EVALUATION OF A SASKATCHEWAN NEWSTART
LIFE SKILLS-BASED COACH TRAINING PROGRAM

by

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M.A., Royal Roads University, 2001

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ABSTRACT

This study evaluated a Life Skills Coach Training (LSCT) program that was designed in the Saskatchewan NewStart model of Life Skills (NLS) and was delivered by the Saskatchewan Indian Institute of Technologies (SIIT). The study asked:

In the light of NLS theory, how effective was the LSCT program delivered by SIIT? What was the match between NLS theory and the SIIT LSCT program design? How effective were aspects of the training program at contributing to the desired outcome of the program? How well do the trainers and program graduates think that the graduates were prepared for work as Life Skills coaches and/or in related fields?

In the light of NLS theory, the program was very effective. It stayed close to NLS theory and extended and developed theory in useful ways, e.g., regarding learning styles and the integration of NLS with Aboriginal cultural/spiritual content. Most aspects of the program effectively contributed to the outcomes required by its design. The trainers are confident that their graduates can perform to the requirements of the levels at which they graduated, and the graduates said that they had received what they expected to receive and were happy with it.

The study recommends that the Community Lesson be made more rigorous, that more emphasis be put on ethics, that the program be lengthened, and that a longitudinal evaluative process be implemented. It also recommends that the experience of one of the training groups be examined to explain why it showed lower satisfaction in all categories than did the other three groups in the sampling frame.

The SIIT LSCT program made notable innovations based on NLS theory in the areas of learning styles, with the inclusion of Watching with the NLS-identified Feeling Thinking and Acting; the use of NLS accreditation competencies as training/evaluation points for program trainees; and extending the format of the lesson plan with a new first step called Warm-ups. Carrying out this evaluation necessitated the creation of two useful tools for NLS: the NLS Literature Review, and the Evaluation Survey that sought the opinions of program graduates about their training.

Keywords: Life Skills; NewStart; coach; training; Aboriginal; evaluation

DEDICATION

I dedicate this dissertation to all the many many thousands of people who have studied Saskatchewan NewStart Life Skills and have taken the skills into their lives, their families, their recreation, their communities and their jobs. May we flourish.

ACKNOWLEDGEMENTS

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GLOSSARY

Balanced Self-Determined Behaviour   "Behaviour which enables a person to act in his own best interests, to stand up for himself without undue worry, to exercise his rights without denying the rights of others is called Balanced Self-Determined behaviour" (Curtiss and Warren, 1973, p. 37).

Balanced Self-Determined Individuals   Balanced Self-Determined individuals are those who, from the basis of a coherent self-others image, habitually, deliberately, consistently, and reflectively use NLS problem solving skills to appropriately and responsibly manage their personal affairs (Himsl, 1973c, p. 13; Mullen, 1985, p. 60; Smith, 1985, pp. 27-29).

Disadvantaged   In terms of Saskatchewan NewStart Life Skills, not having sufficient knowledge and confidence to creatively resolve problems in managing one's personal affairs makes one "disadvantaged" (Mullen, 1985, p. 70).

Life Skills   "Life Skills…means problem solving behaviors appropriately and responsibly used in the management of personal affairs" (Himsl, 1973c, p. 13).

Life Skills Coach   A Life Skills coach is a trained para-professional who is able to facilitate groups, model and evaluate skills and support individualized learning. Coaches work from their hearts, demonstrating with their lives, their growth, and through their range of emotion and depth of experience, the effective use of the skills that they offer to their participants. Coaches put themselves on the line, human to human (Canadian Alliance of Life Skills Coaches and Associations, 2010d).

Life Skills Coach Training Program

A Life Skills Coach Training program such as that evaluated in this paper goes through a number of phases
1. Design – creating the program to be advertised and delivered
2. Recruiting – finding people to take the program
3. Delivery – trainers train and certify Life Skills coaches
In the program described in this paper, the design and delivery were carried out by two Life Skills coach trainers who worked under the auspices of the Saskatchewan Indian Institute of Technologies. The program delivered 240 hours of training per group (Saskatchewan Indian Institute of Technologies, 2007).

Trainer

In this paper, the term *trainer* refers to those who train and certify people to work as Life Skills coaches.

ACRONYMS

Life Skills Terms

BSD   Balanced Self-Determined

LSCT   Life Skills Coach Training

NLS   Saskatchewan NewStart Life Skills

OD   Other-Determined

SD   Selfish-Determined

SIIT   Saskatchewan Indian Institute of Technologies

WDYL   What Did You Learn?

Canadian Coaches' Associations, Past and Present

AAPLSC Alberta Association of Professional Life Skills Coaches (current)

ASLSC Alberta Society of Life Skills Coaches (dissolved)

ALSCO Association of Life Skills Coaches of Ontario (dissolved)

CALSCA Canadian Alliance of Life Skills Coaches and Associations (current)

LSAM Life Skills Association of Manitoba (dissolved)

LSCABC Life Skills Coaches Association of BC (dissolved)

MALSC Maritimes Association of Life Skills Coaches (dissolved)

QALSC Quebec Association of Life Skills Coaches (dissolved)

SLSA Saskatchewan Life Skills Association (current)

CHAPTER 1: INTRODUCTION

This study is an evaluation[1] of the four Life Skills Coach Training (LSCT) programs (hereafter referred to as Groups 3, 4, 5, and 6) that were delivered under the auspices of the Saskatchewan Indian Institute of Technologies (SIIT) from 2003 through 2007. The program was intended to be consistent with the Saskatchewan NewStart Life Skills (NLS) model of Life Skills training. This research evaluates SIIT's implementation of the NLS model in its LSCT program, and, to further meet SIIT's evaluative needs, examines SIIT's training process and provides SIIT with feedback from its LSCT program graduates as to their views of the process and value of their training. Fretchling's (2002) six-phase project evaluation system was used for this study.

A Note on Methodology, Structure, and Focus

The research proposal for this study outlined a plan for action research in the form of a combined quantitative/qualitative case study (Brewerton & Millward, 2001, pp. 13-14, 55). The nature of such a case study approach suggested that

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[1] ... a comprehensive definition presented by the Joint Committee on Standards for Educational Evaluation (1994) holds that evaluation is "systematic investigation of the worth or merit of an object."

This definition centers on the goal of using evaluation for a purpose. Accordingly, evaluations should be conducted for action-related reasons, and the information provided should facilitate deciding a course of action (Fretchling, 2002, p. 3).

unforeseen information and directions of inquiry were likely to arise. Thus this

was an iterative process, carried out in such a way as to be attentive to emerging

circumstances, and adapted as needed to take those circumstances into account

– a process similar to that used in Grounded Theory research (Charmaz, 2000).[2]

The structure of this paper differs from the standard five-chapter

dissertation structure of:

- Introduction
- Literature Review
- Research Design and Methodology
- Findings and Analysis
- Discussion.

Here, the first chapter, called *Introduction*, includes a major portion of the

study's literature review by way of setting the stage for all that follows. Chapter

Two, called *Developing an Evaluative Process*, contains the research design and

methodology, but also has a separate literature review that specifically informs

the study's choice of evaluation method, that found in Fretchling's *The 2002*

User-Friendly Handbook for Project Evaluation (2002). The chapter then does

the definitional work required by Fretchling's system, which includes yet another

small literature review needed to support the design of a survey form to be used

for data collection.

Chapter Three, called *Data Collection and Findings*, first describes the

process of data collection. The description includes the explanation of how the

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[2] "Throughout the research process, grounded theorists develop analytic interpretations of their
data to focus further data collection, which they use in turn to inform and refine their
developing theoretical analyses" (Charmaz, 2000, p. 509).

research process changed from the plan developed in Chapter Two in response to changes in circumstance on the ground. The chapter then presents the findings drawn from the collected data. Chapter Four is the study's *Analysis*, and Chapter Five returns to the standard dissertation structure with the closing *Discussion*.

While theory that supports the Saskatchewan NewStart model of Life Skills is described in this study, it is not part of the study's focus to examine or to critique that theory. The focus, rather, is to determine what the NLS literature recommends about how to implement the theory, and then to compare the SIIT LSCT program to that recommendation.

Overview and Significance of the Study

This study is important because Life Skills coaches are the crucial link between the NLS model and its practice. They are the ones who teach NLS to student groups, and their effectiveness as coaches has a direct impact on how well the skills are learned and adopted into their students' lives. The effectiveness of coaches is to a large part dependent on their training. SIIT, wishing to do the best it can to turn out effective coaches, requested an evaluation of its program.

This research is also important because program quality and student outcomes are essential topics for study in the approach to standardization of NLS practices and the standardization of the NewStart Life Skills brand. Further, this research is important because it clearly demonstrates the ability of NLS "...to

accommodate the inevitable values imparted in life skills training while respecting the cultural heritage of various groups" (Gazda & Brooks, 1985, p. 8), and shows the useful role that NLS Accreditation Competencies can play in the training of Life Skills coaches.

An additional benefit to NLS is the Evaluation Survey that was developed as part of the research. It can be easily adapted for use in evaluating other Life Skills coach training programs.

The Context for the Study

Four key elements inform the context for this study:

A. The Saskatchewan Indian Institute of Technologies

B. Geography

C. Government Involvement, and

D. Culture(s).

A. The Saskatchewan Indian Institute of Technologies

In the time frame of this study (2003 through 2007) SIIT's mandate was to provide applied skills training for careers in a variety of areas, including Life Skills Coaching, to First Nations adults (Saskatchewan Indian Institute of Technologies, 2005). The LSCT program was administered out of SIIT's head office in Saskatoon, SK. SIIT was governed by the Federation of Saskatchewan Indian Nations and since 2000 has had provincial recognition as a post-secondary institution (Saskatchewan Indian Institute of Technologies, 2010).

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The trainers who delivered the LSCT program to the four groups that are the focus of this study, Tia Shynkaruk and Kathie Bird, had been doing the same work for SIIT since 2001, and had graduated Groups 1 and 2 prior to the time frame of this study.

B. Geography

The LSCT program was held in various training sites in Prince Albert SK, and once in a site at Meadow Lake SK, approximately 250 km north-west of Prince Albert, equidistant from Cold Lake AB and Lloydminster AB. Prince Albert is situated on the line where the Great Plains and the boreal forest meet.

C. Government Involvement

Even though NLS was created at the behest and initiative of the Canadian and Saskatchewan governments, their support for NLS subsequently fell off. While NLS research was supported by the federal government in the 1980s (Hearn, 1985a; Mullen, 1985; Smith, 1985), in the early 1990s funding for actual Life Skills training programs diminished drastically. During the timeframe encompassed by this study (2003-2007) NLS was not a priority for the Saskatchewan government and provincial sponsorship was becoming rare. The primary interest and money for LSCT came from First Nations bands.

D. Culture(s)[3]

In keeping with SIIT's mandate, the student populations of the four groups of this study were almost entirely made up of First Nations people (39 of 41 participants), with most of these being from Saskatchewan bands.

SIIT's LSTC trainers, one of whom is of Aboriginal heritage, spoke of their approach to cultural sensitivity and issues for this study, as did many of their LSCT graduates. Recognizing that there are many different Aboriginal cultures in Saskatchewan that nonetheless have commonalities in practice and belief, the trainers brought many of those commonalities, such as smudging, the talking circle, and the direct teachings of elders, into the program. With the teachings of the medicine wheel they included the traditional Aboriginal holistic view of the interconnectedness of mind, body, emotion and spirit (Butterwick, 2003, p. 168; Canada Royal Commission on Aboriginal Peoples, 1996, p. 205). They brought the traditional Aboriginal cooperative community model (Doucet, 2007, p. 85) into the training by including peer- and trainee self-assessment in the trainee learning and evaluation processes. They also introduced current theory that addresses Aboriginal self- and community-healing issues (Ethnostress: Antone, Miller, & Myers, 1986).

This discussion provides an overview of another, very different kind of culture as well, that of the social invention[4] called NewStart Life Skills (Conger,

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[3] "Culture is a cumulative body of learned and shared behavior, values, customs, and beliefs common to a particular group or society" (Frierson, Hood, & Hughes, 2002, p. 63).

[4] "A social invention is a new law, organization or procedure that changes the ways in which people relate to themselves or to each other, either individually or collectively (Conger, 2009, p. 1).

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1973b, 2009, 2010). As attested by many NLS authors, among them Allen and Levan (2006), Korzeniowski and Gander (1974), and Trudel, Cohen, and Montavez-Ruiz (2006), NLS coaches and students come from many diverse backgrounds. They share, however, a common experience – that of being coached in the communication and problem solving skills of NewStart Life Skills with the intent of becoming more effective in managing their personal affairs[5]. Myriad people who have had experience with NLS student groups, those many who have become Life Skills Coaches, and the friends, families, communities and workplaces of those students and coaches, have all been informed and influenced by the same Life Skills model.

In keeping with NLS theorist Joan Hearn's focus on "...how to accommodate the inevitable values imparted in life skills training while respecting the cultural heritage of various groups" (Gazda & Brooks, 1985, p. 8), and as evidenced by this study, the SIIT LSTC program showed a thoughtful blending of cultures by building upon inherent common understandings about basic human values. The cultures of the students, the program and institution, and the trainers were neither homogeneous nor monolithic, and they informed one other in very human ways.

Researcher's Value Statement

NLS is in its essence very much about the personal. It is about how people see themselves directly, and how they situate themselves in relation to

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[5] The original NLS student group curriculum can be seen in Appendix A, p. 218.

others and to the world at large. While this study was an academic undertaking and is presented in the academic tense of third person, it was also a personal journey for me, the researcher, so this value statement is in the first person. This statement is my attempt to tell the reader something about how I see myself, and about how I situate myself in relation to this research and to the larger world of NLS. The section *In Closing* (p. 203), also being something of a personal statement, is also written in the first person.

Wallace and Poulson (2003, p. 17) spoke of three kinds of knowledge about the social world – theoretical knowledge, knowledge acquired through research, and knowledge gained by practice. Practice is my strong point, and my first thoughts when considering research topics were concerned with my areas of practical expertise and personal concern: Saskatchewan NewStart Life Skills and its continued use, development, and dissemination. In terms of expertise, I have been in the field of NLS coaching, coach training, and theoretical construction since 1987. I have been concerned for some time that the practice of NLS has been in decline. Traditional funding sources – almost exclusively governmental – are drying up in our tight money, no-frills political climate. This being the case, there are fewer and fewer jobs for NLS coaches, and fewer participants being trained in the skills. I believe NLS to be an excellent, valuable tool for personal, social, and community development, and so wish to support its responsible and appropriate dissemination, and to help to reduce the occasions upon which Life Skills coaches may be found to be "not properly trained" (Butterwick, 2003, p. 175).

I was careful not to let my bias influence my information gathering. I asked direct, searching questions and used stringently developed protocols for my information gathering and data analysis. My belief was that it was in the best interest of NLS to be as clear and objective as I could be, no matter what the findings. It was my intent that whatever comes of this research and whatever might be developed from it will be built on an honest and solid foundation.

In this dissertation you will find my voice here at the beginning in my *Value Statement* and at the end, in the section called *In Closing*. Between these personal statements you will find the voices of the data, of the trainers, and of the coach graduates, rendered as faithfully and honestly as I was able.

Life Skills Defined and Described

The term *life skills* was coined in the early 1960s by Winthrop Adkins' Life Skills development team (Adkins, 1984)[6]. Since that coining, the term has been used to describe a variety of programs. A common theme of many versions of life skills is problem solving (Ainley & Corbett, 1994; British Columbia Ministry of Education & Rick Hansen Enterprises, 1995; Gazda & Brooks, 1985; Griffith, 1988; Hendricks, 1998; Himsl, 1973c; Murray, Clermont, & Binkley, 2005; Newbery, 1986; Reeff, Zabal, & Klieme, 2005). The theme has been applied in various ways.

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[6] Adkins, a consultant to the Saskatchewan NewStart project, wrote that the term was meant "...to describe the kind of behavior-based psychological learning needed to help people cope with predictable developmental tasks" (Adkins, 1984, p. 46).

Ainley and Corbett (1994) described a Social and Life Skills model developed and used in England to train people in employability skills. A major critique they made of the program was that it was delivered without consideration of the actual lives and lived experience of the students, and that in the absence of employment after the program the skills, not having been taught as being generally transferable into the students' social and family lives, were soon lost and forgotten. Further, Ainley and Corbett noted that "…personal deficits (which might include inefficiency, anti-social behaviours, untidy appearance, an inability to find financial resources or to control domestic circumstances) were blamed for the influence of external factors" (p. 367). In other words, people's personal characteristics were blamed for their lack of employment in situations where there was no employment to be had anyway.

Griffith (1988) studied a Life Skills/Management program mandated for use in Ontario secondary schools in the early 1980s. It had the benefit of extending the focus of skill use beyond just the labour market; it also took the students' personal lives into account. Griffith's criticism of the program was that the skills were prescriptive. The students had no say in which skills were to be learned nor in how they were to be learned.

Butterwick's (2003) analysis of life skills programs showed that while some programs did indeed operate from a deficit model, there were also programs that met students where they were at, that recognized students as "…knowledgeable agents rather than as needing to be fixed" (p. 168). She identified programs that helped people learn and practice communication and problem-solving skills that

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they themselves saw as useful in the whole context of their lives. The

Saskatchewan NewStart model of Life Skills was designed to be such a program.

Saskatchewan NewStart Life Skills

This section describes the origin of the NLS model, the theoretical

grounding and implementation of the model, and the model's expected outcome

- Balanced Self-Determined behaviour. It includes a section on Life Skills coach

training and a section about Accreditation history and competencies.

Many people were involved in the initial development of NLS in

Saskatchewan in the late 1960s and early 1970s. The following developers

played key roles and their works are cited throughout this dissertation[7]

- Stuart Conger, former Chairman and Executive Director, Saskatchewan NewStart Inc., co-editor of the *Life Skills Coaching Manual* (Conger & Himsl, 1973), contributor to *Readings in Life Skills* (Mullen, 1973)

- Paul Curtiss, developer of Life Skills Coach training procedures, co-author of *The Dynamics of Life Skills Coaching* (Curtiss & Warren, 1973), contributor to *Readings in Life Skills* (Mullen, 1973)

- Ralph Himsl, Manager, Life Skills Project, co-editor of the *Life Skills Coaching Manual* (Conger & Himsl, 1973), contributor to *Readings in Life Skills* (Mullen, 1973)

- Mary Jean Martin, Supervisor of Life Skills Development, contributor to the *Life Skills Coaching Manual* (Conger & Himsl, 1973) and *Readings in Life Skills* (Mullen, 1973)

- Jack Mitchell, developer of Life Skills curriculum, developer of Life Skills Coach training procedures, contributor to the *Life Skills Coaching Manual* (Conger & Himsl, 1973), author of *The Administrative Politics*

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[7] For a much more comprehensive listing of the original NLS developers, see http://calsca.com/Elders.htm.

In An Educational Action-Research Program In Canada: A Case Study Of Saskatchewan NewStart Incorporated (Mitchell, 1975)

- Vernon Mullen, Chief of the Adult Development Division of the Training Research and Development Station, editor of *Readings in Life Skills* (Mullen, 1973)

- Phillip Warren, Director of Evaluative Research and Special Project Development, Life Skills Division, co-author of *The Dynamics of Life Skills Coaching* (Curtiss & Warren, 1973) and *The Problems and Needed Life Skills for Adolescents* (Warren, Gryba, & Kyba, 1972), contributor to the *Life Skills Coaching Manual* (Conger & Himsl, 1973) and *Readings in Life Skills* (Mullen, 1973).

Following the initial development work in the 1960s and early 1970s, another burst of NLS development occurred in the 1980s, sponsored by the Employment Support Services Branch of the Canadian government's Employment and Immigration Commission. Three major pieces of work were undertaken. Dana Mullen produced *A Conceptual Framework for the Life Skills Program* (Mullen, 1985), Peter Smith authored *The Development of a Taxonomy of the Life Skills Required to Become a Balanced Self-Determined Person* (Smith, 1985), and Joan Hearn wrote *More Life Skills* (Hearn, 1985a).

A third wave of NLS development began in the 1990s. The YWCA of Metropolitan Toronto published an updated NLS coaching manual, *The New Dynamics of Life Skills Coaching* (Allen, Mehal, Palmateer, & Sluser, 1995), written by NLS coach trainers Shirley Allen, Mickey Mehal, Sally Palmateer and Ron Sluser.[8] The work of these authors, along with that of Mullen (1985) and Smith (1985), are frequently cited in this study.

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[8] The YWCA of Metropolitan Toronto has continued to produce and market NLS-related publications (Canadian Alliance of Life Skills Coaches and Associations, 2010c).

The Origin of NLS

The NLS developers borrowed the term *life skills* from Winthrop Adkins when they consulted with Adkins and Sidney Rosenberg during the initial stages of NLS development (Allen, et al., 1995, p. 7). The NLS designers settled on the following definition of life skills:

> Life Skills, precisely defined, means problem solving behaviors appropriately and responsibly used in the management of personal affairs. As problem solving behaviors, life skills liberate in a way, since they include a relatively small class of behaviors useable in many life situations. Appropriate use requires an individual to adapt the behaviors to time and place. Responsible use requires maturity, or accountability. And as behaviors used in the management of personal affairs, the life skills apply to five areas of life responsibility identified as self, family, leisure, community and job [underlining in the original] (Himsl, 1973c, p. 13).

NLS was developed in the late 1960s and early 1970s in response to the inability of many disadvantaged Canadians to find and keep employment despite job availability and job training (Allen, et al., 1995, p.6). The Saskatchewan NewStart project was created as a non-profit company owned by the Saskatchewan Minister of Education and the federal Minister of Regional Economic Expansion, with funding from the federal department (Conger & Himsl, 1973, Foreword). The initial objective of Saskatchewan NewStart was to develop methods of counselling and training adults who were disadvantaged as to their educational level. As an adult curriculum development lab, Saskatchewan NewStart also created literacy and academic upgrading courses and a small business management program (S. Conger, personal communication, May 29, 2010).

"Disadvantaged" came to refer to "economically disadvantaged adults" in the Saskatchewan NewStart project's mandate (Mullen, 1985, p. 3), a usage that persists in literature and law (Coates & Keen, 2007, p. 61; Government of Canada, 1982). NLS, however, further developed the meaning of "disadvantaged":

> … "disadvantage" does not inhere in poverty or unemployment but in the lack of skills. Individuals may have or lack a job; they may be on welfare or have money in the bank. No matter where they may locate themselves on a socioeconomic scale, they are disadvantaged in the management of personal affairs to the extent that they do not have sufficient knowledge and confidence to resolve life problems creatively (Mullen, 1985, p. 70).

> The NLS concept came to encompass problem solving in the five life

areas of self, family, community, job, and leisure (Himsl, 1973c, pp. 15-16).

NLS Theory

NLS theory is approached by explaining

A. The Life Skills Process/Content Model
B. The Life Skills Integration Model
C. Life Skills and Evaluation.

A. The Life Skills Process/Content Model

Himsl (1973c) laid the foundation for NLS theory with the Life Skills Process/Content Model (Figure 1, p. 15). Figure 1 illustrates the interplay of three dimensions of NLS: student response to content, student use of the learning group, and the students' increasing array of problem solving behaviours.

Figure 1. The Life Skills Process/Content Model
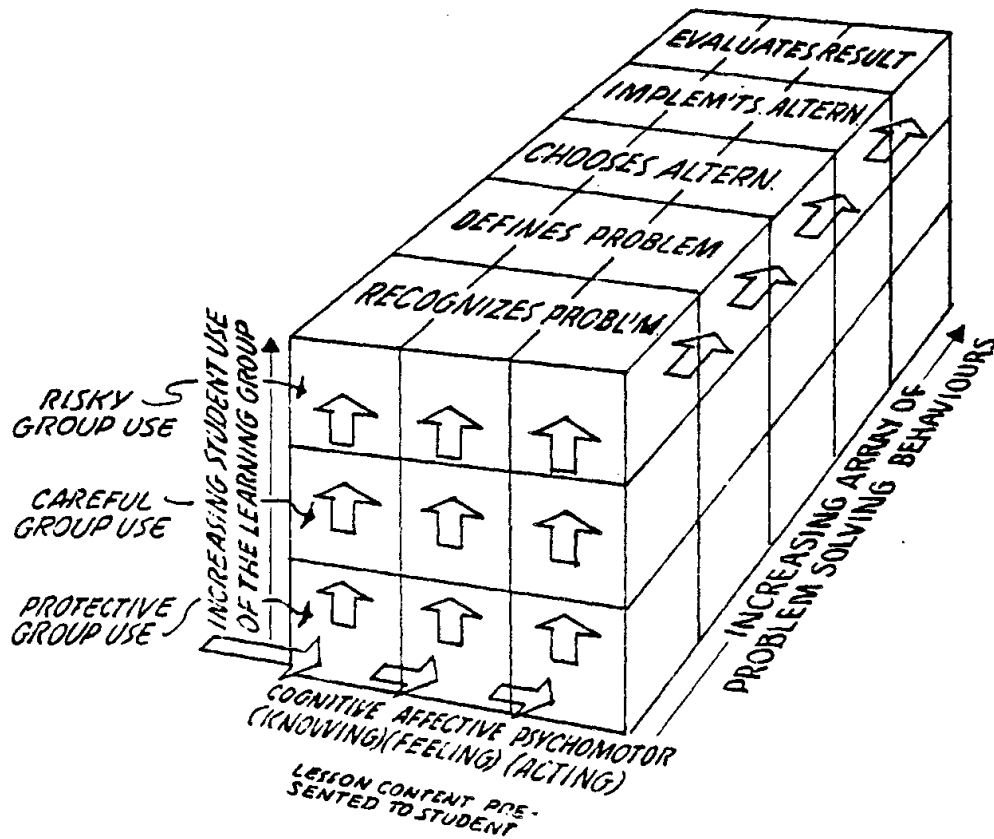
Note. Reprinted from Himsl (1973c, p. 22)[9]

On the **x-axis** is the *Student Response to Content* dimension. Most NLS lessons engage students in each of the cognitive, affective, and psychomotor domains (Himsl, 1973c, pp. 17-18). With relevant course content, a good model to imitate, with practice and over time, the students gain self-management insight and skills.

On the **y-axis** of Himsl's (1973b) model is *Increasing Student Use of the Learning Group* dimension. NLS is a group-based learning system. It is in and with the group that students extend the range and increase the effectiveness of

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[9] Reproduced by permission of Stuart Conger, Chairman and Executive Director of Saskatchewan NewStart, Director-General, Manpower and Immigration.

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their interpersonal behaviour. NLS views small group development through the lens of Tuckman and Jensen's (1977) five stage model of group development: forming, norming, storming, performing, adjourning (Allen, et al., 1995, pp. 123-132). In the course of the group's development process, intra- and interpersonal trust is built in the group, and behavioural experimentation (i.e. skill practice) meets more and more tolerance and support, so greater risks can be taken (Mullen, 1985, pp. 93-94).

On the **z-axis** of the Life Skills Process/Content model is the dimension *Increasing Array of Problem Solving Behaviours*. The classic NLS five step problem solving system (see *The Five-Step Problem Solving System*, p. 23) is used to illustrate the growing variety and sophistication of problem solving behaviours (i.e. Life Skills[10]) gained by students during the course of a Life Skills program.

"The ideal student responds to the course content knowingly, feelingly, and by action: he uses the group to refine his response to the content; he applies a complete range of problem solving skills to the situations in the content" (Himsl, 1973c, p. 22).

B. The Life Skills Integration Model

Mullen (1985) integrated the existing NLS literature into a conceptual framework for the Life Skills program (Figure 2, p. 17).

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[10] "Life Skills, precisely defined, means problem solving behaviors…" (Himsl, 1973c, p. 13).

The title "Life Skills Integration Model" has been chosen because it encapsulates the notion that the learning of life skills is a process of integrating sub-skills, manifested outwardly as observable behaviours, into cognitive structure. These sub-skills are successively subsumed into higher-order life skills, which in turn are manifested as observable problem solving and interpersonal behaviours of an increasingly complex nature.

In this way, the cognitive powers are raised, in the domain of Self in relation to the external world, from a concrete level to the level of formal reasoning.

In the process, the concept of Self is developed, leading to the formation of a coherent Self-Others image, which generates the Balanced Self-Determined behaviour that is the goal of the course (Mullen, 1985, p. 60).

Figure 2. The Life Skills Integration Model

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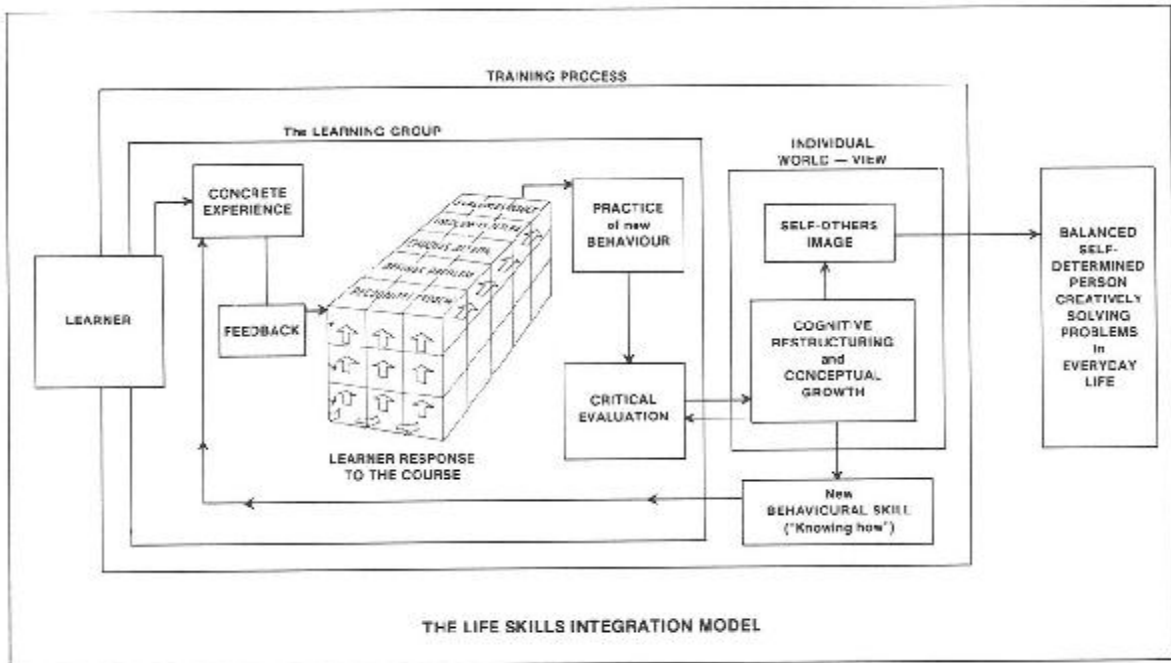
[11] Reproduced by permission of the author, Dana Mullin, after this researcher was unsuccessful at locating someone authorized to give permission from the University of Toronto.

Mullen's (1985, p. 66) Life Skills Integration model (Figure 2) shows a training process that begins with an individual learner who uses the learning group experience – represented by Himsl's (1973b) Process/Content model – to expand cognitive restructuring and conceptual growth. The expected outcome of the training process is a Balanced Self-Determined (BSD) person.

C. Life Skills and Evaluation

Adkins and Rosenberg contributed a four-step lesson plan to the NLS project[12] (Allen, et al., 1995, p. 5), and on the advice of Saskatchewan NewStart's Director, Stuart Conger, the NLS development team added Evaluation to the Adkins and Rosenberg model as the fifth and final step of the NLS lesson plan (Conger, 1969; Martin & Himsl, 1973b). Evaluating student progress (Martin & Himsl, 1973a) and evaluating the course itself (Warren & Lamrock, 1973) received theoretical and practical treatment in *Readings in Life Skills* (Conger, 1973b). Curtiss and Warren (1973) extended Martin and Himsl's (1973a) work, including providing an Interview Guide for follow-up interviews with NLS student group graduates and a system for evaluating the interviews based on the interviewer's "…judgement of the impact of Life Skills on the life of the student" (Curtiss & Warren, 1973, p. 238). Conger (1973a) included an abbreviated version of the Curtiss and Warren (1973) Interview Guide. The Life Skills publications of the Toronto YWCA, beginning with Allen, et al. (1995),

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[12] "…The Stimulus, The Evocation, The Objective Inquiry and The Application" (Allen et al., 1995, p. 5).

further developed NLS theory and practice and included evaluation systems and rationales for participants, coaches, and agencies.

The NLS literature includes a number of short-term student group evaluations (Conger, 1973a; Darou, 1977a, 1978a; Hearn, 1985b; Korzeniowski & Gander, 1974; Mitchell, 2003; Riediger, 1973) that speak to attitudinal changes on the part of the students but do not directly address coach effectiveness. Richmond (1974) and Dunkley (1977) did longer-term follow-up studies with student group graduates, though again there was no mention of coaches.

In a four month follow-up with 37 student group graduates, Richmond (1974) found a general increase in self-confidence, self-understanding, understanding of others, and self-management skills. From this it can be inferred that the graduates developed their Self-Others images, which is the basis of BSD behaviour (Mullen, 1985, p. 60). Dunkley (1977), in interpreting the results of a three year longitudinal study of 34 student group graduates, made the strong suggestion that NLS training was instrumental in the majority of the graduates leaving the welfare rolls by obtaining and maintaining employment. Dunkley's report makes no mention of specific behaviours or skills but simply refers to attaining financial independence.

One NLS coach training program evaluation (Darou, 1978b) is described in the NLS literature. Its contents are primarily about assessing attitudinal changes in the participants. The report has no information about how congruent the graduates' coursework and learning were with what was promised them. Given that the study was done during and immediately subsequent to the

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training, it provides no longitudinal information about how well the graduates were served by their educations or about their longer-term opinions of their training.

Implementation

NLS is a deliberately structured, experiential approach to adult education that includes specific intra- and inter-personal skills (Smith, 1985, pp. 15-21), and specific problem solving systems (Allen, et al., 1995, pp. 77-108; Himsl, 1973c, 1973e; Martin, 1973). Lessons are delivered sequentially, each building on previous learning (Adilman, Maxwell, & Wilkinson, 1994, p. 1; Smith, 1985, pp. 11-12).

> …the Life Skills Course uses two truisms as the source of its methodology: first, learning starts at the learner's current level of functioning and his understanding of present reality and second, the attainment of long range goals requires the mastery of many specific intervening goals, whose integration by the individual leads to an apparent and significant behavioral change (Himsl, 1973c, p. 14).

Implementation of the NLS model is examined by looking at core components of an NLS program as first listed here and then explained below

    A. Group Membership
    B. Group Size, Frequency of Group Sessions, and Course Duration
    C. Five Essential Life Areas
    D. The Five-Step Lesson Plan
    E. The Five-Step Problem solving System
    F. Lesson Sequencing
    G. Modelling of Skills
    H. Transfer of Skills.

A. Group Membership

A variety of populations identified as being "disadvantaged" have received NLS training and had specialized curricula designed for them in efforts to tailor curricula to their specific needs. Examples of such populations and developers of curricula to serve them are:

- prison inmates (Darou, 1977b; Dodge, 1973; Williams & Mardell, 1973)
- mental health patients (Conger, 1973a; Dunkley, 1977; Riediger, 1973)
- youth on probation (Korzeniowski & Gander, 1974)
- the unemployed (Allen, 2000; Himsl, 1973b; Trudel, et al., 2006)
- First Nations groups (Saskatchewan Indian Institute of Technologies, 2007)
- adolescents (Allen, 2000; Warren, et al., 1972)
- special needs groups (Allen & Levan, 2006)
- refugees (Hearn, 1985b).
- those with disabilities (Montavez-Ruz, 2006).

B. Group Size, Frequency of Group Sessions, and Course Duration

The NLS literature (Cormier, 1999; Dunkley, 1977; Himsl, 1973d; Korzeniowski & Gander, 1974, p. 79; Richmond, 1974; Riediger, 1973, p. 6) suggests a group size of not less than 10 and not more than 16 participants, with training generally being given in three hour per day sessions three to five days per week for three to four months. These parameters are generally accepted as being important for encouraging the learning that arises from peer interaction and for allowing processing and practice time between lessons.

C. The Five Essential Life Areas

Himsl's (1973c) definition of Life Skills includes "…as behaviors used in the *management of personal affairs*, the life skills apply to five areas of life responsibility identified as self, family, leisure, community and job" (p. 13)[13]. Mullen (1985), endorsed by Smith (1985, p. 9) and echoed by Geddis (as cited in Allen et al. 1995, p. 64), refined the "life areas" concept with:

> The domain on which Life Skills concentrates is the management of *personal* affairs, with particular relation to the life areas of Job, Family, Leisure and Community. The problems that Life Skills students tackle and learn to solve are all problems that concern SELF in relation to those life areas [emphases in the original] (p. 54).

The five life areas also found expression when Riediger (1973, p. 28) sorted most of Conger and Himsl's (1973) 61 lesson plans (Appendix A, p. 221) into the five life areas.[14] He found that 33 lesson plans had a Self and Inter-personal Relations focus, 13 were about Home and Family, two dealt with Leisure Time, six with Work, and six with Community.

D. The Five-Step Lesson Plan

The classic NLS literature (Conger & Himsl, 1973; Martin & Himsl, 1973b) describes and uses a five-step lesson plan format:

1. **The Stimulus** for a lesson is often provided through group discussion, role play and/or brainstorming. It is intended to stimulate students in

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[13] This is interestingly reflected in Murray and Clermont (2005), who sampled from the multiple life contexts of "…home and family, health and safety, community and citizenship, consumer economics, work and leisure and recreation" (p. 21).

[14] Without explanation, Riediger (1973) left out the Conger and Himsl (1973) lessons called Using Fact Finding Questions and Analyzing a Task, and added the lesson Providing Reliable Babysitting.

the cognitive, affective, and psychomotor domains in a fashion relevant to the lesson objective

2. **Evocation** assists participants to describe their experiences in the stimulus and to share their knowledge about the lesson objective

3. **Objective Enquiry/Skill Practice** turns to expert sources – which could be from outside the group, and/or the coach, and/or the students themselves – to develop a detailed "how to" of the skill(s) to be learned and the opportunity to practice the new skill(s) within the safe confines of the group

4. **Skill Application** involves applying the new skill(s) to an out-of-group situation

5. **Evaluation** involves a de-briefing of the lesson with the group, assisting students to identify skills they have mastered and those that need continued improvement. This phase gives the coach much information about how to proceed with guiding the group and individual learners.

Over time the plan has been adapted in various ways (See Table 1, p. 24). Adilman, Maxwell, and Wilkinson (1994, pp. 3-4) and Allen et al. (1995, p. 66) independently developed six-step processes by separating the classic third step into two steps: Objective Enquiry followed by Skill Practice. Cormier (1999) did some renaming of steps and re-assigning of sub-tasks; nonetheless the original five steps can be discerned inside the new developments[15]. The SIIT LSCT program added a seventh step (see *The Lesson Plan*, p. 154).

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[15] While Cormier (1999) endorsed the lesson format shown in Table 1, which includes the step Skill Practice, the lesson plans in *Discovering Life Skills* (1999) provide only for in-group learning prior to undertaking the lesson evaluation.

Table 1. Comparison of lesson plan variants

Classic 5-Step (Conger & Himsl, 1973; Martin & Himsl, 1973b)	6-Step (Adilman, et al., 1994; Allen, et al., 1995)	6-Step Alternate Terms (Cormier, 1999)
Stimulus	Stimulus	Warm up[16]
Evocation	Evocation	Exercise 1
Objective Enquiry / Skill Practice	Objective Enquiry	Theory
	Skill Practice	Additional Exercises
Skill Application	Application	Skill Practice
Evaluation	Evaluation	Evaluation

E. The Five-Step Problem Solving System

The classic NLS five-step problem solving system is

1. Recognize the problem situation

2. Define the problem

3. Choose a solution

4. Implement a solution, and

5. Evaluate the result (Himsl, 1973e, p. 154). [17]

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[16] Cormier's (1999) use of the term *Warm Up* was simply a substitution for the term *Stimulus*. The SIIT trainers used the term *Warm Up* to describe an additional step in the Lesson Plan, which they put first in the sequence of lesson steps before Stimulus.

Once taught to a student group, the five-step problem solving system can be

applied and practiced as part of a larger lesson or as a mini-lesson in itself, since

the NLS five-step problem solving system is analogous to the NLS five-step

lesson plan (Table 2).

Table 2. Five-step process comparisons

Five-Step Problem Solving System	Classic NLS Five-Step Lesson Plan
Recognize the problem situation – see that there is something to think about	Stimulus – provides food for thought and discussion
Define the problem – describe as thoroughly and clearly as possible what the problem actually is	Evocation – draws from participants their experience with and knowledge of the stimulus in relation to the lesson objective, in the cognitive, affective and psychomotor domains
Choose a Solution – decide what to do	Objective Enquiry/Skill Practice – go to expert sources for more information, formulate a skill description and practice the skill in the group
Implement a Solution – do it	Skill Application – try the skill in a real life situation
Evaluate the Result	Evaluation

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[17] Similarly to their treatment of the NLS five-step lesson plan, Allen et al.(1995, pp. 85-86) split the third step of the classic problem solving system into two steps: *Generate Ideas*, followed by *Make a Decision*.

F. Lesson Sequencing

NLS specifies a flexible sequencing of lessons that, beginning with concerns of Self (Riediger, 1973, p. 2), moves into the life areas of Job, Family, Leisure, and Community, at the discretion of the coach. The caveat to the coach is to build on already-introduced skills such that orderly progress is made from simple to more complex skills, while working creatively with the living situation in the group room (Adilman, et al., 1994, p. 1; Smith, 1985, pp. 10-12).

Conger and Himsl (1973) provided 61 lessons – the original NLS curriculum (Appendix A, p. 221) – to be used with Life Skills groups. Hearn (1985a) added 30 more lessons to the canon, including lessons specifically addressing Critical Thinking[18] in problem solving.

In 1994, Life Skills personnel at Grant MacEwan Community College in Edmonton AB used a Dacum (Design a Curriculum) process to identify ten core skills and their sequencing for NLS training

1. Group Orientation – intra-personal and inter-personal relationships within the group (how I see myself, how others see me, how I see others)
2. Listening
3. Asking Questions
4. Representing One's Self – (oral presentation – giving a talk, including seeing oneself on video)
5. Identifying and Describing Feelings
6. Giving and Receiving Feedback
7. Problem Solving with a System
8. Assumptions about Self and Others
9. Anger [Management]

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[18] As identified by Smith (1985). See Appendix B, p. 219.

10. Balanced Self-Determined Behaviour (B. Walters, personal communication, January 20, 2008).

Audrey Adilman, one of those who worked with Beverley Walters at Grant MacEwan, co-authored a book of 15 lesson plans (Adilman, et al., 1994). YWCA Toronto, in addition to publishing an updated NLS theory/coach training text (Allen, et al., 1995), has produced the Discovering Life Skills series (YWCA Toronto, 2007a), which offers a great variety of specialized lesson plans.

In all, a plethora of pre-set lesson plans and sequences have been provided to coaches. However many there are, it is still important to remember that "…the lesson model[19], with its prescription of skill development in a real life setting provides the trained coach with a means of creating new lessons when the needs of his group require it" (Himsl, 1973b, p. 17). Coaches are enjoined not only to vary the lesson sequence in response to the needs of the group (Himsl, 1973a, p. 68), but to actually invent lessons as required.

G. Modelling of Skills

Many educational theorists (e.g., Joubert, et al., 2006; Swennen, Lunenberg, & Korthagen, 2008) have considered modelling to be an essential pedagogical skill. To model a skill means to provide a behavioural example of that skill: an observable instance of the exercise of the skill such that its execution can be imitated by another person. In a program such as NLS, which is dependent for its effectiveness on the learning and use of new behaviours,

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[19] The classic five-step lesson plan (Table 2, p. 24)

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accurate and consistent modelling of the desired behaviours is a central part of

the coach's job. Without an accurate and consistent model, a student will have a

difficult time mastering new behaviours.

As noted by Himsl (1973c):

In order to have a Life Skills course, the life skills must exist as identifiable and describable behaviours. In addition, it requires that some people already have these skills and that they can demonstrate them; it requires that others can imitate them, and through practice, apply them in their own life situations, changing their behaviors from what they once were, and so, learn (pp. 13-14).

H.   Transfer of Skills

A BSD individual is one who uses (i.e. has transferred) skills learned in the

NLS training to solve problems in daily life (Mullen, 1985, p. 60).

The situations which compose the [NLS] training, necessarily consist of samples of life; this limitation rests on the assumption that students transfer their skills from the life situation simulated in the training, to the problem situations encountered in their own lives (Himsl, 1973c, p. 14).

The "skill" of skill transfer is taught and practiced in the Skill Application

phase of the NLS lesson plan (Martin & Himsl, 1973b, p. 28), which is intended to

put into use in real-life situations the skills defined and practiced in the Objective

Enquiry/Skill Practice phase of the lesson. Students try out their new skills

outside the group setting and bring back the tales of their experiences to be

debriefed with the group. They discuss problems that they encountered with their

transfers and work out alternative ways of practicing that might better serve

them. Thus they learn the "skill" of skill transfer.

Outcome: Balanced Self-Determination

Phillip Warren coined the term *Balanced Self-Determined* while working

on the NewStart development team. He wanted to move away from the concept

of assertiveness, because it too often "translated behaviourally into aggression"

(P. W. Warren, personal communication, March 21, 2006), and to distance NLS

from self-determination, which he thought was too often associated with

selfishness. The team created the BSD continuum, with

    A. Other-Directed behaviour at one end

    B. Selfish-Directed behaviour at the other, and

    C. Balanced Self-Determined behaviour in the centre (Allen, et al., 1995,

        p. 44; Curtiss & Warren, 1973, p. 41).

A. Other-Directed (OD) Behaviour

The term *Other-Directed behaviour* is used to describe actions that are the

result of an over-emphasis on pleasing external (other) actors. Persons exhibiting

OD behaviour may demonstrate them as follows. They

- consistently and constantly seek/take direction and approval from others to the extent of acting against their own best interests
- seldom take a personal initiative
- won't argue
- won't disagree
- won't offer an opinion
- won't take responsibility for their actions or any outcomes
- covertly blame others when things go wrong

- don't seem to learn or grow from their experience (Allen, et al., 1995, pp. 39-45; Curtiss & Warren, 1973, pp. 37-50; Riediger, 1973, p. 16).

Those who habitually use OD behaviours are often co-dependent with those who habitually use Selfish-Directed behaviours (Tuinman, 2007).

B. Selfish-Directed (SD) Behaviour

The term *Selfish-Directed behaviour* is used to describe actions that are the result of an over-emphasis on pleasing oneself, regardless of the interests of others. Persons exhibiting SD behaviour may demonstrate them as follows. They

- frequently and arbitrarily order others around
- would rather be seen to be right than simply do what is right
- consistently use emotional and/or intellectual and/or physical force to decide matters
- won't take responsibility for their actions or for any undesirable outcomes
- overtly blame others when things go wrong
- don't seem to learn or grow from their experience (Allen et al., 1995, pp. 39-45; Curtiss & Warren, 1973, pp. 37-50).

Those who habitually adopt SD behaviours are often counterdependent with those who habitually use OD behaviours (Borysenko, 2005).

C. Balanced Self-Determined (BSD) Behaviour

The term *Balanced Self-Determined behaviour* is used to describe actions that are based on a considered balancing of the needs of oneself and others, with respect for both. Persons exhibiting BSD behaviour may demonstrate them as follows. They

- respectfully give and receive direction

- take action based on the merits of proposed activities

- initiate and undertake activities with due regard to the rights, needs and limitations of others and of themselves

- take responsibility for their actions and outcomes of those actions

- assign and accept responsibility and accountability rather than assign and accept blame

- seem to learn and grow from their experience (Allen et al., 1995, pp. 39-45; Curtiss & Warren, 1973, pp. 37-50; Mullen, 1985, p. 60).

BSD behaviour is the value statement of NLS. The thrust of the program is to develop individuals who, from the basis of a coherent self-others image, habitually, deliberately, consistently, and reflectively use NLS problem solving skills to appropriately and responsibly manage their personal affairs (Himsl, 1973c, p. 13; Mullen, 1985, p. 60; Smith, 1985, pp. 27-29).

Taxonomy Of BSD Skills

Smith (1985)[20] developed a taxonomy of the skills needed to become a Self-Determined person. Answering the call of Mullen (1985, pp. 86-87, 113)[21] and building on Mullen's work and that of Smith and Williams (1974) and Smith, Kawula, Curtiss and Williams (1974), Smith (1985) identified and hierarchically and cumulatively sequenced "…the 222 generic Life Skills required to become and function as a Balanced Self-Determined person" (p.38). He began with 124 basic skills, knowledge and use of which underlie the knowledge and use of the remaining 98 higher-order skills (p. 38). Of these 98 higher-order skills, he designated seventeen as Complex Skills, distributed among four categories of

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[20] first published in 1982 (Smith, 1985, p. 1)
[21] first published in 1981 (Smith, 1985, p. 59)

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BSD skills and behaviours: Human Relations, Problem Solving, Critical Thinking, and Management of Personal Affairs (Appendix B, p. 222).

Implementation

NLS promotes unconsciously competent skill use – habitual action[22] – and consciously competent skill use – situational action (Allen, et al., 1995, p. 79; Chapman, 2007; Smith, 1985, pp. 29-30). A feature of BSD behaviour is the ability to tactically use OD and SD behaviours – situational action – without being committed to either OD or SD behaviour as a long-term strategy (Allen, et al., 1995, p. 42; Curtiss & Warren, 1973, pp. 46-50; Smith, 1985, p. 30). Curtiss and Warren (1973, pp. 142-153) detailed a method of BSD training that is essentially an expanded version of the Five-Step Problem Solving System, with intensive involvement and support from the coach throughout the process up to the point where students can carry out BSD behaviour in difficult life situations on their own.

Mullen (1985) interpreted NLS theory to say that "…the criterion for success in meeting the Life Skills program objectives is the continuation of the Life Skills integration process in an individual after training has ceased" (p. 60), i.e., lifelong learning using NLS problem solving skills[23]. Smith (1985, pp. 27-28) supported this requirement for on-going learning about managing one's affairs by

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[22] The Life Skills course attempts to aid students to become more aware of [creative problem solving] processes and to practice them. Then, when they are integrated at the level of unconscious competence, these new creative behaviours become part of the student's 'automatic' responses to problem situations (Curtiss & Warren, 1973, p. 92).

[23] Recent work supports this view, e.g. "…problem solving [is] one of the major competencies to be fostered in a lifelong learning process" (Reeff, et al., 2005, p. 196).

including metacognitive processes in the BSD skills taxonomy (Appendix B, p.

222).

NLS Coach Training

The NLS developers recognized that because of the unique nature of the

course content and its intended beneficiaries, specialized training for those who

would deliver the program was required. The term *coach* was decided upon

because "…coaches are associated with skill training which makes use of a wide

range of instructional and motivational techniques in their training programs"

(Conger, 1973b, p. 3).

> A Life Skills coach is a trained para-professional who is able to facilitate
> groups, model and evaluate skills and support individualized learning.
> Coaches work from their hearts, demonstrating with their lives, their
> growth, and through their range of emotion and depth of experience, the
> effective use of the skills that they offer to their participants. Coaches put
> themselves on the line, human to human (Canadian Alliance of Life Skills
> Coaches and Associations, 2010d).[24]

Curtiss and Warren (1973, foreword) built the original NLS coach training

program with ideas from skill training, counselling and micro-counselling,

behaviour modification, group functioning and the development of human

potential using the group method. Curtiss and Friedman (1973, p. 88) added

leadership studies to the mix, and Allen et al. (1995) built on the original NLS

formulations with material from adult education (pp. 16-24, 35-39), philosophy,

(pp. 29-34), psychology (pp. 45-50), feminist theory (pp.50-51), spirituality (pp.

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[24] Disclosure –This researcher edits and contributes to the website (http://calsca.com) of the
Canadian Alliance of Life Skills Coaches and Associations (CALSCA).

52-53), ethics (pp. 54-58), problem solving (pp. 78-108), group dynamics (pp.

109 – 145), leadership (pp. 147-159), program and curriculum design (pp. 162-

198), and evaluation (pp. 199-237).

The Dynamics of Life Skills Coaching (Curtiss & Warren, 1973) contains

the original program design for training NLS coaches. This design has informed

and guided subsequent iterations of NLS coach training that have been devised

to meet changing conditions and theoretical developments.

> Originally we conceived of life skills training being a program for
> unemployed adults but it soon became apparent that it had applications
> for other populations (high schoolers, prison inmates, psychiatric patients,
> single moms, etc.). We did prepare versions of the LS course for First
> Nations students, and for inmates but left the adaptation of coach training
> to the institutions involved (e.g. Corrections Canada and the YWCA). In
> my mind there were 2 basic types of adaptations of coach training that
> were important:
> 1. to accommodate the different populations as above, and
> 2. to incorporate new discoveries in the fields of psycho-education,
> corrections etc.
> To me it is inconceivable that we should expect clients to change, but not
> change ourselves (S. Conger, personal communication, November 8,
> 2010).

The Dynamics of Life Skills Coaching defined a number of components,

as first listed and then described below.

A. Three Types of Teaching Abilities

B. Six Functions of a Coach

C. Four Major Areas of Competence that Apply To NLS Coaching

D. How To Orient Trainees To the Course

E. How To Organize a Coaching Practicum

F. Methods of Cognitive Learning Used in the Training Program

G. The Coach Training Program Course Materials.

A. Three Types of Teaching Abilities

The three types of teaching abilities as defined by Curtiss and Warren

(1973) are

1. Responsiveness to students with

   a) Empathy or understanding – the ability to see things from another's point of view and to communicate that view to the other

   b) Respect or positive regard – the ability to communicate caring to another, and to show faith in the other's ability to solve problems

   c) Concreteness or specificity – the ability to help facilitate another's expression of feelings and description of experience.

2. Helping students to develop and act on their deepened self-understandings with

   a) Genuineness or authenticity – modelling this for others

   b) Confrontation – the ability to describe to another one's experience of that other's behaviour and to resolve differences

   c) Immediacy – the ability to comprehend differences of feeling and experience with another that are happening in the moment, and to explain this comprehension is such a way as to help the other to a fuller self-understanding

3. Other desirable characteristics in a Life Skills coach

   a) Cognitive organization – the ability to facilitate meaningful, "understood" learning rather than rote learning; to sequence learning such that the new builds on and incorporates the old; and to ensure that learnings are combined such that the understanding and integration of the whole of them is greater than the sum of their parts

   b) Orderliness – the ability to manage oneself in a systematic way and to manage the learning situation in an consistently orderly way

   c) Indirectness – the ability to facilitate others' self-directed learning, such that discoveries of relevant material are made without the direct intervention of the Life Skills coach

   d) Ability to solve instructional problems - ability to apply NLS problem solving skills to problems that arise in the learning group (pp. 11-12).

B. Six Functions of a Coach

The six functions of a coach as defined by Curtiss and Warren (1973) are

1. Creating Situations Conducive to Learning – manages group discussion and other student interaction to widen and deepen students' appreciation of one another's situations, and of the applicability of skills to those situations

2. Establishing a Model of Behaviour – the coach models the skills and attitudes that he teaches, providing both an example and an environment in which self-disclosure and deeper learning can flourish

3. Introducing New Values – the coach's behaviour and attitude focus attention on problems and values that might not otherwise be examined

4. Facilitating the Flow of Communication – the coach helps to identify and ameliorate communication problems between students; encourages participation of all students in discussions; brings problems and issues to light that might not otherwise be seen, and helps to resolve them

5. Participating as an "Expert" – the coach is the source of much of the information necessary for learning, however he must facilitate student learning of group process by stepping out of the way more and more as students gain expertise in managing their own learning

6. Being a member of the group – as the group matures the coach leads less and participates as an equal more (pp. 12-14).

C. Four Major Areas of Competence for Coaches

The four major areas of competence for coaches as defined by Curtiss

and Warren (1973) are

1. Creative Problem Solving – responding to student and group situations with appropriate courses of action

2. Structured Human Relations Training – problem solving skills specific to interpersonal relations

3. Coaching Techniques – the process skills needed to keep students engaged and learning

4. Life Skills Course Content (pp. 14-15) – having expertise in all of the skills and understandings that coaches are expected to inculcate in their students.

D. Course Orientation

Course Orientation is to be given to trainees at the beginning of the LSCT program by the coach trainers. Trainees are to be informed that they are expected to master "…a wide range of behavioural skills" and to support that mastery with "…a cognitive and theoretical understanding of these skills" (Curtiss & Warren, 1973, p. 15). The course length is explained[25], as are the expectations for trainee skill acquisition and practice. The PUT model (Practice, Use, Teach) is invoked[26]. Trainees are to be told that they are required to be actively involved in their learning. The terms *understanding* and *teach* are explained to them in detail.

In NLS terms, to understand means to be able to explain a concept in one's own words, with realistic examples, and to be able to recognize and use it appropriately in a variety of circumstances, with adaptations as needed. One will be able to connect the concept to related concepts, to anticipate its consequences, and to teach it to others to the degree that they too understand it (Curtiss & Warren, 1973, p. 16).

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[25] 280 hours over eight weeks, plus 10 hours per week of individual study (Curtiss & Warren, 1973, p.15).

[26] "In Life Skills, the method to assess skills acquisition, abbreviated as P.U.T. (practice, use, teach), is the measure by which skills integration can be evaluated as being successful" (Allen, et al., 1995, p. 207).

Teach, in NLS terms, means to effectively explain, illustrate, demonstrate and model "...the purpose, usefulness, value, limitations and situational constraints..." of that being taught (Curtiss & Warren, 1973, p. 16).

E. Methods to Support the Process of Cognitive Learning

Two basic methods of supporting the process of cognitive learning, spontaneous discussion and keeping log books, are recommended to be used by trainers to ensure that trainees understand the course material.

1. Spontaneous Discussion

Small groups of trainees are randomly selected to summarize the program to date orally, thus demonstrating their "…understanding of the course content and its relation to life and to Life Skills" (Curtiss & Warren, 1973, p. 17).

2. Log Book

Trainees keep a log book or journal in which they describe their experiences and learnings during the LSCT program. They track their learning progress and processes and their "...intellectual, emotional and behavioural growth..." (Curtiss & Warren, 1973, p. 18). The trainers randomly select, review, and comment in the log books as they monitor their trainees' progress in the program.

F. The Coaching Practicum

Curtiss and Warren (1973, pp. 197-198) recommend that in addition to delivering practice lessons to their peers, trainees work with existing Life Skills

student groups in cooperation with their coaches to deliver practice lessons. The trainees are to receive feedback from their trainer(s), their peers, the Life Skills coach(es) and the Life Skills students. The lessons are to be video-taped and the tapes reviewed by the trainer for feedback purposes. The use of an observation room with at least three observers taking "...detailed feedback notes..."(p. 197) is recommended.

G. Course Materials

The following materials, as identified by Curtiss and Warren (1973, p. 19), were deemed to be appropriate and were available at that time.

1. The Dynamics of Life Skills Coaching (Curtiss & Warren, 1973)
2. Life Skills: A Course In Applied Problem Solving (Himsl et al.,1972)[27]
3. Manufacturers' operation manuals for video and other audio-visual equipment
4. How Adults Can Learn More—Faster (Warren, 1961)
5. Creative Behavior Workbook (Parnes, 1967)
6. The Problems and Needed Life Skills of Adolescents (Warren, et al., 1972)
7. Life Skills Course for Corrections (Williams & Mardell, 1973).

Subsequent to the publication of *The Dynamics of Life Skills Coaching* (Curtiss & Warren, 1973), the YWCA of Metropolitan Toronto has issued a series of Life Skills manuals (Canadian Alliance of Life Skills Coaches and Associations, 2010c), including *The New Dynamics of Life Skills Coaching* (Allen, et al., 1995), which has become a standard NLS coach training manual. It is well-

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[27] This book was the precursor of Readings in Life Skills (V. Mullen, 1973)

grounded in the NLS literature, touches on all of the territory described above, and has made developments on some themes. Notable work was done in strengthening NLS's philosophical base and presenting updated information on learning theory and adult learning theory. The text supplied material on Life Skills program planning that was new to the NLS literature, and included a professional ethics document called the *Association of Life Skills Coaches of Ontario Code of Conduct* (Allen, et al., 1995, pp. 54-58).

Another widely used manual is *Core Lessons for Life Skills* (Adilman, et al., 1994). Produced in the west of Canada, much of its material is derived from the Life Skills coach training programs that were delivered by the Life Skills Training Centres (Canada) Ltd. and Grant MacEwen College, which ran for many years in Edmonton AB.

Accreditation Competencies

As of the date of this study, Life Skills coach training has yet to be regulated or subjected to legislative oversight. While guidelines for training coaches are in the NLS literature (see above) there are no enforceable rules about who can train coaches and how they might go about doing so. This raises questions about the evenness of skill and knowledge amongst those certified as NewStart Life Skills coaches (Butterwick, 2003, p. 175). Consequently, employers hiring coaches cannot count on the NewStart brand as an indicator of quality.

In the 1980s, in response to this situation, the Association of Life Skills Coaches of Ontario (ALSCO)[28] created a system of competency-based accreditation that was independent of trainers and training (Canadian Alliance of Life Skills Coaches and Associations, 2010a). The association undertook to accredit – and thus provide a reliable and verifiable credential – to those who demonstrated competency in 67 areas of skill and knowledge based on the requirements of the NLS literature and the lived experience of the accreditation system developers. A powerful piece of ASLCO's accreditation process was a comprehensive mentoring system to help assure evenness in evaluation of the competence of accreditation candidates (Canadian Alliance of Life Skills Coaches and Associations, 2002b).

In 1993 the Alberta Society of Life Skills Coaches (ASLSC) adopted an expanded version of ALSCO's process, and the ASLSC's ALSCO-based model was subsequently adopted by the Saskatchewan Life Skills Association (SLSA)[29] (Canadian Alliance of Life Skills Coaches and Associations, 2002e).

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[28] ALSCO was the largest and strongest of many Life Skills coaches' associations that Life Skills coaches formed in the 1980s and 1990s as a means of supporting one another and of promoting and developing the profession of Life Skills coaching (see Canadian Coaches' Associations, Past and Present, p. xvii).

[29] ALSCO's model was adopted and used without changes by the Maritimes Association of Life Skills Coaches. Prior to its dissolution the Life Skills Coaches Association of BC was testing a version of the ALSCO process while also investigating other options (Canadian Alliance of Life Skills Coaches and Associations, 2002c). Formed a few years after the dissolution of the ASLSC, the Alberta Association of Professional Life Skills Coaches adopted the ASLSC's accreditation process.

To further support standardization in coach training programs, SLSA's endorsement requires that coach training be facilitated by two or more qualified coach trainers and that the program be 240 hours or more in duration.

Program quality and student outcomes are important topics for study in the on-going legitimization of the NewStart Life Skills brand. As such, this research engaged with SIIT and its LSCT program trainers to conduct this program evaluation. In addition to addressing matters of quality and outcomes, this research shows the useful role that NLS Accreditation Competencies can play in the training of Life Skills coaches. With all of the above in mind, this was the Central Research Question.

The Central Research Question

The structure used here of having a Central Research Question (CRQ) and Theory-based sub-Questions (TQs) was drawn from the work of Spickard (2007).

The CRQ that guided this evaluation of the SIIT LSCT program was:

In the light of Saskatchewan NewStart Life Skills theory, how effective was the Life Skills Coach Training program delivered by the Saskatchewan Indian Institute of Technologies?

The term *effective* was chosen as the determinant for this question, rather than, for instance *profitable* or *successful*, because NLS is very much about having an effect. The training is meant to have an effect – a strong, positive

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effect – on the lives of trainees. Graduates are expected to have a strong, positive effect on the lives of others.

SIIT claimed authority for its program by saying that it adhered to the NLS model of Life Skills. At this stage of the study effectiveness was indicated by the degree of SIIT's adherence to the model. Did the SIIT LSCT program substantively represent the NLS model and thus live up to its claim to authority? Answering the CRQ first required definition of the NLS model and then an investigation into how faithfully that model was adhered to by the SIIT LSCT program. So came the first TQ:

TQ1   Theory – what is the match between NLS theory and the SIIT LSCT program design?

Adhering to theory is one thing: putting theory into practice is quite another. Was SIIT's LSCT program up to the task of training NLS Life Skills coaches? TQ1 made clear the theoretical underpinnings of NLS and the SIIT LSCT program; now what was needed was to discover how the program went about moving from theory to practice. Effectiveness was determined by investigating the program's training methods as they contributed to the training of NLS coaches. Thus, the second TQ:

TQ2   Implementation – how effective were aspects of the training program at contributing to the desired outcome of the program?

The final test of a program's effectiveness is its outcome. By following the chain of theory, implementation and outcome, the program's effectiveness could

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be realistically assessed. Outcome in this case was determined in consultation with the trainers and the program's graduates, with TQ3.

TQ3   Outcome - how well do the trainers and program graduates think that the graduates were prepared for work as Life Skills coaches and/or in related fields?

Having decided upon the CRQ of the evaluation, the next step was either to find or develop an evaluation process that could be used to answer it. The process followed is described in Chapter 2: Developing an Evaluative Process.

CHAPTER 2: DEVELOPING AN EVALUATIVE PROCESS (FRETCHLING PHASES 1, 2 AND 3)

Evaluation has been fundamental to NLS since the early days of NLS development, though as shown in the section *Life Skills and Evaluation* (p. 17) the NLS evaluation literature provides neither a template nor in-depth commentary about evaluating Life Skills coach training programs as such. This chapter investigates alternate evaluation systems from the wider literature of program evaluation. As will be explained and justified in this chapter, one of the alternate systems, found in *The 2002 User-Friendly Handbook for Project Evaluation* (Fretchling, 2002), was chosen for this study.

Alternate Evaluation Systems

A variety of systems for evaluation of instructional programs is offered in the wider literature of program assessment. Some systems require considerably more resources than were available for this research. Perry's (2001) system, for instance, requires an employer survey and a two-day site visit by a team of primarily business and industry professionals selected over a period of months using a process that includes surveying previous evaluation team members. Dart and Davies' (2003) *Most Significant Change* evaluation system involves multiple iterations of multiple levels of review up through a hierarchy, a very time consuming process, and one that by its encompassing nature is more

appropriately used to evaluate research-based programs rather than ones that focus on service delivery (p. 62).

Other program evaluation systems (e.g., Reiff, 1980; Starkman & Bellis, 1977; Veenman, Denessen, Gerrits, & Kenter, 2001) focus on specific aspects of evaluation without outlining a comprehensive overall structure. Reiff (1980), for instance, described two methods of evaluating practicum experiences but didn't consider programmatic theoretical constructs, which is an important consideration for this study. Starkman and Bellis (1977) developed an evaluation process that examined outcomes of teacher training programs as described by their participants – an approach worth considering as a component of this study – but they did not include examination of the training program itself. Veenman et al. (2001) used a control group of a comparable population that did not take the program that was under evaluation. While it is possible to find people practicing as Life Skills coaches who have not been trained in the NewStart model, organizing them into a viable control group presents immense challenges that were beyond the scope of this project.

Fretchling, however, in *The 2002 User-Friendly Handbook for Project Evaluation* (2002), provided an evaluation system comprehensive enough and adaptable enough to design a low cost yet thorough evaluation process for this study. Her system is global in scope, which allowed inclusion of all of the necessary aspects of this study without being restricted by the specific foci of the other systems that were considered.

Fretchling's (2002) project evaluation system has six phases

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1. Develop a conceptual model of the program and identify key evaluation points

2. Develop evaluation questions and define measurable outcomes

3. Develop an evaluation design

4. Collect data

5. Analyse data

6. Provide information to interested audiences.

These six phases are expanded in the following chapters to show how this study was designed and executed. The phases gave opportunity to outline the kinds of information that were needed, to describe how that information was obtained and analysed, and how the end result will be distributed.

For convenience in melding Fretchling's (2002) six phases with the dissertation's chapter structure, Fretchling's fifth phase, Analyse data, was split into three parts

Part 1 – Findings

Part 2 – Analyse data

Part 3 – Conclusions from data.

Table 3 illustrates how the chapter structure and the six phases fit together.

Table 3. The meld of chapters with Fretchling's (2002) six phases

Chapter Titles	Fretchling's (2002) Phases
Chapter 1: Introduction	
Chapter 2: Developing an Evaluative Process	Phase 1 – Develop a conceptual model of the program and identify key evaluation points Phase 2 – Develop evaluation questions and define measurable outcomes Phase 3 – Develop an evaluation design
Chapter 3: Data Collection and Findings	Phase 4 – Collect data Phase 5 Part 1 – Findings
Chapter 4: Data Analysis	Phase 5 Part 2 – Analyse data
Chapter 5: Discussion	Phase 5 Part 3 – Conclusions from data Phase 6 – Provide Information to interested audiences

The rest of this chapter, Chapter 2, expands upon the first three phases of Fretchling's (2002) project evaluation model, which are

Develop a conceptual model of the program and identify key evaluation points

Develop evaluation questions and define measurable outcomes

Develop an evaluation design.

Fretchling Phase 1 – Develop a Conceptual Model of the Program and Identify Key Evaluation Points

A conceptual model is a structural description of the program being evaluated. It is a framework upon which the program's essential elements are situated with their inter-relationships illustrated and defined. It is a reference point for designing the program's evaluation in detail. This phase, then, identifies the topics that will be developed, investigated and evaluated in the subsequent phases of the study.

Context

The SIIT LSCT program did not exist in a vacuum. It had its own specific context, that is, the place in this physical and human world where the program lived and functioned (Creswell, 1998, p. 60; Poulson & Wallace, 2003, pp. 48, 60; Robson, 2002, pp. 30-31). Fretchling's (2002) model has been adapted to the needs of this study by including, for the sake of contextual understanding, a description of the LSCT program's location – geographically, politically, and culturally.[30]

There are two primary cultural referents that influence the training program: that of NLS itself, and that of the shared cultural/spiritual understandings and practices of the Aboriginal communities that supply most of the trainees to the training and that provide demand for the trainees' services once they have graduated. The NLS literature points to cultural sensitivity and

[30] Fretchling (2002) provides support for this adaptation by including a section on culturally responsive evaluation (Frierson, et al., 2002).

awareness as an important consideration (Allen, et al., 1995, pp. 51-53; Gazda & Brooks, 1985, p. 8). As such, the trainers and the program graduates were questioned about how and how well the LSCT addressed Aboriginal cultural concerns.

Logic Model

Fretchling (2002, pp. 15-20) suggested using a four point logic model to describe a program's conceptual model.[31] The logic model's four points, each of which is expanded upon below, are

- A. Project inputs
- B. Activities
- C. Short-term outcomes
- D. Long-term outcomes.

A. Project Inputs

Six specific project inputs are introduced in this section

1. SIIT's LSCT Program Design
2. Training Facilities
3. The Training Staff
4. The Training Materials
5. The Trainees
6. The Community.

1. SIIT's LSCT Program Design

Analysis of the specific program design and its implementation of NLS theory and practice is a key evaluation point (see *Key Evaluation Points*, p. 52).

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[31] For discussion and examples of the use of logic models in program evaluation, see Julian, Jones, and Deyo (1995).

2. Training Facilities

The site of training can have a strong impact on quality of learning (Allen, et al., 1995, pp. 116, 163; Gardener, 2008; Gomez, 1999; Herzog, 2007) and on recruitment and retention of trainees (Herzog, 2007; Reynolds, 2007). This discussion begins with an overview of the SIIT LSCT program's Saskatchewan location and of its provincial and local political milieu, and then considers the program's cultural context. Next, discussion will narrow to a description of the actual training room(s) and tools. Chapter 2 Phase 2 gives criteria for this analysis.

3. The Training Staff

The qualifications, experience, and activities of the training staff are crucial to the quality of the training and to retention of students (Tomkinson, Warner, & Renfrew, 2002, p. 212), so they were examined.

4. Training Materials

Program syllabus, texts, handouts, lesson plans, and videos must support the program design. They have been evaluated for their fidelity to the design, to the NLS model, and to andragogical theory (Allen et al., pp. 16-24, 35-39).

5. The Trainees

Training doesn't happen without trainees. SIIT's recruiting and retention system is a crucial component of the success or failure of the program (Reynolds, 2007; Tomkinson, et al., 2002), so it was examined.

6. The Community

Finally, the local human service community provides resources, practicum sites and feedback to the LSCT program, and as such was another important input to consider, especially since this brings the research back to the context of the training.

B. Activities

The next step toward defining a conceptual model of SIIT's LSCT program using Fretchling's (2002) logic model is to state the program's focus of activity. In this case the focus is the training and certifying of Life Skills coaches. Subsets of this focus are considerations of context (i.e., geography, government involvement and culture), training facilities, training staff, training materials, the trainees, the community, LSTC program evaluative systems and the opinions of the graduates.

C. Short-Term Outcomes

All the inputs and activities produce outcomes. In the short-term, there are two possibility streams, trainees who complete the LSCT program to become certified Life Skills coaches, and unsuccessful candidates. SIIT's procedures for recruiting suitable candidates and retaining them, and for counselling out unsuccessful candidates, are of import here (Tomkinson, et al., 2002).

D. Long-Term Outcomes

In the long-term, following the life experience of unsuccessful candidates may be interesting, but is not really germane to the study. The possibility stream

made up of certified Life Skills coaches splits in three directions: coaches working in the field with Life Skills student groups, coaches using their skills and training in work situations other than with student groups, and coaches not using their skills and training in their work situations.

In summary, the conceptual model of the SIIT LSCT program has six inputs: the program design, the training facilities, the training staff, the training materials, the trainees themselves, and the human-service community that gives support to the training. The program's activity was training and certifying Life Skills coaches. Its short-term outcomes were trained, certified coaches, and unsuccessful trainees. In the long-term, the program's outcomes are coaches working in the field with Life Skills student groups, coaches using their skills and training in work situations other than with student groups, and coaches not using their skills and training in their work situations.

Key Evaluation Points

Having used contextual description and the logic model's four points (Project inputs, Activities, Short-term outcomes, and Long-term outcomes) to describe SIIT's LSCT conceptual model, and in the light of this paper's Central Research Question's focus on theory, implementation and outcome, these are three key evaluation points, all of which are expanded upon later in this chapter:

A. Theory - the match between NLS theory and the SSIT LSCT program design – a journey from context to input, described in Theory Question 1 (TQ1)
B. Implementation - the training program itself – moving from input to activity, described in Theory Question 2 (TQ2)

C. Outcome - the opinions of trainers and program graduates about how well the graduates were prepared for work as Life Skills coaches and/or in related fields – from activity to outcome and back into context, described in Theory Question 3 (TQ3).

A. TQ1 - Theory

What is the match between NLS theory and the SIIT LSCT program design?

This research examined the fit between SIIT's LSCT program and the major precepts of NLS as outlined in Chapter 1 (above). SIIT claimed authority for its program by saying that it adhered to NLS theory and practice. Could SIIT truly claim that its LSCT program design was based in NewStart Life Skills theory as defined by prior research and scholarship? This evaluation of the LSCT program includes an assessment of its adherence to the NLS theoretical framework.

This part of the evaluation examined:

Key similarities: To what extent and degree did the SIIT LSCT program design fit with original NLS theory, and to what extent and degree did it differ?

Extensions of NLS theory: In the event of differences, were the differences intentional extensions of and from NLS theory? Were they useful?

Additions to theory: If differences did not stem from NLS theory, on what theory(ies) were they founded, and were they logical additions to NLS theory?

NLS Theory not addressed: Was there any part of NLS theory that was not addressed or used in the LSCT program?

B. TQ2 – Implementation

How effective were aspects of the training program at contributing to the desired outcome of the program?

Information gleaned from the Life Skills coach trainers and SIIT

institutional artefacts (see Table 4, p. 55) was used to identify stated program

components, and was then compared with NLS theory and program outcome

goals.

C. TQ3 – Outcome

How well do the trainers and the program graduates think that the

graduates were prepared for work as Life Skills coaches and/or in related

fields.

In terms of outcomes, this was the defining test. Did the trainers think that

they had been effective in delivering the LSCT program? Do the graduates think

that they were effectively prepared to work as Life Skills coaches and/or in

related fields?

Triangulation

Table 4: Framework for Evaluation, Data Collection, and Analysis (p. 55),

shows the study's flow from key evaluation points through data collection to data

analysis. In the table, triangulation is specified as a method of data analysis.

Triangulation is recognized in the literature as a useful tool in case studies

(Stake, 2000, p. 443). Brewerton and Millward's (2001) definition of triangulation

specified the use of both qualitative and quantitative methods in the same study

to allow for assessing "the validity of findings from alternative sources" (p. 200).

Creswell (1998) described triangulation as providing "corroborating evidence

from different sources to shed light on a theme or perspective" (p. 202).

Triangulation, using a variety of qualitative and quantitative methods for gathering data, was used in this research to gain a multi-faceted view of the program being evaluated.[32]

Table 4. Framework for evaluation, data collection, and analysis

Evaluation Point	Method of Data Collection		Data Analysis Plan
	Researcher Collected Data	Institutional Artefacts (see Appendix H)	
TQ1. Match between NLS theory and SIIT LSCT design	NLS literature review; Literature review based on SIIT LSCT differences from NLS theory (if any); Interviews with trainers; Evaluation Survey	SIIT LSCT documentation of program design	Triangulation of collected data; Comparison of SIIT LSCT design with NLS literature recommendations
TQ2. The LSTC program			
Training facilities	Observation of training facilities; Interviews with trainers; Evaluation Survey; Literature recommendations	Renovation-relocation plans (if any)	Triangulation of collected data; Comparison of training facilities with NLS literature recommendations

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[32] This approach to triangulation meets the criteria to be types 1,3 and 4 of Denzin's four basic types of triangulation:
   1. Data triangulation
   2. Investigator triangulation
   3. Theory triangulation
   4. Methodological triangulation (1978, as cited in Janesick, 2000, p. 391)
   There was only one investigator, so type 2, Investigator triangulation was not possible.

Evaluation Point	Method of Data Collection		Data Analysis Plan
	Researcher Collected Data	Institutional Artefacts (see Appendix H)	
Trainers	NLS literature review; Interviews with trainers; Evaluation Survey	Trainer resumes; SIIT-specified required qualifications for trainer position (if any); Training videotapes (if any)	Triangulation of collected data; Comparison of resumes with SIIT-specified required qualifications for trainer position (if any)
Training Materials	NLS literature review; Interviews with trainers; Evaluation Survey	Texts, handouts, lesson plans, videos, etc.	Comparison of institutional artefacts, interview and survey results with NLS literature
Trainees	NLS recommendations for recruit characteristics and screening procedures; Interviews with trainers; Evaluation Survey	SIIT LSCT recruitment documentation, procedures, and records	Comparison of SIIT practices with NLS recommendations
Community	Observation of practicum sites; Interviews with trainers; Evaluation Survey	SIIT protocols for site selection (if any); Feedback records from practicum sites (if any)	Triangulation of collected data
TQ3. How well prepared were program graduates to work as coaches and/or in related fields?			
Training and certifying Life Skills coaches	Interviews with trainers; Evaluation Survey	SIIT LSCT student evaluation procedures; SIIT completion requirements and learning outcomes	Triangulation of collected data; Analysis of match between evaluation procedures and required outcomes

Evaluation Point	Method of Data Collection		Data Analysis Plan
	Researcher Collected Data	Institutional Artefacts (see Appendix H)	
Opinions of program graduates	Evaluation Survey; Interviews with trainers	Graduate summative evaluation; feedback from graduating coaches (if any)	Quantitative analysis with Excel 2007; Qualitative analysis with Seidel's (1998) QDA system

Fretchling Phase 2 – Develop Evaluation Questions and Define Measurable Outcomes

After Fretchling's (2002) first phase of program evaluation, that of developing a conceptual model of the program and identifying key evaluation points, comes Phase 2, that of developing evaluation questions and defining measurable outcomes. The three key evaluation points from Phase 1 were useful guides for deciding on evaluation questions, as were the program's context and the points identified in the logic model (Project Inputs, Activities, Short-term outcomes, Long-term outcomes).

The Match Between NLS Theory and the SIIT Program Design

NLS provides the theoretical context and the community of practice in which SIIT situated its LSCT program (Tia Shynkaruk, personal communication, October 12, 2007). The relationship between the NLS program model that informed the program's design and the actual program design are explored here. This evaluation asked

- To what extent and degree did the SIIT LSCT program design fit with original NLS theory, and to what extent and degree did it differ?

- In the event of differences, were the differences intentional extensions of and from NLS theory?

- If differences did not stem from NLS theory, on what theory(ies) were they founded, and were they logical additions to NLS theory?

- If differences were not founded in theory, but rather were arbitrary and/or contextual, did they nonetheless support the intent of the program?

The following topics are discussed in this section:

A. Contextual Considerations

    1. Geography

    2. Government Involvement

    3. Culture

B. Training Facilities

C. Training Staff

D. Training Materials

E. Trainees

F. The Community.

G. Training and Certifying Life Skills Coaches – SIIT LSCT Self-

    Evaluation

H. The Opinions of Program Graduates

A. Contextual Considerations

1. Geography

  To run a successful training program, the trainees have to be able to access school facilities and classes fairly easily. As such, the location of the campus relative to proximity to travel connections, travel distance for trainees, and accommodations for trainees from out-of-town is a key part of this evaluation.

2. Government Involvement

  Funding support from governments can be very important to the viability of NLS programming. As such, the research included consideration of the local, band and provincial governments' relationships with SIIT in general and SIIT's Life Skills Coach Training program in particular. Attention was given to the evolution of the relationships over time.

3. Culture

  This discussion begins with an overview of the world of NLS; how its model, implementation, and institutionalization have developed. The SIIT trainers were asked about how they connected their students with this larger NLS world.

  The coach trainees were almost exclusively First Nations people (39 of 41). They were invited to comment on the program's cultural sensitivity, as were SIIT's LSTC trainers.

B. Training Facilities

Did the SIIT facility effectively support quality of learning?

"…one must conclude that school facilities do indeed effect [sic] student achievement and behavior and for the most part those school buildings that are in a good state of repair containing modern equipment do provide a positive environment for students to succeed" (Earthman & Lemasters, 1996, p. 8).

Earthman and Lemasters (1996, p. 12), Allen et al. (1995, pp. 116-117, 167), Jamieson (2003, pp. 130-131) and Gardener (2008, p. IOL18) separately concluded that ambient temperature, illumination, space factors, and availability of equipment and furnishings were important factors in supporting students' learning.

With regard to optimum temperature, 20°C has been recommended for children's school classrooms (Holmberg & Wyon, 1969; Wargocki & Wyon, 2007), though Hedge (2000) recommends 22°C in the context of adults in offices. A range of 20°C to 22°C is likely fine for adults in a classroom. Full-spectrum lighting has been recommended for optimal learning (Dunn, Krimsky, Murray, & Quinn, 1985; Kleiber & Others, 1973; Mayron, Ott, Nations, & Mayron, 1974). Gardener (2008) and Gomez (1999) recommended using a classroom that can be turned to many uses, i.e. instructional and learning space, space for small group activity, and individual space. Allen et al. (1995, p. 167) provided a suggested list of equipment that could be useful in a classroom.

Allen et al. (1995) also brought into consideration the locale of the program; proximity to public transport; privacy of the room; wheel chair accessibility; space for child care (if required); decor (colour, floor, wall and window covering); availability of washrooms, telephone; and beverages or refreshments if required (p. 163).

C. The Training Staff

In what ways were the trainers qualified to design and deliver this program? The training team's resumes were examined with respect to the trainers' specific NLS background and experience, plus any related training and experience that they had undertaken.

With regard to related training and experience, it is instructive to look at the sources used by the NLS coach training developers. Curtiss and Warren (1973, foreword) built the original NLS coach training program with ideas from skill training, counselling and micro-counselling, behaviour modification, group functioning and the development of human potential using the group method. Curtiss and Friedman (1973, p. 88) added leadership studies to the mix, and Allen et al. (1995) built on the original NLS formulations with material from adult education (pp. 16-24, 35-39), philosophy, (pp. 29-34), psychology (pp. 45-50), feminist theory (pp.50-51), spirituality (pp. 52-53), ethics (pp. 54-58), problem solving (pp. 78-108), group dynamics (pp. 109 – 145), leadership (pp. 147-159), program and curriculum design (pp. 162-198), and evaluation (pp. 199-237). For the purposes of this study then, related training and experience included such things as post-secondary education or training in psychology, sociology, pedagogy/andragogy, leadership, counselling theory, ethics, curriculum development, and experience designing and delivering other adult education workshops or courses.

How able were the trainers to design and deliver this program? This question goes to the ability of the trainers to apply the theory and knowledge

identified above. Did the trainers have pedagogical/andragogical skill, motivation, commitment, and the ability to build rapport? Did they model Balanced Self-Determined behaviour? The trainers were asked if they had demonstrated the skills and competencies that they taught, and if so, what they did to intentionally demonstrate those skills and competencies. To what degree did they use the systems that they taught, e.g. lesson structure and group counselling? In support of a key triangulation point – reported vs. observed practice - those questions were also posed to the program graduates in the Evaluation Survey (Appendix C, p. 221).

Another consideration is professional development. Did the trainers undertake on-going professional development, either formally or informally? Did SIIT have a budget to support this (Sydow, 2000)? Did the trainers have formal or informal clinical supervision (Allen, et al., 1995, p. 148; Knight, 2009)? Did they debrief with each other and give each other developmental feedback (Hord, 2009; Koster, Dengerink, Korthagen, & Lunenberg, 2008)?

D. Training Materials

The training materials that were used in the program (textbooks, handouts, lesson plans, etc.), were examined and analysed for their consistency with the task of training and certifying Life Skills coaches in the NewStart model and with their fidelity to NLS and andragogical theory (Allen et al., pp. 16-24, 35-39). Were textbooks based in NLS theory? Did lesson materials support lesson objectives? (i.e., if used in the Stimulus step of life skills lessons, did they stimulate students in the cognitive, affective, and psychomotor domains? If used

in Objective Enquiry/Skill Practice step, did they provide information germane to the lesson objectives?) Were lesson plans and objectives consistent with the learning needs of coach trainees?

E. The Trainees

The students themselves serve as a crucial examination point. To begin the examination of student experience in the program, SIIT's recruiting and retention system was examined by reviewing information about criteria for admission and evaluation procedures for deciding the suitability of applicants (Curtiss & Friedman, 1973, pp. 75-77), numbers of applications, percentages of acceptance and rejection, and completion rates.

F. The Community

A key component of NLS coach training is a practicum experience, typically set in a human services-related group learning milieu. In the context of SIIT's LSCT program the practicum is called a Community Lesson. Opportunities for delivering the Community Lesson were developed by the trainees.

Appropriate sites provide

- adequate supervision of the coach trainees
- opportunity for coach trainees to present NLS-based lessons in a group setting
- learning opportunities for the coach trainees consistent with their learning needs as determined by their trainers
- developmental feedback about the trainees' work to the trainers and trainees (Curtiss & Warren, 1973, pp. 197-198; Hattie, Olphert, & Cole, 1982; Tannehill & Goc-Karp, 1992; Turnbull, 2005).

The trainers were asked about the Community Lesson sites'

appropriateness to program needs (Appendix D, p. 235).

G. Training and Certifying Life Skills Coaches – SIIT LSCT Self-Evaluation

SIIT defined the outcomes that it wanted from LSCT (Appendix E, p. 242).

SIIT's internal system of formative and summative evaluations for monitoring the

coach trainees' accomplishment was reviewed for appropriateness of the match

between evaluative tools and desired program outcomes.

SIIT's trainers were questioned about their rationales for the design and

application of their evaluative tools. They were asked about what they were

evaluating, why they evaluated it, and the timing and method of their evaluations

(Walsh, Duke, Foureur, & MacDonald, 2007).

H. The Opinions of Program Graduates

This section expands the evaluation to look at long-term outcomes. What,

in retrospect, are the opinions of LSCT graduates about the training program?

What have they done with their training? These questions were approached from

two perspectives:

1. SIIT's evaluation feedback, which was gathered from graduating

coaches with the Graduate Summative Evaluation (Appendix F, p. 243), was

examined. This data was triangulated with the Evaluation Survey (Appendix C, p.

224) to help build a comprehensive picture of student opinions and outcomes

2. Program graduates were surveyed with the mail-in Evaluation Survey form.[33] The survey was designed to learn what program graduates think of the LSCT program with regard to promised and actual outcomes and the process of achieving those outcomes, and to discover how they've used their training since graduation.

Fretchling Phase 3 – Develop an Evaluation Design

This section carries out Phase 3 of Fretchling's (2002) project evaluation model. Following the three key evaluation points from Phase 1:

A. Theory - the match between NLS theory and the SIIT program

B. Implementation - evaluation of the SIIT LSCT program, and

C. Outcome - the opinions of program graduates

and targeting the data sources identified in Chapter 2 Phase 2, the study proceeded as follows:

A. Theory – The Match Between NLS Theory and the SIIT Program

The questions identified in Chapter 2 Phase 2 were used to guide the collection of relevant information with the Evaluation Survey of graduates and from in-person interviews, telephone discussions and email correspondence with the trainers. The trainers were asked for clarification of the reasoning behind the differences between the NLS model and SIIT LSCT program and practice.

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[33] Though an online option might be seen as a useful alternative, in this case many of the sample members lived in rural situations that mitigated against internet access. The effort of making the survey available online was not worth the small number of responses that it might garner.

B. Implementation – Evaluation of the SIIT LSCT Program

As in Chapter 2 Phase 2 above, data collection was focused on review of LSCT program documentation, information gleaned from the Evaluation Survey, review of LSCT training facilities and practicum sites, and in-person interviews, telephone discussions and email correspondence with the training staff.

Training staff were specifically questioned regarding

- rationale for structure, organization, and condition of training facilities
- trainers' evaluations of their own and each other's training efficacy
- rationale for training materials used
- their opinions of the number and quality of trainees that SIIT recruits
- their opinions of the number and suitability of practicum sites
- rationale for summative and formative evaluation procedures.

C. Outcome – The Opinions of Program Graduates

The opinions of program graduates were gathered by referring to the Graduate Summative evaluations that graduates filled out upon completion of their training and with an Evaluation Survey, which was developed as follows:

1. The Survey Template

2. Social Exchange

3. The Sampling Frame.

1. The Survey Template

Allen et al. (1995, pp. 207-212) described four types of evaluation:

1. Reaction – how the participants experienced the program

2. Learning – what new knowledge, attitudes and skills have been acquired

3. Behaviour – what kind of behavioural change has stemmed from the learning

4. Results – the extent to which the original purpose of the course achieved.

In that the purpose of this study was to evaluate SIIT's LSCT program, the survey focused on program results, with reaction, learning, and behavioural change being subsumed within the reporting of program outcomes.

The first step was to search for survey templates already in use that have been proven to serve a purpose such as that of this study. Three differently styled program evaluation surveys (Murphy, 1992; Schulte & Smith, 2007; Simpson & Sandidge, 1994) were found, all documented as having been successfully tested for validity and reliability, and all using variations of Likert-type scales along with short-answer questions[34]. The Schulte and Smith (2007) tool asks graduates to rate their own skills and knowledge gained as a result of their teacher preparation program, e.g. "I know how to help students become motivated" (p. 2), a style of question that goes only indirectly to evaluating the actual program. The Simpson and Sandidge (1994) instrument asks graduates to rate their competencies on a Likert-type scale that has the option of picking "unable to judge" (p. 17), a feature not included in Schulte and Smith (2007).

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[34] Likert-type scales and short-answer formats are common features in many NLS evaluation tools (Allen, et al., 1995, pp. 210, 218-236), so it was assumed, correctly as it turned out, that SIIT's LSCT graduates would be familiar with how to use them.

Again though, like Schulte and Smith, Simpson and Sandidge (1994) ask

respondents to rate aspects of themselves rather than aspects of the training

program.

Murphy (1992) by contrast, asks about the effectiveness of preservice

preparation, that is, it goes directly to the respondents' beliefs and opinions about

the training that they received. This study used a modified version of the Murphy

survey because of that direct evaluative feature[35].

Much of the language and some of the questions were changed to make

the instrument pertinent to evaluating the field of NLS coach training and to make

the survey more engaging in tone and easier to follow. The format was changed

to make it more user-friendly. A few questions from the Schulte and Smith (2007)

and Simpson and Sandidge (1994) surveys were adapted and included, some

Community Lesson and training related questions were added to round out those

areas, and some employment-related questions were included to learn how

SIIT's LSCT graduates have used their training. As a crosscheck on the

applicability of the survey's questions, there is a comparison of the survey's

questions with SIIT's completion requirements for the program in Appendix G (p.

245).

Mangione (1995, p. 24) recommended four steps for pre-testing a survey.

The first is to personally critically assess the questions in the light of the kind of

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[35] In its Likert-type scale, Murphy (1992) includes the non-committal option "somewhat effective" (p. 9), similar in effect to Simpson and Sandidge's (1994) choice "proficient" placed between "least proficient" and "highly proficient" (p. 1). Likert-type scales have been found to be empirically more valid than have Forced-choice scales, which do not include neutral value options (Ray, 1990).

information that is sought. The second is to consult with the researcher's

colleagues about the survey. In addition, Gray and Guppy (1994) provided a list

of topics to check on with colleagues who pre-test a survey "to determine if

1. the questions, wording, and specific words are understood;
2. the most likely answers to closed-ended questions are all included;
3. sufficient space is provided for answers to open-ended questions;
4. the flow of the questions follows a proper sequence;
5. the formatting is easy to follow; and
6. the filter and skip instructions work as intended" (p. 117).

Since there are no filter and skip instructions in this survey, colleagues of the

researcher[36] were queried about only the first five of Gray and Guppy's points,

and revisions were made as appropriate.

Mangione's (1995) third step in pre-testing is informal data gathering from

a small sample about "…the length of time it took, places where it was confusing,

and things you might have left out" (p. 24). This step was done with five well-

experienced NLS-trained coaches of the researcher's acquaintance, including

the SIIT LSCT coach trainers, and further revisions were made as necessary.

Mangione's (1995) fourth step is to gather together ten or so people who

are similar to the intended sample, and to have them do the survey and then

provide feedback. This final step was not necessary because the content and

structure of the survey had already been reviewed and validated by the reviewers

queried in Mangione's third step, themselves having been coach trainees in the

past.

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[36] A well-experienced Life Skills coach, two well-experienced Life Skills coach trainers, and one of the NLS developers

2. Social Exchange

An axiom of social exchange theory is that people are motivated to act by their expectations of a return of some sort from others. Their actions can be predictable through analysis of costs, rewards, and trust factors. Regarding survey design, response rate can be optimized by a combination of minimizing costs, offering rewards, and building trust in respondents that the benefits they accrue for returning completed surveys exceed the expense of time and effort needed to do so. Below are Dillman's (2007, pp. 14-29) suggestions for using social exchange theory to optimize survey response rates:

a) Mitigating Costs

b) Giving Rewards

c) Establishing Trust

a) Mitigating Costs

In terms of mitigating time, effort and monetary costs, make the survey easy to complete, in a format that respondents are familiar with. Supply self-addressed, stamped return envelopes to minimize the cost and inconvenience to the respondents of arranging for those things themselves. Use clear language and easily understood directions. Include a small amount of money in the survey mailout package, because respondents are likely to consider this as a payment for their time and effort, and Dillman's (2007) search of the literature shows that it is an effective incentive for increasing response rates (see for instance Church, 1993; James & Bolstein, 1990, 1992).

Social exchange theory adds some subtlety to the concept of possible costs and how to avoid them. Dillman (2007) called these costs social costs. For instance, Dillman recommended avoiding the use of subordinating language because people generally would rather be asked to do something than be told to do it. Using clear language and easily read and understood directions not only helps defray time and effort costs, it helps to avoid incurring the social cost of causing embarrassment to those respondents who might have limited vocabularies and reading comprehension skills. The more personal information that is asked for, the more reluctant respondents are to give it, so it's best to ask for the bare minimum of personal information necessary to achieving the stated purpose of the survey. People are less likely to engage in an unfamiliar activity than to engage in a familiar one, so it can be useful to connect a survey with some known activity or behaviour of the sample.

In this research survey a tangible reward was included in each survey package. As an expression of appreciation for completion of the survey and to increase the response rate a small amount of cash (five dollars CDN) was included in the mailing and, on the advice of Tia Shynkaruk, a culturally appropriate gift (a symbolic tobacco bundle) was also included. The tobacco bundle was a small amount of tobacco wrapped in red cloth and tied with a red cloth ribbon. Outside the package but under the ribbon were a five dollar bill and a sprig of cedar, which is a rare and valued medicine on the Prairies. This procedure followed the advice of Phil L'Hirondelle, Red Blanket Man (personal communication, January 9, 2010). The Life Skills Training program being

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evaluated included similar ceremonial and cultural activities, so this type of

incentive was culturally appropriate for the research participants.[37]

Subordinating language was avoided by asking for help rather than telling

coaches what to do. Creating embarrassment was avoided by using easily

understood language and clear, simple directions, and causing inconvenience

was avoided by supplying a stamped and addressed envelope for coaches to

use when returning the survey. Consultation with Robert Reid, a professional

book designer[38], helped the survey appear to be easy to complete. Requests for

personal information were minimized. The format was similar to that of other

evaluations that coaches were likely to have completed during their training - in

this case, a Likert-type scale and short-answer questions (Allen, et al., 1995, pp.

218-236).

Beyond defraying costs, Dillman (2007, pp.15-29) suggested two other

important ways to maximize response based in social exchange theory: giving

rewards and establishing trust with respondents.

b) Giving Rewards

In social exchange theory, rewards are not limited to tangibles such as

gifts or money. People wish to receive positive regard, to be appreciated and

thanked, to be socially validated by knowing that they're taking part in a project in

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[37] In considering the mailing of the survey and the tobacco bundle, concerns were raised regarding the legality of mailing tobacco products. Based on research into Canada Post and Government of Canada regulations, this type of mailing was not restricted (Canada Post, 2010; Government of Canada, 1997, 2001).

[38] Go to http://www.robertreidprinting.ca/ to learn more about Robert Reid and his long career in book design and publication.

the company of their peers. They want to know that they are special, that not many people have the opportunity that they have to complete the survey. People want to be consulted for their advice and opinions, and to be able to take part in something personally interesting to them.

Positive regard was shown by providing an explanation of what the survey was about, by the researcher offering to be available by telephone if coaches had questions about the survey, and by planning to have the coaches personally contacted for participation by their trainers. Appreciation and thanks were expressed in the introduction to the survey, and the researcher planned to thank respondents for their participation and to answer any questions that they might have in follow-up phone calls a week after the mailout of the surveys. The researcher planned to phone those from whom there had yet to be response at the three week point after the initial survey mailout and to speak with the many others who had already sent in the survey, thus providing opportunity for coaches to feel social validation. In the introductory letter the coaches were told that if they didn't respond soon they would miss a deadline – specified in the introduction – and thus lose this scarce opportunity. Advice was sought by soliciting coaches' valuable and important opinions. The survey was interesting because it asked for coaches' opinions about something that quite possibly had high salience in their lives.

c) **Establishing Trust**

Social exchange theory declares it important that respondents have faith that the ultimate payoff for returning a completed survey will outweigh the cost of

doing so. In addition to the cost mitigation and the rewards discussed above, it helps the response rate when the survey is seen to be supported by those whom respondents recognize as legitimate authorities, that an established exchange relationship is invoked, and that the survey truly is about something that is important to respondents, so that they find satisfaction in helping out a good cause.

In this research survey, coaches saw that the survey was sponsored by legitimate authorities by being told that their trainers and school approved of it and by reading that Simon Fraser University was supervising the study. Using the trainers as references invoked other exchange relationships, because the coaches likely felt that they owed something to their trainers or were happy to do them a favour. The task was made to appear important by the wording of the introductory letter and by the survey's professional design.

3. The Sampling Frame

The sampling frame of the Evaluation Survey consisted of four SIIT LSCT groups, one from 2003-4 (Group 3), one from 2006 (Group 4) and two from 2007 (Groups 5 and 6), with 41 graduates in all.

This chapter has addressed the first three phases of Fretchling's (2002) project evaluation system

1. Develop a conceptual model of the program and identify key evaluation points
2. Develop evaluation questions and define measurable outcomes
3. Develop an evaluation design.

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Chapter 3 will address Fretchling's (2002) Phase 4 – Data Collection and

Phase 5 Part 1 – Findings.

CHAPTER 3: DATA COLLECTION AND FINDINGS (FRETCHLING PHASE 4 AND PHASE 5 PART 1)

This chapter describes both the fourth phase of Fretchling's (2002) project evaluation model – Data Collection - and Fretchling Phase 5 Part 1 - Findings.

Fretchling Phase 4 – Data Collection

As expected, data collection involved changes and adaptations to the proposed collection plan that was outlined in Chapter 2. A major change was the withdrawal from active participation in the study by the Life Skills coach trainers whose program was being evaluated. Due to circumstances beyond her control Tia Shynkaruk lost SIIT's institutional support for her time and as such was not able to support the study as closely as had initially been envisioned, though both trainers generously answered a number of follow-up questions as the research progressed.[39] A major consequence of their withdrawal was that the researcher personally made the telephone calls to LSCT graduates to ask them to participate in the survey, a task that initially the trainers were to undertake.

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[39] SIIT no longer had fulltime employment available for Tia Shynkaruk in Prince Albert, so she was offered fulltime hours in Saskatoon instead. She chose not to move to Saskatoon and so effectively ended her employment with SIIT. Kathie Bird worked For SIIT only as a part-time contractor and so had had no possibility of being paid by SIIT to assist with the study. As evidence that SIIT still valued the training, it has sent staff to be trained by Trainers A and B in their capacity as independent trainers (Tia Shynkaruk, personal communication, February 6, 2010).

Data collection began with a river of emailed documentation from the

trainers, who were responding with the Institutional Artefacts listed in Appendix H

(p. 248) and to many of the questions in their Interview Protocol (Appendix D, p.

235). Tia Shynkaruk provided access to copies of most of the Graduate

Summative Evaluations (Appendix F, p. 243) that the graduates had completed

at the end of their programs.

Since the trainers administered and retained possession of the Graduate

Summative Evaluations from Groups 4, 5 and 6, they were easily able to make

them available. The Group 3 Graduate Summative Evaluations, however, were

administered and retained by SIIT. The trainers were the researcher's connection

into SIIT, and with the withdrawal of the their active participation they did not

pursue access to the Group 3 Graduate Summative Evaluations so data from

those documents are not included in this study.

The researcher was able to have a long telephone interview only with

Kathie Bird before the trainers withdrew from active engagement – another

unexpected change to the data collection plan. Further, the researcher had

planned to go to Saskatchewan to meet in person with the trainers and to view

their training facilities and possibly some Community Lesson sites. The

combination of the discontinuation of the program and withdrawal of the trainers

made the site visits impractical, so the data collection method was adapted to

emphasize the artefacts, telephone and e-mail interviews, and survey.

Over the four weeks beginning March 8, 2010, using names, telephone

numbers and email addresses supplied by the trainers, as well as internet

searches when the supplied contact information was not current, the researcher was able to speak with 33 of the 41 LSCT graduates. All 33 agreed to participate in the research. There were eight graduates with whom the researcher was unable to make any contact at all.

Beginning March 15, 2010 the survey packages were mailed to those who had agreed to participate. The survey package consisted of an introductory letter and a survey form (Appendix C, p. 224), a consent form, a return-addressed stamped envelope, and the above-mentioned tobacco bundle. Each mailed form had a discreetly placed control number on it to differentiate among respondents and identify duplicate submissions (none were detected).

Beginning March 29, 2010 the researcher either spoke with again and/or left messages for everyone, thanking them for their interest and reminding them to mail in the survey. During that process one of the contactees told the researcher that she didn't feel like filling the survey out after all and wasn't going to. At that point there were still a possible 32 responses from the 33 member sample that had been contacted.

By April 25, 2010 sixteen surveys had arrived. Another round of calls to those for whom messages had been left in the second round garnered more promises, but ultimately only three more surveys arrived, for a final total of 19 respondents from a sample of 33, giving a response rate of 57.6% (See Table 5, p. 79).

As a last member check the researcher emailed a near-final draft of this study to the trainers to give them a chance to fact-check and to make any last

suggestions or comments. They responded with a number of corrections to
details and some valuable background information about the history of their
involvement with NLS and the development of the LSCT program, all of which
were used.

Table 5. Evaluation Survey distribution

Group Number	# of Graduates in Group	# of Surveys Sent	# and % of Sent Surveys Returned
3	9	7	5 – 71.4%
4	10	7	4 – 57.1%
5	9	8	4 – 50.0%
6	13	11	6 – 54.5%
Totals	**41 Graduates**	**33**	**19 – 57.6%**

Fretchling Phase 5 Part 1 – Findings

Quantitative data from the Graduate Summative Evaluations (Appendix F,
p. 243) and the Evaluation Survey (Appendix C, p. 224) were sorted with
Microsoft Excel 2007. These data are compiled in the sections called *Graduate
Summative Evaluation Results* (p. 80) and *Evaluation Survey Results* (p. 95),
below, together with the qualitative data that were gathered by both instruments.

Qualitative data obtained from the Graduate Summative Evaluations and the Evaluation Survey were sorted with reference to Seidel's (1998) system of Qualitative Data Analysis. Seidel's system has three components:

1. Notice interesting things in the data, which involves the steps of producing a record of things noticed and coding things that are found in that record
2. Collect and sort sets of those interesting things
3. Think about those interesting things and how they relate to one another and how they fit together into a larger picture of the thing being studied.

Once Seidel's (1998) system is put in motion it is no longer a linear process but, rather, each of the three components influences and informs the other two as the researcher moves back and forth among them.

In this study the qualitative data obtained from the Graduate Summative Evaluations and the Evaluation Survey were already somewhat organized categorically because they were responses to specific questions. Themes were identified within the responses to each question, with themes sometimes extending across questions and instruments. Tables 6 through 19 (pp. 90-118) show intra-question thematic sorting. Tables 21 through 23 (pp. 121-125) show inter-question/inter-instrument thematic sorting under the three over-arching categories of *The Program*, *The Trainers*, and *Outcomes*.

Graduate Summative Evaluations Results

The summative evaluations that were completed by the graduates at the end of their training programs (Appendix F, p. 243) consisted of 31 Likert-type scale questions followed by 3 open-ended questions about overall evaluation

(questions 32-34). The aggregated data from the forms is in Appendix I, p. 250, and Tables 6, 7 and 8, pp. 90-94. Responses to the Likert-type scale questions are illustrated in Figures 3 through 7, pp. 83-88.

Likert-type Scale Questions

Of the Likert-type scale questions, the first 15 were about the training course, the next 14 were about the trainers, and the last 2 focussed on the learning environment. Likert-type scale questions 1 through 14 and 16 through 31 used a five point scale:

A–Strongly Agree   B–Agree   C–Disagree   D–Strongly Disagree

E–Not Applicable

Question 15, which asked about the workload in relation to that in other courses, used a three point scale:

A-heavy   B-average   C-light

This form is the standard SIIT evaluation form that was used for all of their courses, so it does not have questions directly specific to NLS training. As noted above, this researcher only had access to forms from Groups 4, 5 and 6. There were 9 forms from each of Groups 4 and 5, and 12 forms from Group 6, for a total of 30 possible respondents to each question. No explanation was offered for the form missing from Group 4, which had 10 graduates, and the form missing from Group 6, which had 13 graduates.

The "Strongly Disagree" option was never selected, nor was Question 15's "light" option. The "Disagree" option was picked 12 times, with 10 of those 12 instances being from Group 5 (see the section *The Group 5 Experience*, p. 125). The "Not Applicable" option was selected 5 times, all for Question 29 which asked if the instructor was consistently in attendance. As there were two instructors, it is safe to assume that "Not Applicable" meant that there was always at least one instructor present in class. This assumption is supported by the rest of the responses to Question 29, which were 23 "Strongly Agree" and 1 "Agree", with 1 form having no response given to the question.

Altogether there were 12 instances of no response given out of the 630 opportunities to respond in the Likert-type scale questions (30 trainees x 31 questions). Six of the no responses were for Question 15. This could well be because the trainees were taking no other courses with SIIT, did not compare the courseload to courses taken elsewhere, and so had no basis for comparison.

Figure 3. Graduate Summative Evaluation Responses, Questions 1 - 14

Graduate Summative Evaluation Responses to Questions 1 - 14, re the Program, Expressed as Percentages
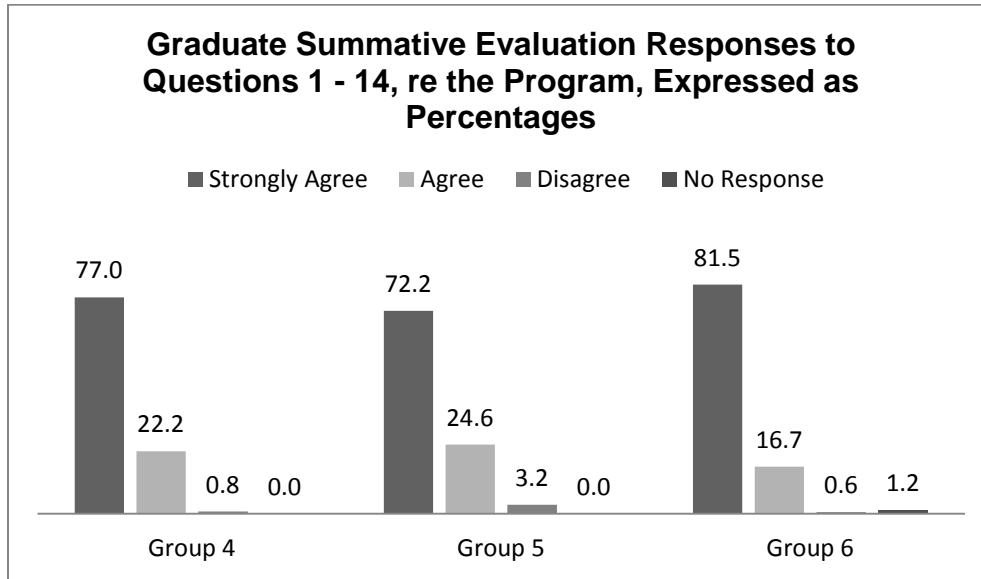
Figure 3 illustrates the generally positive assessment by program participants as they responded to the following 14 program assessment items:

1. The learning objectives were clearly stated for the course.

2. The evaluation procedures (assignments, exams) were clearly stated for the course.

3. The course was well planned and followed an orderly sequence.

4. The course content is what I expected from the course description.

5. The reading materials were relevant to the course content/objectives.

6. The reading materials adequately covered the content of the course.

7. The amount of time allocated to each course topic is appropriate.

8. The assignments reflected a practical application of the course contents.

9. I understood what was expected of me from the assignments.

10. The exams tested the concepts emphasized in the course.

11. The grading criteria for this course were clearly stated.

12. There were opportunities for discussion and questions during class time.

13. I made a honest effort to learn in this class.

14. I generally went prepared to each class.

The responses to Question 15 are summarized by group in Figure 4.

Figure 4. Graduate Summative Evaluation Responses, Question 15

Graduate Summative Evaluation Responses to
Program Question 15, re the Course Load,
Expressed as Percentages

■ Heavy   ■ Average   ■ No Response

Group 4: 11.1, 66.7, 22.2
Group 5: 55.6, 44.4, 0.0
Group 6: 25.0, 41.7, 33.3
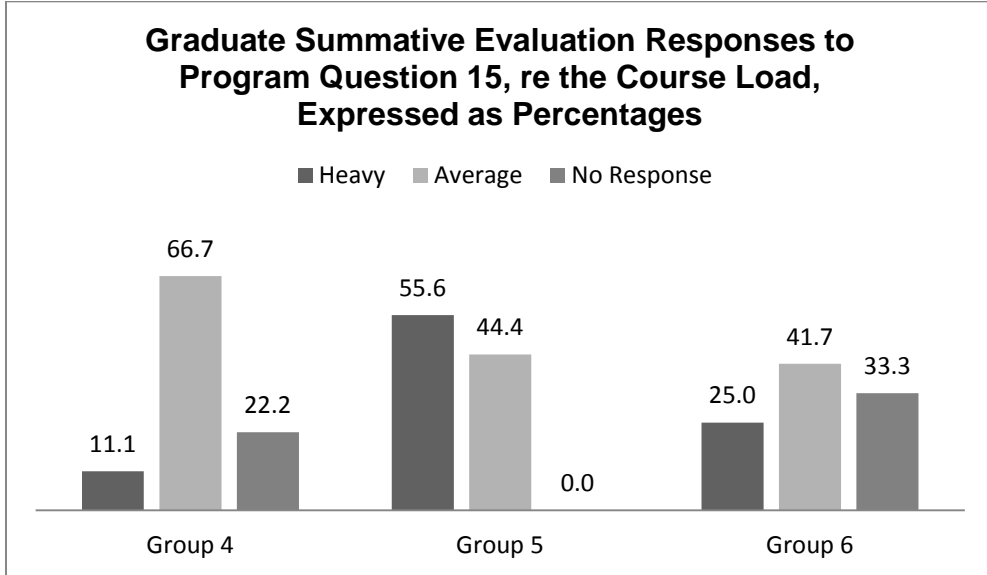
Figure 5. Graduate Summative Evaluation Responses, Questions 16 - 29

Graduate Summative Evaluation Responses to
Questions 16 - 29 re the Trainers' Skill and
Understanding, Expressed as Percentages

■ Strongly Agree   ■ Agree   ■ Disagree   ■ No Response

Group 4: 94.4, 5.6, 0, 0
Group 5: 88.9, 7.9, 0.8, 2.4
Group 6: 94.0, 5.4, 0, 0.6
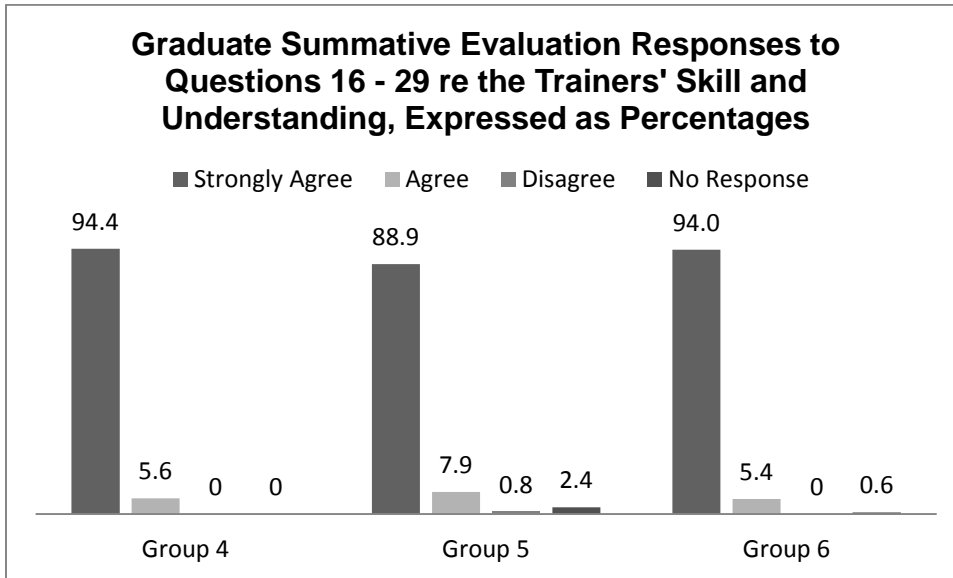
Questions 16 – 29 are noted below. As illustrated in Figure 5, the participant

responses were overwhelmingly positive.

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16. The instructor provided a course outline of the content and objectives at the beginning of the class.

17. The instructor made sure the course contained aboriginal content and examples.

18. The instructor was prepared for classes.

19. The instructor used clear, concise and understandable language.

20. The instructor was good at communicating concepts.

21. The instructor demonstrated an understanding of how this course relates to other courses in the program.

22. The instructor is able to discuss the subject matter fluently.

23. The instructor valued and respected students' ideas.

24. The instructor was available for consultation outside of class time.

25. The instructor provided clear and helpful feedback on the assignments and exams.

26. The instructor encouraged class participation.

27. The instructor encouraged independent thinking and questioning.

28. The instructor drew on the work and life experiences of the students to enrich learning in the course.

29. The instructor was consistently in attendance to deliver the content.

Figure 6. Graduate Summative Evaluation Responses, Questions 30 - 31

Graduate Summative Evaluation Responses to Questions 30 - 31 re the Learning Environment, Expressed as Percentages

■ Strongly Agree   ■ Agree   ■ Disagree

Group 4: 72.2, 27.8, 0
Group 5: 38.9, 33.3, 27.8
Group 6: 79.2, 20.8, 0
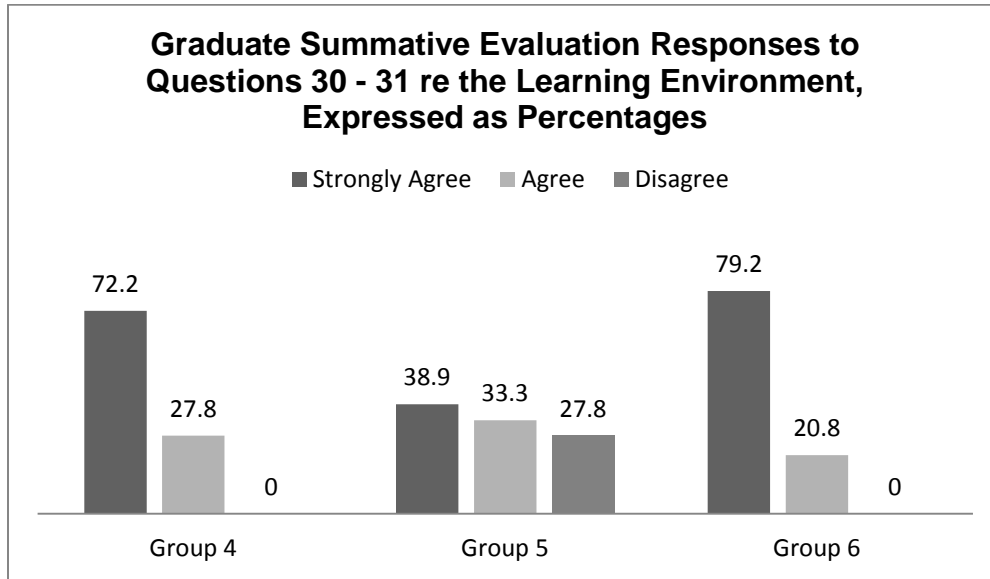
Responses to items 30 and 31 (listed below) were more mixed,

particularly for Group 5 (see Figure 6), highlighting Group 5's dissatisfaction with

their learning environment (see discussion below, p. 125).

30. There were adequate student support services available for this course.

31. The campus facilities were appropriate for this program.

The Graduate Summative Evaluation's first 31 questions (with the

exception of Question 15) required responses within a range of agreement of

from Strongly Disagree to Strongly Agree. Converting this to a range of 0 to 100

gives results as shown in Figure 7. Since the overall average for all groups was

quite positive, Figure 7 shows only the highest 10 percent of the scale to

emphasize the differences between the groups, and especially the fact that

Group 5 was less positive regarding the program than were Groups 6 and 7 (see

the section *The Group 5 Experience*, p. 125).

Figure 7. Graduate Summative Evaluation Overall Agreement Ratings

**Graduate Summative Evaluation Overall
Agreement Ratings, Expressed as Percentages**

Group 4 — 96.0
Group 5 — 93.8
Group 6 — 97.0
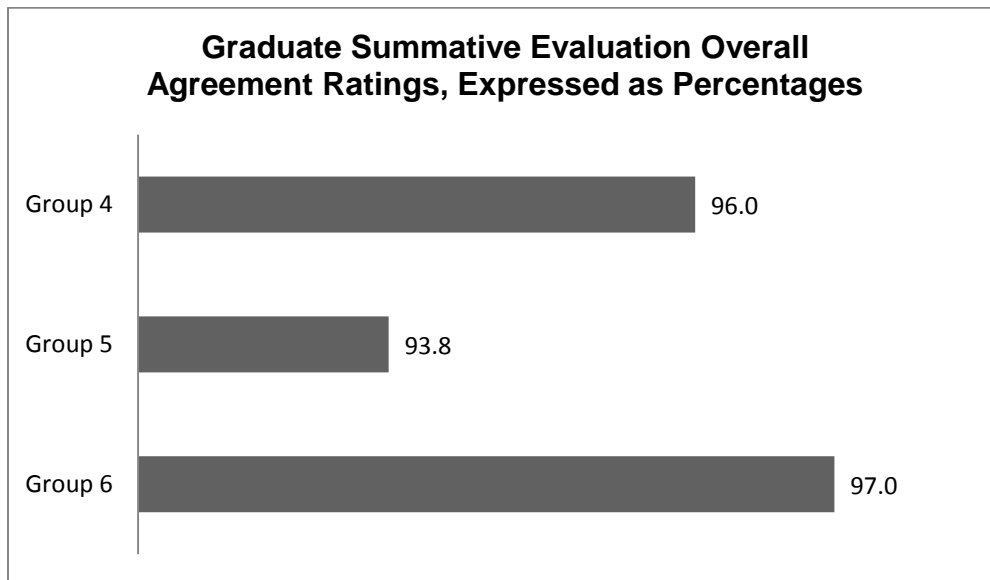
Non-Likert Scale Questions

The following three items, being the final three questions of the Graduate Summative Evaluation, offered students an open-ended opportunity to respond, and as a result there was a much wider range of comments and opinions

32. What **one** thing could have been done differently which would have made this course better?

33. What **one** thing was done in this course that most facilitated your learning?

34. What other comments do you have about your instructor and this course?

Questions 32 and 33 each asked for only one thing, however many respondents made more than one comment per question and some did not answer one or either of the questions. Thus Question 32 gathered 26 comments and Question 33 had 48 comments even though there were 30 respondents altogether. The data from Questions 32 – 34 are captured and sorted thematically in Tables 6 – 8 below (one table for each question).

In Tables 6 – 8 the bolded rows indicate themes, and their *Totals* columns include the percentage of possible hits in each row. For example, the theme row in Table 6 called "Improve Testing and Study Time" shows that eight of 26 respondents gave comments that fit in that theme. The Totals column shows the total of eight hits (30.8%) for that theme.

Question 32 invited respondents to name one thing that could have been done differently to make the program better. The primary themes uncovered include testing and study time; improving the learning environment; and lengthening the course. Testing and study time together received eight suggestions for improvement, half coming from Group 5. Six responses were related to the training facilities, with four of those comments coming from Group 5, which give evidence of the Group's relative dissatisfaction with the learning environment that is shown in Figure 6 (p. 87) above. As one Group 5 member commented, "Check on the environment of buildings used. In future maybe remind the person booking building to check for the air quality and air flow". The other two comments about the learning environment came from Group 4, both from the same respondent who pointed out noise and air circulation problems.

Table 6. Graduate Summative Evaluation - Question 32

32 – What one thing could have been done differently which would have made this course better?	Group 4 9 respond-ents	Group 5 9 respond-ents	Group 6 8 respond-ents	Total of 26 respond-ents
Improve Testing and Study Time	**2**	**4**	**2**	**8 – 30.8%**
review the test		3		3
longer for test	1			1
give an elapsed time notification for test	1			1
use multiple choice on test			1	1
more class time for study/journals		1		1
review study questions weekly			1	1
Improve the Learning Environment	**2**	**4**	**0**	**6 – 23.1%**
noisy building	1			1
better air quality/circulation	1	2		3
better facility for second half		1		1
adjust to new building		1		1
Lengthen Course	**1**	**1**	**4**	**6 – 23.1%**
no classes on weekends	1		1	2

32 – What one thing could have been done differently which would have made this course better?	Group 4 9 respondents	Group 5 9 respondents	Group 6 8 respondents	Total of 26 respondents
too condensed			2	2
2 day follow-up after 6 months		1		1
research and test too close together			1	1

Question 33 asked for the one thing that most facilitated learning. The themes generated by responses to this question include NLS teaching methods; establishment of trust and support; and the NLS materials. Nineteen responses were related to NLS methods, such as the use of group work and lesson delivery. As one respondent noted, "that I connected: content, process, and "content is process" and "process is content" – AMAZING". Sixteen offerings were related to trust within the groups, encouragement, acceptance, safety and sharing. In this context one graduate wrote "the outcome of this learning is a motivator for me to do my best". Seven responses to Question 33 spoke directly to NLS material.

Table 7. Graduate Summative Evaluation - Question 33

33 – What one thing was done in the course that most facilitated your learning?	Group 4 14 comments	Group 5 11 comments	Group 6 21 comments	Total of 46 comments
NLS Methods	**5**	**2**	**12**	**19 – 41.3%**
group work	1		4	5
lesson structure/delivery			3	3
connection between content and process			2	2
presenting lessons	1		1	2
life skills method		1	1	2
congruence - life and course		1		1
writing			1	1
how to work effectively with groups	1			1
importance of on-going sessions	1			1
validate feelings	1			1
Trust within the Groups, Encouragement, Acceptance, Safety and Sharing	**2**	**6**	**8**	**16 – 34.8%**
circle checks/sharing		5	3	8

33 – What one thing was done in the course that most facilitated your learning?	Group 4 14 comments	Group 5 11 comments	Group 6 21 comments	Total of 46 comments
trust within the group	2		1	3
encouragement/acceptance			3	3
open safe environment		1	1	2
NLS Material	**6**	**1**	**0**	**7 – 14.6%**
different techniques/skills	1	1		2
sandwich exercise	2			2
material was easy to understand	1			1
agenda format	1			1
proposal writing	1			1

As identified in Tables 6 and 7, most of the responses were unique to each group (that is, there were few common issues identified across groups). The one notable exception across both tables is the instructional use of circle checks and sharing, which was highlighted by Groups 5 and 6.

Question 34 asked for comments about the trainers and the program without attempting to limit the number of comments per respondent. Two respondents made no comment and altogether there were 60 comments made

for this question. Themes generated from these responses include the professionalism of the trainers; their personal attributes; and program value. 38 of the comments lauded the trainers, with18 of the 38 comments praising their professionalism and effectiveness as role models; 20 comments generally addressed the trainers' personal attributes, including appreciation of their inter-personal attitudes (loving, caring and compassionate). As an example, a graduate from the Meadow Lake group wrote, "You couldn't have sent a better pair of wonderful ladies than these two. They work so well together. The joy, knowledge, and wisdom and love they brought to this group was phenomenal. WOW! What an awesome pair". The other 22 comments commended the program in various ways, with seven saying that they would recommend the course to others.

Table 8. Graduate Summative Evaluation - Question 34

34 – What other comments do you have about your trainers and this course?	Group 4 15 comments	Group 5 19 comments	Group 6 26 comments	Total of 60 comments
Trainers' Professionalism and Personal Attributes	9	16	13	**38 – 61.3%**
Professionalism	***4***	***8***	***6***	***18 – 45%***
trainers very professional	3	5	4	12
effective role models	1	2	2	5
honoured our beliefs and values		1		1

34 – What other comments do you have about your trainers and this course?	Group 4 15 comments	Group 5 19 comments	Group 6 26 comments	Total of 60 comments
Personal Attributes	*5*	*8*	*7*	*20 – 32.2%*
trainers wonderful	3	2	5	10
trainers exceptional	1	2		3
wise		2		2
Loving, compassionate	1	1	1	3
caring		1	1	2
Program Value	**6**	**4**	**12**	**22 – 35.3%**
life changing program		1	2	3 – 4.8%
everything was excellent	1		2	3 – 4.8%
learn a lot in a short time			2	2 – 3.2%
personal sharing	2			2 – 3.2%
healing			1	1 – 1.6%
would recommend course to others	2	2	3	7 – 11.3%
beneficial to communities			2	2 – 3.2%

34 – What other comments do you have about your trainers and this course?	Group 4 15 comments	Group 5 19 comments	Group 6 26 comments	Total of 60 comments
Learned to deliver programs in our communities	1	1		2 – 3.2%

Evaluation Survey Results

The Evaluation Surveys that were returned by 19 of the graduates during this study (see Appendix C, p. 224) began with 34 Likert-type scale questions:

- five about Planning,
- six about Coaching,
- six about Evaluating,
- eight about Developing Professional Behaviour,
- three about the Community Lesson,
- five about the Trainers, and
- one a General question about the effectiveness of the training as preparation for working as a Life Skills Coach.

Responses to the Likert-type scale questions are illustrated in Figures 8 through 16 (pp. 97-105).

The Evaluation Survey finished with questions 35-48:

- eight open-ended questions about the trainers, the training, and outcomes;
- two closed questions, one about training and one about outcomes; and
- four open-ended questions about specific outcomes.

Responses to the non-Likert-type scale questions are tabulated in Tables 9 – 19 (pp. 107-118).

An Outlier

One respondent from Group 3 gave many anomalous responses to the Evaluation Survey's Likert-type scale questions. For instance, this respondent selected the "Very Ineffective" option three times, and was the only respondent to select it at all. Inconsistencies appeared within and across item headings, and sometimes contradicted the respondent's written answers in the non-Likert-type scale questions. Further, inclusion of the outlier's data in the analysis lowers Group 3's numbers enough to obscure the significance of Group 5's results (see Figures 8 and 9, below). Based on these considerations, the outlier's Likert-type scale responses – Questions 1-34 – are not included in the Findings.

Figure 8. Evaluation Survey Overall Effectiveness Ratings, Excluding Outlier

Evaluation Survey Overall Effectiveness Ratings Expressed as Percentages, Excluding the Outlier's Results in Group 3

Group	Rating
Group 3	91.8
Group 4	95.3
Group 5	81.3
Group 6	89.2
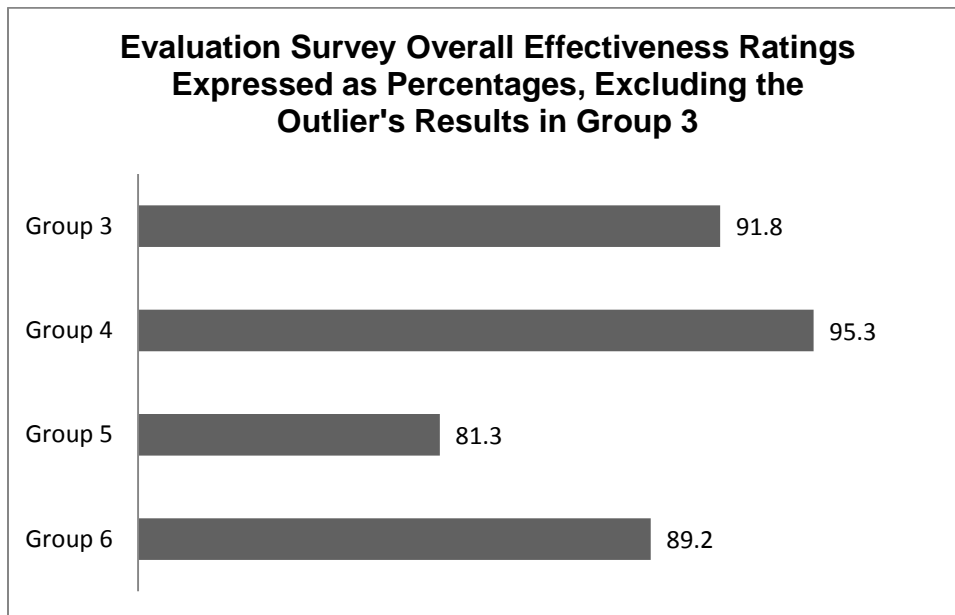
Figure 9. Evaluation Survey Overall Effectiveness Ratings, Including Outlier

Evaluation Survey Overall Effectiveness Ratings Expressed as Percentages, Including the Outlier's Results in Group 3

Group	Rating
Group 3	83.7
Group 4	95.3
Group 5	81.3
Group 6	89.2
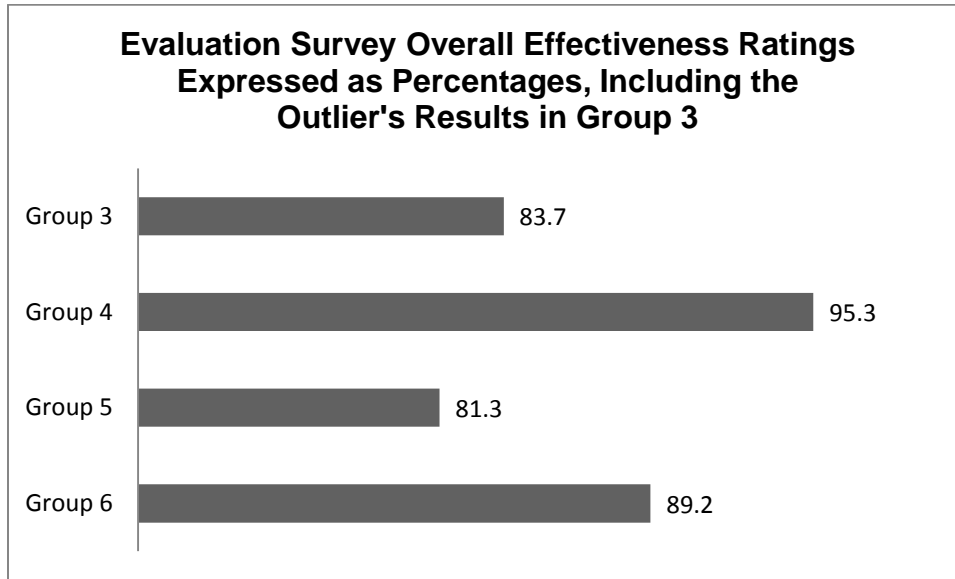
The outlier's non-Likert-type scale responses – that is the outlier's written answers to Questions 35-44 – are included in the Findings because those answers show cogency and consistency. The outlier did not answer questions 45-48.

Likert-type Scale Responses

The Evaluation Survey's five-point Likert-type scale (used in Questions 1 through 34) was

5 – VERY EFFECTIVE

4 – EFFECTIVE

3 – SOMEWHAT EFFECTIVE

2 – INEFFECTIVE

1 – VERY INEFFECTIVE

There were 2 instances of no response given out of the 646 opportunities to respond in the Likert-type scale questions (19 respondents x 34 questions).

The aggregated data from questions 1-34, upon which the following series of Figures is based, are in Appendix J (p. 255).

Figure 10. Evaluation Survey Responses, Questions 1 - 5
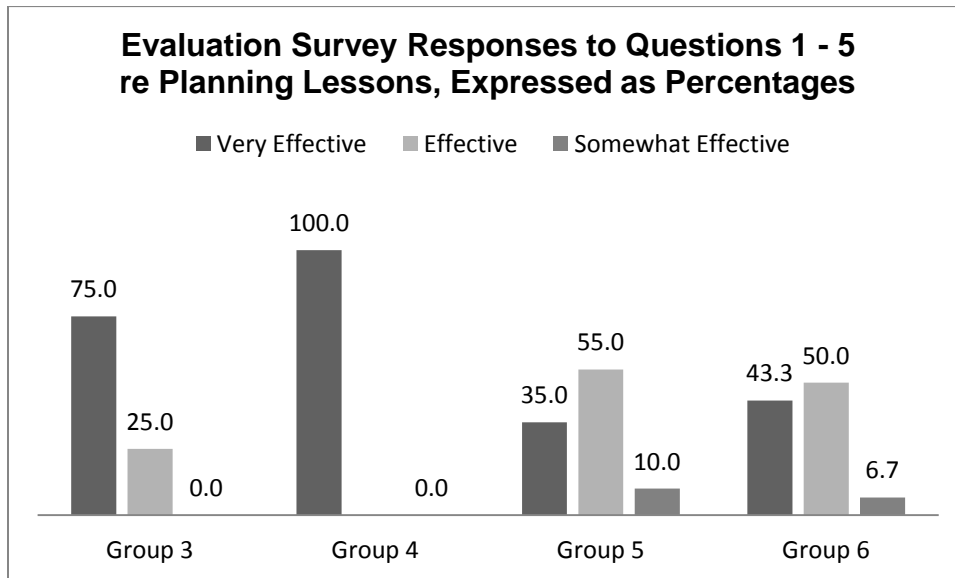
Questions 1 – 5 asked respondents to evaluate how effective their Coach Training was at preparing them to create lesson plans, develop clear lesson objectives, put lesson materials in a sensible order, organize lessons to enhance learning, and select lesson materials to enhance learning. As is evident from the Figure, Group 4 had the highest aggregate opinion and Group 5 the lowest.

Figure 11. Evaluation Survey Responses, Questions 6 - 11

**Evaluation Survey Responses to Questions 6 - 11
re Preparation for Coaching, Expressed as
Percentages**

■ Very Effective   ■ Effective   ■ Somewhat Effective   ■ No Response
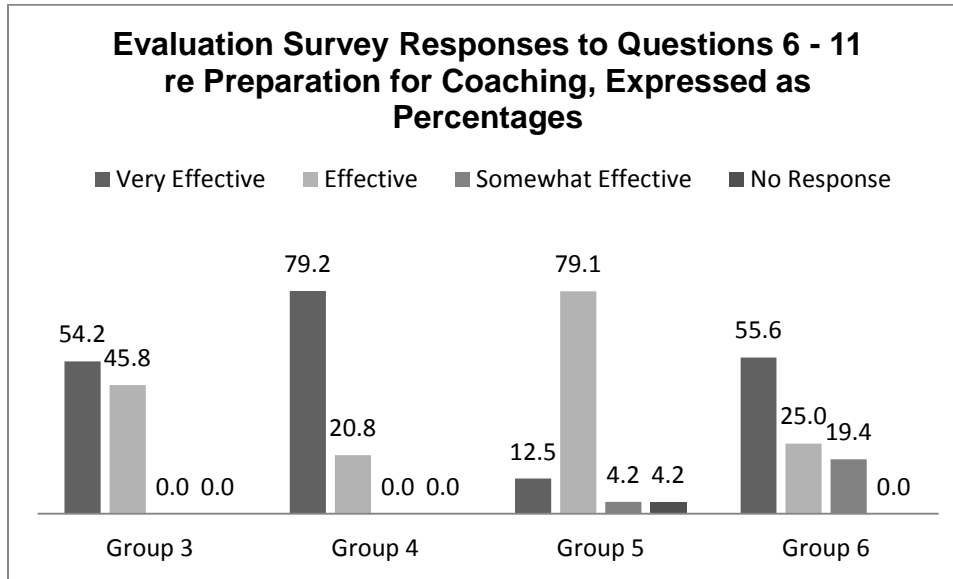
Questions 6 – 11 asked respondents to evaluate how effective their Coach

Training was at preparing them to apply learning theory and principles in a

student group, control misbehaviour, use a variety of coaching techniques to

accommodate differences in students' learning styles and abilities, understand

the relationship between culture and learning, be sensitive to racism and sexism,

and use community resources to enhance student learning. As in Figure 8,

Group 4 had had the highest aggregate opinion and Group 5 the lowest.

Figure 12. Evaluation Survey Responses, Questions 12 - 17

Evaluation Survey Responses to Questions 12 - 17 re Preparation for Evaluating, Expressed as Percentages

■ Very Effective   ■ Effective   ■ Somewhat Effective

	Very Effective	Effective	Somewhat Effective
Group 3	50.0	45.8	4.2
Group 4	58.3	37.5	4.2
Group 5	16.7	62.5	20.8
Group 6	41.7	38.9	19.4
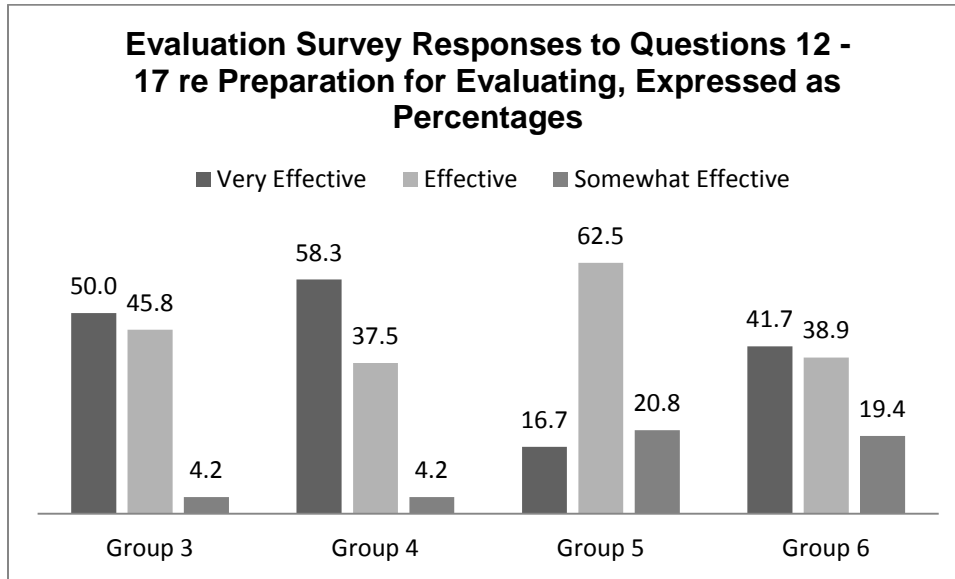
Questions 12 – 17 asked respondents to evaluate how effective their Coach Training was at preparing them to pick evaluation instruments suitable to their coaching objectives, use a variety of techniques to evaluate student learning (e.g., the use of rating scales, checklists, anecdotal records), use evaluation for making instructional decisions (e.g., for review, grouping of students, remedial work, referrals), evaluate student growth on a continuous systematic basis, use a variety of evaluation techniques to create final student reports, and use student feedback to evaluate their own coaching skills. Once again, Group 4 had the highest aggregate opinion and Group 5 the lowest.

Figure 13. Evaluation Survey Responses, Questions 18 - 25

Evaluation Survey Responses to Questions 18 - 25 re Developing Professional Behaviour, Expressed as Percentages
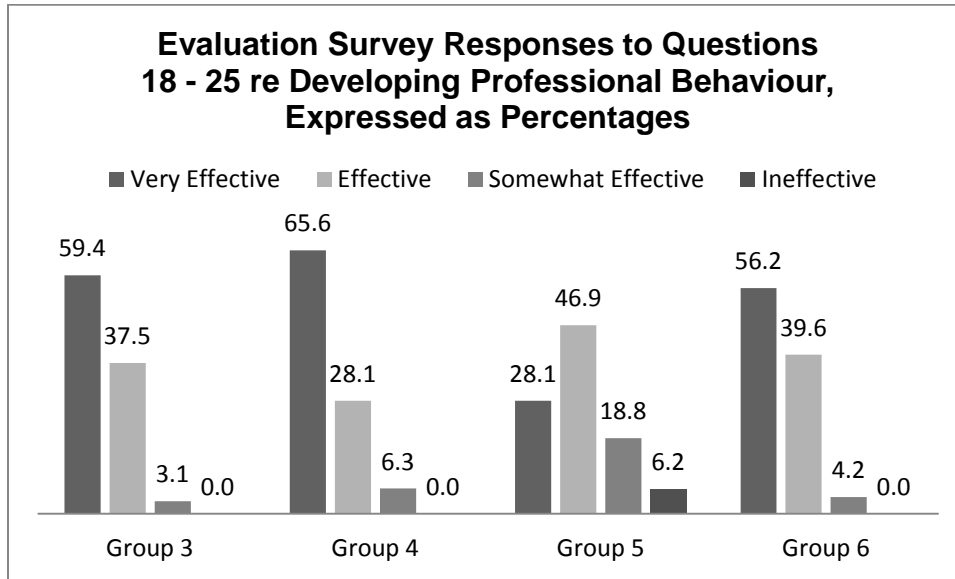
Questions 18 – 25 asked respondents to evaluate how effective their Coach Training was at preparing them to maintain effective working relationships with people that they meet in professional situations, encourage their students' self-awareness skills, request feedback for their professional development, develop and maintain ethical coach/student relationships, develop their own communication skills, participate in professional groups or activities continue to develop their knowledge of Life Skills and coaching, and manage a Life Skills program (e.g. materials, facilities, student recruitment, public relations). Continuing the pattern established in Figures 10 through 12, Group 4 had the highest aggregate opinion and Group 5 the lowest.

Figure 14. Evaluation Survey Responses, Questions 26 - 28
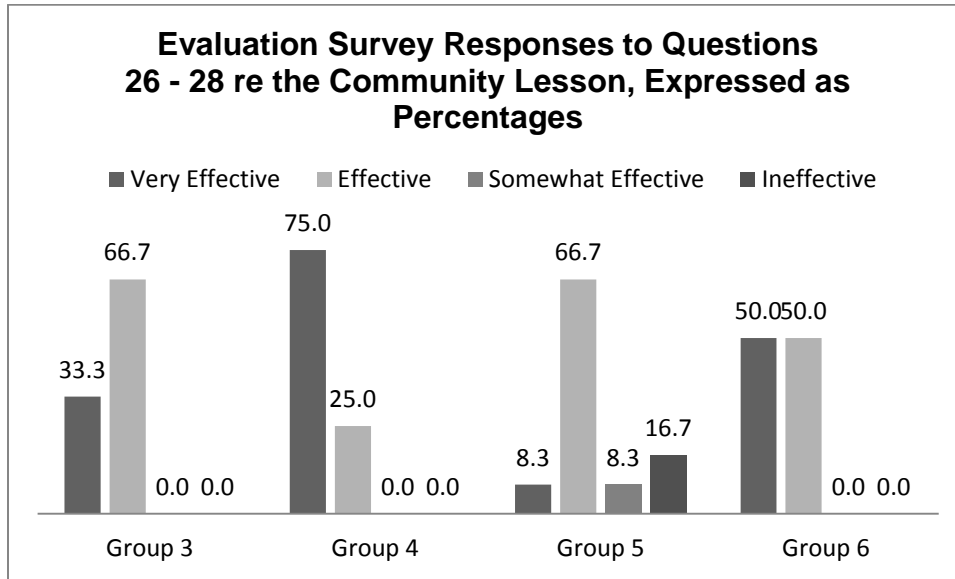
Questions 26 – 28 asked respondents for their assessments of the Community Lesson[40] with respect to the match of the lessons that they delivered to the community groups' needs, the match of the Community Lesson to their own learning needs, and the value to them of the feedback that they received from their Community Lesson students. Group 4 again led the ratings, and while Groups 3 and 5 agreed with their *Effective* ratings, Group 5's aggregate rating was once again the lowest of the four Groups.

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[40] The Community Lesson was SIIT's version of the coaching practicum as described on p. 38.

Figure 15. Evaluation Survey Responses, Questions 29 - 33

Evaluation Survey Responses to Questions 29 - 33 re the Trainers' Effectiveness as Role Models, Expressed as Percentages

■ Very Effective   ■ Effective   ■ Somewhat Effective   ■ No Response

Group	Very Effective	Effective	Somewhat Effective	No Response
Group 3	80.0	15.0	0.0	5.0
Group 4	100.0	0.0	0.0	
Group 5	50.0	30.0	20.0	0.0
Group 6	83.3	16.7	0.0	0.0
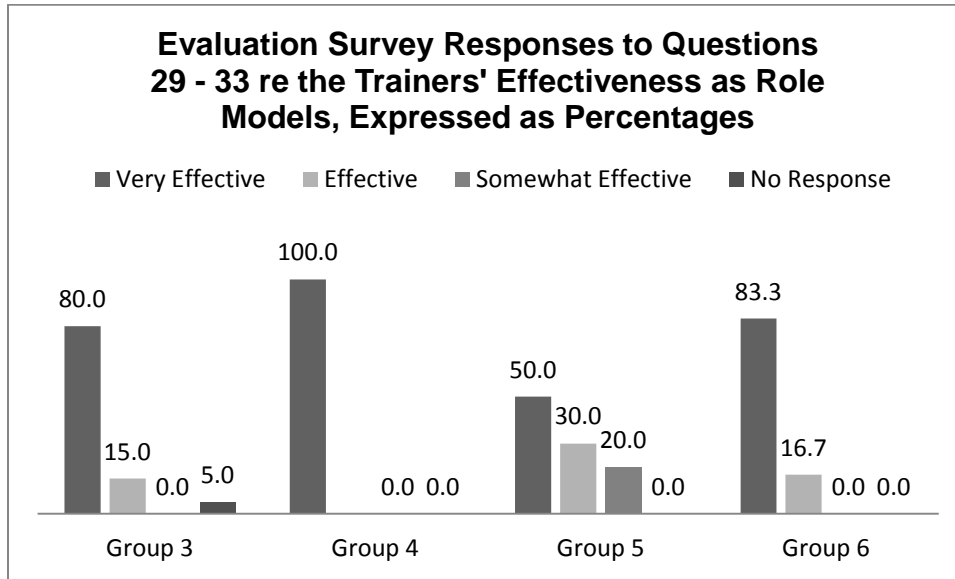
Questions 29 – 33 asked respondents to evaluate how effectively their trainers modelled the skills and competencies that they taught, i.e., use of the Life Skills lesson plan, group counselling techniques, using videos of lessons that they presented as feedback for learning, problem solving systems and behaviours, and Balanced Self-Determined (i.e. assertive) behaviour. Again, Group 4's evaluation was the highest and Group 5's was the lowest.

Figure 16. Evaluation Survey Responses, Question 34

**Evaluation Survey Responses to Question 34 re
In General, Expressed as Percentages**

■ Very Effective   ■ Effective

	Group 3	Group 4	Group 5	Group 6
Very Effective	50.0	100.0	50.0	50.0
Effective	50.0	0.0	50.0	50.0
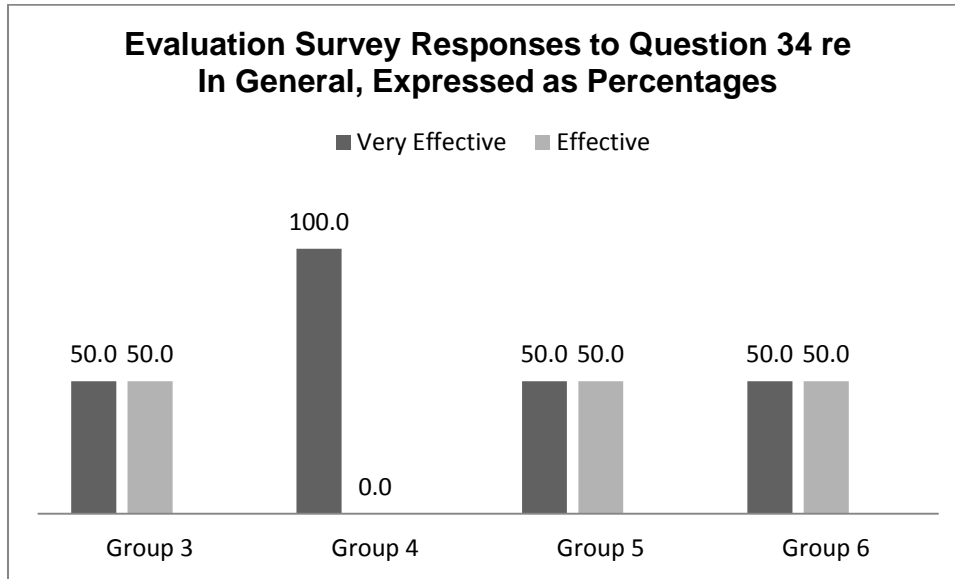
Question 34 asked "How effective was your training at preparing you to work as a Life Skills coach?" Group 4, as in all previous categories in this section, gave the highest rating, with the other three Groups splitting their ratings evenly between *Highly Effective* and *Effective.*

Figure 17. Evaluation Survey Overall Effectiveness Ratings, Excluding Outlier

Evaluation Survey Overall Effectiveness Ratings Expressed as Percentages, Excluding the Outlier's Results in Group 3

Group	Rating
Group 3	91.8
Group 4	95.3
Group 5	81.3
Group 6	89.2
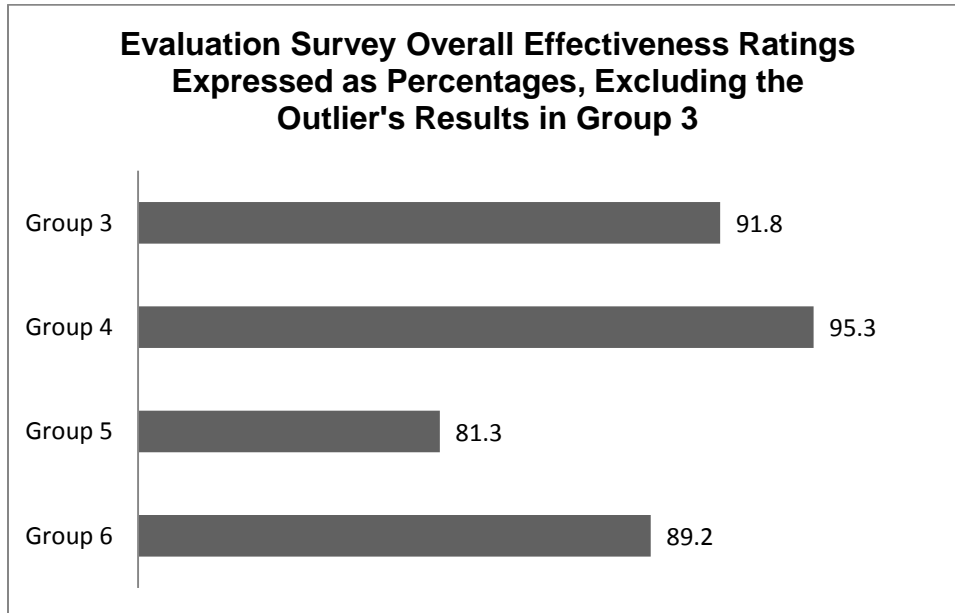
As noted in the section *An Outlier* (p. 97), the effectiveness ratings in the Evaluation Survey show that Group 5 gave by far the lowest rating overall.

Non-Likert-type Scale Responses

The Evaluation Survey finished with questions 35 – 48, eight of them being open-ended questions about the trainers, the training, and outcomes; two of them being closed questions, one about training and one about outcomes; and four of them being open-ended questions about specific outcomes. One member of Group 6 did not respond to questions 35-44, so Tables 9 – 19 show responses from a total of 18 respondents rather than from the expected 19 (as per the discussion on p. 97 the outlier's responses are included in this section of the findings). The open-ended questions in the Evaluation Survey (35-37, 39-42, and 44-48) did not attempt to limit the number of comments per respondent.

Question 35 asked about the main strengths of the LSCT program.

Similarly to earlier questions, themes included NLS teaching methods and

program materials as well as student growth: 14 of 40 comments spoke to NLS

methods (as one graduate noted "The opportunity to learn a lesson and then to

practice coaching [it] was invaluable because feedback was immediate"); 11

comments went to NLS materials; and 10 addressed matters of personal growth.

The remaining five comments praised the trainers or referred to the program's

ongoing availability and its importance to community-based programs.

Table 9. Evaluation Survey - Question 35

35 – What do you see as the main strengths of your LSCT program at SIIT?	Group 3 9 respond-ents	Group 4 9 respond-ents	Group 5 8 respond-ents	Group 6 14 respond-ents	Totals from 40 respond-ents
NLS Methods	**0**	**4**	**4**	**6**	**14 – 35%**
Teaching of facilitation skills		2	2	2	6
Teaching of program design skills		1	1	2	4
Group process		1		2	3
Visual learning			1		1

35 – What do you see as the main strengths of your LSCT program at SIIT?	Group 3 9 respond-ents	Group 4 9 respond-ents	Group 5 8 respond-ents	Group 6 14 respond-ents	Totals from 40 respond-ents
NLS Material	**4**	**1**	**2**	**4**	**11 – 27.5%**
Education	1		1	2	4
Contemporary wellness/energy	1	1	1	1	4
Culture	2			1	3
Personal Growth	**3**	**3**	**2**	**2**	**10 – 25%**
Gave confidence/self-esteem	1	2	2	1	6
Personal growth	1	1		1	3
Motivating	1				1
Other	**2**	**1**		**2**	**5 – 12.5%**
The trainers		1		2	3
Ongoing availability of program	1				1
Important for community-based programs	1				1

Question 36 asked for comments on the Community Lesson experience. Nine respondents provided 18 responses to this question, with seven of the respondents saying that it was a good experience, e.g., "In my community lesson experience, the feedback was very positive in how I facilitated the workshop". Respondents found the experience motivating and, similarly to earlier items, appreciated the opportunity to demonstrate their facilitation skills.

Table 10. Evaluation Survey - Question 36

36 – Comments about Community Lesson experience	Group 3 3 comments	Group 4 5 comments	Group 5 4 comments	Group 6 6 comments	Totals from 18 comments
Good experience	1	2	2	2	7 – 38.9%
Motivating	1	1	1	1	4 – 22.2%
Used facilitation skills		2		2	4 – 22.2%
Good feedback from group			1	1	2 – 11.1%
Led to employment	1				1 – 5.6%

Question 37 asked about honouring of traditional culture. 11 of 18

comments voiced strong agreement that their traditional culture had been

honoured, and five were in simple agreement. Altogether 16 of 18 comments

(88.9%) were in the affirmative. A Group 4 graduate wrote on this topic "They

were absolutely awesome and very respectful. They were very humble and didn't

make any judgemental comments". Two respondents said no to this question,

with one of them citing a different tribal background as the reason.

Table 11. Evaluation Survey – Question 37

37 – Did your trainers appropriately honour your traditional culture?	Group 3 5 comments	Group 4 4 comments	Group 5 4 comments	Group 6 5 comments	Totals from 18 comments
Affirmative	4	3	4	5	**16 – 88.9%**
Strongly	3	2	2	4	11
Yes	1	1	2	1	5
Negative	1	1	0	0	**2 – 11.1%**

Question 38, related to ethical behaviour, was closed, with just Yes or No options offered. It asked if respondents had been advised about how to appropriately handle the affections and attractions that might develop between themselves, as coaches, and their students. 14 of 18 respondents said yes, two said no, and two wrote in that they couldn't remember.

Table 12. Evaluation Survey - Question 38

38 – Were you advised about how to appropriately handle the affections and attractions that might develop between you, as a coach, and your students?	Group 3 5 comments	Group 4 4 comments	Group 5 4 comments	Group 6 5 comments	Totals from 18 comments
Yes	4	4	2	4	14 - 77.8%
No			1	1	2 – 11.1%
Don't know	1		1		2 – 11.1%

Question 39, asking about the trainers, received 27 comments, all highly positive. 15 of the comments praised their professionalism, seven were appreciations of their caring and understanding attitudes, and five were general comments on their attributes such as awesome, excellent and great. A Group 6 graduate commented "The trainers are absolutely knowledgeable in all aspects. Sincerely hold them in high regard'.

Table 13. Evaluation Survey - Question 39

39 – Further comments about trainers?	Group 3 7 comments	Group 4 5 comments	Group 5 6 comments	Group 6 9 comments	Totals from 27 comments
Professionalism	3	4	3	5	15 – 55.5%
Very professional	1	3	3	3	10
Great communication	1	1			2
Thorough	1			2	3
Personal Attributes	4	1	3	4	12 – 44.4%
Very caring/loving	1		2	2	5
Great/awesome/ excellent	2		1	2	5
Very understanding	1	1			2

Question 40 asked "Does it seem to you that you have joined a larger Life Skills community, that you have in some way adopted aspects of a Life Skills outlook on life as your own and have a wider community in support or that? Comment?" In response, a Group 4 graduate offered "I have adopted a life skills outlook on life and at the same time enhanced my beliefs on life". Of 17 comments, nine said yes, six said no and two said they weren't sure of the question.

Table 14. Evaluation Survey - Question 40

40 – Joined a larger NLS community?	Group 3 5 comments	Group 4 4 comments	Group 5 3 comments	Group 6 5 comments	Totals from 17 comments
Yes	3	2	2	2	9 – 52.9%
No	2	1	1	2	6 – 35.3 %
Not sure of question		1		1	2 – 11.8%

Question 41 asked for recommendations or suggestions for improving the program. 12 of the 18 comments were related in some way to reconnection with each other and with the trainers. Seven of those 12 were looking specifically for opportunities to refresh their skills and knowledge. As a Group 3 graduate put it, "to have more trainings and possibly follow-up refreshers and connect with other trainees again".

Table 15. Evaluation Survey - Question 41

41 – Suggestions for improvement?	Group 3 8 comments	Group 4 4 comments	Group 5 2 comments	Group 6 4 comments	Totals from 18 comments
Reconnection	**5**	**3**	**1**	**3**	**12 – 66.7%**
Offer refresher courses	3	2	1	1	7
Opportunity to reconnect	1			1	2
Online/email contact		1			1
Post-program contact with trainers	1				1
Post-program co-coaching opportunities				1	1
Lengthen Course	**0**	**0**	**1**	**1**	**2 – 11.1%**
Longer program, less rushed			1	1	2
Less Expense	**2**	**0**	**0**	**0**	**2 – 11.1%**
Cheaper	1				1
Give coaching materials	1				1
NLS Material	**0**	**1**	**0**	**0**	**1 – 5.6%**
More cultural background information		**1**			**1 – 5.6%**
Learning Environment	**1**	**0**	**0**	**0**	**1 – 5.6%**

41 – Suggestions for improvement?	Group 3 8 comments	Group 4 4 comments	Group 5 2 comments	Group 6 4 comments	Totals from 18 comments
Have course closer to communities	1				1 – 5.6%

Question 42 asked for any other comments respondents might have about their training. Twelve of the 15 comments were related to the value of the course. Others praised the teachings and the safe learning environment, e.g., "excellent, it was a safe place to share and learn about ourselves, change/enhance world views and better understanding/empathy". Two said that they would be happy to take the course again.

Table 16. Evaluation Survey - Question 42

42 – Comments about training?	Group 3 3 comments	Group 4 6 comments	Group 5 4 comments	Group 6 2 comments	Totals from 15 comments
Positive Value of Course	3	5	3	1	12 – 80%
Great, excellent	1	2	1		4
Enjoyable	1		2		3
Valuable, useful skills/insights		2		1	3
Would do it again	1	1			2

Trust within the Groups, Encouragement, Acceptance, Safety and Sharing	**0**	**1**	**1**	**0**	**2 – 13.3%**
Safe place to learn and change		1	1		2
Diversity of participants was a bonus	**0**	**0**	**0**	**1**	**1 – 6.7%**

Question 43 simply asked if graduates had been engaged as coaches since graduation, *Yes* or *No*. Eight said yes, eight said no, and two wrote in that they had had the chance and turned it down. One did so for ethical reasons, and the other for lack of coaching materials.

Table 17. Evaluation Survey - Question 43

43 – Have you ever been engaged as a life Skills coach since taking your training?	Group 3 5 comments	Group 4 4 comments	Group 5 4 comments	Group 6 5 comments	Totals from 18 comments
Yes	1	4	1	2	8 – 44.4%
No	2		3	3	8 – 44.4%
Declined the opportunity	2				2 – 11.1%

Question 44 asked for details about answers to Question 43. Altogether the eight who had been engaged as coaches had worked with 19 Life Skills student groups.

Table 18. Evaluation Survey - Question 44

44 – Details re Question 43?	Group 3 1 comments	Group 4 4 comments	Group 5 1 comments	Group 6 2 comments	Totals from 8 comments
Coached 1 group		2	1		3 – 37.5%
Coached 2 groups		1		1	2 – 25%
Coached 5 groups		1			1 – 12.5%
Coached 4 groups				1	1 – 12.5%
Coached 3 groups	1				1 – 12.5%

In addition to themes that arose within the Evaluation Survey's non-Likert-type scale questions (Questions 35 – 48), a category called Problems has been added to take into consideration issues that arose across the questions but were not necessarily asked for by the questions (Table 19). Of the seven comments offered, three were complaints about the trainers, three were about NLS materials, and one was relevant to Question 40 – connection to the NLS community.

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Table 19. Evaluation Survey - Problems

Problems	Group 3 2 comments	Group 4 1 comments	Group 5 2 comments	Group 6 2 comments	Totals from 7 comments
Trainer's Negative Attitudes	**1**	**0**	**1**	**1**	**3 – 42.9%**
Unfairness	1				1
One of the trainers always judging me			1		1
disconnect between trainees and trainers				1	1
NLS Materials	**1**	**1**	**1**	**0**	**3 – 42.9%**
No coaching materials provided	1				1
No info on different cultures		1			1
Could have bought manuals, didn't			1		1
Connection to NLS Community	**0**	**0**	**0**	**1**	**1 – 14.3%**
No provincial chapter for support				1	1

Questions 45-48 of the Evaluation Survey (Appendix K, p. 262) compared the graduates' post-training careers with suggestions made in SIIT's advertising literature as to occupations that would benefit from Life Skills training (Table 20). The Group 3 outlier and a member of Group 6 did not answer questions 45 – 48

so Appendix K (p. 262) shows responses from a total of 17 respondents rather

than from the expected 19.[41]

Table 20. Occupations That Would Benefit From Life Skills Coach Training

Aboriginal Employment Development Workers	Healing Group Facilitators
Addictions Counsellors	Health Care Providers
Administration Supervisors	Human Resources Co-ordinators Mediators
Alcohol & Drug Workers	Mental Health Workers
Career Practitioners	Personnel Managers
Community Development Officers	Professors – College & University
Community Health Representatives	Public Relations Promoters
Community Researchers	Recreation Leaders
Community Service Workers	Rehabilitation Therapists
Corrections & Justice Workers	Social Workers
Developmental Service Workers	Teacher Assistants
Education Counsellors	Teachers - Adult Upgrading (A.B.E.)
Employment Counsellors	Teachers – Elementary & Secondary
Family Counsellors	Training Group Facilitators
Family Development Workers	Vocational Skills Instructors
Family Violence Workers	Volunteer Co-ordinators
Group Home Workers	Welfare Case Managers
Home Support Workers	Workshop Facilitators
	Youth Workers/Counsellors

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[41] From information included in their surveys and from telephone discussions with the two respondents who did not answer questions 45-48, it is clear that their lack of response was not because they have not worked or found benefit in their work since their graduations from LSCT, so their lack of response does not indicate null sets.

Of the 38 *Occupations That Would Benefit From Life Skills Coach Training* listed in Table 20, 34 have been practiced by respondents since taking their Life Skills training. The four occupations that were not practiced are

- Developmental Service Worker
- Professor – College & University
- Teacher Assistant
- Teacher – Elementary & Secondary.

One respondent, however, taught Life Skills at a community college, and with the answers to Evaluation Survey Question 43, 8 of the 19 respondents said that they had been employed as Life Skills coaches since their LSTC programs. In addition to the 34 practiced *Occupations*, those with the occupations of Finance Clerk, Health Director and Housekeeper found the LSCT to be of benefit to their practices. All of the respondents found their Life Skills coach training to be of benefit to their occupations.

Integration of Sub-Categories and Themes Across Instruments

The over-arching categories defined below in Tables titled *The Program* (Table 21), *The Trainers* (Table 22), and *Employment Outcomes* (Table 23) integrate subcategories and major themes from Tables 6 through 20, which represent qualitative data from the Graduate Summative Evaluations and the Evaluation Surveys. It is to be remembered that the Group 3 columns do not include Group 3's Graduate Summative Evaluation data, which were not available to this study. Also, note that Table 23, *Employment Outcomes*, necessarily has data from only the Evaluation Survey since no graduate had yet

had a chance to apply the training when the Graduate Summative Evaluation

was completed at the end of their program.

Table 21 shows sub-categories and themes specific to the LSCT program

itself. The sub-categories identified are *Strengths/Most Facilitated Learning*, *How*

to Improve the Program, and *General Positive Statements*.

Table 21. The Program – Sub-Categories and Major Themes

The Program – Sub-Categories and Major Themes	Group 3	Group 4	Group 5	Group 6	Total Comments
Strengths/Most Facilitated Learning	**7**	**24**	**20**	**35**	**86**
NLS methods		9	6	18	33
Trust within the groups, encouragement, acceptance, safety and sharing		3	7	8	18
NLS material	4	7	3	4	18
Personal growth	3	4	3	2	12
Trainer's positive attributes		1	1	3	5
How to Improve the Program	**8**	**10**	**12**	**10**	**40**
Organise for reconnection	5	3	1	3	12
Lengthen course		1	2	5	8

The Program – Sub-Categories and Major Themes	Group 3	Group 4	Group 5	Group 6	Total Comments
Improve testing and study time		2	4	2	8
Improve the learning environment	1	2	4		7
Improve trainer's attitudes	1		1	1	3
Better class discipline		2			2
Less expense	2				2
Better attention to ethical matters			1		1
General Positive Statements	**10**	**19**	**15**	**24**	**68**
Positive Value of Program	3	8	4	8	23
Community Lesson - Positive	3	5	4	6	18
Traditional Culture Honoured	4	3	4	5	16
Would Recommend Course to Others		2	2	3	7
Program Is of Benefit to Communities		1	1	2	4

Table 22, *The Trainers*, shows the sub-categories *Professionalism* and *Personal Attributes*. The individual instrument analyses show that the trainers were seen as being highly professional and empathetic. As one admiring graduate wrote, "Trainers were awesome, they really knew the Life Skills program. They were there for the students [and] worked with us effectively. They explained and demonstrated the program to us. They were very professional in all ways. Awesome training".

Table 22. The Trainers – Sub-Categories and Major Themes

The Trainers – Sub-Categories and Major Themes	Group 3	Group 4	Group 5	Group 6	Total Comments
Professionalism	**3**	**8**	**11**	**11**	**33**
Very professional	1	6	8	7	22
Effective role models		1	2	2	5
Thorough	1			2	3
Great communication	1	1			2
Honoured our beliefs and values			1		1

The Trainers – Sub-Categories and Major Themes	Group 3	Group 4	Group 5	Group 6	Total Comments
Personal Attributes	**4**	**6**	**11**	**11**	**32**
Great, awesome, excellent, wonderful, exceptional	2	4	5	7	18
Caring, loving, compassionate	1	1	4	4	10
Understanding, wise	1	1	2		4

Table 23 expands the category of *Employment Outcomes* into the sub-categories of *Coaching* and *Other Related Occupations*. Ten (52.6%) of the 19 respondents to the Evaluation Survey said that they had either worked as Life Skills coaches or had had the opportunity to so and declined it. At the time of the Evaluation Survey (Spring of 2010) the eight graduates who had worked as Life Skills coaches had coached a total of 19 student groups.

Table 23. Outcomes – Sub-Categories and Major Themes

Outcomes – Sub-Categories and Major Themes	Group 3 5 respond-ents	Group 4 4 respond-ents	Group 5 4 respond-ents	Group 6 6 respond-ents	Total Comments
Coaching	**6**	**13**	**2**	**8**	**29**
Groups Coached	3	9	1	6	19
Engaged as a coach	1	4	1	2	8
Declined the opportunity	2				2
Other related occupations	**21**	**20**	**20**	**41**	**102**
Practiced	21	20	20	41	102
NLS was beneficial to employment	17	12	19	41	89

The Group 5 Experience

In the Evaluation Survey, Group 5's "marking", while the lowest overall, was still high in the "Effective" range (Figure 17, p. 106). In terms of contacts and response rate, Group 5 had the highest percentage of members say they would do the survey (88.9%) yet had the lowest rate of surveys returned (50%, see Table 5, p. 79). Group 5's responses were lower in mean (by less than 10%) and higher in variance (by nearly 20%) than were the responses from the other groups. One of the Group 5 respondents had a lower scoring mean than did the other three, which shows up most clearly in the Community Lesson questions

(Figure 14, p. 103). It was not, however, always the same respondent giving the lowest rating on any particular question, so Group 5's lower scoring is not the result of just one disgruntled graduate.

In the Graduate Summative Evaluation the "Disagree" option was picked 12 times, with 10 of those 12 instances being from Group 5. Half of Group 5's 10 instances of "Disagree" were given to questions 30 and 31, which asked about the learning environment (Figure 6, p. 87). A member of Group 5 also expressed dissatisfaction with the facility that the group moved to for Phase 2 of its training.

The facilities disruption is the only apparent distinguishing factor that explains Group 5's relative dissatisfaction with the LSCT program. Figure 4 (p. 85) shows that Group 5 thought that the course load was heavier than did the other groups, which could possibly be a cause of dissatisfaction or could simply be a reflection of existing disaffection. Overall, Group 5's relative dissatisfaction is clearly to be seen in Figure 3 (p. 83) and Figures 5 through 15 (pp. 85-104), in which Group 5 consistently shows lower percentages than do the other groups. In terms of employment outcomes, Table 23 shows that of the four Group 5 survey respondents, only one had worked as a Life Skills coach, and that one had coached only one student group.

Data from the SIIT Institutional Artefacts (Appendix H, p. 248) and trainer responses to interview questions (Appendix D, p. 235) are integrated with this chapter's data in Chapter 4 to answer the Central Research Question.

CHAPTER 4: DATA ANALYSIS (FRETCHLING PHASE 5 PART 2)

This section, Part 2 of Phase 5 of Fretchling's (2002) project evaluation model, contains the data analysis. Point-by-point analyses are presented under the headings of the three Theory-based sub-Questions that arose from the Central Research Question, which was **In the light of Saskatchewan NewStart Life Skills theory, how effective was the Life Skills Coach Training program delivered by the Saskatchewan Indian Institute of Technologies?**

The qualitative and quantitative data from Chapter 3 and the information gleaned from trainer responses to interview questions and the SIIT Institutional Artefacts (Appendices D, p. 235, and H, p. 248), were analysed using the triangulation vectors identified in Table 4: Framework for evaluation, data collection and analysis (p. 55), as organized in Table 24: Triangulation Vector Aggregation Template (p. 128).

Table 24. Triangulation Vector Aggregation Template

Researcher Collected Data	Trainer Interviews (Appendix D, p. 235)
	Evaluation Survey (Appendix C, p. 224)
Institutional Artefacts (some relevant detail in Appendix H, p. 248)	SIIT Training Competencies (Appendix L, p. 269)

	Training materials
	Orientation
	Assignments
	     Lessons
	     Evaluation and testing

	Trainer resumes
	Recruiting materials
	Graduate contact lists
	Graduate Summative Evaluations (Appendix F, p. 243)

TQ1 - Theory – What is the Match Between NLS Theory and the SIIT LSCT Program Design?

This part of the evaluation examined

- Key similarities: To what extent and degree did the SIIT LSCT program design fit with original NLS theory, and to what extent and degree did it differ?

- Extensions of NLS theory: In the event of differences, were the differences intentional developments of and from NLS theory?

- Additions to NLS theory: If differences did not stem from NLS theory, on what theory(ies) were they founded, and were they logical additions to NLS theory?

- NLS Theory not addressed: Was there any part of NLS theory that was not addressed or used in the LSCT program?

The trainers acknowledged that their training program was consistent with the NewStart Theory Primer[42] that was provided for their consideration, with some adaptations and additions, and that their program was consistent with Life Skills Coach Training criteria established by the Saskatchewan Life Skills Association.

Key Similarities – SIIT LSCT Program and NLS

The Key Similarities between the SIIT LSCT program and NLS that were investigated and that are analysed below are

    A. training competencies

    B. three types of teaching abilities

    C. six functions of a coach

    D. four major areas of competence for coaches

    E. course orientation

    F. evaluation

    G. Life Skills program design.

A. Training Competencies

As noted above (p. 40), various groups of organized coaches put much time and effort into determining the knowledge and competencies required to be accredited as a Life Skills coach (Canadian Alliance of Life Skills Coaches and

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[42] A document drawn from Chapter 1 of this paper.

Associations, 2010a). The term *accreditation* is used in contrast with the term

certification, certification being reserved for being certified as a Life Skills coach

by a coach trainer, and accreditation meaning the approbation of one's peers and

professional organization. Accreditation was a professional movement, explicitly

designed to blend NLS theory with lived experience. Standards suggested or

imposed by theory, and/or imposed by training institutions and trainers on their

certified graduates, did not necessarily apply to the system of determining

competence in the field that the volunteer-led coaching associations pioneered.

SLSA adopted the 78 competencies of the ASLSC accreditation system.

The SIIT trainers, in consultation with well-experienced Life Skills coaches and

coach trainers from across Canada, picked 38 of SLSA's accreditation

competencies to be a set of training and evaluation points for their LSCT

program (Appendix L, p. 270)[43]. The relationship of these competencies to SIIT's

advertised outcomes for the program (Appendix E, p. 242) is shown in Table 25.

Adoption of this system of evaluation is an important and valuable addition to the

NLS coach training model.

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[43] Disclosure – This researcher was one of those consulted in SIIT's competency selection process.

Table 25. Equivalencies between Appendix E (SIIT completion requirements, learning outcomes and expected coaching abilities) and Appendix L (SIIT Training/Evaluation Competencies)

A. SIIT Completion Requirements – Trainee will...	COMPETENCIES
1. maintain 90% or more attendance and full participation	2.1a, 2.1c-d, 2.2a-e, 2.3a, 3.1a-b, 3.2a, 3.5a, 5.1j-k, 6.1a, 6.2b, 6.2d, 6.2f
2. maintain a learning journal throughout the training	3.2a, 5.1g, 6.2d
3. participate in on-going evaluation processes	2.1d, 2.2b-c, 2.2e, 3.5a, 4.1b-c, 4.2a, 5.1j, 6.1a-b, 6.1d, 6.2f
4. design and deliver Life Skills lessons for trainee group and community group	1.1c, 1.2e, 4.1c, 4.2a-c, 5.1c, 5.1g, 5.1j-k, 6.2f
5. gather information for a research project and present findings	4.2c
6. achieve 70% mastery on a Life Skills theory test	1.1a-d, 1.2a-e, 2.1a-d, 2.2c, 2.2e, 2.3a, 3.1a-b, 3.5a, 4.1a, 4.2b-c, 5.1c, 5.1g, 6.2f
7. draft a Life Skills program outline	4.1a-c, 4.1e, 5.1c, 6.1a
B. SIIT Learning Outcomes – Trainee will have...	**COMPETENCIES**
a) identified personal leadership and problem solving skills by using a variety of self-assessment tools	1.2d, 2.1a, 2.1d, 3.2a, 5.1g, 6.1a-b, 6.2d
b) demonstrated knowledge of the theories and application of the NewStart model	1.1a-c, 1.2a-b, 1.2e, 4.1a, 4.2a-c, 5.1k, 6.2d
c) designed and delivered lessons using the NewStart model, obtaining group feedback	1.1c, 2.2c, 2.3a, 4.2a-c, 5.1j-k, 6.1a, 6.2f
d) learned about group dynamic theories and related them to our group experience	1.1b, 1.2a-c, 1.2e
e) practiced problem solving and group counselling techniques	1.1d, 1.2a, 1.2e, 2.2a-e, 2.3a, 3.1a-b, 3.2a, 3.5a, 4.2c

f) applied the basics of program development and proposal writing	4.1a, 4.1c
g) related community development theory to personal community experience	4.1c
h) presented research findings on a specific therapy or related theory and how it relates to life skills	4.2c
i) discussed the professionalism, responsibilities and ethics of Life Skills Coaches	1.1d, 2.1b
C. Coaching abilities – Trainee will be able to…	**COMPETENCIES**
➤ facilitate group sessions in a wide variety of situations (support groups, parenting, employment-related, professional development, etc.)	1.1d, 1.2d-e, 5.1c, 5.1j
➤ work in community development (proposal writing, workshops, newsletters)	4.1a-c, 4.1e, 4.2c, 5.1c
➤ plan Life Skills lessons and programs using appropriate curriculum development guidelines	1.1c, 4.1a, 4.1c, 4.1e, 4.2a-c
➤ deliver skill development sessions using the Saskatchewan NewStart model	1.1c, 1.2e, 5.1j-k, 6.2f
➤ grow in self-awareness because each topic includes having the coach trainee examine his/her personal issues related to what is being presented. Coaches are better prepared to keep their "stuff" separate from the group process	2.1a-d, 2.2a, 2.2c-e, 2.3a, 3.2a, 5.1g, 6.1a, 6.2b, 6.2d, 6.2f
➤ provide one-on-one and/or group counselling, which might include referral to an appropriate agency. Although this is not as in-depth as a counselling course, it does provide skill training in active listening, assertive communication, problem solving, client-centred helping, and conflict resolution	1.1d, 1.2a-b, 1.2e, 2.2a-c, 2.2e, 2.3a, 3.5a, 5.1j, 6.2b
➤ gain ready access to accreditation processes recognized by the Saskatchewan Life Skills Association and the Canadian Alliance of Life Skills Coaches and Associations	Not applicable

B. Three Types of Teaching Abilities

The three types of teaching abilities as defined by Curtiss and Warren (1973) are

Responsiveness to students with empathy or understanding, respect or positive regard, and concreteness or specificity.

Helping students to develop and act on their deepened self-understandings about genuineness or authenticity, confrontation, and immediacy.

Other desirable characteristics, such as cognitive organization, orderliness, indirectness, and the ability to solve instructional problems.

The trainers said that the Medicine Wheel lesson and the Transactional Analysis learnings in the Inner Voices lesson were very useful for helping the trainees to gain understanding of themselves and others. A one-hour start-of-the-day Circle Check incorporated skill practice of validation techniques. As one participant noted "I enjoyed the circle checks the most. They gave everyone an opportunity to share, and participate".[44] Trainees co-facilitated and facilitated Circle Checks, group lessons and Community to gain experience using the three types of teaching abilities.

Responses to Question 19 of the Evaluation Survey (Appendix J, p. 255), which asked about being prepared to encourage students' self-awareness skills, were primarily "Very Effective", and had no dissenting voices. Responses to Question 39, which gave opportunity to make further comment about the trainers, (Table 13, p. 112) reinforce that the trainers modelled caring, understanding and professionalism.

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[44] Eight members of Groups Five and Six named sharing and the on-going Circle Check exercise as being that which most facilitated their training.

Relevant training competencies that were taught to and evaluated during the training (see Appendix L, p. 270) focussed on communication skills (competencies 2.2a-d, 2.3 a), questioning (3.5a), lesson design and presentation (4.1c, 4.2a-c, 5.1k) and evaluation of behaviour (6.2b).

Many of the LSCT lessons supported the trainees in their learning and practice of the three types of teaching abilities (e.g., Inner Voices – Transactional Analysis; Wholistic[45] Growth and Learning – the Medicine Wheel; Self Disclosure and Feedback; Communication Skills, Parts One And Two; Identifying and Expressing Feelings). The Community Lesson exercise provided a hands-on opportunity to practice these teaching abilities.

The trainers' resumes showed that they had had considerable training and many years of experience in adult education, and as such were well-experienced with the qualities of these teaching abilities.

In conclusion, the SIIT LSTC program competently taught these three types of teaching abilities with a combination of modelling the relevant skills, targeted lessons, targeted skill practice, training to related competencies, and assignments.

C. Six Functions of a Coach

The trainers' resumes showed that they each had decades of experience and training as educators and so were well qualified to teach to all six of these functions as defined by Curtiss and Warren (1973) (see *Training staff*, p. 175).

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[45] The term *Wholistic* is spelled in this manner throughout the LSCT program materials.

Figure 11, regarding being prepared to coach (p. 100) and Figure 16, which goes

directly to the effectiveness of the training (p. 105) show that in general the

respondents to the Evaluation Survey thought that they had been effectively

prepared to undertake these coaching functions. The six functions of a coach are

1. Creating Situations Conducive to Learning

2. Establishing a Model of Behaviour

3. Introducing New Values

4. Facilitating the Flow of Communication

5. Participating as an "Expert"

6. Being a Group Member

1. Creating Situations Conducive to Learning

Trainees, having seen the trainers model this facilitative function, then co-

facilitated and facilitated Circle Checks, group lessons and Community Lessons

to gain experience with managing group discussion and other student

interactions and applying skills to those situations. In the words of a graduate,

"They created an atmosphere of learning that can be fun, filled with laughter,

tears and hope."

Training competencies that were taught to and evaluated during the

training (see Appendix L, p. 270) focussed on NLS theory (competencies 1.2 c-

e), self-knowledge (2.1 a-d), communication skills (2.2a-e, 2.3a), problem solving

(3.2a, 3.5a), lesson design (4.2a-c), coaching skills (5.1c, 5.1g, 5.1i, 5.1k) and

evaluation (6.2b, 6.2f).

Many of the lessons that the trainees experienced and helped to deliver supported them in learning and practicing how to create learning situations (e.g., Circle Checks; Learning Styles; Lesson Planning with NLS; Communication Skills, Part One and Two; Problem Solving With a System; Assertive Techniques; Risk Taking; Team Building; Conflict Management Styles; Win – Win Conflict Resolution; Stages of Group Development; Managing Difficult People).

Many of the responses to the Graduate Summative Evaluation that are aggregated in Figure 5, which shows graduate opinion of the trainers' skill and understanding (p. 85), indicate the graduates' strong agreement that they were trained to carry out this coaching function. Question 12, for example, which asked if there were opportunities for questions and discussion during class time, had 93% of the graduates strongly agreeing and the remainder in agreement. The topic of creating situations conducive to learning was well covered.

2. Establishing a Model of Behaviour

The trainers taught how to be effective models of behaviour by both modelling and through their instruction. They co-coached the first eight lessons of the program to demonstrate NLS techniques. In response to their written and verbal interviews the trainers said that they consciously modelled the skills that they taught. Tia Shynkaruk offered the example of the trainers modeling immediacy and self-disclosure by demonstrating and describing feedback sessions between themselves. The trainers also modelled receiving and acting upon feedback with their response to feedback from Groups 1, 2 and 3 about the three phase class scheduling system that they used. Having heard from the three

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groups that the three-phase training system was too disruptive to group process and work life, the trainers switched to a two-phase program for Groups 4, 5 and 6.

The Evaluation Survey's Question 39 (Table 13, p. 112), which asked for comments about the trainers, Figure 5 (p. 85), which shows graduate opinion of the trainers' skill and understanding, and Figure 15 (p. 104), which shows graduate opinion of the trainers' effectiveness as role models, together indicate that the graduates believe that the trainers were skilled and effective role models during the training. As one graduate put it, "…they lived and grew with us".

Training competencies relevant to Establishing a Model of Behaviour that were covered during the training focussed on NLS theory (competency 1.1d), personal orientation (2.1a-d), communication skills (2.2a-e, 2.3a, 3.2a, 3.5a), problem solving (4.2c), coaching skills (5.1g), evaluation of individual behaviours (6.2b).and self-evaluation (6.2d).

The recruiting and orientation materials that the trainees received were useful models for materials that they themselves might one day design and use in their own Life Skills coaching positions (Appendix H, p. 248). The recruiting materials clearly described the program, its content, cost, location, deadlines for application and dates of delivery. The brochures were neatly designed and easy to understand. The orientation materials were comprehensive (see *Course Orientation*, p. 145).

This coaching function was intentionally – and according to the graduates effectively – modelled by the trainers. The trainees' hands-on practice at

delivering lessons and thus practicing being role models, and the subsequent feedback that they received from students, peers and their trainers, supported them as they learned how to establish a model of behaviour. The training competencies and materials were also supportive of the learning of this coaching function. Establishing a Model of Behaviour was thoroughly addressed.

3. Introducing New Values

The trainers modelled focusing attention on problems and values that might not otherwise be noticed, as supported by data from the Evaluation Survey aggregated in Figures 9 through 11, and in Figure13 (pp. 98-102). Figure 9 is about preparation for coaching, Figure 10 is about preparation for evaluating, Figure 11 is about developing professional behaviour, and Figure 13 is about the trainers' effectiveness as role models.

Training competencies that supported learning to introduce new values (see Appendix L, p. 270) focussed on the role of a Life Skills coach (competency 1.1d), self-knowledge (2.1a-d), communication and helping skills (2.2a-e, 2.3a), principles of problem solving (3.1b, 3.2a, 3.5a), lesson design (4.2c, 5.1g) and aspects of evaluation (6.2b, 6.2d).

Many of the LSCT program's lessons to the trainees supported them as they learned how to introduce new values (e.g., Circle Checks; Principles and Values; Self-Disclosure and Feedback; Native Culture – Elders' Wisdom; Wholistic Self Care; Risk Taking; Personal Style Inventory; Managing Difficult People; Professional Ethics; the Community Lesson exercise). The coaching function of introducing new values was thoroughly covered in the LSCT program

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with modelling by the trainers, teaching to relevant training competencies and appropriate lessons. This conclusion has strong support from the graduates as seen in the Evaluation Survey.

1. Facilitating the Flow of Communication

The trainers modelled this facilitative function as they delivered the first eight lessons and then supported the trainees in learning it during their subsequent lesson delivery practice. Responses to Evaluation Survey questions 7 and 8, which are about coaching skills, and to questions 30 and 32, which are about counselling and problem solving (Appendix J, p. 255), show that many facilitative techniques were well taught. For instance, Question 7, which asked how effectively the trainees were prepared to control misbehaviour in groups, had over 80% combined "Very Effective" and "Effective" responses. Question 30, which asked how effectively group counselling techniques were modelled by the trainers, had an 88.9% rating of "Very Effective".

Training competencies relevant to this coaching function (see Appendix L, p. 270) focussed on NLS theory (competency 1.1d), personal orientation (2.1a-d), communication and helping skills (2.2a-e, 2.3a), lesson design (4.2c), coaching practice (5.1i, 5.1k) and evaluation of behaviour (6.2b).

The lessons that the trainees experienced and helped to deliver and the Community Lesson exercise supported them as they learned to facilitate the flow of communication.

Responses to Question 25 of the Graduate Summative Evaluation (Appendix I, p. 250) which had to do with encouraging independent thinking and

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questioning, were either Strongly Agree (90%) or Agree (10%). As evidenced by instructor comments, the program design, the Evaluation Survey and the Graduate Summative Evaluation, this facilitative skill seems to have been well taught.

2. Participating as an "Expert"

According to the trainer interviews and the program design, the trainers, while remaining available as subject matter experts, gradually withdrew their active participation as facilitators to allow the trainees to practice the role and by so doing, to learn. Question 8 of the Evaluation Survey, which asked about coaching techniques (Appendix J, p. 255), was used to assess the extent to which students benefited from this strategy. Generally, students thought that the coaching techniques were effective, rating them as Very Effective (55.6%) and Effective (44.4%).

Relevant training competencies for Participating as an "Expert" (see Appendix L, 270) focussed on NLS and group theory (competencies 1.1a-d, 1.2a-e), communication and helping skills (2.2a-e, 2.3a), aspects of problem solving (3.1a-b, 3.5a), program development (4.1c, 4.1e,), lesson development and design (4.2a-c, 5.1g), presentation skill (5.1k) and evaluation skills (6.2b, 6.2f). When delivering lessons in class and in the Community Lesson exercise the trainees had practice participating as "experts" in the objective enquiry step of their lesson plans. After reviewing the program design and looking at the training competencies and the opportunities that trainees had to practice this function of a

coach, it appears that trainees learned how to participate effectively as experts when coaching.

3. Being a Group Member

As the trainees grew in skill and knowledge the trainers led less and participated more and more as equals. As an example, in the Choosing Feelings lesson the trainers shared personal examples of how they used the skill, thus showing the vulnerability that they expected of the trainees. This was generally addressed by Question 8 of the Evaluation Survey which asked about coaching techniques (Appendix J, p. 255), and was given marks of Very Effective (55.6%) and Effective (44.4%).

Training competencies that addressed Being a Group Member (see Appendix L, p. 270) focussed on self-awareness(competencies 2.1a-d), communication and helping skills (2.2a-e, 2.3a), problem solving (3.2a, 3.5a), and evaluation of the behaviour of self and others (6.2b, 6.2d).

Looking across the evidence related to the six functions of a coach, the SIIT LSTC program seems to have competently and thoroughly covered the functions with a combination of modelling the relevant skills, targeting lessons and curricula, including opportunities for skill practice, providing training to related competencies, and requiring and evaluating coaching-related in-class and out-of-class assignments.

D. Four Major Areas of Competence for Coaches

The trainers' resumes show that they each had decades of experience and training as coaches, which suggests that they were well qualified to teach to these four areas of coaching competence as defined by Curtiss and Warren (1973) (see *Training staff*, p. 175). For example, Tia Shynkaruk earned Accreditation as a Life Skills coach through the Association of Life Skills Coaches of Ontario in 1994. This required demonstrating competence in six distinct aspects of problem-solving, fifteen human relations competencies, twenty-one coaching-related competencies and thorough knowledge of Life Skills theory and course content. Kathie Bird, besides having over 30 years of experience in counselling and adult training, has achieved multiple qualifications, among them an MA in Adult Education and Community Development, an MSW, and certifications in Mediation Training and Behaviour Management Training. The areas of coaching competence that the trainers demonstrated/modelled and included as part of the program training are

1. Creative Problem Solving
2. Structured Human Relations Training
3. Coaching Techniques
4. Life Skills Course Content

1. Creative Problem Solving

The SIIT LSCT program taught and used the classic NLS Five-Step problem solving system (see Table 2, p. 25). Responses to Question 32 of the Evaluation Survey (Appendix J, p. 255), which asked if the trainers had

effectively modelled problem solving systems and behaviours, were 94.5% in the combined "Very Effective" and "Effective" categories.

Training competencies relevant to Creative Problem-Solving focussed on the theory and practice of problem-solving (competencies 3.1a-b, 3.2a, 3.5a, in Appendix L, p. 270).

The lessons that the trainees experienced and helped to deliver together with the Community Lesson exercise supported them in their learning and practice of this competence. The lesson Problem Solving With a System went directly to this area of competence by including a brainstorming component in its structure. Based on examination of the curricula, staff training and qualifications, and student activities, the topic of creative problem solving appears to have been covered well.

2. Structured Human Relations Training

To focus on human relations skills, the trainers taught and modelled problem solving skills specific to interpersonal relations. One way the trainers approached this training was by teaching group counselling techniques. This is evidenced by the strongly affirmative responses to Question 30 of the Evaluation Survey: How effectively did your trainers model the skills and competencies that they taught to you, e.g. group counselling techniques? 88.9% said Very Effective.

Training competencies that were taught to and evaluated during the training (see Appendix L, p. 270) focussed on personal orientation (competencies 2.1a-d), communication and helping skills (2.2a-e, 2.3a), aspects of problem solving (3.2a, 3.5a), and lesson planning (5.1g).

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The LSCT program had many lessons designed to develop the trainees'

problem solving skills with regard to interpersonal relations (e.g., Learning Styles,

Communication Skills Parts One and Two, Inner Voices – Transactional Analysis,

the Medicine Wheel, Managing Difficult People, Community Lesson exercise).

The trainees were given valuable opportunities to learn this competence, and

based on their Evaluation Survey responses they themselves believe that they

learned it.

3. Coaching Techniques

The process skills needed to keep students engaged and learning were

taught and modelled by the trainers, as is shown by Figure 11 (p. 100), which is

about preparation for coaching. The trainees were given opportunities to practice

coaching techniques by facilitating and co-facilitating lessons and activities such

as Circle Check, as well as by completing the Community Lesson exercise.

Training competencies relevant to Coaching Techniques (see Appendix L,

p. 270) focussed on the role of a Life Skills coach (competency 1.1d), group

theory (1.2b-e), helping and communication skills (2.2a-e, 2.3a), the theory and

practice of problem solving (3.1a-b, 3.5a), lesson design (4.1c, 4.2a-c) coaching

skills (5.1c, 5.1g, 5.1l, 5.1k) and evaluation theory and skills (6.1a, 6.2b, 6.2d,

6.2f). Coaching techniques were thoroughly covered.

4. Life Skills Course Content

As evidenced by their responses to the Evaluation Survey, the graduates

indicated that the trainers effectively taught them the content of a Life Skills

course (Figures 5, 7, 15 and 16, pp. 85, 88, 104, 105) This was confirmed by

their earlier responses on the Graduate Summative Evaluation (Appendix F, p. 243 and Tables 6-8, pp. 90=94). Figure 5 is about the trainers' skill and understanding, Figure 7 shows overall agreement ratings, Figure 15 is about the trainers' effectiveness as role models, Figure 16 shows overall effectiveness ratings. Each of these figures show a high degree of appreciation of the trainers' effectiveness at covering the course content.

Life Skills Course Content training competencies (see Appendix L, p. 270) focussed on NLS and group theory (1.1a-d, 1.2a-e), self-orientation and human relations skills (2.1a-d, 2.2a-e, 2.3a), the theory and practice of problem solving (3.1b, 3.2a, 3.5a), program development (4.1e), lesson planning (5.1g) and applied evaluation theory (6.1a, 6.2b, 6.2d), all essential NLS topics.

The lessons that the trainees experienced and helped to deliver, together with the Community Lesson exercise, supported them in gaining mastery of the Life Skills course content.

In summary, based on an analysis of the curriculum, trainer qualifications, learning activities and student feedback, the SIIT LSTC program appears to have competently and thoroughly covered the four major areas of areas of competence for coaches with a combination of modelling the relevant skills, targeted lessons, targeted skill practice, training to related competencies, and assignments.

5. Course Orientation

This refers to the process of orienting new trainees to what was in store for them in the LSTC program that they had just begun. Orientation documents

as listed in Appendix H (p. 248) included detailed daily agendas, schedules for

the phases of training, the SIIT Completion Requirements and Learning

Outcomes (Appendix E, p. 242), and a document called Life Skills Coach

Training Competency-Based Learning Process. The first page of this document,

shown in Table 26, lays out the five stages of the LSCT program and names the

materials and activities that trainees could expect to encounter at each stage.

Table 26. Page One of SIIT's Life Skills Coach Training Competency-Based Learning Process

STAGES	HANDOUTS	ACTIVITIES
Orientation	1) LSCT Competency-Based Learning Process 2) Work Assignments 3) Learning Journals 4) Community Lesson Project 5) Research Project	1) Trainers review program requirements and certificate levels with trainees 2) Trainers discuss work assignments required: 3) learning journals; 4) community lessons; 5) research projects; and program outline
Lesson Preparation and Presentation	1) Peer Support and Feedback Checklist 2) Community Lesson Plan Report	1) Trainees present lessons in group and get feedback from peers and trainers 2) Trainees present lessons in community setting; submit report detailing lesson plan, outcomes, and anonymous evaluations
Mid-Program Evaluation	Phase 1 Evaluation	Trainees complete Phase 1 evaluation

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STAGES	HANDOUTS	ACTIVITIES
Last Week of Training	1) Research Project Presentations 2) Life Skills Theory Quiz 3) LSCT Peer Assessments	1) Trainees present research projects to group; submit 2-page written summary report 2) Trainees complete written quiz which tests knowledge of theory and personal application of skills 3) Trainees give and receive feedback to and from each other
Final Evaluation	1) Knowledge and Competency Checklist – Trainee Self-Assessment 2) SIIT Course Evaluation 3) Life Skills Program Outline 4) LSCT Final Evaluation Report	1) Trainees complete self-assessments 2) Trainees complete course evaluations 3) Trainees complete Life Skills program outline 4) Trainers assess demonstration of competencies based on classroom training performance and project work; trainers complete final reports

In subsequent pages the Life Skills Coach Training Competency-Based

Learning Process document included

- a description of the Level I/Level II Certification system (see *Three Levels of Achievement*, p. 164)

- the program's Training Competencies (Appendix L, p. 270)

- the assessment system for trainee lesson presentations

- Off-site Work Assignments (Appendix M, p. 274)

- the sample Final Evaluation Report (Appendix N, p. 278)

- journaling instructions (see *Log Books/Learning Journals*, p. 154, and Appendix O, p. 283).

Questions 1, 2 and 16 of the Graduate Summative Evaluation (Appendix

F, p. 243) had only one dissenting voice (that one being from Group 5) to the

proposition that the trainers clearly described the program's content, objectives and procedures at the beginning of the class. To Question 11, which asked if the grading criteria were clearly stated, only one respondent (the same member of Group 5) disagreed.

Because the coach training course is based on the PUT (Practice, Use, Teach) system (Allen, et al., 1995, p. 207; Curtiss & Warren, 1973, p. 15) it was directly addressed in the first week of the program (Tia Shynkaruk, personal communication, January 11, 2011).

Based on the orientation documentation described and illustrated above and the described evidence from the Graduate Summative Evaluation, students in the SIIT LSCT program appear to have had a comprehensive and thorough orientation that would generally meet the requirements found in the NLS literature (Curtiss & Warren, 1973, pp. 15-16)

Based on the orientation documentation described and illustrated above and the also described evidence from the Graduate Summative Evaluation, the SIIT LSCT program had a comprehensive and thorough orientation that met the requirements of the NLS literature (Curtiss & Warren, 1973, pp. 15-16).

6. **Evaluation**

"Life Skills favours a learner-centred versus a teacher-centred method of evaluation" (Allen, et al., 1995, p. 200). NLS students learn to self-evaluate and to solicit evaluative feedback from others in a way that is similar to the 360-degree feedback system ("360-degree", 2011). They do not depend solely on feedback from their coaches and/or trainers.

As noted at the beginning of Chapter 2, the process of evaluation is central to NLS practice. It's important then to consider how and how well the SIIT LSCT program handled its evaluative processes.

As evidenced by interviews, examination of lesson plans, and lesson plan outlines, every SIIT LSCT lesson ended with the evaluation question "What did you learn?" (WDYL), inviting the trainees to summarize and reflect on their learning and experiences during the lesson, as well as deepen their understandings by hearing what their peers had to say.

In addition to such personal evaluations, the trainers completed comprehensive skill and knowledge evaluations, both formative and summative, of the learning and performance of the trainees. For example, at the end of the program the trainers completed a summative evaluation of each student (Appendix N, p. 278, Life Skills Coach Training Final Evaluation Report[46]). The SIIT LSCT programs also featured formative and summative evaluations done by the participants as suggested in the NLS literature (Allen, et al., 1995, p. 206; Warren & Lamrock, 1973, p. 223). The Interim Self-Evaluation (Appendix Q, p. 285) had 5 questions that asked trainees to explore aspects of their involvement, learning and participation, and to specify ways in which they might improve and support their learning during the rest of the program. A copy of the program's Graduate Summative Evaluation is in Appendix F, p. 243. The trainees were also required to write a final exam. Question 10 of the Graduate Summative

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[46] The Final Evaluation Report includes the trainers' assessments of trainees' demonstration of the training competencies (Appendix L, p. 267), feedback from peers, and final self-evaluative and trainers'-evaluative comments.

Evaluation asked if the exam tested the concepts that were emphasised in the program, and 67% of the respondents strongly agreed while the other 33% agreed.

Evaluation also became an explicit skill with the delivery of the lesson *Evaluating Programs.* Figure 12 (p. 101), drawn from the Evaluation Survey, shows that graduates consider the training that they received in evaluating to be effective.

Allen, et al. (1995, pp. 206-207) recommended follow-up evaluation if possible, and though the SIIT program did not do that in any organized way, this study and SIIT's endorsement of it show willingness to support that recommendation. With one notable exception[47] the SIIT LSTC program had a comprehensive and thorough system of evaluation.

7. Life Skills Program Design

Allen, et al. (1995, pp. 161-169) gave instructions and information about how coaches can design Life Skills programming for diverse client groups, and the SIIT LSCT program incorporated this into its training with the lesson *Program Design and Development.* The lesson was given direct application with the Work Assignment to develop a Life Skills Program outline (Appendix M, p. 274) that was critiqued by the trainers as part of the Final Evaluation (Appendix N, p. 278). Responses to Question 3 of the Graduate Summative Evaluation (Appendix I, p.

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[47] While fully discussed in the *Practicum/Community Lesson* section (p. 159), a major gap in the program's evaluation framework was its treatment of the student practicum, which was less formal than the literature recommends and had a much truncated evaluative feedback component.

250), which asked if the program was well-planned and if it followed an orderly sequence, were 90% Strongly Agree and 10% Agree, showing that the design of a Life Skills program was well modelled.

Responses to Question 25 of the Evaluation Survey, which asked about the effectiveness of the program at preparing trainees to manage life skills programs, were a combined 94% of "Very Effective" and "Effective", with only one respondent (a member of Group 5) declaring it to be "Ineffective". One of the graduates commented that one of the strengths of the program was learning "how easy it is to set up a life skills program or class when you follow the steps".

Based on the program's adherence to the NLS model, the skill practice required of the trainees and the trainees' own evaluations of how this ability was modelled is evidence that the LSCT program effectively taught program design skills to its Life Skills trainees.

Extensions of NLS Theory

Based on the findings, it became apparent that the program designers extended NLS theory in a number of ways, most but not all of which were to the benefit of program participants. The changes based in NLS theory that were investigated and that are discussed below are

A. Entrepreneurial Coaching

B. Transactional Analysis

C. Log Books/Learning Journals

D. The Lesson Plan

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E. Course Length

F. Ethics

G. Balanced Self-Determination Training

H. Learning Styles

I. Practicum/Community Lesson.

A. Entrepreneurial Coaching

Recognizing that the supply of traditional Life Skills coaching jobs was shrinking, the SIIT LSCT program built on the Life Skills program design training mentioned above by adding training on administrative and business aspects of entrepreneurial coaching. Lessons delivered that were pertinent to this were *Conducting Needs Assessments, Proposal Writing Basics* and *Negotiating Contracts and Troubleshooting*. Figure 13 (p. 102) shows responses (overwhelmingly in the effective and highly effective range) to the questions in the Evaluation Survey about Developing Professional Behaviour. Many of the questions in that section of the survey apply to becoming a successful entrepreneur. For example, Question 18 asked about the program's effectiveness at preparing the trainees to "maintain effective working relationships with people that you meet in professional situations". Question 22 asked how well trainees were prepared to develop their communication skills. Question 23 asked how effective the training was at preparing trainees to participate in professional groups and activities, and Question 25 was about being prepared to manage a Life Skills program. Appendix J (p. 255) shows the

uniformly high ratings that these questions received. Entrepreneurial coaching is a sensible and useful extension of the NLS model. One graduate commented "We touched on proposal writing and I [find] the information very helpful when I am out in the field". Another graduate said "I am prepared and feel at ease to offer a Life Skills Program starting from scratch. I know how to put a proposal together and be able to assess the progress of the program and its participants".

B. Transactional Analysis

Transactional Analysis (TA) is referenced in The New Dynamics of Life Skills Coaching (Allen, et al., 1995, pp. 241, 243), but not explicated in the text.[48] On the fourth day of Phase 1 of the training the SIIT trainers gave a lesson on TA's Inner Voices model to give trainees a framework, a shared set of referents, for discussing how to make personal changes. In the words of Tia Shynkaruk:

> I believe the Inner Voices model is important because it helps Coaches to understand how our thinking processes create energy dynamics that affect intrapersonal and interpersonal relationships. It gives us a common framework for discussing how to change beliefs, attitudes, behaviours, and emotions (Personal communication, October 12, 2009).

The kinds of changes that Tia Shynkaruk refers to are central to the mission of NLS. These things change as one becomes Balanced Self-Determined. The SIIT LSCT program took the suggestion given by Allen et al. (1995, pp. 241, 243) and put it to effective use. As such, this appears to be a valuable extension of NLS theory.

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[48] TA uses analysis of the interactions of three alter ego states, those of Parent, Adult and Child, to effect psychological growth (Berne, 1961).

C. Log Books/Learning Journals

The SIIT program used Learning Journals (Appendix O, p. 283) as a learning tool as recommended in the NLS literature (Allen, et al., 1995, pp. 182-186; Curtiss & Warren, 1973, pp. 17-18), with the departure that the journals were called in for review by SIIT's trainers every four days rather than following Curtiss and Warren's suggestion of doing so randomly. This changed some of the emphasis of the journaling exercise. In the original model, the random collection of journals was a way of making sure that the journals were always up-to-date – it was an accountability feature. The SIIT LSCT program chose to simply focus on using the journals formatively.

In SIIT's program, one hour of journaling was required of each trainee every evening for the first 20 days of training. The trainers reviewed the journals every four days and responded with written developmental feedback that addressed trainee questions and concerns about their training. Removal of the accountability test showed trust in the trainees. On a related note, a graduate suggested in the Graduate Summative Evaluation that the program could be improved by allowing more class time for studying and journaling.

D. The Lesson Plan

Rather than using the original five-step plan (Conger & Himsl, 1973; Martin & Himsl, 1973b) or the six-step plan that is outlined in The New Dynamics of Life Skills Coaching (Allen, et al., 1995), the SIIT trainers added yet another step, Warm-up, which they placed before the Stimulus step of the previously defined six-step plan (see Table 1, p.23). In the words of Tia Shynkaruk, "We

want each lesson to begin with the high energy that is co-created by laughter, fun, spontaneity and creativity" (Tia Shynkaruk, personal communication, January 11, 2011). The use of warm-ups is endorsed in the NLS literature (Allen, et al., 1995, pp. 189-191; Altman, 1997), though it is suggested that they be used in a more general way and not necessarily with every lesson or at the beginning of lessons. They are "...not intended to be processed nor debriefed" (Altman, 1997, p. ii).

In some of SIIT's LSCT lessons, such as *Assertive Techniques* and *Choosing Feelings*, the Warm-up could also serve as a Stimulus, but it would not be processed in the Evocation step along with the actual Stimulus. In other lessons, for instance *Community Development* and *Learning Styles*, the Warm-up was used solely to "...get participants warmed up to being in a group" (Altman, 1997, p. ii). Figure 18 (p. 156) is an abbreviated example of a SIIT seven-step lesson plan. See Appendix N, p. 278 for the complete SIIT LSCT Lesson List.

Figure 18. Sample Lesson Plan – Learning Styles

Lesson Plan – Learning Styles	
GOALS	***AGENDA***
1) To discuss theories and assumptions about learning 2) To explore ways to maximize personal learning styles	1) Dance Back (dancercise) 2) Coaching Slogans 3) Slogan Reflections 4) Memory Model > Spiral Learning > Wholistic Learning 5) Learning Styles Inventory 6) Maximizing Learning Styles 7) WDYL?

Adult learners sometimes need extra motivation to participate in new learning experiences, especially if they have been out of school for a long time or if their school experiences were mostly negative. This session provides encouragement and inspiration.

1) *Warm-up: Have a high energy song on standby. Stand in a circle and begin with a simple dance move. Invite others to introduce other dance moves and follow along.*

2) *Stimulus: Invite participants to choose a pretty colour paper and some markers. Ask everyone to draw a t-shirt or baseball cap or personal banner that shows his or her personal slogan about learning.*

3) *Evocation: How does your slogan reflect your approach to learning?*

4) *Objective Enquiry: Explain several memory models such as memory model, spiral learning and wholistic learning. Traditional school systems appealed to left-brain logical thinkers who were able to watch a teacher perform a skill and then do it themselves. Some learners had a difficult time because they don't learn that way or*

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within the same time frames.

5) *Skill Practice: Work through learning styles inventory and ask learners to share an advantage and disadvantage of their dominant learning style(s) which they know to be true of themselves.*

6) *Skill Application: Brainstorm factors that can maximize our learning capacities. Discuss how these factors can be used during the training.*

7) *Evaluation: What did you learn during this lesson?*

Source: Tia Shynkaruk

Beginning lessons with Warm-ups can stimulate energy, raise spirits, and bring the students together as a functioning group, all useful things for getting people ready to learn (Altman, 1997). As such, this is a potentially valuable extension of NLS theory.

E. Course Length

Curtiss and Warren (1973, p. 15) recommended a 280 hour LSCT program delivered over eight weeks (40 days x 7 hours per day), with an additional 10 hours per week of individual study. The Saskatchewan Life Skills Association, when deciding criteria for officially recognizing LSCT programs, concluded that a minimum of 240 hours was a sufficient training period, and this was the advertised length of the SIIT LSCT program (24 x 8 hour days = 192 hours, plus 6 x 8 hour days of Off-Site project work). The SIIT program also required one hour per evening of journaling. SIIT used a two-phase system, with each phase being 12 days long at 8 hours per day with a 16 day break between phases. In those 16 days trainees were required to do 16 hours of Off-Site work,

with two assignments: to plan and deliver their Community Lessons and to prepare their Research Projects. A further 32 hours of work was required after Phase Two, in which the trainees were to complete their Work Assignments (Appendix M, p. 274). This brought the total training hours to 240.

The *Practicum/Community Lesson* discussion (p. 162) sheds some light on what happened to the 40 hour shortfall from the NLS guideline of 280 hours. The NLS literature (Curtiss & Warren, 1973, p.15) puts great emphasis on feedback to trainees, with extensive use of videotaped feedback, and direct feedback from observers, peers, trainers and Life Skills coaches and students. This naturally takes a lot of time; time that was not allotted in the SIIT LSCT program.

While 63.5% of the Graduate Summative Evaluations indicated that the LSCT program work load was average, many (9 of 24 respondents) found it to be heavy (Figure 4, p. 85), and time constraints, especially with reference to the time allowed for review and for testing, received much comment (Table 6, 90).[49] When graduates were asked in the Evaluation Survey for recommendations for improving the program (Table 15, p. 114) one respondent suggested lengthening the program, and seven asked specifically for opportunities to refresh their skills and knowledge – which could be construed as a request for more practice time. One graduate remarked "The training is too condensed. Long, compacted hours

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[49] With Question 7 (Appendix I, p. 247) of the Graduate Summative Evaluation, which asked if the time allocation to program topics was appropriate, 70% strongly agreed, 20% agreed, and 10%disagreed.

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didn't work favourable [sic] to try to manage home/work/training". Overall it appears that the length of the program was too short.

F. Ethics

According to NLS developers, "Life Skills coaches must have a clear understanding of the ethical issues involved in group work" (Allen et al., 1995, p. 54). Following this injunction, SLSA developed and endorsed a *Code of Ethics and Professional Conduct* (Canadian Alliance of Life Skills Coaches and Associations, 2002d) which for the most part is a blend of the independently-developed ALSCO and ASLSC ethics documents (Allen, et al., 1995, pp. 54-58; Canadian Alliance of Life Skills Coaches and Associations, 2002a). The SLSA document was included in the SIIT curriculum as a resource for the *Professional Ethics* lesson.

Question 21 (Appendix J, p. 255) of the Evaluation Survey, which asked about the program's effectiveness in preparing trainees for developing and maintaining ethical coach/student relationships, received 13 "Very Effective" ratings, four ratings of "Effective", and one rating of "Somewhat Effective". Question 38 (Table 12, p. 111), which very specifically asked if trainees had been advised about how to appropriately handle the affections and attractions that might develop between coaches and students, gave a less positive endorsement. 14 of 18 respondents said "Yes", two said "No" (one from Group 3 and one from Group 5), and two said they couldn't remember (one from Group 5 and one from Group 6). Thus, almost a quarter of the sample could not respond affirmatively. This suggests that the topic of professional ethics could have been much more

thoroughly addressed.[50] Indeed, one graduate, when asked in the Graduate Evaluation Survey about what one thing could have been done differently to improve the program, said "Beginning training clarifying clear code of ethics".

G. Balanced Self-Determination Training

Balanced Self-Determination is the value statement of NLS (see *Outcome: Balanced Self-Determination*, p. 28) The SIIT LSCT program used the language of Assertiveness Theory, and thus trained its students to develop Balanced Self-Determined behaviour without naming it as such. Within Assertiveness Theory, the term *Assertive* can be seen as equivalent to NSL's *Balanced Self-Determined*. The term *Passive* can be used as an equivalent to NLS's *Other-Directed,* and the term *Aggressive* can be used as an equivalent to NLS's *Selfish-Directed.*

The original NLS development team deliberately created the BSD language and concept because assertiveness too often "translated behaviourally into aggression" (P. W. Warren, personal communication, March 21, 2006). It may be argued that the Assertive/Passive/Aggressive language is easier to understand than is the BSD language, but it is also easier to misunderstand.

It is to be hoped that the SIIT LSCT program was very careful and clear in its explanation of the Assertive/Passive/Aggressive language and concepts so that trainees did not make the error that Warren pointed out. If that hope is met

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[50] It's interesting to note that I received only nineteen surveys from the thirty-two graduates who promised to send them to me (Table 4, p. 77). This could perhaps point up a problem with personal, as opposed to professional, ethics.

then it can be said that the SIIT LSCT program met the spirit, if not the letter, of

BSD training. Nonetheless, considering the hazard, this does not seem to be a

useful extension of NLS theory.

H. Learning Styles

The NLS literature names three domains of learning: affective, cognitive

and psychomotor (Allen, et al., 1995, p. 31; Himsl, 1973c, p. 22) – more simply

known as Feeling, Thinking, Acting (see Figure 1, p. 15) – and recommends that

lessons involve all three approaches to learning. The SIIT LSCT program used

an adaptation of Kolb's approach to learning styles (Kolb, Boyatzis, &

Mainemelis, 2001) blended with Honey and Mumford's Learning Styles

Questionnaire (Honey & Mumford, 1992). This adaptation added the style of

Watching, which Kolb called Reflective Observation (Kolb, et al., 2001, p. 228), to

the NLS identified Feeling, Thinking and Acting. [51] This approach gives a much

more in-depth method to understanding and applying learning styles theory than

does the NLS literature.[52] In reply to Question 35 of the Evaluation Survey (Table

9, p. 107), which asked what graduates saw as the main strengths of the

program, one respondent wrote "Visual learning, material was presented to

accommodate…visual learners". And, as Tia Shynkaruk has pointed out,

watching is a culturally traditional Aboriginal method of learning (Tia Shynkaruk,

personal communication, February 3, 2011). Adding *Watching* as a learning style

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[51] See http://www.businessballs.com/kolblearningstyles.htm for a useful treatment of Kolb's
     development of learning theory.
[52] Allen et al. (1995, pp. 47-48) described Bandura's (1977) concept of Observational Learning,
     but didn't connect it into a pattern with Feeling Thinking Acting.

appears to be a useful extension of NLS theory, especially in the context of this training program.[53]

I. Practicum/Community Lesson

Curtiss and Warren (1973, pp. 197-198) recommended a much more rigorous treatment of a practicum experience than was required by the SIIT LSCT program (see *The Coaching Practicum*, p. 38), which indeed did not call it a practicum but rather a Community Lesson (Appendix M, p. 274). As with Curtiss and Warren, the LSCT program had students delivering lessons to their peers with videotaping being used as a feedback tool. The NLS literature, however, also has coach trainees videotaping lessons that they presented to real Life Skills students under the supervision of the students' already certified Life Skills coaches. In effect, the practicum is a coach trainee's internship. Figure 10 (p. 99) shows that graduates thought they were effectively prepared to design their own lessons for this assignment, and Figure 11 (p. 100) shows that they thought they were effectively prepared to deliver it.

The LSTC program's Community Lesson did not require the use of Life Skills student groups for practice sessions. Rather, it had trainees recruiting groups of six or more people (who were not necessarily connected to Life Skills) to receive their lessons. Videotaping was not required, nor was the use of observation rooms and observers. While the LSTC trainees used an anonymous feedback form to gather feedback about their Community Lessons, this was

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[53] Interestingly, SIIT's lesson on the *Medicine Wheel* (p. 163) also adds a dimension to the NLS three domains by naming the Wheel's quadrants Emotional, Mental, Physical and Spiritual.

nothing as intense and thorough – and time-consuming – as was the evaluative feedback procedure that is recommended in the NLS literature.

Figure 14 (p. 103) shows the somewhat mixed results of the Evaluation Survey questions about the Community Lesson. Group 5 was much less sanguine about the exercise than were the other three groups. There were, however, no negative comments in response to Question 36 in the Evaluation Survey (Table 10, p. 109), which asked for comments on the Community Lesson experience. On the contrary, there were a number of positive comments, such as "very good experience and motivates facilitator to carry on and make an accomplishment", and "the little I did was very rewarding for me and was emotional but fun for my participants", and "a college graduate stated that she had taken the class and the way I presented the information was much easier to follow and understand. She stated that she learned more in my Life Skills lesson than she did in the actual class in College/University".

While the Community Lesson had benefits for the trainees, and was much less demanding of time than was the original formulation of the Practicum in the NLS literature, it was also a much less beneficial learning tool than was conceived in the NLS literature due to its truncated evaluative feedback component. The Community Lesson exercise was not an effective adaptation of NLS theory.

In conclusion, with respect to extensions of NLS theory, the SIIT LSCT program extended NLS theory in useful and effective ways with its developments of entrepreneurial coaching, Transactional Analysis, log books/learning journals,

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learning styles and the lesson plan. The change of BSD language to

Assertiveness language may have been problematic. Shortening the length of

the program from 280 hours to 240 hours was certainly problematic for many

students. The program's treatment of ethics did not meet the NLS standard, nor

did its Community Lesson version of the NLS Practicum exercise.

Additions to NLS Theory

The program designers added a number of components not found in prior

theoretical work on NLS. The additions that the SIIT LSCT program made to the

NLS model that were investigated and that are analysed below are

A. Three Levels of Achievement

B. Aboriginal Cultural Content

C. Research Projects

D. Wholistic Self-Care.

A. Three Levels of Achievement

The NLS literature doesn't speak to the topic of recognizing differing levels

of achievement in a LSCT program. Nonetheless, when this researcher took

coach training with the Life Skills Training Centres (Canada) Ltd. in 1987 it was

that school's practice to award either Life Skills Coach Training certificates or

Student Certificates, the latter being the equivalent of having taken a Life Skills

course from a Life Skills coach rather than having graduated as a Life Skills

coach. The SIIT program went a step further and awarded a Level I, a Level II,

and a third level called a Certificate of Completion, which would be the equivalent

of the Life Skills Training Centres' Student Certificate. SIIT's Level I graduates

were certified to be able to independently organize and lead Life Skills programs.

Level II graduates were certified to do those things under the direct or indirect

supervision of an experienced Life Skills coach. Commenting on this, Tia

Shynkaruk wrote:

> When Kathie Bird and I discuss training performance and certification, we think of level 1 grads as people we would hire to deliver workshops on our behalf. We would trust them to research appropriate material, develop a workshop plan, facilitate the workshop and produce a professional-looking evaluation document. We would be far more careful in hiring Level 2 grads because they would need very specific directions, frequent check-ins, and we'd want them to update us every step of the way. I have always envisioned that accreditation would provide a means for level 2 grads who are highly motivated to upgrade their skills and certification (Tia Shynkaruk, personal communication, January 11, 2011).

The three level system allowed the trainers to be quite discerning in assessing

the skill of their graduates, and allowed the community to understand the level of

competency achieved by graduates. Of the 41 graduates in this study's sampling

frame, 22 achieved Level 1 (54%), 15 achieved Level 2 (36%), and 4 received

Certificates of Completion (10%).[54]

In conclusion, the three level system of designating achievement appears

to be a useful addition to the NLS model, assuming that the student evaluation

and assessment components of the program are accurate and carefully

implemented (see the section *Evaluation*, p. 148).

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[54] Of the 22 Level 1 graduates, 13 (59%) returned the Evaluation Survey. Of the 15 Level 2 graduates, 5 (33%) did so, and one of the four (25%) who received Certificates of Completion responded as well.

B. Aboriginal Cultural Content

The program designers felt it important that the program include relevant Aboriginal content, given that the SIIT LSCT program was being delivered under the auspices of the Saskatchewan Indian Institute of Technologies and was targeted at an Aboriginal clientele. In addition to ceremonial/spiritual considerations such as smudging and the honouring of the teachings of the elders who were invited as guest speakers, the curriculum included some specific teachings about the Medicine Wheel and about Ethnostress.

The Medicine Wheel is both a physical structure (a ring of stones with lines of stones laid inside it that point to the cardinal directions) and a philosophical/spiritual representation of traditional prairie Aboriginal knowledge (Alberta Online Encyclopedia, 2005). Its teachings are also being adopted by aboriginal groups outside the prairies. Van Dusen Gardens in Vancouver BC is home to a medicine wheel, at which Aboriginal ceremonies are held to recognize the equinoxes and solstices (Taylor, 2006). Kathie Bird had done an extensive development of the traditional Aboriginal Medicine Wheel concept and introduced it into the curriculum as part of addressing spirituality and embedding Aboriginal relevance in the program.

The term *Ethnostress* was coined by Bob Antone (McBride, 2003). It refers to internalized oppression, the "loss of joyful native identity" (Antone, et al., 1986, p. 7).

Four conditions converge to create ethnostress in Aboriginal communities: the disruption of the cultural beliefs which support a joyful identity

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the imposition of oppressive conditions upon a people in their own environment

the condition of negative experience (internalized racism)

when feelings of powerlessness and hopelessness pervade community existence (Hill, 1992, pp. 3-4).

One of the trainers had formally studied Ethnostress and gave a half-day lesson on it as part of including Aboriginal relevance to the program and to give depth to the trainees' understanding of the influences at work in their home communities. Later lessons on Community Healing and Community Development were informed by the Ethnostress and Medicine Wheel lessons. In the SIIT LSCT program's context of training Aboriginal Life Skills coaches, the Medicine Wheel and Ethnostress lessons would seem to be useful additions to NLS theory. Question 9 of the Evaluation Survey asked about the program's effectiveness at preparing trainees to understand the relationship between culture and learning. The responses were 61% "Very Effective" and 39 % "Effective". Given this positive feedback, the program would appear to have met its mandate to provide relevant Aboriginal/cultural content.

C. Research Projects

While the NLS literature refers to individual study (Curtiss & Warren, 1973, p. 15), it does not refer directly to research projects. In the SIIT LSCT program trainees created Research Projects (as described in Appendix M, p. 274) during their between-phase project work time. They then gave 15 minute presentations on the topics that they had researched, supported by two-page summaries of their findings, to their peers and trainers. Given that Life Skills coaches need to

be able to create new lessons to meet the needs of their students, the Research Project assignment is a useful way to give them practice at finding and presenting Objective Enquiry-type materials from new sources. As one graduate commented, "Researching new material and learning something new that you then in turn present to others is very rewarding".

D. Wholistic Self-Care

The SIIT LSCT program included a half-day lesson on Wholistic health-care, a concept not directly present in the NLS literature. Concepts such as Thought Field Therapy, Reiki & Quantum Touch, and Theta theories were presented for information only, and were not included in knowledge/skill evaluations. The trainers also found some useful material in the video The Secret and its Law of Attraction by connecting it with expectancy theory (Van Eerde & Thierry, 1996) and with elders' teachings.

> I have witnessed Coaches become very inspired from learning how to use the law of attraction for individual and collective benefit. As we learn to consistently maintain a positive focus, our overall well-being improves and our relationships become more harmonious (Tia Shynkaruk, personal communication, October 10, 2009).

As with the Research Projects, introducing these concepts to the trainees appears to have been a useful way to broaden their ideas about Objective Enquiry options when their work as NLS coaches requires them to create lessons specific to their students' needs. The concepts will be especially pertinent when topics such as personal and community healing come up in their groups.

In conclusion, with respect to additions to NLS theory, the three levels of achievement, the research projects and the material on wholistic self-care can all

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be seen to be useful and valuable additions, with the Aboriginal cultural content (which included lessons on the medicine wheel and Ethnostress), to be specifically valuable within the SIIT context.

NLS Components Not Addressed

There was no evidence that spontaneous discussion (see p. 38), was used in the SIIT LSCT program. In the context of the entire program the researcher believes that this was not a significant omission. All other NLS aspects were touched upon, some more thoroughly than others. The least thorough of these were the Practicum/Community Lesson and the program's treatment of ethics.

In summary, while some gaps were identified, as noted in both program design discussions and based on the value perceived by the students, the match between NLS theory and the program design seems to have been solid. The contextual and broader extensions of NLS theory also appear to have been useful and the non-NLS materials fit well within the overall program structure and goals.

TQ2 - Implementation – How Effective Were Aspects of the Training Program at Contributing to the Desired Outcome of the Program?

As explained in Chapter 2's section *Fretchling Phase 2 – Develop Evaluation Questions and Define Measureable Outcomes* (p. 57), this study

reviewed the following aspects of SIIT's LSCT program to investigate program implementation:

A. Contextual Considerations

    1. Geography

    2. Government Involvement

    3. Culture

B. Training Facilities

C. Training Staff

D. Training Materials

E. Trainees

F. Community.

A. Contextual Considerations

1. Geography

The LSCT program was held in various training sites in Prince Albert SK, and once at Meadow Lake SK, approximately 250 km north-west of Prince Albert, equidistant from Cold Lake AB and Lloydminster AB. SIIT took the training to Meadow Lake to accommodate students living in and near that community. Prince Albert and Meadow Lake both have daily public transportation available to and from major Saskatchewan population centres. The training sites were within easy walking distance from student accommodation, some of which in Prince

Albert offered a discount to SIIT students. SIIT placed its LSCT training in places that supported their trainees' easy access.

2. Government Involvement

Even though NLS was created at the behest and initiative of the Canadian and Saskatchewan governments, their support for NLS subsequently fell off. The successor to Saskatchewan NewStart, The Training Research and Development Station of the Department of Manpower and Immigration was closed in 1975 (Allen, et al., 1995, p. 8; Conger, 2009). While NLS research was supported by the federal government in the 1980s (Mullen, 1985; Smith, 1985) in the early 1990s funding for actual Life Skills training programs diminished drastically. In the 2000s the federal government shifted responsibility for training to the provinces. During the timeframe encompassed by this study (2003-2007) NLS was not a priority for the Saskatchewan government and provincial sponsorship became rare. The SIIT LSCT trainers noticed a move in political attitude from soft skills[55] to vocational skills, though they found that some provincial Health Regions were responsive in funding LSCT. The primary interest and money for SIIT's LSCT program came from First Nations bands.

3. Culture

Since the program was offered by the Saskatchewan Indian Institute of Technologies and had primarily Aboriginal students, an important part of the

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[55] "…soft skills refer to non-technical skills performed in the intra- and inter-personal domains that facilitate the application of technical skills and knowledge" (Kantrowitz, 2005, p. 10)

program's intent and design was to be sensitive to First Nations culture. As noted in the section *Culture(s)* (p. 6), the LSCT trainers recognized that there were many different Aboriginal cultures in Saskatchewan that nonetheless had commonalities in practice and belief, and as such the trainers brought many of those commonalities to the program. This sensitivity was woven throughout the program by use of specific lessons (e.g. Ethnostress, The Medicine Wheel), by inviting in Aboriginal elders as guest speakers, and by the use of traditional Aboriginal ceremonies such as smudging. 17 of the 19 respondents to the Evaluation Survey (Table 11, p. 110) said that they either strongly agreed (12) or agreed (5) that the trainers appropriately honoured their traditional cultures (one respondent didn't answer the question, and one had a tribal background that did not receive attention). As one graduate commented, "Although the trainers are of Aboriginal ancestry,[56] as was the group of students, they didn't assume we all practice all cultural traditions as one".

Interestingly, one of the graduates responded to the question by saying "Although I was the only non-aboriginal participant the trainers as well as the others on the group showed me the utmost respect for my culture". Another graduate responded "Very much so. Every morning the students took turns smudging our group of people and on occasions had an Elder come and speak to the group". Another said "Yes, open minded and not judgemental. Asked us about our culture and were very respectful". Overall, the program's participants

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[56] This is actually only true of Tia Shynkaruk. Kathie Bird is not of Aboriginal ancestry.

clearly concluded that the program was very sensitive to and inclusive of First Nations cultures.

This study also considered the program's treatment of the broader culture related to NLS. Question 40 of the Evaluation Survey (see p. 113) asked "Does it seem to you that you have joined a larger Life Skills community, that you have in some way adopted aspects of a Life Skills outlook on life as your own and have a wider community in support of that? Comment?" Of 17 responses, nine said yes, six said no and two said they weren't sure of the question. The question itself was problematic, as it asked three things at once. Respondents sometimes answered all three parts, sometimes only one or two parts, and some could not understand the question at all. Thus, the answers to Question 40 are of limited use to this study.[57] Nonetheless, if it is assumed that the six graduates who responded to Question 40 with "no" did properly understand the question, then over a third of the survey's respondents did not feel included in the Life Skills community, which could possibly mitigate against their future participation in coaching organizations and accreditation processes. As a positive response to the question, one graduate wrote "Yes. I am very happy to say that our family, friends and co-workers use life skills as a way of life. I'm more aware since taking the training. I use these skills with the inmates at the correctional centre I work at".

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[57] In future iterations of the survey the question will be broken into three more clearly worded parts.

Both trainers are long-standing supporters of the accreditation process and organized coaching (see *Training staff*, p. 175). One of the predicted outcomes of the LSCT program was "...ready access to accreditation processes recognized by the Saskatchewan Life Skills Association and the Canadian Alliance of Life Skills Coaches and Associations" (Appendix E, p. 242). Thus, the LSCT program introduced the trainees to the larger world of Life Skills and Life Skills coaching by speaking of the Saskatchewan Life Skills Association and of the Canadian Alliance of Life Skills Coaches and Associations. In addition, the program's deliberate inclusion of Accreditation Competencies as training and evaluation points provided a degree of transferability of credentials to coaches and coaching organizations in other provinces. Overall, considering the trainers' history and connections in NLS and their discussion of SLSA and CALSCA, and if the Evaluation Survey Question 40 is discounted, the culture of NLS was well represented in SIIT's LSTC program.

B. Training Facilities

Information from trainers' interviews and the Summative Graduation Evaluation indicates that for the most part the facilities rented for the program met the program's requirements of privacy, quiet surroundings, smudging allowed, enough space, comfortable chairs, at least some natural light, good ventilation, comfortable room temperature, available parking, eating places nearby, and access to a photocopier. SIIT's concern for these things is consonant with that expressed in the NLS model.

Even so, some members of Group 5 expressed in the Summative

Graduate Evaluation (Figure 6, p. 87)[58] their dissatisfaction with the

appropriateness of the training facilities. This group was forced by circumstance

to leave a mostly congenial training space after Phase 1 – it had been booked by

another program – for a space with no natural lighting. SIIT made sure to have a

space for Group 6 that had plentiful natural light and was guaranteed for their use

for both phases of the training program (as were the training spaces for Groups 3

and 4).

Learning from experience, SIIT made sure that training space met the

needs of the trainees and of the training.

C. Training Staff

As evidenced by their resumes, the SIIT LSCT trainers were well-

experienced in the field and were dedicated lifelong learners. Tia Shynkaruk

received Life Skills coach certification in 1986 and earned Accredited status with

the Association of Life Skills Coaches of Ontario in 1994. Tia Shynkaruk was

certified as a Life Skills Coach Trainer in 1995[59] and is a past-president of SLSA.

Kathie Bird was certified as a Life Skills coach in 1977. In 1988 she

became a founding member of SLSA and has continued to support that

organization in many capacities, including helping to develop SLSA's Code of

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[58] The trainers had had no input into the selection of the facilities for Group 5.

[59] "Because I interned under 3 ALSCO Coach Trainers who were Accreditation Mentors, I saw the importance of connecting LSCT to an accreditation process so I spent many months developing the SIIT framework before Kathie Bird and I co-facilitated our first classroom delivery in 2001" (Tia Shynkaruk, personal communication, February 7, 2011).

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Ethics. Kathie Bird earned certification as a Life Skills Coach Trainer in 1992 and is one of the developers of the CALSCA Mission Statement[60].

In addition to their long and strong backgrounds in NLS they have taken numerous post-secondary and other courses in psychology, sociology, pedagogy/andragogy, leadership, counselling theory, ethics, and curriculum development, among other topics. Courses such as these gave the trainers a valuable depth of understanding of the roots of NLS, since the NLS model was developed from these fields. During their time with SIIT the trainers continued their own professional development efforts, even though SIIT as an institution had no budget for such undertakings. According to their resumes, the trainers also brought extensive experience with designing and delivering adult education workshops and courses to the LSCT program.

In the LSCT program they used and intentionally modelled the systems and skills that they taught (e.g., seven-step lesson plan, group counselling, modelling Balanced Self-Determined behaviour). They also debriefed with one another daily about their experiences in the training and gave each other developmental feedback on a situational basis. On occasion, for instructional purposes, they gave and received feedback with each other in the presence of the trainees.

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[60] The Canadian Alliance of Life Skills Coaches and Associations is committed to the belief that all individuals are entitled to learn the Life Skills necessary for personal and social development. We support and promote professional excellence in Life Skills Coaching - Personally, Regionally and Nationally (Canadian Alliance of Life Skills Coaches and Associations, 1997)

Evidence was provided to show that the trainers used feedback from trainees and graduates to improve the program. For example, after receiving feedback that the three-phase training that they had done with Groups 1, 2 and 3 was too disruptive to group process and work life for the trainees, the trainers changed to a two-phase program for Groups 4, 5 and 6 to improve the course. Doing this had the added benefit of modelling for the trainees how to receive and act upon feedback from their future Life Skills student groups.

Graduates spoke very highly of the trainers in both the Graduate Summative Evaluations (Figure 5, p. 85) and the Evaluation Survey (Figure 15, p. 104), praising their caring presence and their professional knowledge, attitudes and behaviour. Some of the comments made by graduates were "They're awesome women. They have a gentle yet firm way of teaching." "Compassionate, loving and understanding." "They were absolutely awesome and very respectful. They were very humble and did not make any judgemental comments."

Overall, the trainers were eminently qualified to design and deliver the SIIT LSCT program.

D. Training Materials

For textbooks the SIIT LSCT program used *The New Dynamics of Life Skills Coaching* (Allen, et al., 1995) and *Core Lessons for Life Skills* (Adilman, et al., 1994). The SIIT Documentation List (Appendix H, p. 248) breaks Training

Materials into four categories: Orientation, Assignments, Lesson Plans, and Evaluation and Testing.

Orientation documents were comprehensive (see *Course Orientation*, p. 145). Assignments included Learning Journals, Research Projects, Community Lessons and designing Life Skills programs. The instructions for Learning Journals were thorough (see the section *Log Books/Learning Journals,* p. 154*;* and Appendix O, p. 283), as were the instructions for the *Off-site Work Assignments* (see Appendix M, p. 274 and *Research Projects*, p. 167; *Practicum/Community Lesson* p. 162; and *Life Skills Program Design*, p. 150).[61]

As evidenced by lesson plans received, which followed the 7-step system described in *The Lesson Plan* section (p. 154), and the sequence of lessons shown in the Daily Agendas (Appendices H, p. 248 and P, p. 284), the lesson plans and objectives were consistent with NLS coach training guidelines. Evaluation and testing materials (see the *Evaluation* section, p. 148 and Appendices F, p. 243, H, p. 248 and Q, p. 285) were comprehensive and met their evaluative functions well.

Questions 5 and 6 of the Graduate Summative Evaluation asked if the supplied reading materials were relevant to and supportive of the program's content and objectives. 86% strongly agreed and 14% agreed that the materials

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[61] To Question 8 of the Graduate Summative Evaluation, which asked if assignments reflected a practical application of the program concepts, 83% strongly agreed and 17% agreed. To Question 9, which asked of trainees understood what was expected of them for the assignments, 60% strongly agreed and 40% agreed.

were both relevant and supportive. As one of the graduates commented, "...it was easy to understand the material that was being taught".

Overall, the training materials were well-designed, thorough, and effectively supported all aspects of the training program.

E. Trainees

Commenting on themselves in the Graduate Summative Evaluation Questions 13 and 14 (Appendix I, p. 250), the graduates overwhelmingly strongly agreed (with one disagreement from Group 5 about student preparedness) that they themselves made an honest effort to learn and came prepared for each class. Although some trainees "...struggled with the material academic-wise" (Kathie Bird, personal communication October 7, 2009), the majority were able to work at a post-secondary level.

Most trainees had no problem accessing funding from their employers and/or bands, which is a tribute to NLS and to SIIT's thorough recruiting and orientation documentation. With the exception of one person who withdrew from Group 3, everyone in the sampling frame finished the program.

F. Community

The larger community proved to be very supportive of the LSCT program. Trainees were able to bring together interested community members to serve as students in their Community Lessons, and elders made themselves available to the program as valued resources. Funding to take the program was available from employers and bands. At least eight graduates found work in their

communities as Life Skills coaches and many others found work in related fields (see Appendix K, p. 262).

Subsequent to SIIT's discontinuation of the LSCT program the trainers have continued to deliver Life Skills Coach Training under the auspices of Kathie Bird's company, Northern Community Visions Training & Consulting, Inc.

In summary, while some gaps were noted (i.e. the possibility that many graduates did not feel included in the NLS community, and the facilities problem encountered by Group 5) the implementation process was generally solid and carefully monitored.

TQ3 - Outcome - How Well do the Trainers and Program Graduates Think that the Graduates Were Prepared for Work as Life Skills Coaches and/or in Related Fields?

The topics that were investigated and that are analysed below to answer this question are

A. Training and Certifying Life Skills Coaches

B. Opinions of Program Graduates.

A. Training and Certifying Life Skills Coaches

SIIT defined its expected outcomes from the LSCT program under the headings Requirements for Completion, Learning Outcomes, and Certified Life Skills Coaching Abilities (Appendix E, p. 242). This research reviewed the program's system of formative and summative evaluations for monitoring the

coach trainees' accomplishment and found that it provided appropriate support for the desired program outcomes (see *Evaluation*, p. 148). The formative evaluation (Appendix Q, p. 285) was an exercise in self-evaluation and planning. It asked what had so far been most helpful in the program, required the trainees to assess their levels of involvement and participation, and then had them design specific behavioural plans for maximizing their learning for the rest of the program. The LSTC Final Evaluation Report (Appendix N, p. 278) included assessment of the trainees' acquisition of the training competencies (Appendix L, p. 270), self and peer evaluation and written feedback from the trainers regarding the trainees' Work Assignments (Appendix M, p. 274) and overall performance during the program.

In addition, the trainers were confident that their graduates could perform to the requirements of the levels at which they graduated, and indeed have at times hired various graduates to work with and for them as Life Skills coaches (Kathie Bird, personal communication, October 2, 2009). The trainers were satisfied that they did a good job of preparing their trainees to work as Life Skills coaches and in related fields.

B. Opinions of Program Graduates

The Evaluation Survey shows that with the exception of the outlier situation described above (p. 97), and the specifics described in the section *The Group 5 Experience* (p. 125), respondents uniformly praised the program and the trainers (Figures 8 through 17, pp. 97-106; Tables 13, p. 112; and 16, p. 115).

Question 4 of the Graduate Summative Evaluation (Appendix I, p. 250) asked if the program content was what graduates had expected from the program description. 70% strongly agreed and the remaining 30% agreed. Figures 3 through 7 (pp. 83-88), drawn from the Graduate Summative Evaluations, show that again with the exception of the specifics described in the section *The Group 5 Experience* (p. 125), graduates were uniformly strong in their praise of the program and the trainers. The graduates received what they expected to receive, and were happy with it.

Regarding employment outcomes, eight of the nineteen respondents to the Evaluation Survey said that they had been employed as Life Skills coaches since graduating from their LSTC programs.[62] All of the respondents found their Life Skills coach training to be of benefit to their occupations subsequent to graduation. Question 34 of the survey, which asked how effective the training was at preparing the graduates to work as Life Skills coaches, had eleven "Very Effective" and seven "Effective" responses, showing overall satisfaction with the training. No graduate complained of having been inadequately trained or of not being able to find employment after graduating. In summary and in general, the trainers and the graduates were happy with SIIT's LSCT program outcomes.

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[62] This apparently low proportion of graduates going on to work as coaches may be attributed to at least two factors. First, there simply are not enough coaching jobs for all those trained as Life Skills coaches. Second, not all of those who take the training do so with the intent of working as coaches. In the case of this study, the entire Meadow Lake cohort was sent to the training by one employer that just wanted its employees to have the skills to apply in their existing non-coach jobs. Other individuals sometimes take the training with the same outcome in mind.

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CHAPTER 5: DISCUSSION
(FRETCHLING PHASE 5 PART 3 AND PHASE 6)

Summary of the Analysis

This summary of the analysis is organized under the headings of the three

Theory-Based Questions that arose from the Central Research Question, which

was

In the light of Saskatchewan NewStart Life Skills theory, how effective was

the Life Skills Coach Training program delivered by the Saskatchewan

Indian Institute of Technologies?

The three theory-based questions (TQs) discussed were

A. TQ1 - Theory – what is the match between NLS theory and the SIIT
   LSCT program design?
B. TQ2 - Implementation – how effective were aspects of the training
   program at contributing to the desired outcome of the program?
C. TQ3 - Outcome - how well do the trainers and program graduates think
   that the graduates were prepared for work as Life Skills coaches
   and/or in related fields?

A. TQ1 - Theory

The analysis gave overall confirmation of the strength of SIIT's LSCT

program. The program's claim to authority – that it was grounded in NLS theory –

proved to be well-founded. In terms of key similarities, the findings provided more

than ample proof that the program met the specifications of the NLS model. With

regard to extensions of NLS theory, with some notable exceptions the program made useful and effective changes. There was no significant piece of the NLS model that was not in some way addressed.

Useful extensions to NLS theory were made by the program's augmentation of the entrepreneurial coaching and Transactional Analysis components of NLS and by changing the focus of the log book exercise from accountability to providing formative feedback. Of great positive significance were the addition of Warm-ups as the first step of the lesson plan and the inclusion of Watching as a learning domain.

The program's switch from the language of BSD to the language of Assertiveness may have been problematic if it was not done cleanly and clearly. The ethics component of the program could have been more extensively and thoroughly covered and it would have been beneficial to have put more time and effort into the Community Lesson exercise.

Addressing these last two concerns, better treatments of the ethics and Community Lesson components, would likely require that the program be increased in length. Course length and work load were issues for many graduates. Overall it appears that the length of the program was too short.

B. TQ2 - Implementation

Based on the evidence collected from the surveys, interviews, and institutional artefacts, the SIIT NLS program was generally well implemented. Specific evidence includes the following

- changing its format of having three separate phases of training to having two longer phases in response to feedback from former and potential trainees

- blending the NLS model with the cultural realities of its primarily Aboriginal trainees to create a culturally relevant training

- having well qualified trainers who were able to adjust to complex situations and who were deeply immersed in NLS theory and practice

- using suitably located and equipped training sites

- providing well-organized and comprehensive training materials

- recruiting appropriate and committed trainees

- having the support of the trainees' home communities.

In summary, the program was implemented carefully and professionally, with a demonstrated respect for the local context. It was responsive to feedback and the changing needs of the trainees and their communities while holding to the NLS structure. Though some gaps were noted they do not appear to have significantly affected the program's outcomes, so the implementation process can be said to have been generally solid and carefully monitored.

C. TQ3 - Outcomes

Consultation with the trainers and graduates, plus access to the Graduate Summative Evaluations, indicated that both trainers and graduates were satisfied with the graduates' preparation for working as Life Skills coaches and/or in related fields. Indeed the trainers have from time to time hired some of their graduates to work with and for them as Life Skills coaches. Every respondent to the Evaluation Survey had work after graduating to which their training was relevant and beneficial, and eight of the nineteen respondents found at least some employment as Life Skills coaches working with student groups.

Although one of the LSCT groups that was part of this study consistently indicated lower levels of agreement and assessments of program effectiveness than did the other three groups, no graduate whose opinion was offered to this research complained of having been inadequately trained or of not being able to find employment after graduating. In summary and in general, the trainers and the graduates were happy with SIIT's LSCT program outcomes.

The analyses of the three TQs combine to answer the Central Research Question. That answer is, that overall, the SIIT LSCT program was an effective, innovative and valued NLS-based coach training program.

In Conclusion

NLS practitioners are enjoined to develop their own lessons, to shape the lesson plan and its structure to suit their experience and needs, and to unfold Life Skills programming to meet whatever learning environments and constraints are

encountered. As evidenced by the SIIT program, modern Life Skills Coach Training programs can now be developed in directions and with tools undreamt of when coach training was first created.

In this spirit, the SIIT LSCT trainers wove together cultural realities, NLS, and extensions of and departures from the NLS model to create a strong and valuable course of training that was significantly and effectively informed by NLS theory and by Aboriginal cultural/spiritual teachings. Graduates were especially appreciative of what they learned of content and process, and for the personal growth that they experienced during the program (Table 9, p. 107).

Worthy of special mention is the program's use of the peer-derived Accreditation Competencies as training and evaluation points. It is a valuable step in achieving the consistency of practice that the Accreditation process is intended to provide.

Also useful and valuable to the program were the intentional evaluation processes that SIIT used, the training in entrepreneurial coaching, the explicit use of Transactional Analysis, the Research Project, inclusion of Watching as a learning style, and the expanded lesson plan that included Warm-ups with every lesson.

Most telling about the SIIT LSCT program is the sincere and near-unanimous appreciation of it by its graduates. One graduate highlighted this well by noting that, "This is a life changing program" while another summed things up by saying "[the program] taught me that my dreams were possible".

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Caveats and Limitations

This section cautions the reader to consider how the limitations encountered during the study affected the study's effectiveness and accuracy. Limitations encountered included

    A. Trainers' Withdrawal from Active Support

    B. Limitations to Survey Data

    C. No "Live" Observation

A. Trainers' Withdrawal from Active Support

With the trainers' withdrawal from active support of the research (as discussed in the section *Fretchling Phase 4 – Data Collection,* p. 76) came unforeseen changes and limitations to the study. Only Kathie Bird was interviewed in the format of the Trainer Interview Protocol (Appendix D, p. 235). Although Tia Shynkaruk did respond to a few supplemental questions after the withdrawal, the study did not access her knowledge as fully as was wished and thus it lacks much of her perspective.

B. Limited Survey Data

As explained in the section *Fretchling Phase 4 – Data Collection* (p. 76), the researcher did not have access to Group 3's Graduate Summative Evaluations. The findings based on the Graduate Summative Evaluations are thus incomplete, even though Group 3 is partially represented in the study since 5 of its 9 members participated in the Evaluation Survey. As shown in Table 5 (p. 79), of 41 graduates in the sampling frame only 19 participated in the Evaluation

Survey, so the survey results reported in this study are representative of only 43.3% of the graduates. As such, the voices of those not participating in the various surveys used for this study are missing and could conceivably alter the current data set, although the generally positive findings across the two different data sets would seem to support the stated conclusions regarding the Life Skills program.

C. No "Live" Observation

One consequence of undertaking the study after the SIIT LSCT program concluded was that the researcher was not able to observe the trainers at work nor witness classroom interactions and demonstrated student outcomes first-hand. That observation could have added great depth and richness to the study. Another consequence was that site visits to the training facilities became irrelevant because the sites were no longer set up as they had been during the training sessions. Future research looking at actual practice in the application and implementation of New Start Life Skills programs could add important information regarding the program effects and outcomes.

Fretchling Phase 5 Part 3 – Conclusions from data

This section of Chapter 5 completes Fretchling's (2002) Phase 5 – Analyse data, that was split into three parts (Findings, Analyse data, Conclusions from data) to meld Fretchling's system with the study's chapter structure (see Table 3, p. 47). Conclusions are organized under three headings

A. Growing Edges: Recommendations for Improvement

B. Recommendations to NLS Practice and Theory

C. Implications for Future Research.

A. Growing Edges: Recommendations for Improvement

While, overall, the SIIT LSCT program did a very good job of meeting its mandate and harmonizing the NLS model with Aboriginal cultural/spiritual concerns, the study revealed a few things about the program that are worthy of attention. Recommendations are made under the following headings

1. Put More Rigour into the Community Lesson Process

2. Put More Emphasis on Ethics

3. Extend the Length of the Program

4. Follow-Up Evaluation

5. Strengthen Links to the Professional Community

6. Take a Look at Group 5's Experience.

1. Put More Rigour into the Community Lesson Process

It may not be possible to carry out the intensive practicum process described in the NLS literature (Curtiss & Warren,1973, pp. 197-198), most especially with the requirement for working with an actual Life Skills student group since few such groups may be available at any particular time. Nonetheless the practicum experience – or the Community Lesson, which was SIIT's version of the practicum – is an important training tool. Much more benefit could be drawn from it than was drawn by the SIIT LSCT program. Based on the

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emphasis that the NLS literature gives to the practicum experience, and in recognition of on-the-ground limitations that the LSCT program was subject to, it is recommended that:

a) Provision be made for supervision of the delivery of the Community Lesson by a trained and experienced NLS coach. This will provide backup support for the trainees in the event that they encounter problems beyond their capacity to deal with, and give the trainees the opportunity to receive feedback about their performance from an expert observer

b) The supervising coach gather feedback from the Community Lesson's recipients in the absence of the trainee. The recipients may feel constrained in their feedback if the trainee coach is present. The supervising coach will have the expertise to ask follow-up questions if needed

c) The supervising coach deliver the group's and her/his own feedback to the supervised coach trainee in the presence of the trainers and the training group. This will provide an opportunity for depth and richness in the feedback process that is otherwise missed. The trainers and the training group will have the chance to draw comparisons with previously observed skill use by the trainee receiving the feedback and they all will be able to hearken back to this feedback session as a benchmark against which to measure future growth.

2. Put More Emphasis on Ethics

Life Skills coaches are expected to be models of ethical behaviour in their group rooms. Inevitably their behaviour outside the group room becomes a topic of interest to their students and to the community at large. The reputations of coaches, and to some degree that of NLS, are at stake both in and out of the group room.

The findings in the section *Ethics* (p. 159) indicate that this topic in relation to behaviour with student groups was not sufficiently covered. The experience of this researcher, having received 19 survey responses from 32 people who promised to send them, indicates that personal as well as professional integrity could be much more thoroughly addressed. It is recommended that:

a) More time and effort be dedicated to knowing and understanding the ethical issues that are important to coaching so that graduates can have a firm grounding in how to manage their relationships with their students

b) More time and effort be dedicated to the significance of integrity and ethical behaviour in the management of one's personal affairs – a topic which coaches are expected to address and model for their students and to the community at large.

3. Increase the Length of the Program

The length of program (240 hours) was too short for the learning comfort of many trainees. It also did not allow time for the greater depth of treatment of

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the Community Lesson feedback and the exploration of ethical issues as are

recommended above. It is recommended that:

a) The training program be extended to allow more in-class practice, study and review time

b) The training program be extended to allow more effective treatment of the Community Lesson

c) The training program be extended to allow more effective treatment of ethical issues

d) The trainers consider offering refresher weekends to review and update knowledge and carry out supervised skill practice.

While extending the length of the program may make it slightly less appealing to

potential trainees (due to time constraints and cost), it would likely result in better

trained coaches and may strengthen the number of trainees completing the

program at the top level.

4. Follow-Up Evaluation

Allen, et al. (1995, pp. 206-207) recommended follow-up evaluation for all

NLS programs as part of their design, and though the SIIT program did not do

that in any organized way, this study and SIIT's endorsement of it show

willingness to entertain that recommendation. Seven of the nineteen respondents

to this study's Evaluation Survey expressed a desire for reconnection and follow-

up with trainers and fellow graduates, so there may be opportunity for

longitudinal follow-up and evaluation in that context. It is recommended that:

a) Resources be dedicated to performing longitudinal follow-up with

graduates on a regular basis

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b) Feedback gathered be used to improve the program

c) All future iterations of this program include a formal longitudinal evaluation component.

5. Strengthen Links to the Professional Community

In the interest of giving LSCT students a useful opportunity for professional development and access to on-going personal/professional support, it is recommended that:

a) More emphasis be put on the presence and value of the larger Life Skills community, as embodied by the Saskatchewan Life Skills Association and the Canadian Alliance of Life Skills Coaches and Associations.

6. Take a Look at Group 5's Experience

It would be useful to review the Group 5 experience as described on page 122, which overall showed less satisfaction with the training program than did the other three groups. This is not, however, an urgent recommendation, especially knowing that no trainee dropped out of this group.

B. Recommendations to the NLS model

In addition to making recommendations to the training program, this study has recommendations for the NLS model. NLS practitioners and program designers wishing to improve their NLS practice and understanding may find value in:

1. Learning Styles

2. Research Projects

3. Use of Accreditation Competencies

4. Adding Warm-ups to the Lesson Plan

5. Tailoring Programs to Their Contexts

1. Learning Styles

The LSCT program's refinement of the *Learning Styles* lesson (p. 161), by adding the domain of Watching to the domains of Feeling, Thinking and Doing that were emphasised in the original NLS literature, appears to be a valuable addition to the NLS model. The particular lesson plan that the LSCT program used was a blend of Kolb's Experiential Learning theory (Kolb, et al., 2001) and Honey and Mumford's Learning Styles Questionnaire (Honey & Mumford, 1992).

Watching, or Reflective Observation as Kolb (2001, p. 228) called it, is a particularly important concept to use when working with Aboriginal students, since watching is a culturally traditional method of learning (Tia Shynkaruk, personal communication, February 3, 2011). Watching is also a spiritual activity in that mindfulness is central to carrying it out, and mindfulness is a basic spiritual concept that has been recommended to be made explicit in NLS training (Paynter, 2001).

Coaches and coach trainers need to be able to give careful and cogent feedback when assisting their students' acquisition of new skills. They are greatly enabled to do this when they can learn by mindfully Watching students as they

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engage in skill practice. Finally, with modelling of skills being central to NLS, it makes sense to teach Watching too, so that students can consciously and mindfully pay attention to the skills as they are demonstrated by coaches and coach trainers. For these reasons, it is recommended that:

a) Life Skills coaches and coach trainers update their theory and practice to include Watching – also known as Reflective Observation – as a learning style.

2. Research Projects

A formal Research Project, as described in the section *Research Projects*, (p. 167), gives trainers an effective way to teach trainees how to discover and organize material for use in NLS lessons. It is recommended that:

a) Trainers adopt Research Projects as one of their andragogical techniques.

3. Use of Accreditation Competencies

SLSA has formally begun to accredit Life Skills Coaches (Canadian Alliance of Life Skills Coaches and Associations, 2002e) using the 78 Accreditation Competencies (Canadian Alliance of Life Skills Coaches and Associations, 2010b) whose development is described on p. 40. The SIIT LSCT program used 38 of those competencies as training and evaluation points. SLSA has an articulation agreement with the SIIT trainers such that graduates of the SIIT program that enter the SLSA accreditation process will be given recognition and credit for those 38 competencies, so they will not need to re-demonstrate

them while being accredited. SLSA has the same articulation agreement with the two other NLS coach training programs in Saskatchewan – Red Echo Associates and the Saskatchewan Institute of Applied Science and Technology – both of which are working out how to use accreditation competencies as training and evaluation points (Tia Shynkaruk, personal communication, February 3, 2011). This commonality in trainings and support of the accreditation process by coach trainers is an important step toward standardization of training and the establishment of a reliable NLS brand. For these reasons it is recommended that:

a) NLS coach trainers adopt accreditation competencies as training and evaluation points

b) Accrediting bodies develop articulation policies to support that move.

4. Adding Warm-ups to the Lesson Plan

Based on the analysis in the section *The Lesson Plan* (p. 154), Warm-ups are a sensible way to create an energizing break from whatever went on before and to whet students' appetites for what is to follow – that being a new lesson. Thus it is recommended that:

a) Life Skills coaches and coach trainers experiment with this approach to organizing their lesson plans.

5. Tailoring Programs to Their Contexts

In consideration of the effective inclusion of Aboriginal cultural content in SIIT's LSCT program it is recommended that:

a) LSCT program designers look at the contexts from which their students come for commonalities that could be fruitfully addressed/supported/incorporated to enhance the effectiveness of their training programs.

C. Implications for Future Research

This study points the way toward future research and provides two new tools to NLS researchers. New tools and possible directions for research to take are addressed under the following headings:

1. The NLS Literature Review

2. The Evaluation Survey

3. Learning Styles

4. Extensions of and Additions to the NLS Model

5. Coach Training Baselines

6. Critical Mass

7. Longitudinal Study of Student Group Graduates.

1. The NLS Literature Review

The NLS literature review in Chapter 1 has been described by Stuart Conger, former Chairman and Executive Director of Saskatchewan NewStart Inc., as "...an important document" (S. Conger, personal communication, May 25, 2010). As far as this researcher knows it is the only comprehensive scholarly

summary of the literature of NLS and so is a one-of-a-kind tool for future NLS

researchers to use as a baseline and a guide to sources.

2. The Evaluation Survey

The Evaluation Survey that was developed to meet the requirements of

this research could, with modification as needed, serve as an evaluation tool for

other LSCT programs. Trainers wishing to establish longitudinal benchmarks

could use the survey as a feedback tool. Program sponsors could, depending of

course on just what information is received, use survey results for marketing

purposes.

In keeping with the researcher's intent to support the development and

dissemination of NLS in a good way, the Evaluation Survey is offered freely to

any Life Skills coach trainers and/or program sponsors who wish to adapt and

use it to understand, improve and support their own LSCT programming.[63]

3. Learning Styles

While there is a vast literature on learning styles, there is not a study that

speaks specifically to updating the NLS approach to learning styles. It would be

very useful to have a study that relates current learning styles theory to NLS, i.e.,

how Watching fits with Feeling, Thinking and Acting. Such a re-analysis of the

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[63] This offer is made with the caveat that appropriate credit be given to the researcher each time
that the survey or a recognizable variant of it is used. The researcher would be pleased to
assist with creating adaptations of the survey to meet the needs of varying iterations of LSCT
programs.

literature would provide the theory to which NLS practitioners could point when explaining their expanded learning styles lessons.

4. Extensions of and Additions to the NLS Model

There have been useful developments in learning and teaching theory since the original NLS training formulation was created, as evidenced by the Learning Styles development and the Research Project exercise adopted by the SIIT LSCT program. What other useful developments have been adopted or devised by Life Skills coaches and trainers that are not known to the NLS community at large? A Best Practices investigation might reveal some very interesting and useful advances in for the NLS model.

5. Coach Training Baselines

What does a Life Skills coach need to know and be able to do, and how long does it take to train someone to know and do those things? This research described two very similar approaches to these questions – the original formulation from the NLS literature and its adaptation by the SIIT LSCT program. In addition, the accreditation process and competencies offer knowledge and skills guidance to coach trainers, although not all trainers accept that guidance. Indeed, there has been at least one determined effort made to create an alternative to the accreditation competencies system (Canadian Alliance of Life Skills Coaches and Associations, 2002c), though finally nothing came of it when the piloting organization (the Life Skills Coaches Association of BC) closed down. Many other coach trainers with greatly varied backgrounds have developed their

own answers to these questions, and there is not any sort of profession-wide consensus.

As an example of lack of consensus, the appropriate length of a Life Skills coach training program has been a matter of contention for many years. The internet has NLS-based trainings with advertised lengths of from five days for a Phase 1 Life Skills Coach Certificate and an additional three days for a Phase 2 Life Skills Coach Certificate (YWCA Toronto, 2007b), to 34 days for Life Skills Coach Training (Saskatchewan Institute of Applied Science and Technology, 2007), to 60 days for a Life Skills Coach Certificate (Rhodes Wellness College, 2007).

It could prove very useful to the profession to canvass coaches and coach trainers for their opinions on the essentials of a Life Skills coach training program and their rationales for such to find what sorts of things they agree upon, and see if there is support for those things in the NLS model.

6. Critical Mass

Another approach, and one which might be undertaken by this researcher, would be a fascinating study to attempt to determine if there is what might be considered to be a critical mass of those trained in NLS, such that a community with such a critical mass distinguishes itself in some positive way from similar communities that have not attained that critical mass. It might be that more families stay together, or there may be a lower crime rate, or perhaps there is a higher rate of citizen involvement in community affairs. Perhaps the economic

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health of the community has improved at a rate that surpasses what might otherwise be expected. Based on the kinds of behaviour typical of Balanced Self-Determined people (see *Balanced Self-Determined (BSD) Behaviour*, p. 28), all of these outcomes are reasonable expectations of the results of the activity of BSD people, should they have the numbers and influence to make their attitudes felt.

7. Longitudinal Study of Student Group Graduates

A long-time interest of this researcher, and a project that he may yet undertake, is a longitudinal study of the effect that Life Skills training has had with the students who have received the training from Life Skills coaches. This would be an investigation into the effectiveness of NLS with its intended recipients. A particularly interesting version of this study would be to check with the Life Skills students of the eight graduates of the SIIT LSCT program who said that they had worked as Life skills coaches since their graduations.

Fretchling Phase 6 – Provide information to interested audiences

This section expands upon the sixth phase of Fretchling's (2002) project evaluation model: Provide information to interested audiences.

This evaluation is of particular interest to three audiences: SIIT and its trainers, SIIT's LSCT graduates, and the NLS coaching profession. SIIT and its trainers will be provided with electronic copies of the completed dissertation. The dissertation will be available in its entirety online on the website of Simon Fraser

University's Institutional Repository (http://ir.lib.sfu.ca/). This will provide access

for any interested person, including those who participated in the Evaluation

Survey and everyone else in the NLS coaching community. The survey will be

freely available to those, such as NLS coach trainers and institutions that provide

LSCT programs, who are interested in using the survey to better understand and

improve their programs. Announcement of the location and availability of the

dissertation and of the survey will be made on the listserv and website of the

Canadian Alliance of Life Skills Coaches and Associations.

In Closing

At this point this researcher resumes his identity as Rod Paynter, because

the time for academic distance has passed and I have a few things to say and to

clearly own in the saying.

To begin, there is a misunderstanding that I often encounter about the

nature of NewStart Life Skills. Many people, hearing the words life skills, think of

such things as how to make change or get on a bus or make a bed. Rather than

calling them life skills, these skills are better distinguished as living skills. As

important as they are, they are not really the concern of NLS, which is focussed

on awareness of self and others, communication and problem solving.

Another area of definitional concern is the confusion between the terms

Life Skills coaching and Life Coaching. Over the last ten years or so the

profession of Life Coaching has come into its own. Life Coaches work one-to-

one with their clients, who are often mid- to upper-level business executives who

are trying to find a way to balance work and the rest of their lives in a way that serves both. The coaching relationship can be established with telephone and/or email, with coach and client never actually meeting in person. These clients are not the typical disadvantaged clients that come to NLS groups, though in the strict NLS definition they could well be disadvantaged because of their lack of coping skills. NLS, however, is a group process, with learning supported not just by the coach but by experience with and feedback from one's peers. Lived human contact is essential to the NLS process.

Another matter, more directly related to this study, is the puzzle of how a training so valued by its graduates as was the SIIT LSCT program could not be an on-going offering of the Saskatchewan Indian Institute of Technologies. Other institutions, such as the Saskatchewan Institute of Applied Science and Technology in Regina and Rhodes Wellness College in Vancouver manage to deliver the program on a year-round basis. I suspect that the answer is not related so much to the quality of the program as it is to the availability of both trainers and students. Trainers A and B have thriving private practices, in which delivering Life Skills coach training is an important but not crucial component of a larger array of offerings. Neither of them would be available to deliver LSCT for SIIT year-round. The other Saskatchewan trainers that I know of are also already engaged. SIIT could perhaps attract trainers from out-of-province, but this leads to another problem, the availability of students.

Possibly, through aggressive marketing, SIIT could attract enough coach trainees to fill the course year-round. This is a business venture that would be d

going up against considerable entrenched competition in a fairly small market, and as such is likely an unattractive prospect.

It might be that in the interest of promoting and expanding the NewStart Life Skills brand the Saskatchewan Life Skills Association could undertake a long-term public education process about NLS. Such an effort might, over time, excite enough interest and demand for training that another year-round LSCT program in Saskatchewan could be viable. If SLSA could find some support for this venture from SIIT and/or other institutions, so much the better.

This study focussed rather narrowly on just one program of training for Life Skills coaches. The world of NLS is much larger. There are Life Skills coaches living and working across Canada and by now, after 40 years of dissemination, the program must surely have touched many many thousands of people who learned the skills from those coaches.

Having worked as a Life Skills coach with many hundreds of participants, often in small towns or on First Nations reserves, I have seen how families and communities can be positively affected through the personal growth of individuals. I have also seen how personal growth can be stifled in unsupportive environments. It's an educational axiom that if learning can be transferred into situations beyond the classroom it is more likely to be remembered and used. My Life Skills students too often graduated into environments where, as individuals, they had little or no support in practicing their newly learned skills. It is my assumption that if they could have stayed together with a project to work on that

was important to them, their skill development could have been carried on into their lives much more effectively.

From another direction, I have heard of various Community Economic Development (CED) projects that have foundered from the lack of on-going enthusiasm of a core group. The connection is obvious. If a place can be found for NLS in CED training and processes then graduates of NLS training could move together into using their skills to benefit themselves and their communities in a good way.

Saskatchewan NewStart Life Skills holds out hope not just for individual growth and self-management. In a larger, collective sense, it is also a tool for social development. As people take charge of their own lives they are better able to model self-management skills to their families, friends, co-workers and fellow community members. They are also better able to work with others, to manage themselves not just in their own stress and distress, but also to stay balanced in the midst of the stress and distress of others. When people who have the self-management skills taught by NLS interact, their synergetic potential is greatly enhanced. When groups of people who have the NLS self-management skills interact, the potential for amazing social development arises.

I undertook this course of study with the idea of creating a legacy piece for Saskatchewan NewStart Life Skills. With contentment I can say that I've created two of them. The first is the NLS literature review in Chapter 1. It has the potential to give a heretofore unavailable weight and credibility to the cause of promulgating NLS. The second piece is the Evaluation Survey, which I hope will

become a useful tool for years to come as NLS practitioners seek to improve their practice and further develop NLS.

Earning this degree has been a seven year journey, complete with metaphorical bumps in the road, mountains to climb and rivers to cross, with amazing, wonderful, unsuspected vistas opening before my eyes. Sleepless nights, acute frustration, elation, accomplishment – what a ride! My mind and heart are much more disciplined than they were seven years ago. My appreciation for the work of the giants upon whose shoulders I stand is immense. I have great gratitude to all those who assisted me in this work. Thank you.

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APPENDICES

APPENDIX A: THE LIFE SKILLS LESSON OUTLINES

(Conger & Himsl, 1973, pp. iii-iv)

1. Meeting One Another
2. Seeing Oneself On Video
3. Surveying Life Skills
4. Listening to Others
5. Describing Feelings
6. Relating to Others
7. Giving and Receiving Feedback
8. Expressing Trust in the Group
9. Depending on Others
10. Rating Behaviors in Groups
11. Giving a Talk
12. Describing Feelings II
13. Debating the Topic: To Work Or Not To Work
14. Identifying Assumptions
15. Relating Behaviors to Roles
16. Fighting Fairly
17. Learning Helpful Behaviors in Groups
18. Explaining Life Skills to Others
19. Communicating with Children
20. Trying a Creative Exercise
21. Giving Help with an Individual Problem
22. Identifying Strengths of the Family
23. Producing Ideas About Leisure Time
24. Looking One's Best
25. Planning and Preparing Low Cost Nutritious Meals
26. Handling Drinking Problems
27. Solving Problems with a System
28. Using Fact Finding questions
29. Portraying Oneself
30. Finding Out About Drugs
31. Evaluating Membership on a Team
32. Handling Sex Problems
33. Telling Children About Sex
34. Dealing With the Landlord
35. Helping a Child with a School Problem
36. Writing Tests
37. Setting Goals
38. Setting Goals for Guiding Children's Behavior
39. Defining the Problem
40. Quitting the Job
41. Getting Our of a Money Trap
42. Analysing a Task
43. Demonstrating Life Skills
44. Raising a Family alone
45. Managing Money
46. Surveying Marketable Skills
47. Exploring Job Preferences
48. Exploring Expectations of Employers
49. Using Community Agencies Effectively
50. Availing Oneself of Legal Services
51. Planning for One's Survivors
52. Taking Responsibility in the Community
53. Handling Changes in My Behavior
54. Building Strengths of the Individual
55. Dealing with Discrimination
56. Interacting with Police
57. Using Parliamentary Procedures
58. Voting in an Election
59. Applying for a Job
60. Evaluating Problem Solving Skills
61. Evaluating Employability

APPENDIX B: SMITH'S 17 COMPLEX SKILLS

Human Relations complex skills, i.e. those skills required to communicate and interact effectively with others and to develop awareness of one's skills and Self characteristics:

1. Use Non-Verbal and Physical Attending Behaviours

2. Use Listening Skills, i.e. those skills required to receive a message

3. Use Speaking Skills, i.e. those skills required to send a message

4. Interact with Others, i.e. those skills required to meet and interact with others

5. Develop Self-Awareness

6. Use Assertiveness Skills

7. Be Proficient In and Use Basic Literacy and Numeracy Skills

Problem Solving complex skills, i.e. those skills required to identify and solve problems and to evaluate plans and results:

8. Identify a Problem

9. Identify a Solution to a Problem

10. Implement a Solution to Solve a Problem

11. Evaluate a Plan

Critical Thinking complex skills, i.e. those skills required to (a) process information by gathering data and by thinking divergently and convergently to

solve personal problems, and to (b) develop and revise a Self Concept by

processing and evaluating data:

12. Process Information by Gathering Data

13. Process Information by Thinking Divergently, i.e. those skills required to
    sort, analyse and differentiate between data

14. Process Information by Thinking Convergently, i.e. those skills required to
    integrate data

15. Process Information to Develop Self Concept to that of a Balanced Self-
    Determined Person

Management of Personal Affairs complex skills, i.e. those skills required to

react to and manage immediate problem situations and to plan and manage the

affairs of one's life over the long term:

16. Proactively Manage One's Life, i.e. use decision making that is a logical
    and developmental series of goal oriented activities in which you critically
    examine self and the variables of life, make necessary compromises and
    systematically plan and commit self to those activities needed to achieve a
    fulfilling life

17. Reactively manage one's life, i.e. Select, organize and use appropriate
    human relations, problem solving and critical-thinking skills to manage an
    immediate problem situation (Smith, 1985).

APPENDIX C: THE EVALUATION SURVEY

Informed Consent By Participants In a Research Study

You are invited to take part in this study:

Evaluating A Saskatchewan NewStart Life Skills-Based Life Skills Coach Training Program

Researcher: Rodney Paynter

Researcher's Department: Simon Fraser University, Faculty of Education

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This study is intended to assess the effectiveness of the Life Skills Coach Training program delivered by Tia Shynkaruk, Katherine Bird and the Saskatchewan Indian Institute of Technologies (SIIT) in 2003, 2006 and 2007, and to make recommendations for changes as appropriate.

As a graduate of that program, you are being asked to complete and return the survey that came with this consent form. Please look everything over carefully before beginning.

There are no risks to your involvement in this survey. The researcher will maintain confidentiality of your name and the contributions you have made to the extent allowed by law. Only the researcher will know whether or not you have taken part. In all cases, data will be analyzed and reported in the aggregate, and no individually identifying data will be reported.

The researcher will not contact you about this study after it is completed, other than to inform you of results if you so choose, nor will he use your data in other studies without your permission.

When you complete and return this study you will have the satisfaction of knowing that you've helped Tia and Kathie to evaluate and improve their Life Skills Coach Training program.

You may obtain copies of the results of this study upon its completion by contacting the researcher, Rod Paynter, at *rodpaynter@iname.com*. He will be pleased to include you on the distribution list for results.

Should you wish to obtain information about your rights as a participant in research, or about the responsibilities of the researcher, or if you have any questions, concerns or complaints about the manner in which you were treated in this study, please contact

Dr. Hal Weinberg, Director
Office of Research Ethics, Simon Fraser University
8888 University Drive, Burnaby, B.C. V5A 1S6
hal_weinberg@sfu.ca, 1-778-782-6593.

The University and the researcher conducting this study subscribe to the ethical conduct of research and to the protection at all times of the interests, comfort, and safety of participants. This research is being conducted with permission of the Simon Fraser University Research Ethics Board.

Returning this mail-in survey will signify that you have received this document which describes the procedures, possible risks, the benefits of this research study, and that you have received an adequate opportunity to consider the information in the documents describing the study and voluntarily agree to participate in the study. You may withdraw your participation at any time.

1

Please assess the effectiveness of your
Life Skills Coach Training in the following areas:

PLANNING, COACHING, EVALUATING, DEVELOPING PROFESSIONAL BEHAVIOUR,
YOUR COMMUNITY LESSON, and YOUR TRAINERS.

For each of the items below, circle the number which reflects your opinion regarding your Life Skills Coach Training program. Circle only one number for each item.

5 means VERY EFFECTIVE	**4** means EFFECTIVE	**3** means SOMEWHAT EFFECTIVE
2 means INEFFECTIVE	**1** means VERY INEFFECTIVE	

A. PLANNING

How effective was your Coach Training at preparing you to...

1.   create lesson plans?

                        5   4   3   2   1

2.   develop clear lesson objectives?

                        5   4   3   2   1

3.   put lesson materials in a sensible order?

                        5   4   3   2   1

4.   organize lessons to enhance learning?

                        5   4   3   2   1

5.   select lesson materials to enhance learning?

                        5   4   3   2   1

2

| 5 means VERY EFFECTIVE | 4 means EFFECTIVE | 3 means SOMEWHAT EFFECTIVE |
| 2 means INEFFECTIVE | 1 means VERY INEFFECTIVE |

B. COACHING

How effective was your Coach Training at preparing you to...

6. apply learning theory and principles in a student group?

       5   **4**   **3**   **2**   **1**

7. control misbehaviour?

       5   **4**   **3**   **2**   **1**

8. use a variety of coaching techniques to accommodate differences in students' learning styles and abilities?

       5   **4**   **3**   **2**   **1**

9. understand the relationship between culture and learning?

       5   **4**   **3**   **2**   **1**

10. be sensitive to racism and sexism?

       5   **4**   **3**   **2**   **1**

11. use community resources to enhance student learning?

       5   **4**   **3**   **2**   **1**

C. EVALUATING

How effective was your Coach Training at preparing you to...

12. pick evaluation instruments suitable to your coaching objectives?

       5   **4**   **3**   **2**   **1**

13. use a variety of techniques to evaluate student learning? (e.g., the use of rating scales, checklists, anecdotal records?)

       5   **4**   **3**   **2**   **1**

14. use evaluation for making instructional decisions (e.g., for review, grouping of students, remedial work, referrals?)

       5   **4**   **3**   **2**   **1**

3

5 means VERY EFFECTIVE	**4** means EFFECTIVE	**3** means SOMEWHAT EFFECTIVE

2 means INEFFECTIVE   **1** means VERY INEFFECTIVE

How effective was your Coach Training at preparing you to...

15.   evaluate student growth on a continuous systematic basis?

            5   4   3   2   1

16.   use a variety of evaluation techniques to create final student reports?

            5   4   3   2   1

17.   use student feedback to evaluate your own coaching skills?

            5   4   3   2   1

D. DEVELOPING PROFESSIONAL BEHAVIOUR

How effective was your Coach Training at preparing you to...

18.   maintain effective working relationships with people that you meet in professional situations?

            5   4   3   2   1

19.   encourage your students' self-awareness skills?

            5   4   3   2   1

20.   request feedback for your professional development?

            5   4   3   2   1

21.   develop and maintain ethical coach/student relationships?

            5   4   3   2   1

22.   develop your own communication skills?

            5   4   3   2   1

23.   participate in professional groups or activities?

            5   4   3   2   1

24.   continue to develop your knowledge of Life Skills and coaching?

            5   4   3   2   1

25.   manage a Life Skills program (e.g. materials, facilities, student recruitment, public relations?)

            5   4   3   2   1

4

5 means VERY EFFECTIVE	**4** means EFFECTIVE	**3** means SOMEWHAT EFFECTIVE	
2 means INEFFECTIVE	**1** means VERY INEFFECTIVE		

E. YOUR COMMUNITY LESSON

With respect to your community lesson, what is your assessment of...

26.　the match of the lesson that you delivered to the community group's needs?

<div align="center">5　　4　　3　　2　　1</div>

27.　the match of the community lesson to your own learning needs?

<div align="center">5　　4　　3　　2　　1</div>

28.　the value to you of the feedback that you received from your community lesson students?

<div align="center">5　　4　　3　　2　　1</div>

F. YOUR TRAINERS

How effectively did your trainers model the skills and competencies that they taught to you, e.g.

29.　use of the Life Skills lesson plan?

<div align="center">5　　4　　3　　2　　1</div>

30.　group counselling techniques?

<div align="center">5　　4　　3　　2　　1</div>

31.　using videos of lessons that they presented to you as feedback for your learning?

<div align="center">5　　4　　3　　2　　1</div>

32.　problem solving systems and behaviours?

<div align="center">5　　4　　3　　2　　1</div>

33.　Balanced Self-Determined (i.e. assertive) behaviour?

<div align="center">5　　4　　3　　2　　1</div>

G. IN GENERAL, IN YOUR OPINION...

34.　how effective was your training at preparing you to work as a Life Skills coach?

<div align="center">5　　4　　3　　2　　1</div>

5

For the following short answer questions you can use the back of the introductory letter for more writing space, or add more paper yourself.

35. What do you see as the main strengths of your Life Skills Coach Training program at SIIT?

36. Please add any comments that you might have about your Community Lesson experience.

37. In your opinion, did your trainers appropriately honour your traditional culture? Comment?

38.   Were you advised about how to appropriately handle the affections and attractions that might develop between you, as a coach, and your students?

Yes   **No**

39.   Please add any further comments that you might wish to make about your trainers.

40.   Does it seem to you that you have joined a larger Life Skills community, that you have in some way adopted aspects of a Life Skills outlook on life as your own and have a wider community in support of that? Comment?

7

Just eight more questions and you'll be finished…

41. What recommendations or suggestions might you have for improving SIIT's Life Skills Coach Training program?

42. Please include any other comments about your training.

8

43.   Have you ever been engaged as a Life Skills coach since taking your training? Please circle your answer.

Yes   **No**

44.   Please give some details about your answer to question 43 (e.g., employed/volunteered, how many groups, how many hours/days over how many weeks, how many students in each group, how would you describe the client group(s), were you working alone or co-coaching, etc.)

9

45. Have you been practiced any of the following occupations since taking your Life Skills Coach Training? *Please check any that apply to you.*

__Aboriginal Employment Development Worker

__Addictions Counsellor

__Administration Supervisor

__Alcohol & Drug Worker

__Career Practitioner

__Community Development Officer

__Community Health Representative

__Community Researcher

__Community Service Worker

__Corrections & Justice Worker

__Developmental Service Worker

__Education Counsellor

__Employment Counsellor

__Family Counsellor

__Family Development Worker

__Family Violence Worker

__Group Home Worker

__Home Support Worker

__Healing Group Facilitator

__Health Care Provider

__Human Resources Co-ordinator

__Mediator

__Mental Health Worker

__Personnel Manager

__Professor – College & University

__Public Relations Promoter

__Recreation Leader

__Rehabilitation Therapist

__Social Worker

__Teacher Assistant

__Teacher - Adult Upgrading (A.B.E.)

__Teacher – Elementary & Secondary

__Training Group Facilitator

__Vocational Skills Instructor

__Volunteer Co-ordinator

__Welfare Case Manager

__Workshop Facilitator

__Youth Workers/Counsellor

46. Other? Please specify _____

10

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47. Was or is your Life Skills Coach Training of benefit to you in your practice in any of these occupations? *Please check any that apply to you.*

__Aboriginal Employment Development Worker

__Addictions Counsellor

__Administration Supervisor

__Alcohol & Drug Worker

__Career Practitioner

__Community Development Officer

__Community Health Representative

__Community Researcher

__Community Service Worker

__Corrections & Justice Worker

__Developmental Service Worker

__Education Counsellor

__Employment Counsellor

__Family Counsellor

__Family Development Worker

__Family Violence Worker

__Group Home Worker

__Home Support Worker

__Healing Group Facilitator

__Health Care Provider

__Human Resources Co-ordinator

__Mediator

__Mental Health Worker

__Personnel Manager

__Professor – College & University

__Public Relations Promoter

__Recreation Leader

__Rehabilitation Therapist

__Social Worker

__Teacher Assistant

__Teacher - Adult Upgrading (A.B.E.)

__Teacher – Elementary & Secondary

__Training Group Facilitator

__Vocational Skills Instructor

__Volunteer Co-ordinator

__Welfare Case Manager

__Workshop Facilitator

__Youth Workers/Counsellor

48. Other? Please specify _____

And thank you, thank you, thank you for completing this questionnaire!

11

APPENDIX D: TRAINER INTERVIEW PROTOCOL

Trainer Interview Protocol[64]

This protocol informs the interview process for the two Life Skills coach trainers who were employed by the Saskatchewan Indian Institute of Technologies (SIIT) to design, administer and deliver the four Life Skills Coach Training (LSCT) programs that are being evaluated in this research.

The Central Research Question (CRQ) is:

In the light of Saskatchewan NewStart Life Skills (NLS) theory, how effective was the Life Skills Coach Training program delivered by the Saskatchewan Indian Institute of Technologies?

The CRQ gives rise to three Theory-Based Questions (TQs) "…that, taken together, allow one to answer the CRQ" (Spickard, 2007, p. 1):

TQ1   Theory – what is the match between NLS theory and the SIIT LSCT program design;

TQ2   Implementation – how effective were aspects of the training program at contributing to the desired outcome of the program; and

TQ3   Outcome - how well do the trainers and the program graduates think that the graduates were prepared for work as Life Skills coaches and/or in related fields?

Answers to the TQs can be fleshed out with detail provided by responses to Interview Questions (IQs). Any particular IQ can be approached from many directions, enabling analysis by triangulation. These directions can include in-person interviews, telephone discussions, email correspondence, copies of SIIT documents and program documentation and in the case of the training site and practicum site visits, direct observation. In addition, the same question may be asked in a variety of ways.

These will be semi-structured, open-ended interviews. With many topics to ask about, it's quite possible that responses will lead to questions about new topics of interest. I will need to be in the process to find out where the process

---

[64] This protocol follows suggestions found in Spickard (2007).

will lead the research. Throughout this evaluation, intentional and systematic reflection on collected data will be used to further hone the data collection methods and to explore additional avenues for data collection.

The interview sequence will be as follows:

The interviewees will be informed by email of their rights as human subjects as described in SFU's Research Ethics protocols, and will be asked to sign an Informed Consent form and to fax the signed forms to me. A condition of their Consent is that they agree to have their names revealed as interviewees in this research.

SIIT's LSCT trainers will be supplied by email with copies of this protocol and of a NewStart Life Skills Primer[65] as a starting point for discussion about TQ1. They will be invited to make as many responses as possible by email. Questions and responses will be discussed by email and by telephone. These discussions will be followed up by in-person interviews that will take place over a few days. Follow-up emails and phone calls may be necessary to tie everything up.

Table 1: Framework for Evaluation, Data Collection and Analysis shows where these interviews fit into the overall data collection process. The trainers will be requested to supply or otherwise provide access to Institutional Artefacts as described in the Table.

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[65] The NewStart Life Skills Primer is a re-formatted version of Chapter One of this dissertation.

Table 1: Framework for Evaluation, Data Collection, and Analysis

Evaluation Point	Method of Data Collection		Data Analysis Plan
	Researcher Collected Data	Institutional Artefacts	
TQ1. Match between NLS theory and SIIT LSCT design	NLS literature review; Literature review based on SIIT LSCT differences from NLS theory (if any); **Interviews with trainers**; Evaluation Survey	SIIT LSCT documentation of program design	Triangulation of collected data; Comparison of SIIT LSCT design with NLS literature recommendations
TQ2. The LSCT program			
Training facilities	Observation of training facilities; **Interviews with trainers**; Evaluation Survey; Literature recommendations	Renovation-relocation plans (if any)	Triangulation of collected data; Comparison of training facilities with NLS literature recommendations
Trainers	NLS literature review; **Interviews with trainers**; Evaluation Survey	Trainer resumes; SIIT-specified required qualifications for trainer position (if any); Training videotapes (if any)	Triangulation of collected data; Comparison of resumes with SIIT-specified required qualifications for trainer position (if any)
Training Materials	NLS literature review; **Interviews with trainers**; Evaluation Survey	Texts, handouts, lesson plans, videos, etc.	Comparison of institutional artefacts, interview and survey results with NLS literature

| Evaluation Point | Method of Data Collection | | Data Analysis Plan |
	Researcher Collected Data	Institutional Artefacts	
Trainees	NLS recommendations for recruit characteristics and screening procedures; **Interviews with trainers**; Evaluation Survey	SIIT LSCT recruitment documentation, procedures, and records	Comparison of SIIT practices with NLS recommendations
Community	Observation of practicum sites; **Interviews with trainers**; Evaluation Survey	SIIT protocols for site selection (if any); Feedback records from practicum sites (if any)	Triangulation of collected data
TQ3. Opinions of trainers and program graduates			
Training and certifying Life Skills coaches	**Interviews with trainers;** Evaluation Survey	SIIT LSCT student evaluation procedures; SIIT completion requirements and learning outcomes	Triangulation of collected data; Analysis of match between evaluation procedures and required outcomes
Opinions of program graduates	**Interviews with trainers** ; Evaluation Survey	Summative program evaluation feedback from graduating coaches (if any)	Quantitative analysis with SPSS 16; Qualitative analysis with Seidel's (1998) QDA system

TQ1   Theory – what is the match between NLS theory and the SIIT LSCT program design?

IQs:
- Does your understanding of NLS theory align with NLS theory as outlined in the NewStart Life Skills Primer that I've supplied to you?
- In what ways was your training program consistent with NLS theory as described in the Primer?
- In what ways did it differ?
- Why did you choose to adopt those differences, if any?
- What text(s) and other material did you use to teach NLS theory?
- Did you teach from theoretical constructs from outside of NLS sources?
- If so, what were they and why did you chose them?

TQ2 Implementation – how effective were aspects of the training program at contributing to the desired outcome of the program?

IQs:

Training Facilities

- What was your rationale for the organization and condition of the training facilities?
- How was the space equipped, arranged and furnished during the training programs?
- Was any form of childcare available?
- What about availability of washrooms, telephone, and beverages or refreshments if required?
- How about proximity to public transport, privacy of the room and wheel chair accessibility?

Training Staff

- Modelling
    - Did you demonstrate the skills and competencies that you were teaching?
    - If so, what is it that you did to intentionally demonstrate those skills and competencies?
    - To what degree did you use the systems that you taught, e.g. lesson structure, group counselling?
- What is your opinion of your efficacy as a trainer during the four trainings being evaluated?
- What is your opinion of the efficacy of your training partner during those trainings?
- Professional development

- o Did you undertake on-going professional development, either formally or informally?
- o Did SIIT have a budget to support this?
- o Did you have formal or informal clinical supervision?
- o Did you as trainers debrief with each other and give each other developmental feedback?

Training Materials

- What training materials did you use (handouts, videos, artefacts, etc.)? In what ways are they consonant with NLS theory?

Trainees

- What were your selection criteria for trainees?
- What is your opinion about the number and quality of trainees that SIIT recruited?
- Did you have any protocol for counselling out unsuitable trainees after they had begun the training? If so, please describe it and discuss its efficacy.
- Did you make any attempts at re-recruitment of trainees who dropped out of the program of their own volition?
- If so, how did that go?
- If not, why not?
- What were the completion rates for the four programs?

Community

Geography
- What was your location relative to proximity to travel connections and travel distance for trainees?
- Did you arrange for accommodations for trainees from out-of-town?

Politics
- Are local, band and provincial governments sympathetic, supportive, oblivious or hostile to SIIT in general and/or SIIT's Life Skills Coach Training program in particular?
- Has this changed over the years?

Culture
- Did you introduce the trainees to the wider world of NewStart Life Skills beyond the bounds of SIIT and its program?
- If yes, how did you do so?
- Did you honour the traditional cultures of the trainees during the LSCT programs?

- If yes, how did you do so?

Practicum Sites

- What is your opinion about the number and suitability of practicum sites that you had for the trainees?
- What were your selection criteria for the sites?
- Did the coach trainees have adequate supervision during their practicums?
- Was there opportunity for the coach trainees to present NLS-based lessons in a group setting?
- Were the practicum-based learning opportunities for the coach trainees consistent with their learning needs as you saw them?
- What is your opinion about the quality of developmental feedback given to you and to the trainees regarding their practicum experiences?

TQ3 Outcome - how well do program graduates think they were prepared to work as Life Skills coaches and/or in related fields?

IQs:

Training and certifying Life Skills coaches

- Trainee evaluation
  - Please describe your rationales for the design and application of the evaluative tools that you used in the trainings, i.e., what do they evaluate and why do you evaluate those things?
  - What is the timing and method of the trainee evaluations?
- In your opinion, how well prepared were the coach trainees for work as Life Skills coaches and in related fields upon graduation from the LSCT program?

Opinions of program graduates

- May I see any closing feedback that you collected/received from your coach trainees upon their departures from the LSCT program?
- May I see any LSCT-related feedback that you have collected/received from your coach trainees subsequent to their departures from the LSCT program?

APPENDIX E: SIIT COMPLETION REQUIREMENTS AND LEARNING OUTCOMES

Saskatchewan Indian Institute of Technologies
LIFE SKILLS COACH TRAINING
COMPLETION REQUIREMENTS AND LEARNING OUTCOMES

REQUIREMENTS FOR COMPLETION:
To successfully complete the program, the Coach Trainee will:
1. maintain 90% or more attendance and full participation;
2. maintain a learning journal throughout the training;
3. participate in on-going evaluation processes;
4. design and deliver Life Skills lessons for trainee group and community group;
5. gather information for a research project and present findings;
6. achieve 70% mastery on a Life Skills theory test; and
7. draft a Life Skills program outline.

LEARNING OUTCOMES:
By the end of the program, the Coach Trainee will have:
a) identified personal leadership and problem solving skills by using a variety of self-assessment tools;
b) demonstrated knowledge of the theories and application of the NewStart model;
c) designed and delivered lessons using the NewStart model, obtaining group feedback;
d) learned about group dynamic theories and related them to our group experience;
e) practiced problem solving and group counselling techniques;
f) applied the basics of program development and proposal writing;
g) related community development theory to personal community experience;
h) presented research findings on a specific therapy or related theory and how it relates to life skills; and
i) discussed the professionalism, responsibilities and ethics of Life Skills Coaches.

CERTIFIED LIFE SKILLS COACHING ABILITIES:
The certified Life Skills Coach is able to:
➢ facilitate group sessions in a wide variety of situations (support groups, parenting, employment-related, professional development, etc.);
➢ work in community development (proposal writing, workshops, newsletters);
➢ plan Life Skills lessons and programs using appropriate curriculum development guidelines;
➢ deliver skill development sessions using the Saskatchewan NewStart model;
➢ grow in self-awareness because each topic includes having the coach trainee examine his/her personal issues related to what is being presented. Coaches are better prepared to keep their "stuff" separate from the group process;
➢ provide one-on-one and/or group counselling, which might include referral to an appropriate agency. Although this is not as in-depth as a counselling course, it does provide skill training in active listening, assertive communication, problem solving, client-centred helping, and conflict resolution; and
➢ gain ready access to accreditation processes recognized by the Saskatchewan Life Skills Association and the Canadian Alliance of Life Skills Coaches and Associations.

APPENDIX F: GRADUATE SUMMATIVE EVALUATION

Saskatchewan Indian Institute of Technologies
Course Evaluation

Please rate the following statements by circling your appropriate response. Select no more than one response for each statement.

Course:_____ Location:_____

Program:_____

Instructor(s):_____ Dates:_____

Please rate the following statements by circling the appropriate response.
"A"–Strongly Agree "B"–Agree "C"–Disagree "D"–Strongly Disagree "E"–Not Applicable

Course:

1. The learning objectives were clearly stated for the course.   A B C D E

2. The evaluation procedures (assignments, exams) were clearly
     stated for the course.   A B C D E

3. The course was well planned and followed an orderly sequence.   A B C D E

4. The course content is what I expected from the course description.   A B C D E

5. The reading materials were relevant to the course content/objectives.   A B C D E

6. The reading materials adequately covered the content of the course.   A B C D E

7. The amount of time allocated to each course topic is appropriate.   A B C D E

8. The assignments reflected a practical application of the course contents.   A B C D E

9. I understood what was expected of me from the assignments.   A B C D E

10. The exams tested the concepts emphasized in the course.   A B C D E

11. The grading criteria for this course were clearly stated.   A B C D E

12. There were opportunities for discussion and questions during class time.   A B C D E

13. I made a honest effort to learn in this class.   A B C D E

14. I generally went prepared to each class.   A B C D E

15. The work required in this course in relation to other courses is: A   B   C
                                                                            heavy average light

Instructor:

16. The instructor provided a course outline of the content and objectives at the beginning of the class. A B C D E

17. The instructor made sure the course contained aboriginal content and examples. A B C D E

18. The instructor was prepared for classes. A B C D E

19. The instructor used clear, concise and understandable language. A B C D E

20. The instructor was good at communicating concepts. A B C D E

21. The instructor demonstrated an understanding of how this course relates to other courses in the program. A B C D E

22. The instructor is able to discuss the subject matter fluently. A B C D E

23. The instructor valued and respected students' ideas. A B C D E

24. The instructor was available for consultation outside of class time. A B C D E

25. The instructor provided clear and helpful feedback on the assignments and exams. A B C D E

26. The instructor encouraged class participation. A B C D E

27. The instructor encouraged independent thinking and questioning. A B C D E

28. The instructor drew on the work and life experiences of the students to enrich learning in the course. A B C D E

29. The instructor was consistently in attendance to deliver the content. A B C D E

Environment:

30. There were adequate student support services available for this course. A B C D E

31. The campus facilities were appropriate for this program. A B C D E

Overall evaluation of course:

32. What **one** thing could have been done differently which would have made this course better?

33. What **one** thing was done in this course that most facilitated your learning?

34. What other comments do you have about your instructor and this course?

APPENDIX G: EVALUATION SURVEY RATIONALE

Cross correlations between *SIIT completion requirements, learning outcomes and expected coaching abilities* (Appendix E); and the Evaluation Survey questions (Appendix C).

A. SIIT Completion Requirements – Trainee will…	SURVEY QUESTIONS
1. maintain 90% or more attendance and full participation	7, 18, 20, 22, 23, 34
2. maintain a learning journal throughout the training	13, 19, 22, 24, 34
3. participate in on-going evaluation processes	6, 8, 10, 12-24, 26-28, 31, 34, 35, 39-41
4. design and deliver Life Skills lessons for trainee group and community group	1-14, 19-21, 26-29, 34, 36
5. gather information for a research project and present findings	5, 11, 16, 22, 24, 34
6. achieve 70% mastery on a Life Skills theory test	1, 6, 8, 10, 21, 22, 25, 29-34
7. draft a Life Skills program outline	6, 9, 11-13, 25, 34

B. SIIT Learning Outcomes – Trainee will have…	SURVEY QUESTIONS
1. identified personal leadership and problem solving skills by using a variety of self-assessment tools	10, 12, 17, 18, 20, 22, 24, 27, 28, 31, 32, 34
2. demonstrated knowledge of the theories and application of the NewStart model	1, 2, 6, 8-13, 34
3. designed and delivered lessons using the NewStart model, obtaining group feedback	1-13, 17, 20, 24, 26, 28 29, 34, 36
4. learned about group dynamic theories and related them to our group experience	6, 7, 9, 14, 19, 34

5. practiced problem solving and group counselling techniques	4, 6-10, 14, 19, 30, 32, 34
6. applied the basics of program development and proposal writing	9, 11, 12, 18, 22, 24, 34, 35
7. related community development theory to personal community experience	9, 11, 18, 23, 26, 27, 34, 36
8. presented research findings on a specific therapy or related theory and how it relates to life skills	6, 8, 22, 24, 34
9. discussed the professionalism, responsibilities and ethics of Life Skills Coaches	6, 7, 10, 18, 20-24, 33, 34, 37, 38

C. Coaching abilities – Trainee will be able to…	**SURVEY QUESTIONS**
1. facilitate group sessions in a wide variety of situations (support groups, parenting, employment-related, professional development, etc.)	1-14, 26, 34, 36, 43-48
2. work in community development (proposal writing, workshops, newsletters)	1-14, 18, 22, 24-27, 34, 36, 45-48
3. plan Life Skills lessons and programs using appropriate curriculum development guidelines	1-6, 9-13, 26, 29, 31, 34, 36, 37, 42, 44
4. deliver skill development sessions using the Saskatchewan NewStart model	1-14, 19, 21, 29, 31, 34, 36, 43-48
5. grow in self-awareness because each topic includes having the coach trainee examine his/her personal issues related to what is being presented. Coaches are better prepared to keep their "stuff" separate from the group process	6, 7, 10, 17, 18, 20, 21, 24, 27, 28, 33, 34, 38, 43-48
6. provide one-on-one and/or group counselling, which might include referral to an appropriate agency. Although this is not as in-depth as a counselling course, it does provide skill training in active listening, assertive communication, problem solving, client-centred helping, and conflict resolution	6-10, 11, 13-15, 18, 19, 21, 30, 32, 34, 43-48

7. gain ready access to accreditation processes recognized by the Saskatchewan Life Skills Association and the Canadian Alliance of Life Skills Coaches and Associations	18, 20, 23, 23, 34, 40

APPENDIX H: INSTITUTIONAL ARTEFACTS

SIIT Training Competencies (as in Appendix L, p. 270)

Training Materials

Orientation

2007 Daily Agendas

Phase One calendar schedule

Phase Two calendar schedule

LSCT Competency-Based Learning Process

Requirements, Outcomes, Abilities (Appendix E)

SLSA Competencies

Assignments

Humanistic books (Research Project resources)

Work Assignments (Research Project, Community Lesson, LS Program

Outline)

LSCT Research Project explanation

Community Lesson Project guidelines

LSCT Learning Journals explanation

Lesson Plans

Assertiveness

Assertiveness Theory Intro

Choosing Feelings

Community Development

Learning Styles

Lesson Planning w NLS

Medicine Wheel

Topics

Evaluation and Testing

LSCT Completion Requirements and Learning Outcomes

Formative Course Evaluation (by trainee)

Summative Course Evaluation (by trainee)

Final written Examination

Final Evaluation Report (5 pages, done by peers, trainee and trainers)

Coach Trainers

Tia Shynkaruk resumes 2007, 2008

Kathie Bird resumes 2007, 2008

Recruiting

Advertising Brochure

Advertising Page

Life Skills Coach Training Questionnaire

Application For Admission

Coaching Industry Distinctions

2007 PR Flyer

CCDO – Life Skills Coach

Student Lists

SIIT Graduates – Groups 3-6

APPENDIX I: GRADUATE SUMMATIVE EVALUATIONS QUESTIONS 1 – 31

This appendix gives the raw data from the Likert-type scale questions of the Graduate Summative Evaluation. The Totals column includes the percentage of possible hits in each row. For example, in the row called "Strongly Agree" in Question 1, 7 respondents from Group 4, 8 respondents from Group 5 and 12 respondents from Group 6 had hits at that level. The Totals column shows the total of 27 hits for that row, and then shows what percentage that total is of the 30 possible hits – in this case 90.0%.

I had 9 forms from each of Groups 4 and 5, and 12 forms from Group 6, for a total of 30 possible hits for each question. No explanation was offered for the form missing from Group 4, which had 10 graduates, or for the form missing from Group 6, which had 13 graduates.

Question	Response	Group 4 9 respondents	Group 5 9 respondents	Group 6 12 respondents	Totals 30 respondents - 100%
1	Strongly Agree	7	8	12	27 – 90.0%
	Agree	2	1		3 – 10.0%
2	Strongly Agree	7	7	10	24 – 80.0%
	Agree	2	1	2	5 – 16.7%
	Disagree		1		1 – 3.3%
3	Strongly Agree	7	8	12	27 – 90.0%
	Agree	2	1		3 – 10.0%

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Question	Response	Group 4 9 respond-ents	Group 5 9 respond-ents	Group 6 12 respond-ents	Totals 30 respond-ents - 100%
4	Strongly Agree	7	6	8	21 – 70.0%
	Agree	2	3	4	9 – 30.0%
5	Strongly Agree	7	7	11	25 – 83.3%
	Agree	2	2	1	5 – 16.7%
6	Strongly Agree	8	7	11	26 – 86.7%
	Agree	1	2		3 – 10.0%
	no response			1	1 – 3.3%
7	Strongly Agree	7	5	9	21 – 70.0%
	Agree	1	3	2	6 – 20.0%
	Disagree	1	1	1	3 – 10.0%
8	Strongly Agree	8	6	11	25 – 83.3%
	Agree	1	3	1	5 – 16.7%
9	Strongly Agree	6	5	7	18 – 60.0%
	Agree	3	4	5	12 – 40.0%
10	Strongly Agree	5	5	10	20 – 66.7%
	Agree	4	4	2	10 – 33.3%
11	Strongly Agree	7	5	9	21 – 70.0%
	Agree	2	3	3	8 – 26.7%
	Disagree		1		1 – 3.3%
12	Strongly Agree	9	8	11	28 – 93.3%
	Agree		1	1	2 - 6.7%

Question	Response	Group 4 9 respond-ents	Group 5 9 respond-ents	Group 6 12 respond-ents	Totals 30 respond-ents - 100%
13	Strongly Agree	7	9	10	26 – 86.7%
	Agree	2		2	4 – 13.3%
14	Strongly Agree	5	5	6	16 – 53.3%
	Agree	4	3	5	12 – 40.0%
	Disagree		1		1 – 3.3%
	no response			1	1 – 3.3%
15	heavy	1	5	3	9 – 30.0%
	average	6	4	5	15 – 50.0%
	no response	2		4	6 – 20.0%
16	Strongly Agree	8	8	12	28 – 93.3%
	Agree	1	1		2 – 6.7%
17	Strongly Agree	9	8	12	29 – 96.7%
	Agree		1		1 – 3.3%
18	Strongly Agree	9	9	12	30 – 100%
19	Strongly Agree	9	9	12	30 – 100%
20	Strongly Agree	7	7	11	25 – 83.3%
	Agree	2		1	3 – 10.0%
	no response		2		2 – 6.7%
21	Strongly Agree	8	9	12	29 – 96.7%
	Agree	1			1 – 3.3%

Question	Response	Group 4 9 respond- ents	Group 5 9 respond- ents	Group 6 12 respond- ents	Totals 30 respond- ents - 100%
22	Strongly Agree	9	8	10	27 – 90.0%
	Agree		1	1	2 – 6.7%
	no response			1	1 – 3.3%
23	Strongly Agree	9	8	10	27 – 90.0%
	Agree		1	2	3 10.0%
24	Strongly Agree	9	8	12	29 – 96.7%
	Disagree		1		1 – 3.3%
25	Strongly Agree	8	7	12	27 – 90.0%
	Agree	1	2		3 – 10.0%
26	Strongly Agree	8	7	10	25 – 83.3%
	Agree	1	2	2	5 – 16.7%
27	Strongly Agree	8	8	10	26 – 86.7%
	Agree	1	1	2	4 – 13.3%
28	Strongly Agree	9	9	11	29 – 96.7%
	Agree			1	1 – 3.3%
29	Strongly Agree	9	6	8	23 – 76.7%
	Agree		1		1 – 3.3%
	Not Applicable		1	4	5 – 16.7%
	no response		1		1 – 3.3%
30	Strongly Agree	6	5	8	19 – 63.3%
	Agree	3	3	4	10 – 33.3%
	Disagree		1		1 – 3.3%

Question	Response	Group 4 9 respond- ents	Group 5 9 respond- ents	Group 6 12 respond- ents	Totals 30 respond- ents - 100%
31	Strongly Agree	7	2	11	20 – 66.7%
	Agree	2	3	1	6 – 20.0%
	Disagree		4		4 – 13.3%

APPENDIX J: EVALUATION SURVEY QUESTIONS 1 – 34

The Totals column includes the percentage of possible hits in each row. For example, in the row called "Very Effective" in Question 1, 3 respondents from Group 3, 4 respondents from Group 4, 1 respondent from Group 5 and 2 respondents from Group 6 had hits at that level. The Totals column shows the total of 10 hits for that row, and then shows what percentage that total is of the 18 possible hits – in this case 55.6%.

This table does not include data from the outlier's survey (see the discussion on pp. 97-98).

Q #	Response	Group 3 4 respond-ents	Group 4 4 respond-ents	Group 5 4 respond-ents	Group 6 6 respond-ents	Totals 18 respond-ents
1	Very Effective	3	4	1	2	10 - 55.6%
	Effective	1		3	3	7 – 38.9%
	Somewhat Effective	1				1 – 5.6%
2	Very Effective	3	4	1	3	11 – 61.1%
	Effective	1		3	2	6 – 33.3%
	Somewhat Effective	1			1	1 – 5.6%

Q #	Response	Group 3 4 respond-ents	Group 4 4 respond-ents	Group 5 4 respond-ents	Group 6 6 respond-ents	Totals 18 respond-ents
3	Very Effective	3	4	1	2	10 - 55.6%
	Effective	1		3	4	8 – 44.4%
4	Very Effective	3	4	2	3	12 – 66.7%
	Effective	1		1	3	5 – 27.8%
	Somewhat Effective			1		1 – 5.6%
5	Very Effective	3	4	2	3	12 – 66.7%
	Effective	1		1	3	5 – 27.8%
	Somewhat Effective			1		1 – 5.6%
6	Very Effective	2	3		3	8 – 44.4%
	Effective	2	1	3	2	8 – 44.4%
	Somewhat Effective			1	1	2 – 11.1%
7	Very Effective	2	2	1	3	8 – 44.4%
	Effective	2	2	3		7 – 38.9%
	Somewhat Effective				3	3 – 16.7%
8	Very Effective	2	3	1	4	10 - 55.6%
	Effective	2	1	3	2	8 – 44.4%

Q #	Response	Group 3 4 respond-ents	Group 4 4 respond-ents	Group 5 4 respond-ents	Group 6 6 respond-ents	Totals 18 respond-ents
9	Very Effective	3	4		4	11 – 61.1%
	Effective	1		4	2	7 – 38.9%
10	Very Effective	2	4	1	4	11 – 61.1%
	Effective	2		3	1	6 – 33.3%
	Somewhat Effective				1	1 – 5.6%
11	Very Effective	2	3	3	2	10 - 55.6%
	Effective	2	1		2	5 – 27.8%
	Somewhat Effective				2	2 – 11.1%
	No response			1		1 – 5.6%
12	Very Effective	2	2	1	2	7 – 38.9%
		2	2	2	3	9 – 50.0%
	Effective			1	1	2 – 11.1%
13	Very Effective	1	2	1	2	6 – 33.3%
	Effective	2	2	1	3	8 – 44.4%
	Somewhat Effective	1		2	1	4 – 22.2%

Q #	Response	Group 3 4 respond-ents	Group 4 4 respond-ents	Group 5 4 respond-ents	Group 6 6 respond-ents	Totals 18 respond-ents
14	Very Effective	1	2	1	3	7 – 38.9%
	Effective	3	2	2	2	9 – 50.0%
	Somewhat Effective			1	1	2 – 11.1%
15	Very Effective	3	2		3	8 – 44.4%
	Effective	1	1	4	1	7 – 38.9%
	Somewhat Effective		1		2	3 – 16.7%
16	Very Effective	2	2		2	6 – 33.3%
	Effective	2	2	4	2	10 - 55.6%
	Somewhat Effective				2	2 – 11.1%
17	Very Effective	3	4	1	3	11 – 61.1%
	Effective	1		2	3	6 – 33.3%
	Somewhat Effective	1		1		1 – 5.6%
18	Very Effective	2	3	1	3	8 – 44.4%
	Effective	2	1	2	3	9 – 50.0%
	Somewhat Effective			1		1 – 5.6%

Q #	Response	Group 3 4 respond-ents	Group 4 4 respond-ents	Group 5 4 respond-ents	Group 6 6 respond-ents	Totals 18 respond-ents
19	Very Effective	4	3	1	3	11 – 61.1%
	Effective		1	2	3	6 – 33.3%
	Somewhat Effective			1		1 – 5.6%
20	Very Effective	2	2	1	3	8 – 44.4%
	Effective	1	2	2	2	7 – 38.9%
	Somewhat Effective	1			1	2 – 11.1%
	Ineffective			1		1 – 5.6%
21	Very Effective	3	3	1	6	13 – 72.2%
	Effective	1	1	2		4 – 22.2%
	Somewhat Effective			1		1 – 5.6%
22	Very Effective	3	3	1	3	10 - 55.6%
	Effective	1	1	2	3	7 – 38.9%
	Somewhat Effective			1		1 – 5.6%
23	Very Effective	3	1	1	4	9 – 50.0%
	Effective	1	2	2	1	6 – 33.3%
	Somewhat Effective		1	1	1	3 – 16.7%

Q #	Response	Group 3 4 respond-ents	Group 4 4 respond-ents	Group 5 4 respond-ents	Group 6 6 respond-ents	Totals 18 respond-ents
24	Very Effective	1	3	1	3	8 – 44.4%
	Effective	3		2	3	8 – 44.4%
	Somewhat Effective		1	1		2 – 11.1%
25	Very Effective	2	3	2	2	9 – 50.0%
	Effective	2	1	1	4	8 – 44.4%
	Ineffective			1		1 – 5.6%
26	Very Effective		3		3	6 – 33.3%
	Effective	4	1	3	3	11 – 61.1%
	Ineffective			1		1 – 5.6%
27	Very Effective	2	3		2	7 – 38.9%
	Effective	2	1	3	4	10 - 55.6%
	Ineffective			1		1 – 5.6%
28	Very Effective	2	3	1	4	10 - 55.6%
	Effective	2	1	2	2	7 – 38.9%
	Somewhat Effective			1		1 – 5.6%
29	Very Effective	3	4	2	5	14 – 77.8%
	Effective	1		2	1	4 – 22.2%

Q #	Response	Group 3 4 respond-ents	Group 4 4 respond-ents	Group 5 4 respond-ents	Group 6 6 respond-ents	Totals 18 respond-ents
30	Very Effective	4	4	2	6	16 – 88.9%
	Effective			1		1 – 5.6%
	Somewhat Effective			1		1 – 5.6%
31	Very Effective	3	4	2	4	13 – 72.2%
	Effective			1	2	3 – 16.7%
	Somewhat Effective			1		1 – 5.6%
	No response	1				1 – 5.6%
32	Very Effective	3	4	2	4	13 – 72.2%
	Effective	1		1	2	4 – 22.3%
	Somewhat Effective			1		1 – 5.6%
33	Very Effective	3	4	2	6	15 – 83.3%
	Effective	1		1		2 – 11.1%
	Somewhat Effective			1		1 – 5.6%
34	Very Effective	2	4	2	3	11 – 61.1%
	Effective	2		2	3	7 – 38.9%

APPENDIX K: EVALUATION SURVEY QUESTIONS 45 – 48

The Totals column includes the percentage of possible hits in each row.
For example the occupation "Aboriginal Employment Development Worker" was
selected by two respondents from Group 6. The Totals column shows the total of
2 hits for that row, and then shows what percentage that total is of the 17
possible hits – in this case 11.8%.

45. Have you practiced any of the following occupations since taking your Life Skills Coach Training?	Group 3 4 respond-ents	Group 4 4 respond-ents	Group 5 4 respond-ents	Group 6 5 respond-ents	Totals from 17 respond-ents
Aboriginal Employment Development Worker				2	2 – 11.8%
Addictions Counsellor	2	1	1	1	5 – 29.4%
Administration Supervisor	1	1	2	2	5 – 29.4%
Alcohol & Drug Worker	2			1	3 – 17.6%
Career Practitioner			1	2	3 – 17.6%
Community Development Officer			1	2	3 – 17.6%
Community Health Representative	2		1	1	4 – 23.5%

45. Have you practiced any of the following occupations since taking your Life Skills Coach Training?	Group 3 4 respond-ents	Group 4 4 respond-ents	Group 5 4 respond-ents	Group 6 5 respond-ents	Totals from 17 respond-ents
Community Researcher				2	2 – 11.8%
Community Service Worker		1	1	2	4 – 23.5%
Corrections & Justice Worker		2		1	3 – 17.6%
Developmental Service Worker					0
Education Counsellor	1			2	3 – 17.6%
Employment Counsellor	1			3	4 – 23.5%
Family Counsellor	1	1	1	1	4 – 23.5%
Family Development Worker			1	1	2 – 11.8%
Family Violence Worker	2	1	1	1	5 – 29.4%
Group Home Worker				1	1 – 5.9%
Home Support Worker	1	1	2	1	5 – 29.4%
Healing Group Facilitator	1			1	2 – 11.8%
Health Care Provider	1				1 – 5.9%
Human Resources Co-ordinator				2	2 – 11.8%
Mediator	1	2	1	1	5 – 29.4%

45. Have you practiced any of the following occupations since taking your Life Skills Coach Training?	Group 3 4 respond-ents	Group 4 4 respond-ents	Group 5 4 respond-ents	Group 6 5 respond-ents	Totals from 17 respond-ents
Mental Health Worker		1			1 – 5.9%
Personnel Manager					0
Professor – College & University					0
Public Relations Promoter			1	1	2 – 11.8%
Recreation Leader	1		1	1	3 – 17.6%
Rehabilitation Therapist		1			1 – 5.9%
Social Worker		1	2		3 – 17.6%
Teacher Assistant					0
Teacher - Adult Upgrading (A.B.E.)	1				1 – 5.9%
Teacher – Elementary & Secondary					0
Training Group Facilitator	1	1		2	4 – 23.5%
Vocational Skills Instructor				1	1 – 5.9%
Volunteer Co-ordinator	1		1	1	3 – 17.6%
Welfare Case Manager		1			1 – 5.9%

45. Have you practiced any of the following occupations since taking your Life Skills Coach Training?	Group 3 4 respond-ents	Group 4 4 respond-ents	Group 5 4 respond-ents	Group 6 5 respond-ents	Totals from 17 respond-ents
Workshop Facilitator		1	3	4	8 – 47.0%
Youth Worker/Counsellor	1	1		2	4 – 23.5%

46. Other? Please specify	Group 3 4 respond-ents	Group 4 4 respond-ents	Group 5 4 respond-ents	Group 6 5 respond-ents	Totals from 17 respond-ents
Elder		1			1 – 5.9%
Counsellor		1			1 – 5.9%
Life Skills Teacher		1			1 – 5.9%

47. Was or is your Life Skills Coach Training of benefit to you in your practice in any of these occupations?	Group 3 4 respond-ents	Group 4 4 respond-ents	Group 5 4 respond-ents	Group 6 5 respond-ents	Totals from 17 respond-ents
Aboriginal Employment Development Worker			1	3	4 – 23.5%
Addictions Counsellor	2	1	1		4 – 23.5%
Administration Supervisor	1	1	2	2	6 – 35.3%
Alcohol & Drug Worker		1		1	2 – 11.8%
Career Practitioner	1			1	2 – 11.8%
Community Development Officer				1	1 – 5.9%

Community Health Representative	2			1	3 – 17.6%
Community Researcher				2	2 – 11.8%
Community Service Worker		1	1	1	3 – 17.6%
Corrections & Justice Worker		1		2	3 – 17.6%
Developmental Service Worker					0
Education Counsellor	1			2	3 – 17.6%
Employment Counsellor	1			3	4 – 23.5%
Family Counsellor	1	1	2	1	5 – 29.4%
Family Development Worker			1	1	2 – 11.8%
Family Violence Worker	1	1	1	1	4 – 23.5%
Group Home Worker				1	1 – 5.9%
Home Support Worker		1	2	1	4 – 23.5%
Healing Group Facilitator	1		1	1	3 – 17.6%
Health Care Provider	1			1	2 – 11.8%
Human Resources Co-ordinator				2	2 – 11.8%
Mediator				1	1 – 5.9%
Mental Health Worker		1			1 – 5.9%
Personnel Manager			2		2 – 11.8%

Professor – College & University					0
Public Relations Promoter				1	1 – 5.9%
Recreation Leader			1	1	2 – 11.8%
Rehabilitation Therapist					0
Social Worker		1	1	1	3 – 17.6%
Teacher Assistant					0
Teacher - Adult Upgrading (A.B.E.)	1				1 – 5.9%
Teacher – Elementary & Secondary					0
Training Group Facilitator	1			2	3 – 17.6%
Vocational Skills Instructor	1				1 – 5.9%
Volunteer Co-ordinator				1	1 – 5.9%
Welfare Case Manager		1			1 – 5.9%
Workshop Facilitator			2	3	5 – 29.4%
Youth Worker/Counsellor	1	1		2	4 – 23.5%

48. Other? Please specify	Group 3 4 respond-ents	Group 4 4 respond-ents	Group 5 4 respond-ents	Group 6 5 respond-ents	Totals from 17 respond-ents
Finance Clerk	1				1 – 5.9%
Health Director			1		1 – 5.9%
Housekeeper				1	1 – 5.9%

APPENDIX L: SIIT TRAINING COMPETENCIES

I Theory and Knowledge: Life Skills Theory (1.1) & Group Theory (1.2)
1.1a Demonstrates an understanding of the definition of Life Skills *Defines Life Skills as in New Dynamics of Life Skills Coaching*
1.1b Demonstrates an understanding of basic Life Skills theories, principles *Demonstrates an understanding of the history and context of Life Skills;* *Differentiates between Life Skills and other forms of helping/teaching; Relates* *principles of adult education to Life Skills methodology*
1.1c Demonstrates an understanding of Life Skills lesson theory *Demonstrates an understanding of the steps of a Life Skills lesson and their* *relevance to the lesson's goal; Demonstrates an understanding of the purpose* *of the Life Skills lesson format in the achievement of Life Skills goals*
1.1d Demonstrates an understanding of the role of a Life Skills Coach *Defines the role of Coach (for example, by comparing it to that of "teacher")*
1.2a Identifies the relevance of the group in Life Skills *Defines the relevance of the group "medium" or "vehicle" for Life Skills* *acquisition; Recognizes the relevance of the experiential aspect of Life Skills;* *Recognizes the relevance of both process and content*
1.2b Identifies group roles *Identifies group roles by name; Distinguishes between helpful and harmful* *group behaviours*
1.2c Demonstrates an understanding of the stages of group development *Defines the stages of group development; Recognizes the differing intellectual,* *emotional, and communication aspects of each stage, as well as their* *representative behaviours*
1.2d Demonstrates an understanding of the group leadership theories *Identifies a variety of leadership styles and their impacts*
1.2e Demonstrates an understanding of techniques used in structuring group activities *Implements various group activities (e.g. fishbowl, small group diads, triads,....)*
II Human Relations: Personal Orientation (2.1), Communication Skills (2.2), & Helping Skills (2.3)
2.1a Displays positive self-concept *Models a positive, energetic self; Models a balanced self-determined self*
2.1b Distinguishes own needs from those of others *Knows and applies "Win/Win" theory; Recognizes personal needs*
2.1c Recognizes own limits *Acknowledges personal strengths and weaknesses to the group; Demonstrates* *authenticity and honesty; Attends to personal needs which are interfering with* *effective coaching*

2.1d   Recognizes personal style *Identifies personal style and its impact on the group; Checks out personal impact by questioning and asking for direct feedback*
2.2a   Practices active listening *Uses attending behaviours; Checks for correctness of verbal and non-verbal messages received*
2.2b   Detects lack of understanding *Observes non-verbal cues, e.g. lack of participation or confused facial expressions; Checks out suspected lack of understanding*
2.2c   Gives and receives feedback *Provides feedback which is behaviour-oriented; Observes appropriate feedback guidelines for giving and receiving feedback; Listens to and paraphrases feedback given or received*
2.2d   Recognizes and expresses own feelings *Knows the difference between thoughts and feelings; Expresses personal feelings at appropriate times; Demonstrates authenticity in expression (e.g. behaviour, expression used, and feelings all match)*
2.2e   Models the communication skills being taught *Models the expression of non-judgmental comments; Models the ability to raise questions, and express personal feelings and thoughts*
2.3a   Respects, empathizes *Provides a model of self-respect, respect for others (positive regard); Respects individual learners: personality, learning requirements, skills, and knowledge level; Establishes and maintains rapport with learners*
III Problem solving: Theory (3.1), Personal Problem Solving (3.2), & Questioning (3.5)
3.1a   Demonstrates an understanding of problem solving with a system *Demonstrates an understanding of a problem solving system and teaches it and uses it competently*
3.1b   Demonstrates an understanding of basic principles of creative problem solving *Recognizes the importance of various aspects of problem solving: suspension of judgement, incubation, visualization, creativity; Demonstrates an understanding of problem solving strategies and their uses (e.g. brainstorming, force field)*
3.2a   Applies problem solving skills to own life *Demonstrates personal application of problem solving; Shares examples of these applications*
3.5a Uses effective questioning techniques *Develops and uses repertoire of effective questions that aid group members to move successfully through the steps of problem solving*
IV Development: Life Skills Program Development Skills (4.1) & Life Skills Lesson Development Skills (4.2)

4.1a   Defines goals, expected outcomes for a Life Skills program *Defines "success" for a Life Skills program; Defines outcomes in measurable, behavioural terms*
4.1b   Defines and applies criteria for suitable candidates *Develops criteria for suitable candidates; Demonstrates an understanding of and applies Human Rights legislation in the selection process; Uses appropriate selection strategies*
4.1c   Defines the needs of a target group *Uses various strategies (e.g. intake interview) to define the needs of a specific target group*
4.1e   Develops a course outline *Designs a course outline which is based on the needs of the target group; Designs a course outline which is based on the stated goals of the program; Provides a rationale for the sequencing of training (e.g. from simple to complex skills, from the concrete to the abstract); Develops a plan which allows for and enhances group growth; Develops a plan which allows for continuous intake when applicable*
4.2a   Defines behavioural objective(s) for a Life Skills lesson *Defines objectives in behavioural, measurable terms; Identifies skill objectives which are applicable in the learner's life and are relevant to the learner*
4.2b   Develops a Life Skills lesson *Develops a lesson according to the NewStart model; Plans lessons with attention to the group's needs for inclusion, affection, and control; Develops lessons which respond to the current status of the group: behaviours, feelings, activities, and stage of development; Develops lessons with a partner when applicable; Develops a cognitive model (a plan on paper)*
4.2c   Chooses appropriate techniques and resources for the Life Skills lesson *Develops lesson plans which respond to personal leadership style; Uses a <u>variety</u> of resources and techniques; Chooses techniques and resources which are <u>pertinent</u> to the goal of the lesson*
V Coaching: Coaching Skills (5.1)
5.1c   Creates a physical environment conducive to learning *Attends to the physical needs of the learners, especially of "special" groups; Uses the resources available to create a comfortable learning environment*
5.1g   Plans lessons according to personal limits *Plans appropriate lessons which attends to these limits; Chooses how and when to intervene, confront, or avoid, based on these limits; Plans and implements lessons in which personal strengths and weaknesses complement those of a partner (when applicable)*
5.1i   Performs the role of group facilitator *Recognizes and responds to visual and auditory cues that indicate members wish to participate in discussion; Manages group discussion to balance control and encourages participation of all group members; Demonstrates gatekeeping techniques as described in "Learning Helpful Behaviours in Group" lesson*

5.1k   Presents Life Skills lessons *Presents complete Life Skills lessons following the NewStart model; Uses a variety of strategies in lesson presentation (e.g. role play, questioning, case method, discussion); Presents lessons in all five Life Skills domains: self, family, community, job, and leisure; Demonstrates good preparation and organization: provides clear instructions, provides additional material as required to clarify (e.g. handouts)*
VI Evaluation: Evaluation Theory (6.1), Evaluation Skills (6.2)
6.1a   Demonstrates an understanding of basic evaluation theories *Recognizes the role of evaluation and its relationship to stated goals; Identifies a variety of evaluation strategies which would be suitable for evaluating: individual behaviour, a Life Skills lesson, a Life Skills program, and the progress of a Life Skills group*
6.2b   Evaluates individual behaviours *Identifies specific behaviours as contributing (or not) to the achievement of stated goals; Provides constructive feedback concerning individual behaviours; Participates in individual counselling, case conferences (when required)*
6.2d   Engages in self-evaluation *Engages peers, supervisors, and learners in coach's self-evaluation whenever possible*
6.2f   Evaluates a Life Skills Lesson *Includes an "evaluation" step at the end of the lesson; Relates lessons to stated goals of the program; Engages learners in evaluation of: the coaching, their performance, the group process, the resources used, and the relevance of the lesson*

APPENDIX M: WORK ASSIGNMENTS

Saskatchewan Indian Institute of Technologies

Life Skills Coach Training – Prince Albert 2007

WORK ASSIGNMENTS

1)   Research Project: PRESENTATION ON WED. JUNE. 13, 2007

A)   Research a topic that is relevant to Life Skills Coaching.

B)   Write a 2-page summary that describes a general overview of the topic and how it is helpful/applicable to Coaching.

C)   Attach a separate page for the trainers identifying the sources that you used.

D)   Present a 15-minute overview of your topic, and provide copies of the summary for all group members.

2)   Community Lesson: REPORT DUE JULY 31, 2007

A)   Present a lesson using all stages of the NewStart model to a group of 5 or more people.

B)   Write a report on your lesson that includes the following information:

- ☑   date and location;
- ☑   target group;
- ☑   lesson plan outline;
- ☑   handouts/resources used;
- ☑   self-evaluation (things you did well and what you will do differently next time);
- ☑   attach 5 or more anonymous evaluations.

3)   Life Skills Program Outline: DUE JULY 31, 2007

Develop the following documents and/or processes for a 6 week full-time or 12 week part-time Life Skills program:

A)   Identify your target group.

B)   Describe your rationale for your project (how it will help your target group)

C)   Describe your needs assessment process and a sample needs assessment tool.

D)   Identify your program's goals and S.M.A.R.T. objectives.

E)   Describe your recruitment and intake process.

F)   Describe your initial assessment process and a sample formative evaluation tool.

G)   Develop your evaluation process and a sample summative evaluation tool.

H)   Provide a schedule that shows your proposed topics.

I)   Create a simple budget and identify potential stakeholders that you could approach for funding.

Send your final project work by Express-Post on or before July 31, 2007 to: Tia Shynkaruk, Box 439, Shell Lake, SK S0J 2G0

LSCT ~ Research Project (Due June 13, 2007)

Purpose:

The research project is intended to provide Coach Trainees with general information about a topic, theory, and/or therapy that may be helpful to a life skills group. Choose a topic that is new to you, one that you find interesting and stimulating. At some point in your career, you will probably be expected to prepare a lesson on a topic you know very little about, and the same skills you use for this project will be the same that you use then.

By hearing a brief description of the topic and its potential application, you may decide to do more investigation into the theory so you can make recommendations to learners/colleagues/family members who may be seeking referral to specialised counselling services. Other helping professionals sometimes refer to different theories, therapies, and techniques, and it helps new Coaches to instil a feeling of self-confidence to have a basic understanding of what they're talking about.

Since Life Skills Coaches promote lifelong learning, it is recommended that each Coach continue to participate in training opportunities to enhance skill development throughout your career. This research could spark enough interest to get you going at yet another speciality!!

Presentation Format:

Coach Trainees are encouraged to do a minimum of 4 – 6 hours of reading/research time to get a solid grounding in the topic being explored. You will need to spend another 2 or 3 hours writing your report. You are being credited with one full day of training time for this project. You will have 15 – 20 minutes to explain your topic, what interested you most about it, and how it could be useful to people. Please provide a 1 –2 page typed summary of your finding,

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along with the names of a few resources where more information can be found. Project summaries will be copied for all Coach Trainees.

Possible Topics:

The list below provides sample topics; however, feel free to choose any topic that you think will benefit you in your development. In your presentation, describe how this topic will be useful to future life skills groups.

- Adlerian Theory
- Art Therapy
- Behaviour Modification
- Biospirituality
- Carkuff Counselling
- Cellular Reprogramming
- Cognitive Behaviour Therapy
- Control Theory
- Critical Stress Debriefing
- Family Therapy
- Gestalt Therapy
- Grief Counselling
- Hypnotherapy
- Integrated Body Works

- Jungian Theory
- Meditation
- Meta Model
- Music/Sound Therapy
- Neuro-Linguistic Programming (NLP)
- Play Therapy
- Principle-Centred Leadership
- Quantum Touch Healing
- Rational Emotive Therapy (RET)
- Reality Therapy
- Roger's Client-Centred Therapy
- Self-Help Groups
- Silva Method of Learning
- Transactional Analysis

LSCT ~ Community Lesson Project (Due July 31, 2007)

Purpose:

The community lesson project is intended to provide Coach Trainees with practice in planning, facilitating, and reporting on a lesson in a 'real' group.

A. Lesson Presentation Guidelines:

Use the following guidelines to plan and present your community lesson:

- Locate a group of 5 or more participants who want some skill development training.
- Plan a full lesson using all 7 stages of the NewStart model on a topic that is relevant to your participants.
- Facilitate the lesson, allowing for a time frame of 3 to 3.5 hours.

⊗ Ask participants to complete an anonymous evaluation form on your lesson presentation.

B. Written Report Guidelines:

Write a report that includes the following information:

1)   Date and location of your lesson presentation;

2)   Your target group;

3)   The topic you chose to present and why you chose this topic;

4)   Your goals and agenda;

5)   Your lesson plan outline (briefly describe how you will carry out each agenda item);

6)   Handouts/resources used;

7)   Self-evaluation (things you did well and things you will do differently next time); and

8)   Attach the evaluations forms that your participants filled out anonymously.

Send your final project work by Express-Post on or before July 31, 2007 to: Tia Shynkaruk, Box 439, Shell Lake, SK S0J 2G0

APPENDIX N: SIIT FINAL EVALUATION REPORT

LIFE SKILLS COACH TRAINING

FINAL EVALUATION REPORT

NAME: BORNTUBBEAH COACH   ATTENDANCE: 100% (30/30 days)   DATE: AUGUST 31, 2007

✔ **COMPETENCIES DEMONSTRATED**   31 (82%)   ☑ **Life Skills Coach – Level I Certificate**
                                                        ☐ Life Skills Coach – Level II Certificate

☑ **COMPETENCIES DEVELOPING**   7 (18%)

☒ **COMPETENCIES NOT OBSERVED**   0 (0%)

TOTAL COMPETENCIES ON CHECKLIST   38 (100%)

I Theory and Knowledge: Life Skills Theory (1.1) & Group Theory (1.2)	YES	NO
1.1a Demonstrates an understanding of the definition of Life Skills *Defines Life Skills as in New Dynamics of Life Skills Coaching*	✔	
1.1b Demonstrates an understanding of basic Life Skills theories, principles *Demonstrates an understanding of the history and context of Life Skills; Differentiates between Life Skills and other forms of helping/teaching; Relates principles of adult education to Life Skills methodology*	☑	
1.1c Demonstrates an understanding of Life Skills lesson theory *Demonstrates an understanding of the steps of a Life Skills lesson and their relevance to the lesson's goal; Demonstrates an understanding of the purpose of the Life Skills lesson format in the achievement of Life Skills goals*	✔	
1.1d Demonstrates an understanding of the role of a Life Skills Coach *Defines the role of Coach (for example, by comparing it to that of "teacher")*	✔	
1.2a Identifies the relevance of the group in Life Skills *Defines the relevance of the group "medium" or "vehicle" for Life Skills acquisition; Recognizes the relevance of the experiential aspect of Life Skills; Recognizes the relevance of both process and content*	☑	
1.2b Identifies group roles *Identifies group roles by name; Distinguishes between helpful and harmful group behaviours*	☑	
1.2c Demonstrates an understanding of the stages of group development *Defines the stages of group development; Recognizes the differing intellectual, emotional, and communication aspects of each stage, as well as their representative behaviours*	✔	
1.2d Demonstrates an understanding of the group leadership theories *Identifies a variety of leadership styles and their impacts*	✔	
1.2e Demonstrates an understanding of techniques used in structuring group activities *Implements various group activities (e.g. fishbowl, small group diads, triads,....)*	✔	
II Human Relations: Personal Orientation (2.1), Communication Skills (2.2), & Helping Skills (2.3)		
2.1a Displays positive self-concept *Models a positive, energetic self; Models a balanced self-determined self*	✔	
2.1b Distinguishes own needs from those of others *Knows and applies "Win/Win" theory; Recognizes personal needs*	✔	

	YES	NO
4.1e Develops a course outline *Designs a course outline which is based on the needs of the target group; Designs a course outline which is based on the stated goals of the program; Provides a rationale for the sequencing of training (e.g. from simple to complex skills, from the concrete to the abstract); Develops a plan which allows for and enhances group growth; Develops a plan which allows for continuous intake when applicable*	✔	
4.2a Defines behavioural objective(s) for a Life Skills lesson *Defines objectives in behavioural, measurable terms; Identifies skill objectives which are applicable in the learner's life and are relevant to the learner*	☑	
4.2b Develops a Life Skills lesson *Develops a lesson according to the NewStart model; Plans lessons with attention to the group's needs for inclusion, affection, and control; Develops lessons which respond to the current status of the group: behaviours, feelings, activities, and stage of development; Develops lessons with a partner when applicable; Develops a cognitive model (a plan on paper)*	☑	
4.2c Chooses appropriate techniques and resources for the Life Skills lesson *Develops lesson plans which respond to personal leadership style; Uses a <u>variety</u> of resources and techniques; Chooses techniques and resources which are <u>pertinent</u> to the goal of the lesson*	✔	
V Coaching: Coaching Skills (5.1)		
5.1c Creates a physical environment conducive to learning *Attends to the physical needs of the learners, especially of "special" groups; Uses the resources available to create a comfortable learning environment*	✔	
5.1g Plans lessons according to personal limits *Plans appropriate lessons which attends to these limits; Chooses how and when to intervene, confront, or avoid, based on these limits; Plans and implements lessons in which personal strengths and weaknesses complement those of a partner (when applicable)*	✔	
5.1i Performs the role of group facilitator *Recognizes and responds to visual and auditory cues that indicate members wish to participate in discussion; Manages group discussion to balance control and encourages participation of all group members; Demonstrates gatekeeping techniques as described in "Learning Helpful Behaviours in Group" lesson*	✔	
5.1k Presents Life Skills lessons *Presents complete Life Skills lessons following the NewStart model; Uses a variety of strategies in lesson presentation (e.g. role play, questioning, case method, discussion); Presents lessons in all five Life Skills domains: self, family, community, job, and leisure; Demonstrates good preparation and organization: provides clear instructions, provides additional material as required to clarify (e.g. handouts)*	✔	
VI Evaluation: Evaluation Theory (6.1), Evaluation Skills (6.2)		
6.1a Demonstrates an understanding of basic evaluation theories *Recognizes the role of evaluation and its relationship to stated goals; Identifies a variety of evaluation strategies which would be suitable for evaluating: individual behaviour, a Life Skills lesson, a Life Skills program, and the progress of a Life Skills group*	✔	
6.2b Evaluates individual behaviours *Identifies specific behaviours as contributing (or not) to the achievement of stated goals; Provides constructive feedback concerning individual behaviours; Participates in individual counselling, case conferences (when required)*	✔	
6.2d Engages in self-evaluation *Engages peers, supervisors, and learners in coach's self-evaluation whenever possible*	☑	
6.2f Evaluates a Life Skills Lesson *Includes an "evaluation" step at the end of the lesson; Relates lessons to stated goals of the program; Engages learners in evaluation of: the coaching, their performance, the group process, the resources used, and the relevance of the lesson*	✔	

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FEEDBACK FROM "GENTLE CONFRONTATION" LESSON PRESENTED ON JUNE 9, 2007:

➢ Self: Sometimes my voice seemed too low, sometimes I talked too loud. Since I was aware of the timing, I didn't refer back to agenda. I just used my lesson outline. I was time conscious so we could finish on time. I felt nervous – inside and outside. I felt comfortable half way through the lesson. I know there was a little tension in my voice. I needed water at coffee break but I didn't have time to get it. I did lots of validating. I used eye contact and active listening. I used subtle reminders for speakers to look at everyone, rather than just at me. I felt prepared with everything in order.

➢ Rosie: You could have used your skill practice time to practise positive confronting behaviour rather than practise harassing behaviour. You were attentive to everyone. I would have gotten more out of the skill practice if we focused on positive behaviour. Otherwise this was an excellent lesson.

➢ Oprah: You had lots of positive behaviours. I have more self-awareness to check myself for abusive behaviour. You were gentle with our little groups. I felt like you were part of our group. I suggest making warm-up cards ahead of time. Excellent job!

➢ Ricki: We could have used WIN scripts for confronting negative behaviours. I know that I have abusive behaviours myself sometimes. We came up with list of harmful behaviours; could have listed positive behaviours as well. You remembered permissions and protections. Your lesson was informative. I needed this reality check to remind me.

➢ Dina: I learned that I'm still triggered by past experience. You laughed when hearing about one pair's experience. In real groups, that might cause them to shut down. You looked happy and approachable. You looked comfortable and natural.

➢ Geraldo: I really enjoyed your lesson. I realised verbal abuse is complicated. You looked calm. You were quick to respond so you knew your material. I liked the telephone call warm-up. I also liked how you added your time elements on flip chart. This was very informative. I suggest that permissions and protections include role playing as well.

➢ Jerry: This was very informative. I would like to have seen positive behaviours as well. You looked natural. You had good attending and validating skills. When you giggled a little too much, you seemed nervous. I learned lots of new words.

➢ Maury: I learned I could get back into my denial pattern about my own behaviour easily. I agree that your giggling takes away from the seriousness of your topic. I really enjoyed your lesson. Your voice is gentle so I feel comfortable and safe.

➢ Regis: I learned to reflect on behaviours rather than assume the worst. The telephone warm-up was good start – I felt happy. I suggest you ask for volunteers rather than appoint learners for tasks. You volunteered me to model our role play but maybe I didn't want to.

➢ Sally: This was a reminder to continue working on myself. I suggest coming in half an hour early on lesson day to be ready with tapes, water, etc. You looked genuine and approachable.

➢ Kathie: You attended to and included everyone consistently. You had an excellent warm-up. I liked the flexibility you showed by repeating the warm-up as requested because we were having so much fun – "Sure why not play some more!" Your lesson reminded us of the power of gossip – we need to be careful to say positive things. When grouping by sticks, I'd rather pick my own than you pick for me. For your warm-up, you could have had stories written up ahead of time on index cards to move things along quicker. You validated everyone after they responded to the excellent flow. You showed effective leadership in bringing groups back. You energy level was excellent. Your lesson was very well done!!

➢ Tia: You had an excellent warm-up and stimulus. When you were giving directions, you voice sometimes sounded "pointy" – you could smooth out your clipped tones so you sound inviting and encouraging. Your objective enquiry lists are much the same, so you could have done 1 hurtful list and 1 helpful list. When asking for behaviours, you could test your words by adding "ing" to the end. If it becomes an action, it's a verb/behaviour. Your lesson focused on negative behaviours that are all too familiar – this lesson reinforced that

learners want positive techniques to replace/confront negatives. I liked your respectful recircling request. You limited comments effectively – "we only have time for 1 more." Your skill practice MAP (Make A Plan) could be on flip chart or handout to be sure it is clear. The group sensed that the MAP wasn't based on objective enquiry or skill practice. You demonstrated many Coach competencies throughout your lesson. Congratulations!!

FINAL EVALUATION COMMENTS:

Self-evaluation:

I feel that I need to further develop in the areas of Life Skills theories and principles, relevance of a group in life skills, which encompasses more than "learners using a group to discuss, observe, and practise new behaviours." I also need to improve on defining behavioural objectives in a lesson, giving and receiving feedback; as well as continue to develop all competencies in all of the areas. Eventually, I will become more and more efficient as I fine tune my skills. Meegwetch.

Trainers:

You demonstrated the majority of skills required for Life Skills Coaching. Your lesson plans were well designed with a variety of activities. You presented lessons effectively both as a solo facilitator and as a co-facilitator. Your community lesson on "Barriers to Communication" received positive feedback from participants who expressed overall satisfaction and enjoyment.

You developed a Life Skills program outline entitled "Career Planning Made Simple." Overall, your needs assessment, intake process, and course schedule were designed appropriately for your target group. Your program goals and objectives were clearly stated in specific, measurable terms, and your evaluation strategy described your plan for documenting and assessing your effectiveness in achieving each objective. Your budget contains unrealistic amounts for participants' materials and instructional supplies. You included detailed descriptions which enable readers to easily follow how your key ideas fit together.

You demonstrate effective leadership skills and you help the group to move forward at a steady pace. You are encouraged to continue developing your awareness of how people are responding to your verbal and non-verbal messages. One of your greatest Coaching strengths is that you use insight and self-analysis to explore and connect both your inner and outer world.

During the trainers' recognition of uniqueness, strengths, and contribution to the group, you were acknowledged as having the Special Gift of Wisdom. Congratulations, Borni, on achieving your Life Skills Coach – Level I Certificate.

EVALUATION COMPLETED BY: Tia Shynkaruk, Accredited Life Skills Coach/Trainer
                                Kathie Bird, Life Skills Coach Trainer

	YES	NO
2.1c Recognizes own limits *Acknowledges personal strengths and weaknesses to the group; Demonstrates authenticity and honesty; Attends to personal needs which are interfering with effective coaching*	✔	
2.1d Recognizes personal style *Identifies personal style and its impact on the group; Checks out personal impact by questioning and asking for direct feedback*	✔	
2.2a Practises active listening *Uses attending behaviours; Checks for correctness of verbal and non-verbal messages received*	✔	
2.2b Detects lack of understanding *Observes non-verbal cues, e.g. lack of participation or confused facial expressions; Checks out suspected lack of understanding*	✔	
2.2c Gives and receives feedback *Provides feedback which is behaviour-oriented; Observes appropriate feedback guidelines for giving and receiving feedback; Listens to and paraphrases feedback given or received*	☑	
2.2d Recognizes and expresses own feelings *Knows the difference between thoughts and feelings; Expresses personal feelings at appropriate times; Demonstrates authenticity in expression (e.g. behaviour, expression used, and feelings all match)*	✔	
2.2e Models the communication skills being taught *Models the expression of non-judgmental comments; Models the ability to raise questions, and express personal feelings and thoughts*	✔	
2.3a Respects, empathizes *Provides a model of self-respect, respect for others (positive regard); Respects individual learners: personality, learning requirements, skills, and knowledge level; Establishes and maintains rapport with learners*	✔	
III Problem solving: Theory (3.1), Personal Problem Solving (3.2), & Questioning (3.5)		
3.1a Demonstrates an understanding of problem-solving with a system *Demonstrates an understanding of a problem-solving system and teaches it and uses it competently*	✔	
3.1b Demonstrates an understanding of basic principles of creative problem-solving *Recognizes the importance of various aspects of problem-solving: suspension of judgement, incubation, visualization, creativity; Demonstrates an understanding of problem-solving strategies and their uses (e.g. brainstorming, force field)*	✔	
3.2a Applies problem-solving skills to own life *Demonstrates personal application of problem-solving; Shares examples of these applications*	✔	
3.5a Uses effective questioning techniques *Develops and uses repertoire of effective questions that aid group members to move successfully through the steps of problem solving*	✔	
IV Development: Life Skills Program Development Skills (4.1) & Life Skills Lesson Development Skills (4.2)		
4.1a Defines goals, expected outcomes for a Life Skills program *Defines "success" for a Life Skills program; Defines outcomes in measurable, behavioural terms*	✔	
4.1b Defines and applies criteria for suitable candidates *Develops criteria for suitable candidates; Demonstrates an understanding of and applies Human Rights legislation in the selection process; Uses appropriate selection strategies*	✔	
4.1c Defines the needs of a target group *Uses various strategies (e.g. intake interview) to define the needs of a specific target group*	✔	

APPENDIX O: LEARNING JOURNALS

Life Skills Coach Training ~ Learning Journals

Purpose:

1) To practice skills of observation and interpretation of group dynamics and reflection of personal learning process
2) To experience and evaluate journal-writing as one method of learning
3) To develop a tool to draw from when you are leading your own groups
4) To maintain on-going rapport with the facilitators

Style:

You are encouraged to develop your own style. Some people prefer point form, others like to free associate, write poems, use symbols, draw, etc. When you reflect on and write about the day's events, describe what you learned, what you observed, what you read, how you felt about your experience, and so on.

Rather than record factual accounts of daily activities; use your journal to record new insights, how the day's happenings affected you, areas that seemed unclear to you, plans for how you will use the material in the future, memories that arose for you, and so on.

Make sure to leave plenty of space between your entries so we can make comments and observations too.

Requirements:

You will be required to write in your journal every day during the **first twenty days** of training. Because journaling will help you to develop your skill in observation, self-monitoring, self-reflection, and self-validation, you will be credited for a half-hour of training time every day. You are welcome to stay in the classroom to complete your journal entries at the end of the day or to write them in the evenings.

Journals will be collected three times in the first phase and twice during the second phase.

Confidentiality:

Anything you write in your journal is strictly confidential. Use personal caution in case someone reads your journal without your permission. If you write something that the group would benefit hearing, we will ask you to share it or ask for permission to share it on your behalf.

Journal writing is a very personal and enjoyable experience for most people. If you are having difficulty, please discuss it with us.

APPENDIX P: SIIT LSCT LESSON LIST

Introduction to Circle Checks
The NewStart Coach
Principles and Values
Learning Styles
Life Skills Theory
Lesson Planning with NLS
Inner Voices – Transactional Analysis
Wholistic Growth and Learning
Medicine Wheel – Interconnectedness
Self-Disclosure and Feedback
    Johari Window
Communication Skills Part One
    Listening
    Questioning
    Constructive Feedback
Identifying and Expressing Feelings
Feel-O-Meters
    Choosing Feelings
Problem Solving With a System
Managing Ethnostress
Healthy Self-Esteem
Introduction to Assertiveness Theory
Assertive Techniques
Native Culture – Elders' Wisdom

Stress Management
Wholistic Self Care
Communication Skills Part   Two
Overcoming barriers to effective
    communication
Risk Taking
Personal Style Inventory
Rescuer Triangle
Team Building
Conflict Management Styles
Win – Win Conflict Resolution
Decision Making
Stages of Group Development
Managing Difficult People
Career Visualization
Community Healing
Community Development
Program Design and Development
Conducting Needs Assessments
Evaluating Programs
Proposal Writing Basics
Professional Ethics
Negotiating Contracts and
    Troubleshooting
Adjourning – Parting Ways

APPENDIX Q: SIIT LSCT INTERIM SELF-EVALUATION

Saskatchewan Indian Institute of Technologies
LIFE SKILLS COACH TRAINING
INTERIM SELF-EVALUATION

1. How would you describe your involvement and participation during
    the sessions so far? (Circle the appropriate number.)

    1   2   3   4   5   6   7   8   9   10
    Uninvolved   Very involved

2. What aspect of the training has been the most helpful to you
    personally?"

3. How could you change your participation during the final sessions to
    obtain maximum benefit from this training?

4. What specific actions will you take to change your participation as
    described in #3?

THANK YOU FOR PARTICIPATING IN THIS CAPACITY BUILDING
PROGRAM!!!!