staff and team come to a mutual understanding so as not to arrive at communication breakdowns or develop animosity due to cultural misunderstandings. Therefore, not only is it important for immigrant coaches to acculturate to their new cultural environment, it is also important that the athletes, SPCs and other sport science members working with the immigrant coach gain an understanding of the immigrant's cultural norms, values and beliefs.

According to Chirkov (2009), immigrants have been enculturated in their home cultures, meaning they have been socialized in their home culture learning the values, norms and behaviours thought to be acceptable, as well as the meanings of what is good, right, moral, and beautiful within their society. Post-relocation, immigrants encounter a new reality, and this new reality is often culturally different from the one they grew up in. Chirkov described further that to function effectively in their new community, the immigrants must adapt to their new surroundings, and gain an understanding of a new system of meanings. According to Benson (2001), from this perspective, the primary goal of cultural psychologists interested in

acculturation is to understand the changes, problems and conflicts faced by immigrants post-relocation, due to the differences between the immigrants' two conflicting realities. Cultural psychologists interested in acculturation must also describe and understand the change of the rules that govern the immigrants' multiple cultural realities. For example, an immigrant coach relocated to Canada from Russia may have a different view of winning and losing compared with Canadians. In Russia, athletes and coaches place a great importance on winning competitions and the coach may therefore continue to hold this value upon relocating to Canada. It is essential that cultural psychologists come to understand this difference in values between Russians and Canadians, as this will have a large impact on the acculturation or enculturation process of the immigrant coach, in turn contributing to the coaches multiple cultural realities. To understand the experiences of immigrants, one must talk to people, listen to their perspectives, analyze their stories, and discover the meaning of their actions rather than follow a logical approach through the use of standardized scales and questionnaires (Chirkov, 2009). The aspects of acculturation described above are pertinent to the present research project as they add insight into the cultural identity of immigrants as they experience a new environment that differs from the belief system of their previous environment. The immigrant coaches in the present study have undoubtedly experienced similar acculturation challenges as the immigrants described by Chirkov and Benson, contributing to their adaptation process both within and beyond the sport context. Through an understanding of the changes, problems and conflicts faced by immigrants coaches post-relocation due to their differing cultural realities, one is better able to understand the ways in which the coaches have adapted or maladapted to these challenges. For example, whereas it may be customary for a non-immigrant Canadian athlete to make eye contact with her or his coach while engaged in conversation, an immigrant coach from Japan may consider such eye

contact rude, as in Japan it is customary to avert eye contact (McCarthy & Lee, 2006). In addition, culture plays a large role in terms of proxemics, the distance at which individuals stand while interacting with one another (Jan, Herrera, Martinovski, Novick, & Traum, 2007). For example, a coach that has immigrated to Canada from Venezuela may prefer to minimize the distance between him or herself and the athlete she or he works with as Venezuelans and other Latin American cultures tend to stand very close to one another when conversing or interacting (Sussman & Rosenfeld, 1982). Therefore, the immigrant coach and the Canadian born athletes must come to a mutual understanding and learn to communicate effectively with one another so as not to misinterpret certain behaviours.

Cultural Reflexivity

According to Saukko (2002) reflexivity is a “tool to enhance awareness of our situatedness and, subsequently, to be more receptive to perspectives that approach the world from a different position” (p. 88). Reflexivity has also been a useful tool in accomplishing cultural sensitivity in multi-cultural sport contexts (McGannon & Johnson, 2009; Ryba & Schinke, 2009; Schinke et al., 2012). Therefore, within the present research project, reflexivity refers to considering one’s own role in the acculturation process. In other words, the immigrant coaches and those they work with must raise awareness as to how their values, biases, social position, and self-identity impact how they view others from different cultural backgrounds. It is important that the immigrant coaches and those they work with bring awareness of these cultural values, biases and social positions to avoid conflicts or misunderstandings with those from different cultural backgrounds. For example, a coach immigrated to Canada from Argentina may believe the Canadian born athletes she or he works with to be rude by maintaining a large distance between them during conversations if the Argentinian coach follows the same cultural norm held by most Latin

Americans of maintaining a small distance between those they interact with (Sussman & Rosenfeld, 1982). If the coach is not reflexive in her or his own practice she or he may take for granted important behaviours of the athletes she or he works with and view them as “truths” (Schinke et al., 2012). If the immigrant coach were to review her or his personal thoughts regarding the athletes she or he works with, being rude due to the large gap they place between themselves and the coach during conversations, the coach would recognize that the athletes have certain perspectives and values based on the discourse within which they frame themselves, which are different from that of the coach’s dominant culture (Schinke et al., 2012). In other words, to the Canadian born athletes it would be awkward or rude to stand too close to the coach when engaging in conversation. Therefore, it is essential that immigrant coaches become culturally reflexive in their practice and bring awareness to their own culturally shaped norms, values and behaviours to avoid misinterpreting the behaviours of the other individuals they work with.

Not only is it important for the immigrant coaches to become culturally reflexive, the Canadian born athletes and SPCs working with immigrant coaches must also become culturally reflexive (McGannon & Johnson, 2009; Schinke et al., 2012). According to Schinke, Hanrahan, Eys, Blodgett, Peltier, and Ritchie (2008), “cultural reflexivity can be gained through a blend of; a) introspection, b) acknowledgement of the other’s worldview, c) ongoing positive relations, and d) patience” (p. 367). It is crucial that Canadian born athletes and SPCs become self-reflexive, and become aware of their own values, biases, social position, and self-identity (McGannon & Johnson 2009; Ryba & Schinke, 2009; Ryba & Wright, 2005). According to Schinke et al. (2012), when working with athletes from cultural minorities, SPCs must be reflexive in their own practices and if the SPCs are not culturally reflexive they may take for

granted or misinterpret important behaviours. For example, Aboriginal athletes that isolate themselves and averts eye contact may be viewed as distancing themselves from their teammates. However, reviewed through the concept of reflexivity, the athletes may not have been distancing themselves but simply engaging in reflective and introspective practices (Schinke et al., 2012).

The present project contributes to the knowledge in the area of cultural sport psychology (Schinke et al., 2009) by highlighting the cross-cultural challenges faced by high performance immigrant coaches and the means by which they overcome these challenges through the various adaptation processes. This in turn will assist SPCs and athletes working with immigrant coaches in understanding the cultural differences and challenges that may arise. In addition, it is important for SPCs to engage in culturally reflexive practice upon working with coaches from different cultural backgrounds. The SPCs must bring awareness to the influence that culture has had on their own lives in terms of the ways in which they behave and perceive others, and interact with others. Engaging in reflexivity and bringing awareness to the impact that culture has in their own lives will enhance cultural sensitivity in the applied sport context (Schinke et al., 2012). It is extremely important to achieve cultural sensitivity within the sport context as the Canadian sport context mirrors the diversity of cultures found within the Canadian mosaic.

The Canadian Sport Context as Culturally Diverse

Similar to marginalized athletes, athletes that immigrate in order to pursue their athletic careers often face acculturation challenges immediately post-relocation (Schinke et al., 2007; Schinke, et al., 2011). Such issues can lead to feelings of loneliness or isolation, homesickness, troubles fitting in with the new team, and troubles adapting to new coaching styles (Schinke et al., 2011). The need for more research in CSP is due in part to a great number of professional and

high performance athletes immigrating in order to pursue sport at a high-performance level. For example, Schinke et al. (2011) found that throughout the Summer Olympics from 1992-2008, an average of 15% of the Canadian athletes were immigrants. Additionally, immigrating in order to pursue university level sports is also becoming common ground for many athletes (Schinke et al., 2011).

The majority of immigrant athletes experience acculturation challenges post-relocation. According to Schinke et al. (2011), immigrant athletes encounter three separate categories of challenges. First are those encountered in a new community, which included feelings of loneliness, separation or loss and experiencing the unfamiliar (i.e., minimal social connections, limited access to a familiar diet and the basic knowledge needed to find what one is looking for). The second category of challenges involve those encountered in a new culture outside of sport, for instance whether one can achieve a shared understanding with someone from another cultural perspective on aspects such as a sense of time, physical space, eye contact, views about gender roles, clothing, meals and language or dialect (Schinke et al., 2009). The final category involves challenges encountered within the sport context. These included adapting to the physical demands of training and conditioning, adjusting to the coach's demands and for many, accepting that they are no longer the superstars, as they had been on their home team. It is clear that although there is no singular experience across all immigrant athletes, many face a series of cultural obstacles and challenges while adapting to a new environment, which add to the pre-existing challenges of the sport situation itself. These challenges have often been theirs alone to manage. I propose that the cultural challenges encountered by immigrant coaches, as well as any viable solutions, need to include adaptation processes for the self and the sport context because coaches, similar to athletes, experience challenges within the sport context and outside of the

sport context. For example, all coaches experience challenges within and beyond the sport context (Olusoga et al., 2009) and immigrants experience a set of cultural challenges that go above and beyond the everyday challenges experienced by non-immigrants. Therefore, it is essential to examine the adaptation processes and solutions of immigrant coaches both within and beyond the sport context. However, in the present research project I will solely focus on the adaptation processes and solutions experienced within the sport context.

The CSP literature has provided a framework for the cultural characteristics that make up an individual's cultural identity and in turn contribute to the ways in which an immigrant coach may communicate with the athletes her or she works with. Breakdowns in communication that stem from exchanges between individuals from two different cultures can become stressful for both parties. For example, if a coach has moved to Canada from Mexico to pursue her or his athletic career, communicating with the athletes she or he works with may become a stressful event. The coach may be apprehensive if she or he does not speak English fluently, or if she or he is not aware of the cultural norms (i.e. eye contact, proxemics, concept of time). The cultural challenges experienced by immigrant coaches post-relocation, highlights that within the sport context, culture plays a vital role influencing aspects of performance such as motivation, interactions with others, views of gender roles, and punctuality (Schinke et al., 2009). The main reason for this growing concern of cultural challenges encountered by those working in the sport system stems from professionalization and internationalization of sport leading athletes, coaches, trainers and sport psychologists to migrate from one country to another in pursuit of their athletic careers (Shin & Nam, 2004).

The Uncharted

Researchers in the area of cultural adaptation, reviewed throughout the present thesis, have focused on elite athletes, elite immigrant and minority athletes, and elite coaches working in remote areas such as Northern Ontario (Campbell & Sonn, 2009; Gauthier et al., 2006; Schinke et al., 2010; Schinke et al., 2006; Schinke et al., 2011; Schinke et al., 2013; Schinke & McGannon, 2013). Although this information has served as a starting point for the present research project, little is known on the cultural adaptation of high performance immigrant coaches. In addition, while researchers in the area of acculturation have explored the experiences of immigrant athletes, researchers have yet to examine the acculturation experiences of immigrant coaches. Researchers have gained insight into the experiences of coaches from the host country working with immigrant athletes (Schinke et al., 2011; Schinke et al., 2013; Schinke & McGannon, 2013), however, the opposite has not yet been explored (i.e. immigrant coaches working with athletes from the host country). Furthermore, while the literature in the area of cultural adaptation and acculturation in the sport context has revealed a great deal of information on the role of stress and its effect on athletic performance, several issues remain uncharted. These issues include: a) limited understanding of the professional job stressors experienced by high performance immigrant coaches relocating to pursue their athletic career triggered by cultural differences between the coaches' culture and the mainstream culture, b) limited understanding of the role that culture plays in the adaptive and mal-adaptive processes of high performance immigrant coaches and those they are working with, and c) limited understanding of the acculturation processes of immigrant coaches upon relocation to Canada. It is important to gain insight into these issues as coaches working in a variety of sports are relocating to Canada

(Diving Plongeon Canada, 2003; Tennis Canada, 2004) and may encounter several cultural challenges that can prevent them from completing their job to the best of their ability.

These gaps in the literature need to be addressed, as there's a growing number of immigrant coaches working with Canadian born athletes in the Canadian sport system. These immigrant coaches undoubtedly experience acculturative stress that may affect how they perform in the sport context. To reduce or alleviate this acculturative stress experienced by the immigrant coaches it is essential to gain insight into the acculturation challenges met by the immigrant coaches as well as the solutions they used to overcome such challenges. This will enable SPCs, athletes and coaches of the host country to understand and in turn assist the immigrant coaches in their acculturation process, in turn reducing the amount of acculturative stress they encounter.

Research Questions

The present research project bridges the gap in the literature by examining the experiences of immigrant coaches relocated to Canada. Within the present study facets of CSP have been explored and opened to discussion. The first facet of CSP highlighted throughout the present thesis is acculturation. Upon relocating to a new country, immigrant coaches encounter a new reality, which differs from that in their home country. To function in the new community, the immigrants must adapt to their new surroundings, and gain an understanding of the new system of meanings (Chirkov, 2009). As previously mentioned, according to Benson (2001), the primary goal of cultural psychologists interested in acculturation is to understand the changes, problems and conflicts faced by immigrants post-relocation, due to the variance between the immigrants' two conflicting realities. To understand the stressors experienced by the immigrant coaches in the present study the experiences of the immigrant coaches post-relocation will be examined. The second facet of CSP explored throughout the present thesis is the importance of culturally

reflexive practice. Cultural reflexivity refers to considering one's own role in the acculturation process by bringing awareness to one's own values, biases, social position, and self-identity and how they may impact how one views others from different cultural backgrounds (Schinke, McGannon, Parham, & Lane, 2012). Throughout the present research project, the experiences of the immigrant coaches will be examined to identify whether they practice cultural reflexivity. The more the coaches practice cultural reflexivity, the better they will adapt to foreign experiences and avoid conflicts or misunderstandings with those from different cultural backgrounds.

The purpose of the present study is to extend the elite sport adaptation literature into the high performance immigrant coach context. Therefore, in this project, I attempted to answer the following questions; 1) What cultural and cross-cultural challenges do high performance immigrant coaches experience post-relocation, while working in their respective sport disciplines; and 2) What adaptation or maladaptation strategies do high performance immigrant coaches identify when the coaches seek to overcome cross-cultural challenges while in their professional sport disciplines?

CHAPTER THREE

Methodology

Throughout this chapter, the methods that have guided the research project will be discussed. First, I will discuss my supervisor's, committee members' and my own contributions and the potential influence they may have had on the research project. Second, I will state the methodology that was followed throughout the research project as well as the ways in which the methodology guided the method of choice, namely individual interviews. I will then describe the participants that were recruited for the research project. Following this, I will describe the data collection process that consisted of semi-structured individual interviews. Finally, I will discuss the data analysis where I used an inductive content analysis.

Context Setting

All participants recruited for the present research project were high performance immigrant coaches working within the Canadian sport system. The participants included in the present research project were working within regions of Canada, spanning from British Columbia to Newfoundland. In Canada, there are a number of organizations with the goal of assisting coaches. These associations include the Coaches Association of Canada (CAC) and Coaches of Canada. The CAC aims to raise the skills and stature of Canadian coaches by empowering them with knowledge and skills, promoting ethics, fostering positive attitudes, building competence, and increasing their credibility (Coaching Association of Canada, 2012). Coaches of Canada, once a part of the CAC, has branched out to advance the profession of coaching and the impact that coaches have on individuals, teams, communities and society (Coaches of Canada, 2012). Since becoming an autonomous organization, Coaches of Canada has attempted to advance the profession of coaching in four specific ways: 1) connecting to its members and the coach

community to foster peer-to-peer learning and leadership opportunities, 2) promoting both the profession of coaching and the value of a coach by providing a voice for the needs of coaches and for the role they play, 3) regulating the profession of coaching and protects public interest by ensuring that all members respect a high standard and code of ethical conduct, and 4) serving its members with access to services and benefits which assist them in their daily personal lives (Coaches of Canada, 2012).

Although the Canadian sport context resembles the sport context in other countries through the means of international competition, an emphasis on having fun and staying fit, and an emphasis on national pride through competitive elite sport (Coaching Association of Canada, 2012), the Canadian sport context is fundamentally different in two important ways. First, in comparison to countries such as the United States, there is far less money devoted to sport in Canada. For example, in Canada, compared to the United States, there are fewer university scholarships, little television revenue for University sports, and as a result, lower coaching salaries (Gruneau, 1999). Second, adding to the complexity of the Canadian sport system, Canada is host to Anglophone, Francophone and Aboriginal athletes (Schinke et al., 2006; White & Curtis, 1990). With these differences in language and cultural practices come several difficulties related to communication amongst athletes, coaches and other sport science members. For example, as mentioned previously, Aboriginal athletes working within the Canadian mainstream culture face challenges associated with shyness and feelings of alienation post-relocation (Schinke et al., 2006). Furthermore, within the Canadian sport system there exists a diversity of immigrant coaches and athletes. For example, as mentioned previously, 15% of all Summer Olympians since 1992 are immigrant athletes (Schinke et al., 2011), and 44% of high performance diving coaches (Diving Plongeon Canada, 2003) and 37% of high performance

tennis coaches (Tennis Canada, 2004) are immigrants to Canada. It is also important to note that Canada is home to many immigrant coaches in various sports extending beyond those cited above, as is indicated by the variety of sports coached by the participants in the present research project. For example, the immigrant coaches in the present research project were from 6 different sport disciplines; boxing, synchronized swimming, rowing, rugby, judo, and badminton. With such diversity in immigrant coaches and athletes it is likely that Canadian born athletes will work with an immigrant coach and vice versa. Throughout this process, considerable acculturation processes will be experienced by all concerned.

Participants

Convenience sampling was used to recruit 10 high performance immigrant coaches (9 male, 1 female) working within the Canadian sport system. The disproportionate number of male over female coaches was a reflection of the gender differences found within the Canadian sport system. Although females are present in the sport context, an equal number of male and female athletes and coaches performing in each sport have yet to be achieved. In addition, there are even fewer female coaches working at the high performance level in Canada, with only 15% of the COC accredited coaches at the 2006 Olympics being female (Kerr et al., 2006) and only 20% of the COC accredited coaches at the 2012 Olympics being female (Kidd, 2013). High performance coaches consisted of those that had obtained a minimum of a Level four coaching certification from the Coaching Association of Canada and had or were currently working with an athlete(s) competing internationally, representing their country at either the Senior World Championships or at the Olympic Games. The participants, each able to speak some English, varied in years post-relocation to Canada, ranging from 3 months to 31 years. The coaches ranged in years of experience coaching from 17-60 years. This provided a vast series of experiences and approaches

to enculturation and acculturation. In addition, the coaches ranged in coaching experience at the national level from 3-51 years and at the international level from 8-48 years. Some of the coaches' international accomplishments included winning gold, silver and bronze medals at the Senior World Championships, World Cup events, US Open, Pan-American Games, Commonwealth Games and the Olympic Games.

Outside of being high performance immigrants, the coaches also varied in gender, age, country of origin and sport discipline. The participants ranged from 36-78 years of age. All participants were from different countries of origin including: Jamaica, the United Kingdom, Belarus, Ukraine, Romania, Russia (at that time the USSR), China, Mexico, New Zealand and Germany. Upon immigrating to Canada, the coaches relocated to the following provinces: British Columbia (2), Quebec, Ontario (6), and Alberta. Finally, the participants were from six different sport disciplines, badminton (1), boxing (4), synchronized swimming (1), judo (1), rugby (1), and rowing (2).

Researchers

The academic researchers of the present project included a graduate student (author), a nationally accredited sport psychology consultant with extensive professional-sport experience (supervisor and grant holder for this project), a well-known researcher in the field of psychology (committee member for this project), and a university professor and rowing coach with first hand experience working with high performance immigrant coaches relocated to Canada (committee member for this project). These four people collectively hold a range of practical and academic experiences with an immigrant sport population. I, the author, have had first hand experience working with immigrant coaches as a provincial level gymnast and diver. Given my experiences working with immigrant coaches, I expected to find that; a) immigrant coaches experienced

cross-cultural challenges upon relocation to Canada, b) some immigrant coaches enculturated and expected the athletes they worked with to adapt to their coaching style, which is likely to be more strict than the athletes are accustomed to, and c) the immigrant coaches felt that Canadian athletes are less disciplined than the athletes in their home country. Although the findings are not limited to these three general themes, based on my experiences working with immigrant gymnastic and diving coaches, I expected some of the immigrant coaches in the present research project to have similar experiences working with Canadian athletes. In both sport disciplines, the immigrant coaches I worked with maintained the values taught to them by the coaches in their home country and trained the Canadian athletes they worked with much in the same way. In their home country, discipline and commitment were seen as two important factors in sport and therefore were very strict in their coaching methods. I expected that the coaches relocating from countries such as Russia and China that have been taught similar core values such as those mentioned above, to have enculturated these norms and expected the athletes they work with would adhere to their strict coaching methods. In addition, given their experiences in sport in their home country, I also expected that the immigrant coaches would find that Canadian athletes are less disciplined than the athletes in their home country.

The supervisor of the project has worked extensively with immigrant athletes and coaches, with over 15 years of experience working with elite amateur and professional boxers relocated to Canada from countries such as Eastern Europe, Africa, and the Caribbean (Schinke et al., 2011). In addition, my supervisor has worked with marginalized athletes such as elite Aboriginal athletes competing in various sports. Academically, the supervisor of this project has also examined the challenges and adaptation processes of elite marginalized and immigrant athletes, and marginalized elite coaches. In addition, the two committee members and supervisor of the

project conceptualized and wrote the interview guide for the present project and contributed towards the conceptualization of the grant document. The conceptualization of the interview guide and grant document had an impact on the structure of the methodology and research methods of the present project.

Recruitment

The participants, high performance immigrant coaches working within the Canadian sport system, were recruited through calls for participants sent out by Coaches of Canada via email. This email process has been applied previously and in the past the response rate has been favourable (personal communication; Schinke, October, 2011). Wayne Parro of Coaches of Canada and his existing contacts in the CSC recruited the participants from the CSC in Toronto. The participants were contacted by an office administrator in Mr. Parro's office via telephone or email and invited to participate in the project. For those who were interested, an information sheet was provided including the purpose of the present research project, the details of the study, the length of the study, and the importance placed on anonymity if the coach wished to participate. In addition, coaches were invited to engage in the study via word of mouth. For those verbally expressing an interest in the project, a summary sheet of the project was provided, along with the consent form. Due to the need of confidentiality in the present research project, all coaches willing to participate in the study were provided with a consent form that they read and signed, once they agreed to the terms of the project. The consent form included; a) the purpose of the research, b) benefits envisaged from the research, c) tasks to be performed when participating, d) any inconveniences and/or risk of harm to the participants and how they would be managed, e) participants' right to withdraw at any time without penalty of consequence, participants' right to have his/her personal information held confidential, f) how, where and for

how long the data would be kept, g) name and contact information of the investigator, and h) a statement that participants could contact an official not attached to the researchers regarding possible ethical issues or complaints about the research. In addition, the participants were provided with the general research question several days in advance of the data collection to complete the structured questionnaire (described below) and reflect on the individual interview questions beforehand.

Data Collection

The data in the present research project was collected using two data collection methods. First, the participants were required to complete a demographic questionnaire, providing a general understanding of the participants' origins. Second, the participants were interviewed individually using a semi-structured interview, providing insight into the acculturation experiences and cultural challenges encountered by each participant. The two data collection methods are described in further detail below.

Demographic questionnaire. Prior to the semi-structured individual interviews, participants were required to complete a self-report questionnaire, which took approximately 10 minutes to complete. The questionnaire required the participants to record their name, contact information, gender, country of origin, date of relocation to Canada, what region in Canada they were currently coaching in, sport discipline, the number of years of coaching experience, the number of national level athletes they had coached, the number of international level athletes they had coached, and the number of major games medalists they had attended as a coach. This data allowed the researchers to compare and contrast the experiences of each coach and provided a general understanding of the participants' origins.

Semi-structured individual interviews. According to Wengraf (2001), a semi-structured interview involves the interviewer preparing several questions in advance of the interview, which are sufficiently open to allow for subsequent unplanned questions. In other words, the interviewer may improvise subsequent questions in a careful and theorized way based on the answers that the participant provides (Wengraf, 2001). In the present research project, each immigrant coach willing to participate in the project was interviewed, using the semi-structured interview method. Each participant was interviewed online via Skype, by telephone, or in person during the Autumn of 2012. The use of Skype and telephone allowed the researchers to interview coaches from across Canada. The interviews lasted from 45-75 minutes and each was tape-recorded with an Olympus Note Coder, digital audio recording device.

In the present research project, each interview included eight open-ended questions that were developed to prompt the participants' stories, allowing the researchers to examine the participants' acculturation experiences within the sporting context (i.e. "Tell me about the decision to come to Canada and work in the Canadian sport system. What specifically led to that decision?" "Discuss your reasons for accepting the job within the Canadian sport system and what expectations you had prior to coming." "What was the transition like for you personally when you first came to Canada?"). The individual interviews provided a forum for the participants to share personal stories and acculturation experiences within in the sport context (see Appendix D). The questions also opened up the possibility for the participants to explore aspects not formally part of the questions. In other words, the participants were able and encouraged to speak about aspects that were most salient to them even if they were not specifically featured in one of the questions.

In addition, probes were used in order to prompt more detailed responses from the participants when certain statements appeared to be unclear or lacking in detail. According to Patton (2001), “probes are used to deepen the response to a question, increase the richness and depth of responses, and give cues to the interviewee about the level of response that is desired” (p. 372). Further, according to Patton (2001), there exist four types of probes; detail-oriented probes, elaboration probes, clarification probes, and contrast probes. Detail-oriented probes are designed to complete the picture of what it is the researcher is trying to understand. For example, “how old were you when you moved to Canada?” Or “when did this happen in your life?” Elaboration probes on the other hand, encourage the interviewee to tell the researcher more about an event. This includes both verbal and non-verbal probes such as nodding ones head as the person talks, remaining silent for the interviewee to finish their thought, or by asking such things as “tell me more about that.” Further, clarification probes allow the researcher to understand what the interviewee is talking about should they be unclear of what the interviewee means. For example, the researcher may ask: “I know that you were talking about a rugby player in Montreal. Could you just tell me a little bit more about that because I didn’t catch the end of your story?” Finally, contrast probes involve asking the respondents to compare and contrast two different elements. For example, the researcher may ask “at the very beginning of the conversation you had mentioned that some countries perceive sport as more of a recreational activity and others more as a competitive sport. So in comparing Jamaica to Canada do you see a big difference between their perceptions of recreational and competitive sport?” All four probes were used at one point or another throughout the interview process of the present research project, allowing the researcher to fully grasp what the immigrant coaches were saying. Upon

completion of the interview process, a debriefing process ensued in order to ensure that the participants did not have any concerns about what was said and subsequently what was printed.

Data Analysis

Following the individual interview process each participant went through a debriefing process whereby she/he had the opportunity to add, remove or modify the information provided in the transcript. The interview data was then subjected to a thematic analysis framed by the methodology that guided the present research project. According to Braun and Clarke (2006), a thematic analysis seeks to describe patterns across qualitative data and is used to identify, analyze and report patterns (i.e. themes) within the data. A methodology can be described generally as the perspective of theoretical framework regarding how the research should proceed (Hall, 1996; Harding, 1987). In the present research project, the analysis that guided the research is termed an inductive thematic analysis. An inductive approach involves the researchers collecting the data specifically for the research, through methods such as individual interviews (Braun & Clarke, 2006). In addition, in an inductive thematic analysis, the themes identified may have little relationship to the specific questions asked by the researchers and would not be driven by the researcher's "theoretical interest in the area" (Braun & Clarke, 2006, p.12). This type of analysis was used in the present research project as it allowed for the themes to flow from the data itself rather than have the researchers categorize the data into pre-existing themes present within the literature.

The analysis included the following six steps provided by Braun and Clarke (2006). First, all interviews were audio recorded and the content was transcribed verbatim for data analysis. Within a thematic analysis researchers seek to identify patterns or similarities found within the experiences of several individuals. Within the present research project, as described above, I

have used the method of semi-structured individual interviews to gain insight into the experiences of high performance immigrant coaches post-relocation. Following the interview and transcription process, the author then thematized and sorted the interviews into relevant categories for each adaptation process and challenge using a thematic or content analysis based on an inductive approach described above. Second, features of the data that were deemed interesting were generated in a systematic manner using general codes. Third, the researchers reviewed the codes and grouped the data into further themes. Fourth, a thematic map was developed based on the thematized data to facilitate the structuring and depiction of these themes and allow the researchers to consider the alignment of themes and subthemes and make comparisons within and between the categories. According to Attride-Stirling (2001), thematic networks systemize the extraction of a) the lowest-order themes evident within the data (basic themes), b) the categories of basic themes, which are grouped together summarizing more abstract principles (organizing themes), and c) super-ordinate themes, which capture the primary metaphors within the data as a whole (global themes). Therefore, within this phase, I arranged the themes, selected basic themes, rearranged the themes into organizing themes, deduced global themes, illustrated all themes as thematic networks, and verified and refined the networks. Fifth, analysis ensued to refine the specifics of every theme and the overall story the analysis told. Clear definitions and names were developed for each theme during this phase. Finally, specific and compelling extracts were selected to relate the thematic analysis back to the research question and the background literature. In relating the thematic analysis back to the existing sport psychology literature, the data was considered in relation to the current literature on acculturation and any newly emergent themes were interpreted and integrated within the literature. Throughout the subsequent section I describe the debriefing process that was followed once the semi-

structured individual interviews were completed.

Debriefing. Following each interview, the contents of the interview were transcribed verbatim and a copy of the raw transcript was sent to each participant. The participants were then able to add, remove or change any information provided in the transcript, ensuring that the participants' words were correctly and clearly captured. One participant did return the transcript with significant changes and she or he did not believe that the transcript truly represented her or his experiences. The participants had a total of two weeks to read the transcript and return any modifications to the researchers. Should the participant be unable or find it difficult to write in English, accommodations were made to allow the participant to effectively edit the transcript. As such, one participant requested to be contacted via telephone to clarify and add to the transcript. In addition, following their interview, some participants took an active role in the research project. For example, two of the participants provided contact information for other immigrant coaches working in their sport discipline that may be interested in participating in the project. This allowed for a greater range of participants relocating from different countries.

CHAPTER FOUR

Results and Discussion

Throughout this chapter I explore the primary themes relating to the challenges met and adaptation solutions developed by immigrant coaches working in their respective sport disciplines in Canada. The sport discipline refers to the context within which the immigrant coaches have gained their primary expertise, in other words the sport that each immigrant respectively coaches. The challenges and adaptation solutions that the immigrant coaches encountered within their sport discipline occurred at the local, provincial and national level. In addition, the results will be discussed in relation to the current literature available in this area of research. It is important to reiterate that although a growing body of literature exists contributing to our understanding of the adaptation processes and challenges encountered by immigrant and minority athletes, researchers have yet to examine the experiences of immigrant coaches relocated to Canada. The present research project has contributed insight relating to this existing gap in the literature by examining the acculturation experiences of immigrant coaches working in Canada. Therefore, the following section will serve to present the findings of the present research project and situate these findings in relation to the literature concerning the adaptation processes of immigrant and minority athletes, and immigrant coaches, cultural sport psychology, cultural identity and acculturation/enculturation, the power dynamic in sport and cultural reflexivity.

The results are presented under the two central themes: (a) socialization; and (b) communication, which relate to the immigrant coaches' adaptation processes, including the acculturation experiences, faced within the sport discipline.

Socialization

The central theme of socialization refers to the process of learning and understanding the norms, values, beliefs and ideologies of a given society to function competently within that society. The immigrant coaches have been socialized within their home country and upon relocating have gained insight into the norms, values, beliefs and ideologies held by those they work alongside in their sport discipline. The immigrant coaches have learned these norms, values, beliefs and ideologies by observing and working with Canadian athletes and coaches. This socialization process allowed the immigrant coaches to acculturate (an ongoing, fluid, and continuous process whereby an individual identifies with and engages in the beliefs, values and practices of the host culture) and at times enculturate (identification with and engagement in, the beliefs, values and practices of an individual's home culture) to the new cultural environment allowing them to acquire their own personal identity within this new cultural setting. However, the immigrant coaches have also had an impact on the socialization process of the Canadian athletes and coaches they work with. In interacting with the Canadian athletes and coaches the immigrant coaches have been able to share some of the norms, values and beliefs influenced by their upbringing in their home country. Therefore, the Canadian athletes and coaches have socialized one another through this mutual sharing process.

Throughout this section, socialization will be discussed in relation to the first order sub-themes of: (a) the Canadian sport backdrop (adaptation challenge: Canadian athlete socialization, adaptation challenge: Working alongside Canadian coaches), and (b) descriptions of sport in the immigrant coach's home versus host country (adaptation challenge: A lack of sport visibility, and adaptation challenge: A lack of exposure to a high performance environment).

Canadian sport backdrop. The Canadian sport backdrop refers to the socialization

processes of Canadian coaches and athletes in response to their interactions with the immigrant coaches. The immigrant coaches often described challenges with the Canadian athletes lacking in basic technical skills from a young age. Upon being met with this challenge the immigrant coaches took it upon themselves to introduce techniques they felt were important for the athletes to acquire. They introduced such techniques to both the Canadian athletes and their fellow coaches. In sharing the basic skill set, such as the basic techniques of the sport and appropriate warm-up and conditioning exercises, the immigrant coaches were taught in their home country, they contributed to the socialization process of the Canadian athletes and coaches they worked with. Some of the immigrant coaches also described Canadian athletes as spoiled in nature. Working with these athletes led the coaches to have to find new coaching techniques to ensure that the athletes remained engaged in the sport and were not disruptive to the others by interrupting, constantly asking questions and refusing to do certain exercises. Finally, they felt that the Canadian coaches' lack of international experience made it difficult to understand and work alongside the Canadian coaches. Throughout each example described above the immigrant coaches felt that a difference arose between the values, norms and beliefs held by the Canadian athletes and coaches and their own values, norms and beliefs culturally shaped by their home country. This contributed to the immigrant coaches' socialization process as they were working with Canadian coaches that held different values and beliefs regarding the level of experience one must garner before working with high performance athletes. This in turn shaped how they viewed the Canadian coaches and the Canadian system.

Throughout this section the second order sub-themes pertaining to the Canadian sport backdrop are discussed, including: (a) Adaptation challenge: Canadian athlete socialization (limited basic skills at a young age, and spoiled athletes) and, (b) Adaptation challenge: Working

alongside inexperienced Canadian coaches (working with coaches that cannot comprehend the experience of competing internationally, and a lack of experience as a limitation to coaching high performance athletes).

Adaptation challenge: Canadian athlete socialization. Throughout the interviews many of the immigrant coaches spoke of the ways in which the Canadian athletes were socialized in response to interactions with the immigrant coaches. According to Schinke and McGannon (2013), “acculturation is a social process regardless of who chooses to actively engage” (p.4) and the individuals involved in this process include the immigrants and those they work with. While the immigrant coaches socialize with the athletes, coaches and sport science staff members of the host country, they are experiencing a process of cultural adjustment. However, this is also a two way process as the athletes, coaches and sport science staff members of the host country are also highly influenced by the values, norms and beliefs that the immigrant coach attempts to share with them. Canadian athlete socialization has been explored through the third order sub-themes of (a) limited basic skills at a young age, and (b) spoiled athletes.

Limited basic skills at a young age. One of the challenges discussed by many of the immigrant coaches was the lack of basic sport specific techniques and skills (i.e. Importance of warm up, developmental techniques) acquired by the high performance athletes. The immigrant coaches expressed their frustration that the Canadian athletes had not been taught the basic sport specific techniques necessary in their sport at the developmental level and as a consequence, the immigrant coaches were forced to teach these basic skills to the athletes once they reached the high performance level. There were two main areas that the coaches discussed, which highlighted the reasons for which they believed the athletes had not acquired the basic skills at a young age; a limitation at the club level and limited access to training camps. The coaches that

experienced such challenges often found themselves sharing their knowledge with the Canadian athletes and coaches in turn shaping athletes' and coaches' socialization process.

Some immigrant coaches expressed their frustration that the developmental programs at the club level were not at the quality they had expected, as compared to the standards in their home country. For example, one coach noted with slight frustration how the Canadian athletes were not engrained with the basic sport specific techniques and skills at a young age:

That's a massive challenge from my coaching perspective, I've had to go right back to basics. So when you asked me if my coaching approach has changed, it has in the sense that in (home country) I was able to, I was dealing with pretty talented athletes who were able, you know, you could work more around game plans etc., whereas in Canada I have to work more around skills and adapting things to, I suppose to fit the skills that our players have got.

(Participant 7, male, rugby)

Compared to the standards held in the immigrant coach's home country, the Canadian rugby athletes were not as skilled as they had not been given the opportunity to learn the basic skills at the club level. Therefore, when the athletes were selected for the national team, the national team coaches were forced to return to basic skills rather than progressing in other areas of the game. This was frustrating for the coach, as he had to return back to basic skills, which should have been taught at the club level. Another coach (Participant 3) from a different sport discipline (synchronized swimming) expressed similar frustrations with the lack of basic skills training the athletes she works with had previously received at the club level:

They came to the center, for example, the national team and they're not ready at all. It's the problem of the clubs... The physical conditioning of swimmers was very weak, which was quite surprising. For example, the swimmers' flexibility and extension, which is the number

one component in synchro, was very weak. As a result this was a very big disappointment...

They didn't know that they have to learn to swim very well. They didn't know that they have to do a little bit kind of ballet. They didn't know that they have to straighten their legs.

(Participant 3, female, synchronize swimming)

This was a huge frustration for the coach quoted above as she often times returned to the same argument throughout the interview. Although the coach experienced this frustration, she did not place the blame on the athletes themselves but instead felt that the responsibility was left up to the club coaches to teach these basic skills to the athletes.

All immigrant coaches that had discussed this challenge were forced to take it upon themselves to explain the importance of early skill development to the Canadian athletes and coaches and/or teach such skills to the athletes. For example, one coach seemed more proud than frustrated to discuss how he introduced a warm-up now being used by the whole country:

I had to enforce the warm-up, which, what we were doing here was just doing skipping before the rounds. So I had to introduce some start of this kind of warm-up that we are doing now and actually the whole country's now doing the same warm-up. You know, so that was hard for the beginning because they didn't understand why they should do that lengthy warm-up with the running, with calisthenics and all the exercises before they start skipping.

(Participant 1, male, boxing)

It is clear that the standards held by the immigrant coaches home countries were not being met at the club level, which may have been due to a lack of knowledge on the club coaches' part.

Instead of acculturating to the new contexts, the immigrant coaches took it upon themselves in the beginning to introduce the skills they were taught in their home country in hopes that these skills would promote growth in their sport discipline. In other words, the immigrant coaches

integrated themselves into the new social context rather than completely assimilating to the host culture. Assimilation refers to the adopting the cultural values of the host country while shedding the values of the home culture (Berry, 2003). According to Oh, Koeske and Sales (2002), when an immigrated individual assimilates completely to all norms, values and beliefs of the dominant culture, the cross-cultural stress they experience may not be reduced. Instead, integration has been said to be a more adaptive process than assimilation as it allows the immigrants to adapt to the new host culture, while also preserving their home culture (Kosic, 2002). Within the present project, the immigrant coaches quoted above adapted to their new environment by integrating the basic skills they were taught in their home country and introducing these techniques to the Canadian athletes and coaches.

A subsequent reason for this lack of acquisition of the basic skills by athletes at a young age involves a limited access to training camps. The immigrant coaches believed that training camps were a vital tool in helping the athletes improve and progress in their sport. Upon moving to Canada, they felt that the athletes had a limited access to such training camps, as compared to the athletes from their home country. One coach was frustrated when he described the lack of emphasis on training camps in Canada: “Nobody really goes to training camps and we still now, after 33 years in Canada, we still have problems with the training camps. We can’t get more than one week, two weeks before the main competitions” (Participant 1, male, boxing). By introducing training camps to the Canadian athletes and by making these camps mandatory, the immigrant coach felt that he enabled the athletes to reach a new level and to discover the perseverance that it takes to become a high performance athlete. This coach seemed excited to discuss the areas in which he felt he was able to make a difference for the athletes:

This one week training camp changed them physically and more importantly, mentally. After

this camp they knew what it takes to be a high performance athlete and how they have to train. They saw discipline, they saw commitment, and they trained with world champions.

(Participant 1, male, boxing)

This coach, and others, enforced the importance of training camps in terms of the physical development of Canadian athletes, as well as their frustration that these camps are not as frequent as would be expected at the high performance levels of sport, as was standard in their home country. This contributed to the athletes' socialization process as they learned valuable lessons by working alongside world champions such as the standards to be met when representing ones country.

In conclusion, what was found within the present data reinforces that athletes and coaches from two different cultural backgrounds can learn from one another despite their differences in norms, values and beliefs that they hold. Not only can the immigrant coaches learn from the Canadian athletes and coaches, but Canadian athletes and coaches can also gain from working with immigrant coaches. The Canadian athletes and coaches learned the importance of basic skills, appropriate warm-up and training camps in the development process of high performance athletes. By working with the immigrant coaches they gained the knowledge necessary to help the athletes improve. In addition, by working with Canadian athletes and coaches, the immigrant coaches learned how to share their knowledge with those that had not developed the appropriate technical skills, develop warm-up programs and implement training programs, something that they had not done in their home country as the athletes of their home country had already gained the technical skills a young age and attend training camps on a regular basis. Although researchers such as Schinke et al. (2013) have touched on the importance of a shared learning process between the immigrant and those from the host country, the present project extends on

such work by indicating the important role that immigrant coaches play in the socialization process of the athletes of the host country. Since the Canadian athletes lacked in technical skills specific to their sport discipline, the immigrant coaches introduced these skills to the athletes and implemented new warm-up techniques and enforced training camps. This shaped the way the athletes viewed their sport and socialized them to understand the importance of these basic technical skills. In addition by attending training camps the athletes improved their discipline level as they were able to see first hand the requirements of training at a high performance level.

Spoiled athletes. Another aspect affecting the socialization process of the immigrant coaches involved working with, what they referred to, as spoiled Canadian athletes. When asked to describe what a spoiled athlete is, one coach offered the following description:

A spoiled athlete or kid is someone that will ask you all the time: why are we doing this and tell you lets do this instead. They seem to have this sense that they need to be served. They want to do what they want. And they will fight you for it... And some participants more than athletes have everything in life, all of their physical needs, security, love by their parents so boxing they come to gym just as an activity to do. And some of them are spoiled since they have everything you can see that they take some things for granted or they don't listen because they feel they know better. (Participant 6, male, boxing)

Working with such athletes was very frustrating for this coach, especially since he had moved from his home country, a developing country, and felt that the boxers of his home country saw sport as a better way to life and therefore worked very diligently to achieve their goals. Coaching athletes that did not share the same motivating factors was very dissatisfying to this coach. However, he worked persistently to adapt to this challenge to effectively coach such spoiled athletes. In this case the immigrant coach was practicing cultural reflexivity as he was

able to bring awareness to his own cultural background and how this in turn has shaped the way he views the Canadian athletes. According to Schinke et al. (2008), cultural reflexivity can be gained through a combination of: (a) introspection, (b) acknowledgement of the other's worldview, (c) ongoing positive relations, and (d) patience. In this case, the immigrant coach engaged in introspection by indicating that his perception of the Canadian athletes was influenced by his experiences as an athlete in his home country where sport was seen as a way to a better life. The coach also acknowledged the Canadian athletes' worldview in highlighting the fact that the athletes were often provided with physical needs, security, and love from their parents. Finally, as a result of introspection the coach was extremely patient when working with these athletes as he attempted to find solutions when working with them. The coach was very positive in describing the coaching methods he adopted when working with these "spoiled athletes":

The way to work with them, first what I want to do is to know them better. Find out information about their lifestyle family, school, interests, to have a better understanding of where they come from. And this way I can find an approach, which will help me communicate better with them in the gym. (Participant 6, male, boxing)

This challenge of encountering spoiled athletes within their sport discipline is similar to findings relating to their experiences of immigrant athletes. For example, Schinke et al. (2013) found that immigrant athletes often described their Canadian teammates as not having as much mental and physical toughness as they did, referring to them as "soft, lazy or spoiled" (p. 13). The actions of the Canadian athletes affected the immigrant athletes' acculturation processes, as they attempted to make sense of the values of their home country through the lens of the sport context in the host country (Schinke & McGannon, 2013). The immigrant athletes made sense of the values of

their home country, such as the importance of discipline and working hard, through the lens of the sport context in Canada, where they felt that the Canadian athletes did not work as hard and were not driven but also understanding that in Canada athletes have more of an opportunity to make their own choices. The same can be said in the present research project, as the immigrant coaches attempted to make sense of the values of their home country, such as listening attentively to others when they speak, through the lens of the sport context in Canada, where the immigrant coach felt the athletes demonstrated a need to be served.

Another coach experienced a similar scenario working with Canadian badminton athletes. In comparison to the athletes of his home country, he felt that the Canadian athletes were much more spoiled, often providing excuses for their undesired behaviour, such as blaming their tardiness on traffic on the way to the club. In addition the coach also expressed that the athletes in his sport discipline come to the club and pay the coach. This suggests a shift in power that differed from what the coach was accustomed to. In his home country it was the coach that selected the athletes, however, upon relocating to Canada the coach had to adapt to a new challenge, as the athletes select the coach they wish to work with:

I think the private club, only the people actually, how do you say that, wealthy enough, they come to the private club and then they pay you to coach them. So discipline wise and sometimes the, it's not, of course cannot be like in (home country). Like for example, we only have two minutes to get ready, to line up to go to training but here you know, normally, most of the time because traffic, they always have excuses. (Participant 10, male, badminton)

When describing his experiences working with such athletes the coach seemed disappointed with their lack of discipline. As previously discussed in Chapter Two, norms such as concepts of time

are largely influenced by the culture of an individual's home country and will have a large impact on how they interact within a given society (Hanrahan, 2010; Kontos & Breland-Noble, 2002; Schinke et al., 2009). This may, in turn, influence how individuals communicate with one another. In the present research project the coach experienced such a cultural challenge, as part of his socialization process while growing up in his home country included an emphasis on punctuality. As a badminton player in his home country he was taught to always be on time for practice and to not provide excuses if such tardiness should occur. However, the Canadian badminton players were not socialized in the same manner, most coming from very wealthy families that may not share the same core values as their immigrant coach. Working with such athletes led to a discrepancy between the coach's cultural identity influenced by his home country and his new Canadian identity. As an individual in a position of authority the coach expected the athletes to listen to instructions and be punctual to practices. However, when this did not occur the coach became frustrated and had to acculturate to this challenge due to these conflicting identities.

Discoveries made within the present data extend beyond the current literature in the field of acculturation in the sport context. Previous research suggests that immigrant athletes describe their fellow Canadian teammates as soft, lazy and spoiled (Schinke et al., 2013). The immigrant athletes gave such descriptions, as they did not feel that their Canadian teammates had the same urgency or discipline level to compete, train and in turn succeed at a high performance level. The present project adds to these findings by examining the experiences of high performance immigrant coaches working with Canadian athletes. The similarities between the two projects suggest that immigrant coaches and athletes view Canadian athletes as spoiled as compared to athlete from their home country. However, unlike the immigrant athletes in Schinke et al.'s

study, the immigrant coaches in the present project found ways to adapt to working with such spoiled athletes by becoming culturally reflexive in their practice gaining insight into the ways in which culture has shaped their lives and the lives of the athletes they work with.

Adaptation challenge: Working alongside inexperienced Canadian coaches. In addition to Canadian coach socialization early on, the immigrant coaches also spoke of challenges they encountered working with Canadian coaches at the high performance level. Once again, the majority of the immigrant coaches spoke about the negative aspects of Canadian coach socialization at a high performance level, such as their lack of experience competing or coaching at the high performance level, and how this in turn made them feel as if the Canadian coaches could not comprehend the experiences they had garnered or be able to effectively work with high performance athletes. These challenges were explored through the third order sub-themes of: (a) working with coaches that cannot comprehend the experience of competing internationally, and (b) a lack of experience as a limitation to coaching high performance athletes.

Working with coaches that cannot comprehend the experience of competing internationally. Throughout the interviews, some of the immigrant coaches spoke about how the Canadian coaches that they worked with often times could not comprehend what it was like to compete internationally. In this case they felt disconnected from the Canadian coaches as they felt that the Canadian coaches could not understand where they were coming from. The Canadian coaches had not lived this experience first hand and therefore could not fully understand the immigrant coaches. One immigrant coach, Participant 5, found that Canadian coaches that had not gained experience competing internationally had difficulties differentiating between elite athletes and average athletes. This coach was frustrated when he explained how some Canadian coaches lacking in international experience could not differentiate between elite and recreational athletes:

I think the people that I'm working beside on a daily basis can't visualize or imagine where I've been and what it's like. So if you've never been some place, you have no idea what it is. I know the difference between an elite athlete and just an average athlete. Some people don't know the difference because they've never experienced it. (Participant 5, male, boxing)

By not being able to distinguish between high performance athletes and mediocre or "average" athletes, some Canadian coaches may have risked placing more time and energy into "average" athletes rather than catering to and fostering the development of the high performance athletes. This is a factor that is very concerning to the coach quoted above and therefore, has had an effect on his socialization process within the sport discipline of boxing. In the coach's home country of Jamaica he was taught to "identify talent differently" and cater to those who are more talented. Upon moving to Canada he became frustrated working with coaches that did not share these same beliefs. The identification and acknowledgement of talent is a belief that this coach felt highly contributed to his own cultural identity and in turn enculturated upon moving to Canada. The immigrant coach in the present project continued to identify talent based on the belief that some athletes are more skilled than others and therefore deserve immediate attention, a practice that was influenced by the belief system in his home country. The coach's experience highlighted the notion that acculturating to all norms, beliefs and values of the host culture is not always adaptive. As described previously, complete assimilation to all norms, values and beliefs of the dominant culture may lead to an increase in cross-cultural stress (Oh, Koeske and Sales, 2002). Within the present project, Participant 5 did not assimilate to all norms, values and beliefs of the host culture, and instead integrated into the host culture by maintaining the cultural norms, values and beliefs he believed to be important from his home culture, while also adopting certain novel cultural values of the host country (Berry, 2003). In returning to the fluidity of the

acculturation process it is important to note that at times the immigrant coaches may assimilate to the norms, values and beliefs of the host country, while at other times they may integrate the norms, values and beliefs of their home country. Therefore, the level of integration and assimilation changed depending on the situation that the immigrant coaches were faced with.

The same coach quoted above, Participant 5, was once again frustrated as he described his experience working with Canadian coaches lacking in international experience:

What I find my most difficult task is, I'm surrounded by people that are very, and maybe it's because of the level of what I've done. I mean, I was a world-class athlete and I also was, participate in three Olympic Games. I think the people that I'm working beside on a daily basis can't visualize or imagine where I've been and what it's like. (Participant 5, male, boxing)

Working alongside Canadian coaches is very much a part of the socialization process for any immigrant coach moving to Canada and pursuing their coaching career, as they are constantly surrounded by Canadian coaches that may have different values and beliefs and comply to different norms than they. However, when the coaches of the host country cannot fathom the athletic experiences the immigrant coach brings with him or her it is difficult for these two sides to come together and work alongside one another in hopes of training successful athletes. In addition, upon relocating to a new country, friendships and support systems have proven to be an essential component in the immigrants' successful adaptation process (Campbell and Sonn, 2009; Gauthier et al., 2006; Ramelli, Florack, Kosic & Rohmann, 2013; Schinke et al., 2013; Tenenbaum et al., 2003). Upon arriving in Canada, immigrant coaches often work closely with Canadian coaches and therefore have the opportunity to develop friendships with these coaches. According to Ramelli et al. (2013) initial friendships may reduce an immigrant's anxiety and

uncertainty and these initial contacts may also provide further contacts with other members of the new society. However, if the immigrant coaches feel disconnected from the coaches of the host country, due to a difference in experience, they may not develop lasting friendships with the Canadian coaches and as a result may experience anxiety within their new environment if they do not develop other friendships with those working in their sport discipline.

A lack of experience as a limitation to coaching high performance athletes. In relation to the adaptation challenge of working alongside inexperienced Canadian coaches, the immigrant coaches also discussed the limitation that such inexperience posed when working with high performance athletes. At times the immigrant coaches felt that this lack of international experience held by the Canadian coaches limited their ability to work with high performance athletes, as they could not fully comprehend the level of discipline and skill that it took to compete at such a level without gaining first hand experience. For example, Participant 10 was dismayed, as he did not believe that achieving the highest level of coaching certification enabled one to work with high performance athletes. Instead, he believed that before working with high performance athletes, one must gain experience competing at an international level:

He's really good arrangement manager but he doesn't know anything about badminton. Basically, he never played before. But he passed the exam to get level five so then, he coaches the national team, right. So in this case if he doesn't know, he doesn't have experience like I say, how can he coach the players if he never played at the top level, you know like, never have a, some experience, how can you teach the players? (Participant 10, male, badminton)

This participant not only described the coach's lack of international experience as an athlete as a challenge, but also highlighted issues within the certification process in Canada. He noted that

although the coach obtained a level five certification, his lack of experience hindered his ability to coach at such a level. Therefore, the immigrant coach felt that it is not only necessary to gain a coaching certification but also gain experience as an athlete in the sport to comprehend the expectations competing at such a level. Having this experience himself, the coach became frustrated working alongside Canadian badminton coaches that did not share the same experiences.

Other immigrant coaches differed in the sense that they were not affected by the Canadian coach's experiences as athletes in the sport but did feel that some Canadian coaches lacked in international experience as high performance coaches. This in turn affected their ability to coach athletes competing at such a level. For example, one coach was discouraged when he noted that the lack of experience held by the coaches led to a vicious cycle affecting athlete performance:

And this problem is like a vicious circle because personal coaches are not involved in the training process of high performance athletes, they don't visit competitions abroad, then they do not grow as a high performance coaches. But if they don't have international experience they don't know what is happening at the international level, they don't know what way they have to coach students. (Participant 2, male, judo)

The Canadian coaches were unable to experience for themselves the quality and skills necessary to compete at international competitions and were therefore unable to share this experience with the athletes training in their gym to prepare them for such a level of competition. This in turn was a frustration for the immigrant coach as he felt that many Canadian judo athletes did not fair well in international competition because they did not have the proper training and experience to do so. Coaching for Canada, the immigrant coaches want Canadian athletes to perform to the best of their abilities on a world-class stage. However, in order to do so, the immigrant coaches

feel that Canadian high performance coaches will need to travel abroad for competitions to understand the level and have their athletes be able to execute the level necessary to compete at these international events.

The findings throughout this section extend beyond what is presently known within scholarship. Although scholars have examined the experiences of immigrant athletes post-relocation (Schinke et al., 2013; Schinke et al., 2011; Schinke et al. 2007), until present, none have identified a lack of international experience held by Canadian coaches as a primary challenge. Within the present research project many of the coaches described their concern for Canadian coaches lacking in international experience as athletes and/or coaches. This lack of international experience led the immigrant coaches to believe that the Canadian coaches were not fit to work with athletes competing at such a high performance level. This challenge also led the immigrant coaches to feel that they could not come to a mutual understanding with the Canadian coaches as they differed significantly in the type of experiences they held.

Descriptions of sport in the immigrant coach's home versus host country. The immigrant coaches spoke of the different ways Canadians viewed sport, and in particular the sport they coached. The immigrant coaches were met with frustrations when they came to the realization that Canadian coaches and athletes were not socialized in the same way as they had been in their home country in terms of the perceptions held about their sport. The immigrant coaches described the perceptions of their sport as the level of immersion experienced by the athletes and coaches in their sport. The immigrant coaches often compared the level of immersion of coaches and athletes in the sport in their home country versus the host country, with coaches and athletes in their home country expressing a higher level of immersion in terms of the amount of exposure to the sport (i.e. media and opportunities to pursue the sport at a

professional level) and the amount of discussions about the sport taking place on a daily basis. Therefore, the second order sub-themes pertaining to the descriptions of sport in the immigrant coach's home versus host country included: (a) adaptation challenge: A lack of sport visibility, and (b) adaptation challenge: A lack of exposure to a high performance environment.

Adaptation challenge: A lack of sport visibility. The immigrant coaches spoke about their sport discipline lacking visibility in terms of media exposure and engagement in ongoing daily discussions of the sport. Many of the coaches felt that their sport was out of sight out of mind not only to the general public but also to the Canadian athletes and coaches they worked with. For example, some of the immigrant coaches noted that Canadian coaches and athletes did not engage in daily discussions about their sport and this in turn impeded their progress in the sport. One coach did not criticize such a lack of daily discussions but did note that this affected his transition:

In Canada everyone talks about hockey, well in (home country) everyone talked about rugby, you'd go to the bar and have a beer or you would sit in the office and you would just talk rugby. You know, whereas in Canada we didn't do that and I found that a little bit strange because that to me is a big learning thing, when you're actually talking about it, players don't talk about it as much either so, and you know, coaches don't talk about it so that was a big thing that I thought was strange or lacking whatever, whatever you want to call it. (Participant 7, male, rugby)

The coach felt that rugby was "out of sight, out of mind" for many Canadian rugby players and coaches, something he had not experienced in his home country. This was challenging for the coach as he was used to engaging in rugby banter with everyone he encountered and upon arriving in Canada there was not this common thread tying all players and coaches together.

Once again, this is an example of self-adaptation, while the environment surrounding the coach remained stable. The immigrant coach acculturated to this difference in the level of immersion in the sport without assistance from those in the sport community. However, in studies focusing on the experiences of immigrant athletes, it has been found that immigrant athletes that experience such one-directional acculturation has been found to be more likely to experience acculturative stress and even a decline in performance (Schinke et al., 2006). Therefore, although the immigrant coach in the present project has had to come to terms with the lack of immersion in the sport by the Canadian rugby athletes and coaches, the stress encountered by the immigrant coach would have been reduced had the immigrant coach and Canadian athletes and coaches engaged in a shared acculturation process.

Relating to sport visibility the immigrant coaches also spoke of the lack of media exposure that some of the sports received in Canada. For example, the same coach quoted above, Participant 7, felt that if the sport of rugby gained more media attention the athletes and coaches would in turn be more engaged and “the standard of whatever they’re playing would then improve as well” (Participant 7, male, rugby). Unfortunately, this coach did not feel that his sport had gained the media attention that it deserved and in turn felt that not all the athletes he worked with were as engaged or as immersed in the sport as would be desired.

Another coach felt that media coverage used to be very prominent in his sport of boxing and as a result the athletes, coaches and general public were very captivated by the sport. However, throughout the years he felt that the sport of boxing was receiving less media attention and that it was decreasing in popularity with the younger generation:

When I was growing up, boxing was one of those choices because I was there, I was in the paper all the time, they saw it all the time. So what people are seeing you know, now look at

UFC. If you talk to a lot of kids between the age of 20 and 35, especially male, they'll tell you UFC is outdoing boxing. That is not the reality but the reality is that's what they see.

(Participant 5, male, boxing)

This coach was disappointed and felt that boxing was no longer a popular choice for young adolescents to engage in, as there are so many other more visible and captivating sports pulling their attention. Although he lives in Canada and continues to coach the Canadian team, this coach also travels to his home country to work with the athletes of his home country. He explained that the sport of boxing is very popular in his home country today, as they have an event called the "contender series" that has drawn a lot of attention from the younger generation. Coaching in these two countries it is very difficult to continue to stay motivated in a country where the sport is not as popular and visible to the public. However, to overcome this challenge, this coach attempted to stay positive by trying to find different solutions of how to improve the Canadian system rather than giving up all together:

I mean you don't have a choice right, you have to keep plugging away and trying to find solutions instead of, I'm not here to complain about our system and say we are not doing this, we are not doing that. What I'm here to try to find is solutions. (Participant 5, male, boxing)

In returning to the literature, Participant 5 used positive mindedness as a means to adapt to his new environment and overcome the challenge of this lack of visibility for boxing in Canada. Despite facing setbacks regarding the media exposure, especially when comparing boxing in his home country to boxing in Canada, the coach remained committed to coaching the Canadian boxers and remained loyal to the Canadian system attempting to find solutions for how to improve the system rather than giving up completely. Therefore, the present research project

extends beyond the present literature on the adaptation solution of positive mindedness in coaches. For example, Gauthier et al. (2006), examined the experiences of coaches working in isolated geographical locations and found that the coaches learned to positively reframe adversities. The present project extends beyond Gauthier et al.'s study by examining positive mindedness across cultures with immigrant coaches relocating to Canada. Although the two groups of coaches (immigrant coaches and coaches working in isolated geographical regions) encountered a different set of challenges, it is clear that the use of positive mindedness to overcome challenges is a reoccurring solution to some of the challenges, such as working in a country where their sport gains less media exposure.

Adaptation challenge: A lack of exposure to a high performance environment. The immigrant coaches also discussed the challenge of working with Canadian athletes and coaches that were not as exposed to a high performance environment compared to the athletes and coaches of their home country. The coaches felt this lack of exposure to such an environment can hinder a country's success in a given sport as it reduces their understanding of what it takes to perform at such a level and in turn, win at such a level:

I think that's only because they haven't been exposed to high performance environments or understand what is needed to perform in these environments, like in (home country). Rugby in (home country) is like ice hockey in Canada, they're exposed to the sport at a young age so you know, they're brought up playing it. (Participant 7, male, rugby)

When he spoke, the coach seemed very understanding of the differences that arose between the two sports: rugby and hockey. Young Canadian hockey players and Canadian coaches are able to contend with the best in the world in part because they are able to watch the best in the world on a daily basis, either live or on television as the National Hockey League is very popular in

Canada. However, a young Canadian rugby player is not exposed to such high performance or professional rugby on a daily basis as it is not as popular a sport in Canada. Although there are many great rugby players in Canada, the best rugby players in the world play overseas in Europe or New Zealand and therefore the Canadian players have less of an opportunity to be exposed to the sport at such high levels. This was a difficult transition for the immigrant rugby coach as he was having to coach athletes who were very disciplined and dedicated but who could not comprehend the skills and qualities necessary to compete with the best in the world.

No matter where one is located around the globe, we all share something in common and that is our daily routine of engaging in or listening to sports (Rowe, 2004). Although we all engage in sport, some sports are more popular than others in each country around the world. For example, soccer or football has been known to be very popular in England, whereas hockey is known as one of the national sports in Canada. Although not all individuals living in a given nation will associate with the national sport, those that do become immersed into this sport discipline. In the example above, coming from his home country, where rugby is one of the most popular sports, the immigrant coach was met with the challenge of working with athletes and coaches that are not as exposed to the sport and therefore not as immersed in the sport on a daily basis. In that sense, sport becomes a part of one's cultural background as one's national sport often times is synonymous with the country itself. For example, although it is not the case, it is expected that every boy in Canada plays or watches hockey as it is part of Canadian heritage. In other words, because sport is culturally influenced, this became a cultural barrier for coaches arriving in Canada where their sport was not as popular as in their home country. The immigrant coach then took it upon himself to self-adapt as the environment remained stable because the

immigrant coach could not control the amount of exposure the Canadian athletes and coaches received in their sport.

Participant 7 was not alone in feeling that the Canadian athletes and coaches lacked in exposure to a high performance environment. Another coach expressed his frustration with the Canadian athletes not having as much international experience due to the large surface area of Canada and the expense of traveling to compete in such international events:

But the competition system was much better established and much easier handled over there (in home country) because the country is much smaller than Canada. That was one of the biggest problems we had here nationally, like it's very difficult for people to fight like in, even now it's a big problem with, travel from the east to the west coast... I think this is the biggest problem and the biggest problem right now is still the lack of international experience. We take kids with 20-30 fights and maybe 3-4 international fights to fight Cubans or Russians or, whatever, with 350 fights. So it's very, very hard to compete against them. (Participant 1, male, boxing)

With less international experience and a limited number of fights the Canadian athletes were unable to match up with the athletes that were exposed to a high performance environment on a daily basis. Rather than letting this challenge defeat him and the athletes he works with, the coach has taken it upon himself to fight for a bigger budget for the athletes to expose them to a high performance environment on a more regular basis, improving their chances for a medal at large scale international events.

In conclusion, what was found within the present data extends beyond present findings by researchers studying the acculturation experiences of immigrants relocating for sport. For example, findings by Schinke et al. (2013) suggest that immigrant athletes relocating to Canada

to pursue their athletic career have dealt with challenges regarding teammates being soft, lazy and at times spoiled, however, researchers have yet to explore the role that competitive experience may play in the socialization process of athletes from the host country. The present study examines the frustrations met by the immigrant coaches when working with athletes of the host country that have limited to no international experience. These frustrations included a lack of understanding of what it is like to compete at an international level, difficulties matching up with athletes that are exposed to these competitive environments and even potential harm to athletes competing against others that may be stronger and more experienced, such as in the sport of boxing.

Communication

Communication encompassed the challenges experienced and adaptations created by the high performance immigrant coaches while attempting to learn the English language, and exchange information with the athletes and club coaches they work with. While the section above focused on the broader aspects of socialization, the present theme focuses on the exchanges between the immigrant coach and those they work with within the sport context. The immigrant coaches spoke of their adaptations to communication challenges as contributing to their on-going acculturation process. Upon learning a new language the immigrant coaches were often met with difficulties in terms of sentence structure and pronunciation, rendering it difficult to instruct the athletes. Learning the language became a stressor for the coaches and due to challenges with pronunciation and sentence structure, and difficulties articulating their thoughts. This stressor was alleviated when the immigrant coaches engaged in a shared learning process with those they worked with in their sport discipline. The shared learning process referred to the efforts made by the immigrant coach and the athletes and coaches they worked with as the

immigrant coach learned the language. Having the support from those they worked with in their sport discipline often allowed the immigrant coaches to feel more comfortable in their new surroundings and facilitated their learning process. Finally, the immigrant coaches felt that the Canadian athletes did not hold high amounts of respect for their coaches or their elders, such as parents and elders working in the sport context. For some this initial perception was altered when they engaged in cultural reflexivity and came to the realization that the athletes were simply acting in accordance with the norms of the host country. For others this proved to be a challenge for the immigrant coaches as they felt Canadian athletes did not always respect those around them and often times enculturated this value instilled in them at a young age in their home country. In line with the current literature, the immigrant coaches in this research project often described their adaptation solutions as a process through which they aligned the communication practices of their home country with that of the host country.

As described above, within the general theme of communication, the immigrant coaches spoke of two first order sub-themes relating these communication gaps; (a) learning English (adaptation challenge: Language barriers and adaptation solution: Shared communication learning), and (b) coach-athlete negotiations (immigrant coaches' view of Canadian athlete respect levels).

Learning English. In relation to the first sub-theme of learning English language, the immigrant coaches were met with frustrations when communicating with the athletes and coaches they worked with such as difficulties with pronunciation and sentence structure. The coaches responded to these challenges by learning the language with the assistance of others (sharing the load). According to Schinke et al. (2013), immigrant athletes relocating to Canada experience two different types of acculturation loads sharing the load and shouldering the load.

Sharing the load refers to the efforts made by the immigrant athlete and others in the sport context, for example, teammates and coaches, in the acculturation process of the immigrant athlete. Shouldering the load, on the other hand, refers to expectations placed on the immigrant athlete to acculturate to the beliefs, values and norms found within their new context of the host country. Within this research project, the immigrant coaches described their experiences learning English as a shared learning process that took place between themselves and the athletes and coaches they worked with.

Throughout this section, the second order sub-themes pertaining to learning English will be discussed. The second order sub-themes included; (a) adaptation challenge: Language barriers, and (b) adaptation solution: Shared communication learning (use of humour to alleviate stress, and use of demonstration to communicate effectively).

Adaptation challenge: Language barriers. Many of the coaches relocating from non-English speaking countries were met with the challenge of learning a new language upon arriving in Canada. For example, one coach was quick to explain that learning English was a primary challenge upon moving to Canada: “Well it’s a little bit difficult because of the language barrier that was the first one (challenge) that we (he and his family) faced, and then integrating in the Canadian society” (Participant 1, male, boxing). However, the coach was later happy to speak of his transition as a positive one as he felt he interacted well with the athletes despite not speaking their language: “I was working very, very easy with the athletes, like I hook up with them very, very easy even if I didn’t speak too much English” (Participant 1, male, boxing).

However, not all coaches were able to communicate with the athletes with such ease. The coaches quoted below were met with difficulties such as athletes not being able to understand their coaches due to pronunciation and sentence structure errors. One coach highlighted this

difficulty delivering instructions to the athletes he worked with: “The language was an obstacle in instructing, coaching participants and athletes due to my language pronunciation and sentence structure which doesn’t allow communication to be concise and clear when instructing them and makes understanding difficult” (Participant 6, male, boxing). The coach seemed frustrated when describing this challenge, as he found it very difficult to communicate the instructions to each participant and athlete in an unfamiliar and new language.

Learning the language can be stressful for many immigrants coming to Canada; however, learning English while delivering a service to participants and athletes in a public forum in front of multiple people, can lead to an even greater stress. In other words, immigrants in the sport context are not only having to learn a new language but also having to do so while committing many mistakes and at times feeling foolish in a public context (Schinke et al., 2011). In the present project, the immigrant coaches also experienced difficulty articulating their thoughts in English when coaching Canadian athletes. At times this led to the delivery of instructions at a slower rate than desired. For instance, one participant noted how her lack of proficiency in English led to difficulties articulating her thoughts to the athletes leading the coach to have to slow down as she desperately searched for the right words. This coach seemed to be discouraged early on when she did not know the language:

I was speaking in English and my English was pretty bad because I didn’t speak English for many, many years. ... I could speak a little bit English but because I didn’t use English for many, many years because I was, I speak (language). In the beginning yes, I was a little bit slow, try to find the words, explain. (Participant 3, female, synchronized swimming)

In returning to the literature, researchers have found that learning a new language has posed to be a difficult task for athletes relocating to pursue their sport careers as professional, high

performance, or collegiate athletes (Duschesnes et al., 2011; Kontos & Arguello, 2005; Schinke et al., 2007; Schinke et al., 2013). Therefore, as is evident within the present research project, when immigrant coaches are met with difficulties while learning a new language, they experience breakdowns in communication. These breakdowns between coach and athlete have been found to be detrimental to the coach-athlete relationship, as they can impede the progress of the athlete when they are unsure of the instructions given, and lead to embarrassment and a lack of confidence for the immigrant coach as she or he attempts to deliver instructions and feedback to the athlete. Therefore these breakdowns in communication must be resolved quickly.

According to Ramelli, Florack, Kosic and Rohmann (2013), when immigrants have positive self-assessments of their communication skills, in other words believe that they can communicate effectively with those around them, they are more likely to approach others in the new environment, view their communications with others more positively, and interact with others for a longer period of time. Some of the non-English speaking participants in the present project held a negative self-assessment of their communication skills and this may have therefore led them to experience anxiety when approaching the athletes and coaches they work with, leading them to be less likely to approach those they work with and reduce the amount of time they spent interacting with those they work with.. In addition, researchers have suggested that high performance coaches must acquire several communication skills that play an important role in athletes' performance success by helping foster athletes' confidence and enjoyment and allowing the coaches to deliver clear technical and tactical instructions (Culver & Trudel, 2000). These communication skills include: (a) understanding both verbal and non-verbal messages, (b) communicating directly and concisely (c) delivering a message efficiently, (d) opening formal and informal lines of communication, and (e) delivering a complete, specific, clear and

consistent message (Culver & Trudel, 2000; Jowett & Cockerill, 2003; Weinberg & Gould, 2007).

Each of these skills is extremely difficult for immigrant coaches to achieve when they are unable to communicate in their mother tongue. For example, as was described by Participant 3 quoted above, it was difficult to deliver a message to the athletes she worked with both efficiently and clearly; it took her more time to formulate sentences in a foreign language than was ideal. Furthermore, the coach also had difficulties with pronunciation. According to the findings stated above stating the importance of efficient coach-athlete communication (Culver & Trudel, 2000; Jowett & Cockerill, 2003; Weinberg & Gould, 2007), it is essential for the immigrant coaches to adapt to this challenge of learning English as soon as possible to avoid any further breakdowns in communication. One way to reduce such a stressor is to engage in a shared communication learning process with others within the sport context.

Although studies focusing on immigrant athletes post-relocation have noted language barriers as a primary challenge for many non-English speaking athletes (Schinke et al., 2013; Schinke et al., 2011; Schinke et al., 2007), the present study has expanded on these findings. For example, the immigrant coaches in the present study have had different experiences from immigrant athletes, as they must deliver technical instruction, often to a large number of people. In most cases it is up to the coach to lead the training and therefore adds an extra pressure when having to communicate in a foreign language. The coaches in the present study experienced great difficulty when the athletes did not comprehend what the immigrant coach was attempting to say, which led to confusion for both the immigrant coach and the Canadian athletes. This led to confusion for the Canadian athletes, as they could not always comprehend what was being asked of them and/or how to execute certain skills. This also led to confusion and frustration for the

immigrant coaches as they often times could not find the proper words to get their message across clearly to the athletes they worked with. To overcome this challenge some of the coaches engaged in a shared communication process described below.

Adaptation solution: Shared communication learning. The immigrant coaches experienced shared communication learning with athletes and coaches of the host country who actively sought to meet them partway in understanding the language. The immigrant coaches along with the athletes and coaches of the host country engaged in this shared learning process through joking and the demonstration of certain exercises. The immigrant coaches found that they experienced less acculturative stress upon learning English when the athletes they worked with joked with them. As opposed to laughing at the coaches, the coaches found that the athletes used humour to make them feel more comfortable. This in turn lightened the mood and fostered the coaches' confidence, as the athletes were supportive and welcoming. In addition, when the immigrant coaches felt that they could not describe the different techniques or skills to their athletes using words, they often demonstrated the technique manually. This allowed the athletes to see the skill being executed. In demonstrating the technique the immigrant coaches needed cooperation from the athletes they worked with to participate actively in practices and be open and receptive to these demonstrations. In other words, both the immigrant coaches and the athletes they worked with engaged in a shared communication process to assist the immigrant coach as she or he acquired the language.

Previous findings suggest that this two way learning process in the sport environment can even help immigrants improve their English (Brunette, Lariviere, Schinke, Xing & Pickard, 2011). According to Brunette, Lariviere, Schinke, Xing and Pickard (2011), sport can be a catalyst to increasing communication between individuals of the host country and immigrated individuals

in turn helping the immigrants to develop and improve their language skills. In addition, according to the current literature, acculturation has been said to be adaptive when it involves a two-way process between the individual that has immigrated and others from the host country (Schinke & McGannon, 2013). In addition, acculturation should not be seen as a form of a linear adaptation, where the more acculturated an immigrant is, the more successful she or he will become (Rudmin, 2003). In fact, Harrolle and Trail (2007) have argued that immigrated individuals may identify strongly with their home culture and with the dominant culture. Acculturation should therefore be examined as an ongoing, fluid, and continuous process that both the immigrant and the individuals of the host country engage in to merge their often-conflicting worldviews (Schinke & McGannon, 2013; Schinke et al., 2013). Therefore, both the immigrant coach and those they work with must understand one another and the cultural differences that ensue between them and work together to minimize this gap. Therefore, sharing the load involves the efforts made by the immigrant coach and others to merge the immigrant coach's worldview and the worldview of the Canadian people.

Throughout this section, the second order sub-themes pertaining to shared communication learning are discussed. The second order sub-themes included: (a) the use of humour to alleviate stress, and (b) the use of demonstration to communicate.

Use of humour to alleviate stress. Although it may seem counter productive, one way the immigrant coaches and Canadian athletes attempted to connect relationally was through the process of joking. In fact, the immigrant coaches often felt more at ease when the athletes made jokes with them as they attempted to communicate when the jokes did not involve the athletes directly laughing at the immigrant coach. One coach enthusiastically described her experiences early on where the athletes enabled her to feel comfortable speaking English using humour to

alleviate her stress: “I was showing, I was expressing myself. I didn’t find that this was, I had, how to say? I understand that I was limited. But I didn’t have problems with this. I felt good and even athletes, they were just smiling, laughing, sometimes doing jokes with me, that was very good, like I was okay with this” (Participant 3, female, synchronized swimming). Although it may seem that the coach was simply tolerating the joking, the coach also said that she felt good speaking English with the athletes and that although she experienced difficulty expressing herself in English and comprehending the language she did not feel as if she had a problem when learning the language. Thus, having the athletes smile and joke with her alleviated the stress of learning a new language. Another coached shared a similar positive experience whereby the athletes he worked with laughed at his “funny accent” allowing him to feel comfortable in his new environment despite their language barrier:

Well actually, even the, if my English was very poor at that time, not that now it’s better. But no, I never had a problem with the athletes to communicate. They, most of them they love my funny accent and we were getting along very well. (Participant 1, male, boxing)

The athletes therefore alleviated the coach’s stress related to communicating in a foreign language by laughing not at but with the coach. The athletes thought that the coach’s accent was funny and this gave the athletes and coach something to laugh about allowing them to connect and get along with one another despite their language barrier.

Another coach explained that the way in which the athletes make jokes can either foster the coach’s confidence or deteriorate it. In his case the athletes joked with him in a way that fostered his confidence. In other words, although the athletes were joking around and laughing with him, they did not deliberately make fun of him. The coach felt that it would have upset him if the athletes made fun of him at put him down when he spoke with them in English. Instead, they

supported him as he learned the language and attempted to make light of the situation by making jokes with him. The coach was very happy to discuss how the athletes he worked with allowed him to gain his confidence when speaking English:

The thing is, what would have bothered me if people would have made fun of me, I mean in a bad way. I think if just someone jokes with me it's not a problem. I never felt that people would put me down or, you know, would lose any confidence or something like this, you know what I mean. People were always friendly to me, always welcoming, always supportive. (Participant 9, male, rowing)

The support from the athletes led the coach to be unafraid to make grammatical or pronunciation errors in the sport context, rendering the sport context somewhat of a safe zone for the immigrant coaches. However, had the athletes deliberately made fun of the coach, this would have impeded his learning process leading him to be embarrassed or afraid to make mistakes when speaking English. Therefore, the type of environment, whether it foster or deteriorate the immigrant coaches' confidence as they learn the language, depends on the sorts of humour permitted and how it is negotiated with the athletes.

As discussed in Chapter Two, several studies featuring the adaptation processes of minority and immigrant athletes and minority coaches highlighted the concepts of positive mindedness and social support resources as effective adaptation strategies to overcome cultural barriers (Gauthier et al., 2006; Schinke et al., 2006; Tenenbaum et al., 2003). In the present study, upon learning English, the coaches experienced less stress and therefore a more adaptive process when they received support from those they work with. This is similar to findings by Schinke et al. (2013), whereby the immigrant athletes and coaches of the host country indicated that meeting halfway in learning the language were essential in fostering mutual trust and respect. However,

the present project extends upon the work by Schinke et al. by introducing humour as a means to meet partway in learning the language. In addition, the immigrant athletes in Schinke et al.'s study often wished for shared acculturation to alleviate acculturative stress, such as the stress encountered when learning a new language. A shared learning process may therefore strengthen the coach athlete relationship when the coach and athlete do not share the same country of origin.

In addition, what was found within the present data extends beyond present findings by researchers studying the acculturation experiences of immigrants relocating for sport. Although the acculturation literature offers insight into the strategies used by immigrant athletes when learning a new language (Ryba et al., 2012; Schinke et al., 2013; Schinke et al., 2011), until present, none have reported the use of humour as being an effective strategy for reducing such a challenge. The immigrant coaches in the present research project discussed the use of humour as a way to alleviate the acculturative stress they experienced when learning a new language and communicating with the Canadian athletes they worked with. Although it may seem counterproductive at first glance, through the use of humour the immigrant coaches felt they were accepted by the athletes and felt that the athletes contributed in boosting their confidence learning the new language. In addition, not only were the athletes helpful in making the immigrant coaches feel comfortable while learning the language, but the immigrant coaches were also tolerant of the humour. This highlights the mutual learning process that takes place between the athletes of the host country and the immigrant coaches, whereby all of the individuals involved must put forth effort to ensure a comfortable environment for the immigrant coaches. In other words the athletes used humour to make the coaches feel comfortable while speaking English and the immigrant coaches were tolerant towards the use of

humour from the athletes accepting it as a supporting gesture rather than a gesture set forth to deteriorate their confidence.

Use of demonstration to communicate. Another instance where the shared learning process was used to facilitate communication among the immigrant coaches and the athletes they work with involved the immigrant coaches making use of demonstration to coach the athletes. The coaches made use of demonstration to effectively communicate with the athlete what she or he was supposed to feel when accurately executing a skill. To do this the coaches needed cooperation and assistance from the athletes they worked with. In other words, the athletes needed to participate actively in practices and be open and receptive to the coaches' demonstrations. As the coaches demonstrated, the athletes needed to pay attention and focus on the coaches' body positioning to duplicate and properly execute what the coaches were doing. As one coach noted, this was a particularly effective method in teaching the athletes proper technique especially early on when the English language was still very unfamiliar:

If they can't do something I would demonstrate to them so that's easy because I could do that (demonstrate the technique) but most people cannot do it, right. So basically I do a lot visual teaching, right and most of it is demonstration. That's what made it possible coaching early on. (Participant 10, male, badminton)

In this case the coach was able to reach out to the athletes through the shared experience of being an athlete himself. This shared experience was a means of connecting with the athletes and demonstration therefore bridged this gap allowing the coach to communicate and connect with the athletes in a profound way. The coach spoke very positively about this experience and was happy to share his experience as he overcame his communication barrier. Another coach spoke of a similar experience, coaching athletes through demonstration. He emphasized that sport is not

only about hearing instructions but also about feeling how the skill should be executed, which included taking the athlete through the appropriate body positioning for each technical skill: “If you can’t describe, you can show, and another way, I’m high performance athlete too, so I can show, that way my student will feel how it works” (Participant 2, male, judo). The coaches demonstrated the skills to the athletes to bridge the communication gap between themselves and the English-speaking athletes they worked with. They made use of the fact that they could execute the different skills and techniques to ensure that the athletes understood what the coaches couldn’t express in words.

In addition, what was found within the present data extends beyond what is presently known within scholarship. Although the acculturation literature offers insight into the strategies used by immigrant athletes when learning a new language (Ryba et al., 2012; Schinke et al., 2013; Schinke et al., 2011), until present, none have reported the use of demonstration as being an effective strategy for reducing language barriers. The immigrant coaches in the present research project stressed the importance of demonstration and allowing the athletes to experience and feel what they mean rather than describing the feeling using words. Although the coaches experienced language barriers, these barriers could also be seen as an advantage as they were not caught up in the description of the skills and instead were able to show the athletes the proper way to execute each skill. The use of demonstration bridged this gap by allowing the coaches to use their bodies rather than their words to teach the athletes the skills and techniques specific to their sport discipline.

Some of the immigrant coaches, such as those quoted above, learned the English language with the assistance of athletes that cooperated with the immigrant coaches as they demonstrated the different techniques that they could not describe using their words. This shared

communication learning can also be viewed through the lens of adaption as examples of self-adaptation and adapted environment (see Schinke et al., 2006). As noted previously, self-adaptation involves adjustments made on the part of the athletes including aspects such as commitment, learning about the structure, and gaining acceptance, while adapted environment refers to adjustments made on the part of the athletes' surroundings including aspects such as teammate support and building relationships (Schinke et al.). Within the present research project, the immigrant coaches' environment adapted as the athletes they worked with supported the coaches as they learned the language by allowing the coaches to demonstrate rather than describe the different techniques that contributed to the athletes' development in their sport.

Adaptation challenge: Coach-athlete negotiations. Another challenge experienced by the immigrant coaches included frustrations met when attempting to come to a mutual agreement with the athletes regarding appropriate behaviour during training relating to respect towards those in a position of authority (i.e. being punctual for training, post-match discussions and how to address their coach). Some of the immigrant coaches initially felt that the athletes were being disrespectful when they behaved in a certain manner such as addressing the coach by their given name. While some of the immigrant coaches continued to hold this perception that the Canadian athletes were disrespectful towards those in a position of authority, others eventually came to realize that the athletes were acting in accordance with the norms of the Canadian sport culture.

In the present project, coach-athlete negotiation has been explored through the second order sub-theme of immigrant coaches' views of Canadian athlete respect (views of respect early on, gaining an understanding of athlete behaviour).

Immigrant coaches' views of Canadian athlete respect. The immigrant coaches spoke of their views of the Canadian athletes' respect levels pertaining to post-match discussions, the

manner in which they addressed their coaches and unengaged athletes being disruptive to their training group. Most of the immigrant coaches that spoke of athlete respect levels interpreted the Canadian athletes' behaviour as disrespectful, often comparing the respect level of Canadian athletes to the respect level held by athletes in their home country (with Canadian athletes having lower levels of respect). However, two of the immigrant coaches that initially described Canadian athletes as not demonstrating as much respect for their coaches as the athletes in their home country eventually accepted such athlete behaviour. The immigrant coaches felt that their own views of respect were shaped by their cultural background, which often times clashed with the cultural norms and values held by the Canadian athletes they worked with. In the beginning, the immigrant coaches endured an adjustment period in an attempt to understand the lack of respect held by the Canadian athletes in their sport towards their coaches. However, the coaches engaged in a culturally reflexive realizing that the Canadian athletes were simply adhering to the cultural norms held by those of the host country and were not inadvertently attempting to be disrespectful.

Throughout this section, the second order sub-themes pertaining to immigrant coaches' views of athlete respect are discussed. The second order sub-themes included; (a) views of respect early on and, (b) engagement in reflexivity during negotiations.

Views of respect early on. The immigrant coaches spoke of athlete behaviour that they interpreted as disrespectful towards their coaches and fellow teammates. Such behaviour was regarded as disrespectful, however, it is possible that the athletes were behaving in a manner that was consistent with Canadian norms. This may have led to a misinterpretation of behaviour on the part of the immigrant coaches. Some of the immigrant coaches felt that unengaged athletes at times became disruptive to the rest of the group, highlight the age-old saying "one bad apple can

spoil the bunch.” For example, one coach was frustrated as he described his experiences working with an unengaged athlete as time consuming for both him and the athletes that were engaged during trainings:

It’s challenging, sometimes frustrating because it seems that the efforts, the instruction is not being received or absorbed by the athletes, so it is time consuming not only time spent instructing them but for the athletes which are engaged as well. It affects the whole class or group... A participant or athlete, which boxing is not one of his/her main priorities and he comes to class and creates trouble in class by not listening, or wanted to do what he wants. It distracts the class and is time consuming. (Participant 6, male, boxing)

This also adds to the idea touched on earlier that sport was not a priority for some of the Canadian athletes, unlike the athletes from the coaches’ home countries where sport was a main priority. For the athletes that do not hold sport as a main priority in their lives, we can see through the experience described by Participant 6 that these athletes can often times become disruptive to their teammates by not listening to the coach.

Another coach experienced a similar frustration with athletes failing to listen to the instructions. While attending an international competition, the athlete refused to adhere to the mandatory training schedule and influenced his teammates to do the same. The immigrant coach felt that the athlete was disrespectful, when the athlete wanted to spend time engaging in leisurely activities rather than attend the mandatory trainings with the rest of the team. As a result, the other athletes followed suit and decided to engage in leisurely activities with their fellow teammate. In other words, this athlete served as a ringleader for the rest of the team. The immigrant coach in turn felt that the athlete’s actions were not only self-destructive but were also destructive to the entire team. He concluded by saying: “it destroyed discipline, everything. He

can do whatever he wants” (Participant 4, male, boxing). This quote demonstrates that discipline is everything to the immigrant coach causing a large discrepancy between the coach’s beliefs and the behaviour demonstrated by the Canadian athlete who did not seem to value discipline at all. This example highlights the importance of clear and open communication between athletes and coaches, especially when they are from different countries of origin. Open communication with one another would allow for the athlete and coach to both explain the reasons for their behaviours and come to understand one another, thus fostering a stable coach-athlete relationship.

Despite misinterpreting athlete disrespect, one coach adjusted his own behaviour to cater to the athletes he worked with. This coach, Participant 6, did so by gaining an understanding of the belief system and values held by the athletes. For instance, one coach positively explained that he overcame this challenge by describing to the athletes exactly what he expected of them, modifying the way he coached some of the athletes he worked with to cater to those that became disengaged throughout their practice:

So what I do is I try to ignite on them to be better each practice, by encouragement and I keep enforcing in a timely manner the rules that I set. For example, no talking when the round is on, taking breaks only when is rest time. And to execute the instructions in the specific technique, drills which I set in each class. And try to get to know them better to know what makes them tick. (Participant 6, male, boxing)

In this case an adjustment was made on the part of the coach as he attempted to find solutions to the adaptation challenge of working with Canadian athletes he felt were unengaged. The immigrant coach adapted his coaching methods in several different ways, such as enforcing rules in a timely manner, limiting the amount of talking for the athletes, taking less breaks and

attempting to get to know the athletes on a more personal level, to increase the discipline level of these athletes.

These results contribute to the existing literature of cultural adaptation in sport by reinforcing the importance of reconciling cultural differences, in this case different views of discipline. For example, Schinke et al. (2012) brought to light an experience held by an Aboriginal athlete competing off reserve whereby the coaching staff jumped to the conclusion that the athlete was disengaged from his team. The coaching staff came to this conclusion due to the athlete's quiet demeanour, lack of eye contact, and different ways of communicating with his teammates. Despite the many explanations for the athlete's behaviour, the coaching staff believed that the athlete was disengaged from the rest of the team. The findings in the present research project re-enforce the importance of reconciling the cultural differences that may arise between athletes and coaches from two different countries of origin to avoid misconceptions about athlete behaviour. The immigrant coaches in the present project did so by teaching the athletes the value of respect in a step-by-step process. For example, Participant 6 attempted to enforce several rules such as taking less breaks, and not allowing the athletes to talk during the rounds. In addition, the immigrant coaches engaged in cultural reflexivity as they made realizations about their own value system. While working with the Canadian athletes the coaches recognized that respect was a value that was very important to them and was influenced by their home culture.

Gaining an understanding of athlete behaviour. Despite their initial perceptions of rude behaviour exhibited by Canadian athletes, two of the immigrant coaches came to realize that the behaviour was not a sign of disrespect but instead was an expression of their Canadian values. The coaches came to the realization that although the Canadian athletes' behaviour differed from

the behaviour deemed respectful in their own country, the athletes were not intentionally trying to be disrespectful. One badminton coach explained that the Canadian badminton athletes would not listen as attentively following a match, as did the athletes from his country of origin, or countries holding similar cultural values as his home country in regards to the behaviour deemed appropriate after a player has finished a match. In the coaches home country it is customary for the athlete to be addressed by her or his coach immediately post match. The athlete must stand there, listen and maintain eye contact while she or he receives feedback from the coach.

However, Participant 10 did not find this to be the case for Canadian athletes as they often walked away from him upon completing their match. Although he initially took this as a sign of disrespect, he eventually came to accept the behaviour as he realized the norms of the host country differed from those of his country of origin. As the coach spoke about his experience, he seemed frustrated when talking about the initial challenge:

So, when my players play, they would finish a game and they would walk away, they don't even talk to me, right, and the (nationality) would go in front the coach and stand straight and listen to them the (unidentified word) and thinking, right. When the coach says come here, everybody run. Yeah, but here you cannot get them together, only in certain sports they're doing that right, in badminton I don't feel that... Over there every time they finish their matches, when they finish again, the player, I mean the player would go to the coaches right, to get any feedback coming out but here the player would finish the game and would just walk away, right. (Participant 10, male, badminton)

However, the coach was then relieved as he came to the realization that the athletes were simply following the traditions of their country, which did not include speaking to their coach post match. In response the coach felt that this type of behaviour was rude, however, after taking

some time to think about their actions, the coach soon came to realize that these behaviours may be culturally influenced and that the athletes were not deliberately trying to be rude:

I think that it's really normal to, for me to accept it now because before when I first came I would think "oh that's pretty rude" but now since like to me I think that different countries, different tradition. That's what I explain to myself, right. (Participant 10, male, badminton)

In the beginning, this proved to be a stressful event for the coach as he felt that the athletes he worked with were being rude in walking away from him after the match. This was something that the coach was not used to as he was socialized very differently in his home country.

However, the coach eventually came to understand the behaviour of the Canadian athletes and discovered that they were not trying to be rude but were simply behaving in accordance with how they were socialized as Canadians. In other words the Canadian athletes were socialized to adhere to the norms, values and beliefs of their home country. As he explained: "different countries, different tradition," (Participant 10, male, badminton) meaning that the Canadian athletes were behaving in a way that aligned with the traditions of the Canadian culture, which is far different from the traditions of his home country. In this case the coach demonstrated cultural reflexivity and gained an understanding into the values, norms and beliefs that he held, which were highly influenced by his country of origin. For example, in his country of origin this coach was taught the importance of respecting those in a position of authority. In addition, when he was competing as an athlete in his country of origin, he was also taught to engage in post-match discussions with his coach. In gaining an understanding into his own belief system the coach was then able to bring awareness to the discrepancies that arose between his culturally influenced values, norms and beliefs and those held by the Canadian athletes he worked with.

Another coach encountered a similar experience where he initially felt that Canadian athletes were exhibiting rude and disrespectful behaviour when they began addressing him by his first name. With the help of a fellow coach he soon came to realize that the athletes were simply attempting to get to know him better. In other words, the athletes were being friendly in an attempt to become closer to their coach and feel accepted by him. This coach eagerly explained his experience:

At one of the shows I was like I said, in (country) I never talk with you by name, you know like tell you “(participant’s name)” or like I’m talking with you “(name)” or with “(name)” you know. Everybody think comrade or professor, depends what title you have. And when I was at our provincials here in (province), the kids they were coming to me and “(participant’s name) this, (participant’s name) that” and that was surprising for me you know. Like I took it at the beginning as kind of a lack of respect but I realize right away that it wasn’t the matter you know. Like when we were there, I told, I talk with a guy that a director here in (province), (name) and (name) said, no (participant’s name) it is not disrespect it’s because they like you and they want to talk with you, they want to be close with you. (Participant 1, male, boxing)

Despite his initial perception that the athletes were being disrespectful, the coach soon realized, with the help of a fellow coach, that the athletes were just being friendly. Rather than having the athletes address him the way that he preferred, the immigrant coach acculturated to the communication norm of informality with the help of a fellow coach. In this case the sport context also served as a means for the coaches to gain an understanding of Canadian culture. These findings are similar to those of Brunette, Lariview, Schinke, Xing and Pickard (2011), who in examining the experiences of Chinese immigrants relocating to Canada, found that participating

in physical activity and sport helped the immigrants improve their English, gain an understanding of Canadian culture and make new friends. According to Brunette et al. (2011), through sport, the Chinese immigrants were able to learn the “Canadian ways of life, social norms and values and practices” (p. 215). Within the present project, Participant 1 gained an understanding of Canadian values by working with athletes that addressed him by his first name. Although he was confused at first, the coach soon came to realize that the Canadian athletes wanted to become better acquainted with their coach and highly valued this close coach-athlete relationship.

It is also important to revisit the notion that acculturation is a fluid process and therefore despite acculturating to the specific communication norm of informality this does not imply that the coach acculturated to all forms of communication deemed appropriate in Canada. In addition, the athletes of the host country may have been communicating in a way that was viewed as a sign of disrespect in immigrant coach’s home country. However, in reality these athletes may have been attempting to get to know the new coach in their gym by addressing him by his first name and spending more time with him. These results are similar to those found by Schinke et al. (2012) discussed above, whereby a minority Aboriginal athlete was thought to be disengaged from his team, as perceived by the athlete’s coaches, due to his shy and introverted personality. However, the Aboriginal athlete simply had a different perspective and held values that differed from his Canadian coaches, shaped by his Aboriginal roots. Within the present research project, the immigrant coach came to the realization that although addressing an individual in a position of authority by her or his given name may be regarded as disrespectful for coaches relocating from more formal countries, the Canadian athletes may not have had the intentions to disrespect. Therefore, the immigrant coach attempted to understand the values held by the Canadian athletes

and engaged in the values of the host country by bringing awareness to the different discourses within which both he and the athletes he worked with framed themselves. This in turn allowed the immigrant coach to feel more comfortable in his new surroundings and therefore led him to positively adjust to his new environment and develop a strong bond with the athletes.

Limitations of this Project

We recognize and acknowledge that there are several limitations pertinent to the design of the present research project. For instance, although the coaches in the present research project were from several different countries of origin, the project was limited to 10 coaches from 10 countries of origin. Therefore, we cannot suggest that coaches emigrating from countries other than those featured in the present research project will have the same experience when relocating to Canada. In addition, the participants in the present study had relocated to 4 of the 10 Canadian provinces. Although some experiences are the same despite the provinces the coaches were living in, it is possible that some experiences may differ depending on what province the coaches relocate to. For example, moving to the province of Quebec and working with French athletes may add another challenge for non-French and non-English speaking coaches immigrating to Quebec. Additionally, although they are all Canadian athletes, athletes from Prince-Edward island may be socialized differently than athletes from another province such as British Columbia and therefore the immigrant coaches may have different experiences depending on what province they relocate to. A subsequent limitation to the present research project includes the limited number of sports. The participants were from six different sport disciplines making it difficult to relate the findings to sports that are not featured within the present project. Finally, there were a limited number of female coaches in the present project with only 1 out of the 10 coaches being female. Although there are not as many female coaches as compared to male

coaches at the high performance level, having more females in the present project would have allowed for comparisons to be made between the experiences of female and male high performance immigrant coaches.

CHAPTER FIVE

Conclusion

Throughout this chapter, I will discuss the general findings of the research project in relation to the research questions posed in Chapter 1 and provide suggestions for applied work for SPCs, coaches, athletes and sport science staff members working with immigrant coaches. Despite the limitations mentioned above, the present research project has provided much insight into the cultural and cross-cultural challenges encountered by immigrant coaches relocating to Canada, as well as the adaptation and maladaptation strategies used when faced with such challenges. Within the present project, the immigrant coaches experienced challenges in two main areas within their sport discipline: (a) socialization, and (b) communication. Although there were times where these challenges proved to limit the immigrant coaches, such as working alongside Canadian coaches that had not garnered as much international experience as they, the immigrant coaches often worked to find solutions to each of these challenges. For example, upon working with Canadian athletes they felt were spoiled, the coaches worked with the athletes to instil discipline, a value that had been instilled in them in their home country. In addition, the coaches also engaged in a shared learning process with the Canadian athletes to overcome certain challenges such as learning the English language. For example, the coaches made use of demonstration to show the athletes the appropriate execution of certain skills when they could not describe these skills using their words. By examining the challenges faced by immigrant coaches, along with the adaptation solutions they have used to overcome these challenges, the present project provides insight into applied work for SPCs working with immigrant coaches.

The Cultural and Cross-cultural Challenges

The first research question posed in Chapter 1 was: 1) what cultural and cross-cultural

challenges do high performance immigrant coaches experience post-relocation, while working in their respective sport disciplines? The coaches experienced challenges in two main areas, those pertaining to communication and those pertaining to socialization. The challenges pertaining to communication involved those encountered when learning the language, including pronunciation difficulties and difficulties articulating thoughts when delivering instruction to the athletes. These challenges became stressful for the immigrant coaches, as they were forced not only to communicate in a foreign language but also do so in a public forum augmenting the chance for and fear of ridicule or embarrassment.

Pertaining to communication barriers, the immigrant coaches also encountered frustrations while attempting to negotiate with the athletes they worked with. The barriers impeding communication with the athletes and in turn affecting the coach-athlete relationship included an apparent lack of respect held by athletes towards their coaches. However, this challenge was resolved when the immigrant coaches engaged in cultural reflexivity. This led the coaches to come to the realization that the athletes were not trying to be disrespectful towards their coaches but were instead following the cultural norms they were taught.

The immigrant coaches also experienced challenges pertaining to socialization; highlighting the discrepancies that arose due to cultural differences in the socialization process of the immigrant coaches and those they work with in the host country. The immigrant coaches encountered such challenges while working with Canadian athletes and Canadian coaches. The challenges that the immigrant coaches encountered upon working with Canadian athletes included; a limitation in the acquirement of the basic skills at a young age and working with undisciplined athletes. The limitation in the athletes' acquirement of the basic skills at a young age became a stressor for the immigrant coaches relocated to Canada, as they had to introduce

the concepts to the athletes upon reaching a high performance level, something that should have been taught at the developmental or club level. However, the immigrant coaches introduced new concepts, such as new training regimes, to the athletes, which in turn affected the athletes' socialization processes.

In working with Canadian athletes, the immigrant coaches also experienced the challenge of working with athletes they referred to as 'spoiled.' The immigrant coaches described such athletes as unengaged and in turn disruptive to the rest of the group. Working with athletes that were unengaged and in turn disruptive to the rest of the group forced the immigrant coaches to adapt their coaching styles to ensure a positive learning environment for all athletes, fostering their improvement in the sport. Although the coaches eventually adapted to this challenge, it was a stressor post-relocation as the immigrant coaches could not comprehend why the athletes were acting in such a manner when the athletes from their home country were often motivated by sport as it was a way to a better life. Working with spoiled athletes also led the coaches to compare their experiences in the sport in their home country and appropriate athlete behaviour, to behaviour deemed appropriate for Canadian athletes. This discrepancy led to greater acculturative stress among the coaches, as there was often a large discrepancy between what was deemed socially appropriate behaviour in their home country to that deemed socially appropriate in Canada forcing them to adapt to this difference upon working with Canadian athletes.

Pertaining to socialization, the immigrant coaches also experienced challenges upon working with Canadian coaches, including a lack of international experience held by the Canadian coaches. The immigrant coaches believed that this was a detriment to the athletes as the coaches were unable to identify talented from average athletes and hindered their ability to coach at a high performance level if they did not understand the necessary effort and skill level to compete

at such a level. This was particularly frustrating for the immigrant coaches that had experience competing and coaching at the world-class level in their home country and were forced to adjust to the Canadian standard and work alongside coaches that they felt could not understand where they came from.

Finally, the immigrant coaches encountered challenges pertaining to socialization, which included the discrepancies between the perceptions of sport in the immigrant coach's home country versus perceptions held by those of the host country. The primary challenge relating to this discrepancy was the difference in the levels of immersion in the sport discipline held by those of the home versus host country. Some immigrant coaches felt that those from their home country were far more immersed in the sport discipline than those in the host country due to a lack of media coverage and therefore popularity of the sport, with hockey receiving most media coverage in Canada. This led the immigrant coaches to experience acculturation stress upon relocating to Canada and working with athletes and coaches that were not as immersed in the sport.

Adaptation and Maladaptation Strategies

The second research question posed in Chapter 1 was: What adaptation or maladaptation strategies do high performance immigrant coaches identify when the coaches seek to overcome cross-cultural challenges while in their professional sport disciplines? The immigrant coaches attempted to acculturate to their new surroundings using various forms of adaptation and maladaptation strategies to overcome the cross-cultural challenges mentioned above. The adaptation strategies used by the immigrant coaches included positive mindedness, self-adaptation, and cultural reflexivity.

In returning to acculturation loads, the immigrant coaches often experienced situations where

the athletes and coaches they worked with engaged in a shared learning process minimizing the amount of acculturative stress experienced by the immigrant coaches. When the immigrant coaches received support from others in the sport community they utilized these social support resources, which assisted them in their adaptation process. For example, in learning to communicate with the Canadian athletes, the immigrant coaches often observed how the Canadian coaches interacted with the athletes they worked with to understand the communication methods deemed socially appropriate in Canada. In addition, some coaches also received feedback from the Canadian coaches when they were unsure if the athletes were being disrespectful towards them. For example, one coach believed that the Canadian athletes were being rude when addressing him by his first name, but with the help of a fellow coach soon realized that they were just trying to get to know him.

Similar to positive mindedness, the immigrant coaches often experienced self-adaptation when they were forced to shoulder the load. In these cases the environment remained stable and unchanging, with those they work with refusing to modify their values, beliefs and behaviours. Therefore, the immigrant coaches adapted their values, beliefs and behaviours and acculturated to their new environment. Although this was not the most effective method to reduce acculturative stress encountered by the immigrant coaches, as they self-adapted without the assistance of those around them, the immigrant coaches did adapt to their new surroundings and demonstrated an openness to learn.

Consequences for Applied Work

Throughout the present research project, a common theme that arose in the adaptation processes of the immigrant coaches included the importance and sometimes lack of social support resources. As has been found with immigrant athletes, it is extremely important that

acculturation becomes adaptive when acculturation loads are bi-directional, meaning that the immigrant and those from the host culture engage in a shared learning process to help the immigrant in their transition post-relocation (Schinke et al., 2013). Therefore, I suggest SPCs work not only with the immigrant coach but also with the athletes, coaches and sport science staff members of the host country to ensure that all parties are aware of the cultural differences that may arise between the immigrant coach and those they work with and attempt to minimize these differences to avoid any breakdowns in communication.

Upon moving to a new country, the immigrant coach may feel bombarded due to differences in norms, values and beliefs held by those in the host country. This can lead to a great deal of stress placed upon the immigrant coach, who may be too shy or proud to seek help from those around them. Therefore, it is extremely important that the SPC be aware of these potential stressors and work with the athletes, coaches and sport science staff members of the host country to ensure that the immigrant coach does not feel that she or he must give up all norms, values and beliefs influenced by her or his cultural background. Instead, it is important that the immigrant coach and those they work with engage in a shared learning process by gaining insight into the differences that may exist between one another and come to a mutual understanding of how to reduce these stressors. For example, if an immigrant coach feels that the athletes she or he works with are being rude by invading the coach's personal space and standing too close to him or her, it is important that the SPC open up the lines of communication between the immigrant coach and the athletes from the host country by discussing the behaviour that the coach has expressed as rude behaviour. In discussing the differences held by the immigrant coach and the athletes of the host country in terms of proxemics, the immigrant coach and the athletes she or he works with will be able to understand each other's standpoint on the matter and come to a mutual

understanding of the appropriate distance to stand from one another upon receiving feedback from the coach. This will in turn lead to less stress for the immigrant coach as she or he will not feel that the responsibility lays on her or his shoulders to acculturate to the norms of the host country.

In addition, it is important for SPCs to work with the immigrant coaches, and the athletes, coaches and sport science staff members of the host country to bring awareness to their own cultural backgrounds, leading them to practice cultural reflexivity. Continuing with the example above, the immigrant coach mistook the behaviour of the athletes from the host country as a sign of rudeness. However, the athletes may have been unaware of the difference in proxemics between the two cultural standpoints and therefore were not attempting to be rude but were continuing to behave in the same way that they would with any other coach from the host country. In this case it is important that the SPCs bring attention to the differences in cultural norms held by the immigrant coach and the athletes she or he works with to ensure that each party understands the differences and the reasons why each individual may be behaving in a certain manner. Each party may then come to understand that the other is not behaving in a manner to upset the other and may once again come to a mutual understand of the appropriate behaviour that should take place in the sport context to allow each party to feel comfortable when communicating with one another.

In working with the immigrant coaches, it is also important that the SPC give the immigrant coaches a voice. Undoubtedly, any immigrant coach relocating to a new country will feel like an outsider or minority upon arriving in this new cultural environment. However, it is extremely important that the immigrant coaches feel that they have a voice and can speak up when they encounter a stressful situation rather than feeling powerless and that they must acculturate to all

cultural practices of the host country in order to be accepted within the sport context of the host country. Therefore, I suggest that the SPC encourage the immigrant coach to express how they feel when such stressful situations arise and encourage the coaches, athletes and sport science members of the host country to be open to the immigrant coach's suggestions and request to allow for a less stressful transition in the sport context post-relocation.

Finally, it is important that the SPC practice cultural reflexivity and become aware of her or his own cultural standpoint to ensure that the SPC is not acting in a way that may upset or lead to a misunderstanding between him- or herself and the immigrant coach. In becoming aware of her or his own cultural background, the SPC will be more aware of certain discrepancies that may arise between the norms, values and beliefs that she or he holds and those held by the immigrant coach. However, it is also important to note that not all immigrant coaches will be at the same level of acculturation or enculturation upon meeting with the SPC. For example, while one coach may have acculturated to the norms of the host country with ease and therefore engage in and associate with the practices of the host country, another may continue to engage in and associate with the practices of their home country. Therefore, it is important that the SPC speak with the immigrant coach to gain an understanding into the acculturation process of the immigrant coach. This will avoid any preconceived notions that the SPC may hold about the immigrant coach and the culture they associate with. For example, upon working with an immigrant coach from Japan, the SPC may avert eye contact due to the cultural norm held by most Japanese people, however, if the coach has acculturated to the norms of the host country she or he may feel that the SPC is being rude by averting eye contact.

In conclusion, it is suggested that the SPC work with the immigrant coaches and the athletes, coaches and sport science staff members of the host country to ensure that both parties engage in

a bi-directional learning process to facilitate the immigrant coach's transition. It is also suggested that the immigrant coach and those they work become culturally reflexive to avoid any preconceived notions that may arise upon communicating or working with one another. In addition, it is important that the SPC encourage the immigrant coach to find her or his voice and express their feelings towards frustrations and stressors that may arise in the sport context. Finally, it is suggested that the SPC become culturally reflexive and gain insight into the acculturation and enculturation process of the immigrant coach to avoid and preconceived stereotypes and in turn any stress for the immigrant coach while working with the SPC.

Future Research Directions

Results of the present project revealed that immigrant coaches relocating to Canada experience challenges and develop adaptation solutions related to; a) the socialization process within their new cultural environment, and b) communication as they attempt to instruct and relate to the Canada athletes and coaches they work with. Given that the present research project is the first to examine the experience of high performance immigrant coaches relocating to work in the Canadian sport system more research is needed in the area of stress adaptation and acculturation in immigrant high performance coaches. Adding to the need for more research in this area is the fact that Canada is also home to many immigrant coaches that are working with Canadian athletes. Future research directions involve examining the experiences of high performance immigrant coaches within the sport system of Canada to provide insight into their experiences and how the Canadian system may accommodate them to ease their transition into the new system. However, Canada is not the only country that is host to immigrant coaches relocating to pursue their sport career, and therefore research is needed in the area of stress adaptation and acculturation of immigrant coaches in other countries around the world. Each

country has a unique system and coaches may experience different challenges depending on where they are relocated. Therefore, research in other countries is needed to expand upon the findings of the present research project and ensure that SPCs worldwide engage in culturally informed practice when working with immigrant coaches.

Finally, I suggest that future research directions include the examination of both immigrant coaches and those they work. For example, Schinke et al. (2013) examined the experiences of immigrant athletes and the coaches of the host country that they work with. This study provided insight not only into the experiences of the immigrant athletes but also revealed how the coaches of the host country felt when working with these athletes and how they may have assisted them through their acculturation process. With both immigrant athletes and immigrant coaches highlighting the importance of a shared learning process in alleviating acculturative stress, it is extremely important to gain insight into the experiences of both immigrant coaches and the athletes and coaches from the host country to ensure that this shared process takes place.

Given these suggestions for future research directions, I also suggest that researchers adopt similar methodologies upon examining the experiences of immigrant coaches relocating for sport. I suggest that researchers use the data collection method of interviewing in order to gain detailed stories of the participants' experiences. However, the methodology of focus groups may also allow the participants to interact with one another and in turn feed off each other's stories, which may add depth to the interviews. In addition, I suggest that the researchers recruit one or multiple immigrant coaches to assist in the development of the interview guide alongside the researchers. This collaborative process would give the immigrant coaches more of a voice as

they would work to develop the interview questions and would also give the researchers insight into the more important aspects of the immigrant coaches' relocation experience.

References

- Attride-Stirling, J. (2001). Thematic networks: An analytic tool for qualitative research. *Qualitative Research, 1*, 385-405.
- Baker, J., Horton, S., Robertson-Wilson, J., & Wall, M. (2003). Nurturing sport expertise: Factors influencing the development of elite athlete. *Journal of Sports Science and Medicine, 1*, 1-9.
- Battochio, R. C., Schinke, R. J., McGannon, K. R., Tenenbaum, G., Yukelson, D., & Crowder, T. (2013). Understanding immigrated professional athletes' support networks during post-relocation adaptation through media data. *International Journal of Sport and Exercise Psychology, 11*, 101-116.
- Benson, C. (2001). *The cultural psychology of self: Place, morality and art in human worlds*. London: Routledge.
- Berry, J. W. (1993). Ethnic identity: Formation and transmission among Hispanics and other minorities. In M. E. Bernal & G. P. Knight (Eds.), *Ethnic identity in plural societies* (pp. 271-293). Albany, NY: State University of New York Press.
- Berry, J. W. (2003). Conceptual approaches to acculturation. In K. M. Chun (Ed.), *Acculturation: Advances in theory, measurement, and applied research* (pp. 17-137). Washington, DC: American Psychological Association.
- Blinde, E. M., Taub, D. E., & Han, L. (1993). Sport participation and women's personal empowerment: Experiences of the collegiate athlete. *Journal of Sport and Social Issues, 17*, 47-60.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*, 77-101.

- Bretón, M. (2000). Fields of broken dreams: Latinos in baseball. *Colorlines*, 3(1). Retrieved from <http://scholar.google.ca>
- Brunette, M. K., Lariviere, M., Schinke, R. J., Xing, X., & Pickard, P. (2011). Fit to belong: Activity and acculturation of Chinese students. *Journal of Sport Behavior*, 34, 207-227.
- Burton Nelson, M. (1994). *The stronger women get, the more men love football: Sexism and the American culture of sports*. New York, NY: Harcourt Brace.
- Cahill, C. (2010). 'Why do they hate us?' Reframing immigration through participatory action research. *Area*, 42, 152-161.
- Cahn, S. K. (1994). *Coming on strong: Gender and sexuality in the twentieth-century women's sport*. Cambridge, MA: Harvard University Press.
- Callan, V. J., & Gallois, C. (1983). Ethnic stereotypes: Australian and southern European youth. *Journal of Social Psychology*, 119, 287-289.
- Campbell, E. E., & Sonn, C. C. (2009). Transitioning into the AFL: Indigenous football players' perspectives. *Athletic Insight*, 11. Retrieved from www.athleticinsight.com
- Chapman, G. E. (1997). Making weight: Lightweight rowing, technologies of power, and technologies of the self. *Sociology of Sport Journal*, 14, 205-223.
- Chirkov, V. (2009). Critical psychology of acculturation: What do we study and how do we study it, when we investigate acculturation? *International Journal of Intercultural Relations*, 33, 94-105.
- Coaching Association of Canada (2012). *About CAC*. Retrieved from <http://www.coach.ca/who-we-are-s13411>.
- Coaches of Canada (2012). *Legacy*. Retrieved from http://www.coachesofcanada.com/index.php?option=com_content&view=article&id=89&I

[temid=544&lang=en.](#)

Coakley, J. (2003). *Sport in society: Issues and controversies*. St Louis: McGraw- Hill.

Connell, R.W. (1995). *Masculinities*. Sydney: Allen and Unwin.

Culver, D., & Trudel, P. (2000). Coach-athlete communication within an elite alpine ski team.

Journal of Excellence, 3, 28-54.

Dana, R. H. (1993). *Multicultural assessment perspectives for professional psychology*.

Needham Heights, MA: Allyn and Bacon.

Diving Plongeon Canada (2003). *National team coaches*. Retrieved from

<http://www.diving.ca/english/html/coaches.htm>

Douglas, D. (2005). Venus, Serena, and the women's tennis association: When and where "race"

enters. *Sociology of Sport Journal*, 22, 256-282.

Duchesne, C., Bloom, G. A., & Sabiston, C. M. (2011). Intercollegiate coaches' experiences with

elite international athletes in an American sport context. *International Journal of Coaching Science*, 5, 1-20.

English Collins Dictionary (2008). *Mainstream*. Retrieved from

<http://dictionary.reverso.net/english-cobuild/mainstream%20culture>

Fiske, S. T. (2004). *Social beings: A core motives approach to social psychology*. Danvers, MA:

Wiley & Sons.

Fletcher, D., & Scott, M. (2010). Psychological stress in sports coaches: A review of concepts,

research, and practice. *Journal of Sports Sciences*, 28, 127-137.

Foucault, M. (1988). The ethnic of care for the self as a practice of freedom: An interview with

Michel Foucault. In J. Bernauer & D. Rasmussen (Eds.), *The final Foucault* (pp. 1-20).

Cambridge, MA: The MIT Press.

- Frey, M. (2007). College coaches' experiences with stress – “Problem solvers” have problems, too. *The Sport Psychologist*, 21, 38-57.
- Gauthier, A., Schinke, R. J., & Pickard, P. (2005). Coaching in northern Canadian communities: Reflections of elite coaches. *Journal of Sports Science and Medicine*, 4, 113-123.
- Gauthier, A., Schinke, R. J., & Pickard, P. (2006). Coaching adaptation: Techniques learned and taught in one northern Canadian region. *The Sport Psychologist*, 20, 449-464.
- Gilenstam, K., Karp, S. & Henriksson-Larsen, K. (2008). Gender in ice hockey: Women in a male territory. *Scandinavian Journal of Medicine and Science in Sports*, 18, 235-249.
- Gill, D. (2001). Feminist sport psychology: A guide for our journey. *The Sport Psychologist*, 15, 363-372.
- Gould, D., Guinan, D., Greenleaf, C., & Chung, Y. (2002). A survey of U.S. Olympic coaches: Variables perceived to have influenced athlete performances and coach effectiveness. *The Sport Psychologist*, 16, 229–250.
- Green, M., & Oakley B. (2001). Elite sport development systems and playing to win: Uniformity and diversity in international approaches. *Leisure Studies*, 20, 247-267.
- Gruneau, R. (1999). *Class, sports and social development*. Champaign, IL: Human Kinetics.
- Hall, M. A. (1996). *Feminism and sporting bodies*. Champaign, IL: Human Kinetics.
- Hanrahan, S. J. (2010). Culturally competent practitioners. In S. J. Hanrahan & M. B. Anderson (Eds.), *Routledge handbook of applied sport psychology* (pp. 460-468). Abingdon, Oxon: Routledge.
- Harding, S. (1987). Introduction: Is there a feminist method? In S. Harding (Eds.), *Feminism and methodology* (pp.1-12). Bloomington: Indiana University Press.
- Harrolle, M. G., & Trail, G. T. (2007). Ethnic identification, acculturation and sports

- identification of Latinos in the United States. *International Journal of Sports Marketing & Sponsorship*, 8, 234-253.
- Heikkala, J. (1993). Discipline and excel: Techniques of the self and body and the logic of competing. *Sociology of Sport Journal*, 10, 397-412.
- Hjälml, S., Kenttä, G., Hassménan, P., & Gustafsson, H. (2007). Burnout among elite soccer coaches. *Journal of Sport Behavior*, 30, 415-427.
- Hsieh, H. F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*, 15, 1277-1286.
- Jan, D., Herrera, D., Martinovski, B., Novick, D., & Traum, D. (2007, September). A computational model of culture-specific conversational behavior. In J. Lester (Chair), Symposium conducted at the International Conference on Intelligent Virtual Agents, Paris, France.
- Johns, D. P., & Johns, J. S. (2000). Surveillance, subjectivism and technologies of power. *International Review for the Sociology of Sport*, 35, 219-234.
- Jowett, S. (2005). The coach-athlete partnership. *The Psychologist*, 18, 412-415.
- Jowett, S., & Cockerill, I. M. (2003). Olympic medalists' perspective of the athlete-coach relationship. *Psychology of Sport and Exercise*, 4, 313-331.
- Jowett, S., & Meek, G. (2000). The coach-athlete relationship in married couples: An exploratory content analysis. *The Sport Psychologist*, 14, 157-175.
- Kahn, L. M. (1991). Discrimination in professional sports: A survey of the literature. *Industrial and Labour Relations Review*, 44, 395-418.
- Kerr, G., Marshall, D., & Stirling, A. (2006). *Women in coaching: A descriptive study*. Retrieved from http://23361.vws.magma.ca/eng/research/research_study1.cfm.

- Kidd, B. (2013). Where are the female coaches? *Canadian Journal for Women in Coaching*, 13, 1-8.
- Kondracki, N., Wellman, N., & Amundson, D. (2002). Content analysis: Review of methods and their applications in nutrition education. *Journal of Nutrition Education and Behavior*, 34, 224-230.
- Kontos, A., & Arguello, E. (2005). Sport psychology consulting with Latin American athletes. *Athletic Insight*, 7, 36-49.
- Kontos, A., & Breland-Noble, A. (2002). Racial/ethnic diversity in applied sport psychology: A multicultural introduction to working with athletes of color. *The Sport Psychologist*, 16, 296-315.
- Kosic, A. (2002). Acculturation attitudes, need for cognitive closure, and adaptation of immigrants. *The Journal of Social Psychology*, 142, 179-201.
- Lapchick, R. (2005). *The 2004 racial and gender report card: Major League Soccer*. University of Central Florida.
- Long, J., & Hylton, K. (2002). Shades of white: An examination of whiteness in sport. *Leisure Studies*, 21, 87-103.
- Lyle, J. (1999). Coaching philosophy and coaching behaviour. In J. L. Cross & J. Lyle (Eds.), *The coaching process: Principles and practice for sport* (pp. 25–46). Oxford: Butterworth-Heinemann.
- Lyle, J. (2002). *Sports coaching concepts: A framework for coaches' behaviour*. London: Routledge.
- McCarthy, A., & Lee, K. (2006). Cultural display rules drive eye gaze during thinking. *Journal of Cross Cultural Psychology*, 37, 717-722.

- McGannon, K. R., & Johnson, C. R. (2009). Strategies for reflective cultural sport psychology research. In R. J. Schinke & S. J. Hanrahan (Eds.), *Cultural sport psychology* (pp. 57–75). Champaign, IL: Human Kinetics.
- Mellalieu, S., Hanton, S., & Fletcher (2009). *A competitive anxiety review: Recent directions in sport psychology research*. New York: Nova Science.
- Messner, M., Duncan, M. C., & Jensen, K (1993). Separating the men from the girls: The gendered language of televised sports. *Gender and Society*, 7, 121-137.
- Myers, D. G., & Spencer, S. J. (2003). *Social psychology: Canadian edition*. Toronto: McGraw-Hill Ryerson.
- Oh, Y., Koeske, G. F., & Sales, E. (2002). Acculturation, stress, and depressive symptoms among Korean immigrants in the United States. *The Journal of Social Psychology*, 142, 511-526.
- Olusoga, P., Butt, J., Hays, K., & Maynard, I. (2009). Stress in elite sports coaching: Identifying stressors. *Journal of Applied Sport Psychology*, 21, 442-459.
- Olusoga, P., Butt, J., Maynard, I., & Hays, K. (2010). Stress and coping: A study of world class coaches. *Journal of Applied Sport Psychology*, 22, 274–293.
- Olusoga, P., Maynard, I., Hays, K., & Butt, J. (2012). Coaching under pressure: A study of Olympic coaches. *Journal of Sport Sciences*, 30, 229-239.
- Own the Podium (2012). Funding. Retrieved from <http://ownthepodium.org/Funding.aspx>.
- Partington, J. T. (1988) Becoming a complete coach. *Science Periodical on Research and Technology in Sport*, 8(6), 1-7.
- Patton, M. Q. (2001). *Qualitative research and evaluation methods*. California, Los Angeles: Sage Publications.

- Pirinen (2002). Catching up with men?: Finnish newspaper coverage of women's entry into traditionally male sports. *International Review for the Sociology of Sport*, 32, 239-249.
- Ramelli, M., Florack, A., Kosic, A., & Rohmann, A. (2013). Being prepared for acculturation: On the importance of the first months after immigrants enter a new culture. *International Journal of Psychology*, 48, 363-373.
- Rowe, D. (2004). *Sport, culture and the media*. Berkshire: Open University Press.
- Rudmin, F. W. (2003). Critical history of the acculturation psychology of assimilation, separation, integration, and marginalization. *Review of General Psychology*, 7, 3-37.
- Ryba, T. V., Haapanen, S., Mosek, S., & Ng, K. (2012). Towards a conceptual understanding of acute cultural adaptation: A preliminary examination of ACA in female swimming. *Qualitative Research in Sport, Exercise and Health*, 4, 80-97.
- Ryba, T. V., & Schinke, R. J. (2009). Methodology as a ritualized eurocentrism: Introduction to the special issue. *International Journal of Sport and Exercise Psychology*, 7, 263-274.
- Ryba, T. V., & Wright, H. K. (2005). From mental game to cultural praxis: A cultural studies model's implications for the future of sport psychology. *Quest*, 57, 192-212.
- Saukko, P. (2002). *Qualitative research in cultural studies*. Unpublished manuscript.
- Schinke R. J., Blodgett, A. T., Yungblut, H. E., Eys, M. A., Battochio, R. C., Wabano, M. J. et al. (2010). The adaptation challenges and strategies of adolescent Aboriginal athletes competing off reserve. *Journal of Sport and Social Issues*, 34, 438-456.
- Schinke, R. J., Bonhomme, J., McGannon, K. T., & Cummings, J. (2012). The internal adaptation processes of professional boxers during the ShowTime super six boxing classic: A qualitative thematic analysis. *Psychology of Sport and Exercise*, 13, 830-839.

- Schinke, R. J., Gauthier, A., Dubuc, N., & Crowder, T. (2007). Understanding athlete adaptation in the National Hockey League through an archival data source. *The Sport Psychologist*, *21*, 277-287.
- Schinke, R. J., Hanrahan, S. J., & Catina, P. (2009). Introduction to cultural sport psychology. In R. J. Schinke, S. J. Hanrahan, & P. Catina (Eds.), *Cultural sport psychology* (pp. 3-11). Champaign, IL: Human Kinetics.
- Schinke, R. J., Hanrahan, S. J., Eys, M. A., Blodgett, A., Peltier, D., & Ritchie, S. D. (2008). The development of cross-cultural relations with a Canadian Aboriginal community through sport research. *Quest*, *60*, 357-369.
- Schinke R. J., & McGannon, K. R. (2013). The acculturation experiences of (and with) immigrant athletes. *International Journal of Sport and Exercise Psychology*.
- Schinke, R. J., McGannon, K. R., Battocchio, R., & Wells G. (2013). Acculturation in elite sport: A thematic analysis of immigrant athletes and coaches. *Journal of Sport Sciences*.
- Schinke, R. J., McGannon, K. R., Parham, W. D., & Lane, A. M. (2012). Toward cultural praxis and cultural sensitivity: Strategies for self-reflexive sport psychology practice. *Quest*, *64*, 34-46.
- Schinke, R. J., Michel, G., Gauthier, A., Pickard, P., Danielson, R., Peltier, D. et al. (2006). The adaptation to the mainstream in elite sport: A Canadian Aboriginal perspective. *The Sport Psychologist*, *20*, 435-448.
- Schinke, R. J., & Moore, Z. E. (2011). Culturally informed sport psychology: Introduction to the special issue. *Journal of Clinical Sport Psychology*, *5*, 283-294.

- Schinke, R. J., Ryba, T. V., Danielson, R., & Michel, G., Pickard, P., Peltier, D. et al. (2007). Canadian Aboriginal elite athletes: The experiences of being coached in mainstream cultures. *International Journal of Sport and Exercise Psychology*, 5, 123-141.
- Schinke, R., Tenenbaum, G., Lidor, R., & Battochio, R. (2010). Adaptation in action: The transition from research to intervention. *The Sport Psychologist*, 24, 542-557.
- Schinke, R., Yukelson, D., Bartolacci, G., Battochio, R., & Johnstone, K. (2011). The challenges encountered by immigrated elite athletes. *Journal of Sport Psychology in Action*, 2, 1-11.
- Shin, E. H., & Nam, E. A. (2004). Culture, gender roles, and sport. *Journal of Sport and Social Issues*, 28, 223-244.
- Sinclair, D., & Orlick, T. (1993). Positive transitions from high-performance sport. *The Sport Psychologist*, 7, 138-150.
- Smith, W. A. (2004). Black faculty coping with racial battle fatigue: The campus racial climate in a post-civil rights era. In D. Cleveland (Ed.), *Broken silence: Conversations about race by African Americans at predominately white institutions* (pp. 171-190). New York: Peter Lang.
- Smith Maguire, J. (2002). Michel Foucault: Sport, power, technologies and governmentality. In J. Maguire & K. Young (Eds.), *Theory, sport & society* (pp. 293-314). London: Elsevier Science.
- Sullivan, P. A., & Nashman, H. W. (1993). The 1992 United States Olympic team sport coaches: Satisfaction and concerns. *Applied Research in Coaching and Athletics Annual*, 1-14.
- Sussman, N., & Rosenfeld, H. (1982). Influence of culture, language, and sex on conversational distance. *Journal of Personality and Social Psychology*, 42, 66-74.

- Tenenbaum, G., Jones, C. M., Kitsantis, A., Sachs, D. N., & Berwick J. P. (2003). Failure adaptation: An investigation of the stress response process in sport. *International Journal of Sport Psychology*, 34, 27-62.
- Tennis Canada (2004). *Coaching*. Retrieved from <http://www.lovemeansnothing.ca/coaches-officials/tennis-canada-coaches>.
- Terry, P. C. (2009). Strategies for reflective cultural sport psychology practice. In R. J. Schinke, & S. J. Hanrahan (Eds.), *Cultural sport psychology* (pp. 79-89). Champaign, IL: Human Kinetics.
- Theberge, N. (1991). A content analysis of print media coverage of gender, women and physical activity. *Journal of Applied Sport Psychology*, 3, 46-48.
- Thelwell, R., Weston, N., & Greenlees, I. (2010). Coping with stressors in elite sport: A coach perspective. *European Journal of Sport Science*, 10, 243-253.
- Thelwell, R., Weston, N., Greenlees, I., & Hutchings, N. (2008). Stressors in elite sport: A coach perspective. *Journal of Sport and Science*, 29, 905-918.
- Thorne, S. (2000). Data analysis in qualitative research. *Evidence-Based Nursing*, 3, 68-70.
- Vealey, R. S., Armstrong, L., Comar, W., & Greenleaf, C. (1998). Influence of perceived coaching behaviors on burnout and competitive anxiety in female college athletes. *Journal of Applied Sport Psychology*, 10, 297-318.
- Vincent, J. (2004). Game, sex, and match: The construction of gender in British newspaper coverage of the 2000 Wimbledon Championships. *Sociology of Sport Journal*, 21, 435-456.
- Wang, J., & Ramsey, J. (1998). The relationships of school type, coaching experience, gender and age to new coaches' challenges and barriers at the collegiate level. *Applied*

Research in Coaching and Athletics Annual, 13, 1-22.

Weedon, G. (2011). 'Glocal boys': Exploring experiences of acculturation of migrant youth footballers in Premier League academies. *International Review for the Sociology of Sport*, 47, 200-216.

Weinberg R. S., & Gould, D. (2007). *Foundations of sport and exercise psychology*. Champaign, IL: Human Kinetics.

Wengraf, T. (2001). *Qualitative research interviewing*. London: Sage Publications.

Werthner, P., & Orlick, T. (1986). Retirement experiences of successful Olympic athletes. *International Journal of Sport Psychology*, 17, 337-363.

White, P. G., & Curtis, J. E. (1990). Participation in competitive sport among Anglophones and Francophones in Canada: Testing competing hypotheses. *International Review for the Sociology of Sport*, 25, 125-141.

Whitson, D. (1998). Olympic sport, global media and cultural diversity. In P. K. Barney, K. B. Wamsley, S. G. Martyn, & G. H. MacDonal (Eds.), *Global and cultural critique: Problematising the Olympic Games* (pp. 1-9). London, Ontario: University of Western Ontario.

Wimbledon (2012). Scores. Retrieved from

http://www.wimbledon.com/en_GB/scores/index.html.

Woodman, T., & Hardy, L. (2001). A case study of organizational stress in elite sport. *Journal of Applied Sport Psychology*, 13, 207-238.

Yamagishi, T., Hashimoto, H., & Schug, J. (2008). Preferences versus strategies as explanations for culture-specific behavior. *Psychological Science*, 19, 579-584.

Appendix A

Approval for Conducting Research Involving Human Subjects

Research Ethics Board – Laurentian University

This letter confirms that the research project identified below has successfully passed the ethics review by the Laurentian University Research Ethics Board (REB). Your ethics approval date, other milestone dates, and any special conditions for your project are indicated below.

TYPE OF APPROVAL / New / Modifications to project / Time extension	
Name of Principal Investigator and school/department	Robert Schinke (Human Kinetics)
Title of Project	The Adaptation Challenges and Strategies of Immigrant Elite Coaches
REB file number	2012-05-13
Date of original approval of project	June 27, 2012
Date of approval of project modifications or extension (<i>if applicable</i>)	
Final/Interim report due on	June 27, 2013
Conditions placed on project	Final report due on June 27, 2013

During the course of your research, no deviations from, or changes to, the protocol, recruitment or consent forms may be initiated without prior written approval from the REB. If you wish to modify your research project, please refer to the Research Ethics website to complete the appropriate [REB form](#).

All projects must submit a report to REB at least once per year. If involvement with human participants continues for longer than one year (e.g. you have not completed the objectives of the study and have not yet terminated contact with the participants, except for feedback of final results to participants), you must request an extension using the appropriate [REB form](#).

In all cases, please ensure that your research complies with [Tri-Council Policy Statement \(TCPS\)](#). Also please quote your REB file number on all future correspondence with the REB office.

Congratulations and best of luck in conducting your research.

A handwritten signature in black ink that reads "Susan James". The signature is written in a cursive, flowing style.

Susan James, Acting chair
Laurentian University Research Ethics Board

Appendix B

Informed Consent

Study Title: The Adaptation Challenges and Strategies of Immigrant Elite Coaches

Investigators: Robert Schinke (Principle Investigator), Jessica Cummings, Kerry McGannon,
Amanda Schweinbenz, and Wayne Parro

Study Purpose: Given the diversity of immigrated coaches working in Canada, the primary objective through this pilot project is to glean a provisional understanding from immigrated coaches of the cultural adjustment experiences they encounter working in the Canadian sport system with Canadian born athletes from the country's mainstream cultures. Though no two coaches will have the same cultural standpoint, there will undoubtedly be common themes shared by the coaches in terms of which cultural adaptation challenges are experienced most. From an appreciation of these shared cultural adaptation challenges, our researchers will seek to identify how coaches have either overcome each cultural adaptation challenge when these challenges are experienced, or conversely, how these challenges have impeded their functioning as coaching professionals. As part of this project, you will be asked to participate in one 90-minute individual interview. The interview will be described below.

Benefits: This project might well be beneficial to you as you make sense of your cultural adaptation experiences. The benefits derived from this project might include increased reflection of how you have adapted, perhaps reinforcing effective strategies, ongoing. In addition, this project will inform coaching practice and research in the area of cultural sport psychology. The information from this project will be shared with sport administrators, coaches, sport scientists, and athletes in the Canadian Sport System through scheduled presentations and applied publications.

Risks: The risks to you are minimal. The topic matter will pertain to challenges you've encountered within the sport system and how you have worked through these challenges. It is possible that you might become irritated if you explain a recurring coaching challenge as part of your professional work. However, this frustration can be discussed with the interviewer. If you agree to participate in this study, you will be asked to participate in a one-year project comprised of two aspects. These aspects are outlined below:

Demographic Questionnaire: You will be asked to complete a brief demographic questionnaire immediately before we begin the individual interviews described directly below. Within this questionnaire, you will be asked about your sport background, nationality, coaching accomplishments, and also your current and previous challenges coaching cross-culturally in Canada.

Individual Interview: The individual interview will serve to glean a better understanding of your challenges working with athletes from another culture within the Canadian sport system. The interview will be designed to invite personal stories/episodes of sport adaptation and the role of socio-cultural difference as part of adaptation and/or impeded adaptation. Examples of questions include: tell me about your experiences coaching in Canada, and tell me a story about specific coaching challenges you've encountered. During this interview we are seeking in-depth understanding of your experiences, and also how these are shared and also different across the larger group of participants in this the project.

Right to Withdraw from the Project: If at any point you feel uncomfortable sharing certain personal experiences during any phase of the research, you will be supported not to share those aspects or share them and indicate that whatever aspects you wish not to share beyond the interview be excluded from the project data. Further, it is your right to opt out of this project at

any time with no consequence to you. You simply can indicate your wish to do so either in person or in writing – by e-mail, and your wish will be respected.

Anonymity and Confidentiality: All personal identifiers will be removed from your project data to ensure anonymity. Each participant is assigned a pseudonym (a name other than their name) and a participant number such as Participant 1. Also relating to anonymity, your sport discipline and all names and locations will be removed from your interview transcript in advance of its return to you for authentication and analysis. This anonymous data will remain on record four years after completion of the project (2017). Once the project data has exceeded the above timeline, it will be deleted by the lead researcher from his computer and storage device. In addition, all information you share and wish to remain confidential will not be included as data in the project.

If you have any questions about the study or whether you can or should be a participant in this project, you can call me (Robert) at 705-675-1151 ext. 1045 or by e-mail at the following address: Rschinke@laurentian.ca . You may contact the Laurentian University Research Officer at (705) 675-1151 ext. 3213 should you have any concerns pertaining to this project and the ethical conduct of the researchers and/or the ethical integrity of this project.

Should you agree to be part of this project, you can provide an “X” in this box:

Should you wish to gain information as the project progresses, including publications, please provide an “X” in this box:

I agree to participate in this study, and I have received a copy of this consent form:

Signature of Coach

Date

Signature of Researcher

Date

Appendix C

Demographic Questionnaire

Full Name: _____

Home Address: _____

E-mail address: _____

Telephone: _____

Cell Phone: _____

Age: _____ Gender: _____

Country of Origin: _____

Years in Canada: _____

Sport Discipline: _____ Years Experience Coaching: __

Years Experience Coaching at the National Level: _____

Years Experience Coaching at the International Level: _____

National Level Accomplishments: _____

International Accomplishments: _____

Initial and Current Challenges Coaching in Canada (please identify each one as initial / current):

1. Challenge: _____

2. Challenge: _____

3. Challenge: _____

4. Challenge: _____

5. Challenge: _____

6. Challenge: _____

7. Challenge: _____

8. Challenge: _____

9. Challenge: _____

10. Challenge: _____

Thank You!

Appendix D

Individual Interview Questions: Immigrant Coaches

1. Tell me about the decision to come to Canada and work in the Canadian sport system. What specifically led to that decision?

Probe: Tell me more about that and/or provide a specific story or example about how you came to apply for the job.

2. Discuss your reasons for accepting the job within the Canadian sport system and what expectations you had prior to coming.

3. What was the transition like for you personally when you first came to Canada?

Probe: Tell me more about that and/or provide a specific story or example in relation to personal and also what the transition was like for your family.

4. Describe your experiences working as a coach within the Canadian sport system in comparison to the previous sport system within your country of origin.

Probe: Tell me more about that and/or provide a specific story or example.

5. Tell me about any barriers and/or challenges that you have faced when working as a coach in the Canadian sport system in comparison to barriers and/or challenges within the sport system within your country of origin.

6. Tell me about how you navigated any challenges you faced and/or what facilitated or helped with your adaptation and adjustment when coming into the Canadian sport system

Probe: Tell me more about that and/or provide a specific story or example.

7. Based on your experiences within the Canadian sport system, if you could give another immigrant coach advice and/or provide specific things to help with the transition from the

country of origin, what specific things would be helpful and/or useful with adjustment and adaptation in the Canadian sport system?

8. Are there any other questions or topics that I should have asked about, but didn't regarding your experiences as an immigrated elite athlete?