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## **Facilitating dual career badminton players' life skills development through the education of their entourage**

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## Introduction

Prolonged, healthful participation in sports, such as badminton, plays a key role in the physical, psychological, and social development of young individuals, and with this, their contributions to society (Dohme et al., 2019). Young athletes often aim to maintain a dual career in which they excel both athletically and academically. This undertaking can be strenuous and if not managed appropriately can lead to early sport dropout, burnout, and increased injury risk (Stambulova et al., 2015). To limit these negative consequences, dual career athletes should be prepared for the range of demands they may face (e.g., Dohme et al., 2019). A recent report by Sellars et al. (2019) suggested that dual career youth badminton players experienced a number of demands with the potential to cause psychological strain, including educational requirements, injury management, internal and external expectations, and time management. One way of preparing young badminton players for dual career demands, is through the deliberate teaching of life skills, which can buffer the impact of the continuous strain experienced in managing a dual career, and foster welfare and positive development (Bean et al., 2018).

Healthful participation in sport and the subsequent development of life skills depends on the organisational culture created around players, and is influenced by a range of environmental and social factors, including the players' family, sport and non-sport environment personnel, and the sport process (Gould et al., 2002). Parents and coaches are key enablers and stakeholders of players' positive development and hold the duty to protect players by facilitating their development through competence-building activities (Harwood et al., 2019). Research has, however, indicated that parents and coaches feel ill-equipped in this respect, and often do not work collaboratively to facilitate the positive development of young players (Harwood et al., 2019; Sellars et al., 2019). To enhance the welfare of adolescent dual career badminton players, it is therefore important to understand and improve their entourages' (i.e., coaches, parents, managers, sponsors and all other stakeholders that support players) efforts to support players' life skills development.

Life skills refer to a range of behavioural (e.g., time-management and goal setting) and cognitive skills (e.g., problem solving and emotional control) that can be developed in sport and transferred into non-sport contexts (Gould & Carson, 2008). Skills learned in sport only qualify as life skills if they are transferred and successfully applied beyond the sport context (Pierce et al., 2018). Programs structured to deliberately foster the development and transfer of life skills yield greater perceived developmental outcomes than programs that leave this development to chance (Bean et al., 2018).

To enhance the current and future welfare of dual career adolescent badminton players, it is of utmost importance to understand and improve their entourages' efforts to individually and, more importantly, collaboratively develop players' life skills. Consequently, the current study had two objectives. First, to understand the knowledge and use of life skills of adolescent badminton players and their entourage (parents/guardians and badminton staff) within a badminton setting. Second, to develop and evaluate an online educational program aimed at enhancing entourage members' knowledge of, and ability to promote, dual career badminton players' life skills development. To achieve the project aims, a longitudinal, qualitative design using focus groups and interviews was employed, allowing insight into the phenomenon from players and their respective entourage, including players' parents and regional academy badminton staff.

## Method

### Study design

To achieve the project aims, the study comprised of three phases:

- Phase 1 – Qualitatively explore current knowledge and use of life skills of adolescent badminton players and their entourage (parents/guardians and badminton staff) within a badminton setting.
- Phase 2 - Create and provide a bespoke online program to support entourage knowledge and future use of life skills.
- Phase 3 – Qualitatively explore entourage members' experience of the online educational program and the potential influence of the program upon knowledge and future use of life skills.

## Participants

Participants were purposefully sampled from a regional badminton academy, comprising female and male players aged 10-16 years and their support network (parents/guardians and coaches).

## Study design

The study spanned one badminton season (approximately 9 months), during this time, qualitative data were collected during phase 1 and 3. Qualitative data were collected using semi-structured interviews and focus groups. Interview guides were used during data collection, which were informed by contemporary life skills literature (e.g., Bean et al., 2018; Dohme et al., 2019; Harwood, Barker, & Anderson, 2015) and structural recommendations (e.g., Rubin & Rubin, 2012; Sparkes & Smith, 2014). The study design was longitudinal and qualitative, informed by a relativist ontology and subjectivist epistemology, to enable the collection of data from several perspectives (Sparkes & Smith, 2014).

## Data collection

Following the receipt of ethical approval, potential participants were provided with project information, consent and assent forms. Upon receipt of participant consent (and assent where appropriate), phase one data collection began.

### Phase 1 - data collection

Online semi-structured interviews ( $M=36.33$  minutes,  $SD=9.66$ , range 24-48 minutes) were conducted with two coaches and 11 parents to identify individual and collaborative behaviours entourage members employed to promote players' life skills development and transfer. Throughout interviews, probes were used and examples asked for to gain further insight into valuable information, clarity, and real life experiences. Example interview questions are:

- How would you describe your overall approach to coaching young badminton players?
- What opportunities and/or exercises might you have your players do to practice and reinforce the life skills you had mentioned through badminton?
- Please tell me about how you work with coaches to help your child learn life skills?

In addition to parents and coaches, a total of eight players partook in three online focus groups ( $M=37.33$  minutes,  $SD=1.15$ , range 36-38 minutes). Focus groups aimed to understand players' life skills development and explored if and how players' entourage impacted life skills development and transfer. Example questions include:

- How does your support network prepare you for the challenges faced as a dual career athlete?
- What skills, other than physical skills, do you believe your support network teaches you?
- Are you encouraged to use these learned skills in other life domains? If so, how does your support network encourage you to use these skills in other life domains?

### Phase 2 - data collection

Phase two involved the development and administration of an online educational life skills program for parents and coaches. Specifically, the developed online program included five modules, lasted

approximately three hours, and covered areas such as, what life skills are, what entourage members can do to facilitate life skills development, and how parents and coaches can work in tandem to enhance the effectiveness of this development. The program was informed by contemporary research, as well as the findings from phase one, and developed especially for the badminton population.

Following the completion of phase one, a virtual workshop was run with parents and coaches to provide an overview of, and introduction to, the online educational life skills program demonstrating how the program can be accessed, and to answer any questions. After the workshop, participants were provided with access to the educational life skills program and asked to complete the program over a two month period. The research team was available to take questions during this phase.

### ***Phase 3 - data collection***

Following the completion of the online education life skills program, participants were invited to take part in an online semi-structured interview to understand their experience of taking part in the program and promoting the likelihood of future use of life skills development for members of a badminton players' entourage. Specifically, virtual semi-structured interviews were conducted with three coaches and three parents ( $M=42.4$  minutes,  $SD=4.98$ , range 49-37 minutes). During the interviews, outcome and process related questions were asked. Outcome questions related to the potential impact the program has had upon participants (i.e., how the resource impacted knowledge and the likelihood of future use of life skills development), while process evaluation questions concerned participants experiences of taking part in the program (i.e., experience of and quality of using the program).

### **Data analysis**

All interviews and focus groups were electronically audio recorded and transcribed verbatim in preparation for data analysis. Data were analysed using Braun and Clarke's (2013) six-phase reflective thematic analysis process, and scientific procedures were followed to ensure methodological rigor, authenticity and trustworthiness (Smith & McGannon, 2018), including the use of critical friends and member reflections.

## **Results**

The result section is split into the aforementioned three phases.

### **Phase 1 – results**

Phase one aimed to understand the current knowledge and use of life skills of adolescent badminton players and their entourage (parents/guardians and badminton staff) within a badminton setting. Findings from players, parents/guardians, and badminton staff are present below.

#### ***Players – phase 1***

Players described four key areas regarding their experience of life skills, which are outlined below and in Table 1.

- ***Life skills developed:*** The most common life skills (skills players developed in badminton and which could be transferred into non-sport environments) which players developed from badminton included: time management, handling pressure and teamwork.
- ***Implicit life skills development:*** Players described the learning of life skills from badminton environments and that these life skills were not explicitly taught or introduced, but rather implicitly developed.
- ***Tournament travel:*** An experience which players found beneficial for developing their life skills was travelling as a team for tournaments. During such events, players spent time away

from parents (often including overnight stays) and learnt skills such as time management, personal responsibility, and confidence management within a badminton context.

- **Dual career demands:** Players highlighted that as they grew older, they experienced greater levels of dual career demands (particularly school demands) which related to life skills demands such as organisation skills.

Table 1: Phase 1 player life skills experiences

Key areas	Example quotes
Life skills developed	Focus group 1: “Well I’ve learnt how to work well under pressure, which would obviously help me in, like in exams and assessments... Also in terms of presentations, I’d say performing in front of a group of people, get like, for example, like stage fright, so it helps, yeah”
	Focus group 3: “My mum has actually talked to me a lot. She, she, she like, she tells me, you always have to like work hard for stuff, no matter where you are and I, I learnt that in badminton during lockdown and applied that to school now. She said, you have to be organised, you have to be able to keep your time, you know, and like responsibility, I think, they are the life skills that I have learnt from badminton that I can like apply everywhere else”
Implicit life skills development	Focus group 2: P1 “Sort of just, as I’m seeing what works, well it’s all naturally just came around, I’ve never really been taught how to manage time and stuff”, P2 “I think a lot of it is trial and error”
	Focus group 3: “I haven’t really, I haven’t really thought about the skills that badminton like links to real, like other life, but I feel like badminton is just, it’s just taught me hard work and it, it’s very, it is, it’s definitely helped me with school and balancing everything.”
Tournament travel	Focus group 2: “Independence is a big one because if you go to a tournament on your own, you’ve got to be independent, get your food, water, make sure that everything is ready, I just feel like that will help, help you later on in life”
	Focus group 2: “I think as well, like all of us have been away at some point abroad with the [regional] squad and I don’t know about you two but, the first time I went away, I think I was like twelve or something and we went over to Dublin and my parents weren’t there with me, so I was sort of relying on myself to look after my money and make. Make it last the week and, you know, all the things that you don’t think twice about now but then it was like a big deal, you know, getting to the, getting to court on time and making sure that I’d eaten. And I think, if I didn’t have those kind of experiences, like when you go away on school trips and that, how would I have coped, you know?”
Dual career demands	Focus group 3: “I feel like, one thing I should mention is, a year and a half ago when we last talked about this, a lot of the time management stuff was, it was, it was okay, because I didn’t have as much workload and, but now, I realise how difficult it really is to balance it all and it’s come, it’s come more to me now than it did a year and a half ago”

### Entourage - phase 1

Entourage members described three key areas regarding their experience of life skills, which are outline below and in Table 2.

- **Implicit life skills development during badminton involvement:** Coaches and parents indicated that life skills development was important and that they had previously discussed life skills with players and children. Additionally, coaches emphasised the importance of

understanding players’ holistically and talked to players about their non-sporting environments (e.g., school). Generally, parents believed that their child learnt skills such as work ethic, commitment, and determination as a result of being involved in badminton. Parents reported not specifically promoting the transfer of life skills from badminton to other environments.

- **Lack of explicit life skills promotion:** The majority of parents did not use badminton as an environment to promote life skills, and coaches emphasised that explicit life skills transfer was generally not accounted for during training sessions.
- **Barriers to life skills development:** Coaches identified time challenges and the desires of parents and players to often focus upon developing technical badminton skills during their on-court time. Additionally, coaches indicated a desire for knowledge and applied techniques concerning how to specifically implement life skills development into their practice. Some parents also indicated barriers to teaching their child life skills, such as their child’s age and a lack of interest from their child.

Table 2: Phase 1 entourage life skills experiences

Key areas	Example quote
Implicit life skills development during badminton involvement	<p>Parent 5: “... you’ve got the, the, yeah, time management, independence, the other thing I think as well is learning to win, learning to lose, controlling your temper, staying calm, I think sport teaches you all that, especially with individual sports like badminton because everything is on you, so you’re more likely to lose control and lose your temper and focus, when it’s only yourself to blame, rather than in more of a team sport, because you have to, you know, you have to think about what the others think, when you, you know, when you lose your cool but, but [child]’s pretty good at that actually.</p> <p>Coach 2: “if that self-esteem, from a badminton environment, can transfer into your normal life, so if I, if I’m a confident person at, if I can even deal with the problems of a very competitive badminton situation, which is highly stressful, well actually, if I can then deal with that successfully, well is there no reason I couldn’t deal with that same stressful situation in school, under a different circumstance or in work place, under a different circumstances, so I think that’s quite a, quite a, an important part”</p>
Lack of explicit life skills promotion	<p>Parent 1: “We don’t talk about it in the context of life skills really. We don’t say, hey we need to sit and talk to you about life skills. I mean you’ll just sit and talk to her about anything as the need arises”</p> <p>Parent 3: “Yes, we encourage her to spend some time with other team players as well and off court also she is in touch with some other players. But they are not trained or anything particularly to mingle with other teams and all those things. Because it comes naturally. She’s a junior. She’s just recently entered into the academy, she should learn on her own. But from the parental side, we’re not teaching much of those things apart from badminton.”</p> <p>Coach 1: “I think there’s potentially some life skills that would, that do cross over into training, there’s nothing specifically that’s done or has been done that I know of with regards to things like trying to develop confidence or time management and things like that, there, there’s times again, like I think where you would discuss confidence in a, a game situation, where you might stop a game halfway through and talk to somebody who’s down in the game and the way they hold themselves or the way they are acting shows a lack of confidence or, and, and how to change that in a game to, to be more positive, to, to try and,</p>

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and act a bit more positive... but nothing specific that I've been involved with at present"

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Barriers to life skills development: Coach 1: "I think the, the main challenge is again that contact time, I think it's probably the main one and it's, it's, it's also trying to, if, if they're fully focused as a performance player, you, it's difficult to take away too much time when they need that time on court, training to achieve their goals"

Coach 2 "those on court sessions are on court sessions and that's kind of, it's, it's the discussion over it or on top of it, but maybe how to, how to build a bit more specific content into it and, and even without, without it affecting, or sorry, no, well with it affecting the badminton I suppose is the right way, but how we can build that in, might be a, certainly a thing too"

Coach 2 "I had a conversation with a parent regarding about that balance of, so their fundamental belief was, if their child wasn't a professional, a, a fully professional badminton player by the age of fourteen, in terms of showing the exact potential that's required of that, well then they're just stopping badminton completely... if you get the badminton right, you can also get the school right and you can have the two together and you don't have to make any of that sort of professional decision until a much more suitable time, when it's a more realistic, it's not an either or, so I, I talk about that skills of badminton are fully transferable to real, real world, for want of a better phrase, and I, I do talk about that quite a bit but I, I don't know whether I had ever practiced it, if that makes sense, in terms of our, so I get them to practice it, if that's, if that's the case"

Parent 2 "I would be really happy to talk but, as I said, [child] is not really keen to listen to me, she will say 'stop, daddy, that's enough, it's boring' or she doesn't want to listen or she wants to rest and she will avoid the topics, that's the best, the better word, she will avoid it"

Parent 3 "We have to do those things [teach life skills] but we haven't done it... we haven't looked at those things much, because this is just an initial test for her. Definitely yes, going forward she has to do all those things. We need to teach her how to set the goals and what process she has to follow to arrive at those goals and those sorts of things."

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## Phase 2 - results

Informed by knowledge and experience from interviews with parents, coaches, and players (results section 1), combined with theoretical literature (e.g., Bean et al., 2018; Dohme et al., 2019, 2020), and after a range of alterations and revisions, the final online life skills education program was developed. The creation of the program resulted in an online program containing five modules specifically designed for the young badminton players' entourage.

### Overview of modules:

- Module 1 outlines what life skills are and highlights the power of sport as an ideal environment for the teaching of life skills. This is followed by an overview of the role coaches and parents can play in intentionally supporting players' life skills development and transfer.
- Module 2 outlines strategies for the teaching of life skills. First, the features of sport programs designed to empower life skills development are discussed, before specific coaching and parenting tips for life skills teaching are outlined.

- Module 3 explains the concept of life skills transfer and outlines how parents and coaches can encourage players to transfer skills learnt in badminton into other life domains.
- Module 4 outlines the importance of coaches' and parents' collaboration in light of players' life skills development and transfer, and offers recommendations for how an effective collaboration between coaches and parents can be achieved.
- Module 5 summarizes the content covered in the program, as well as the key messages that will support parents and coaches in developing players and children in both sport and life.

Following the creation of the online educational life skills program, a virtual workshop was run with parents and coaches to: provide an overview of, and introduction to, the online educational life skills program; and demonstrate how the program could be accessed, and to answer questions. After the workshop, participants were provided with access to the educational life skills program and asked to complete the program over a two month period. In total, 13 participants (coaches=3, parents=10) were provided with access to the program.

### Phase 3 - results

Phase three of the project, aimed to understand the experiences of support network members who took part in the online life skills educational program (process evaluation) and the potential influence the program had upon entourage members knowledge and likelihood of future use of life skills development (outcome evaluation).

#### *Process evaluation:*

Entourage members described three key areas regarding their experience of taking part in the online program, which are outline below, and in Table 3.

- **Level, format, and amount of information:** Participants expressed positive experiences with the format and amount of information provided during the online program.
- **Recommendations to other individuals in and outside of badminton:** Participants expressed that the program could be suitable for a variety of participants including other individuals within badminton and that the program could be adjusted for other sports.
- **Positive experience:** Overall participants were pleased with their experience of the program.

Table 3: Phase 3 entourage process evaluation

Key areas	Example quotes
Level, format, and amount of information	<p>Parent 1: "I thought it was quite good and I quite like the fact that it was in manageable chunks. You know, because when you've stare at the laptop at home all day, the thought of someone saying to me well you actually need to sit there now for another hour and a half tonight it would have been like, oh no I don't think I can do that, whereas, you know, you were able to go on and there were some that were only like a few minutes long, some may be twenty-five, thirty minutes. But it was manageable chunks that were able to be done and fitted in yes, so, from that perspective I thought it was good."</p> <p>Coach 3: "Obviously they vary in times but being split down into smaller modules and obviously having the flexibility to kind of do that as and when you want, is quite easy to fit it in really."</p>
Recommendations to other individuals in and outside of badminton	<p>Parent 3: "when you've finished all this, you should be promoting this to all sports that have a youth program because you could easily change a lot of the content to a different sport easily, because it all applies. It all applies... I would certainly recommend trying to put this out to other sporting bodies, certainly."</p>



	Coach 2: “So I don’t see anything negative about it at all, I think it will be brilliant for it to be ingrained and completely part of every training program both within sport and within school and within general life behaviours.”
Positive experience	<p>Parent 3: “I thought this badminton program video was superb. I thought it was absolutely excellent. I thought it was very, very well put together. I thought it was very well narrated. I thought there was additional information in the speaking content that complemented the slides, the read-through on the slides. Yeah, I thought it was very good. I was very impressed, actually, with it; it was a superb piece of work.”</p> <p>Coach 1: “I thought that was really good and, yeah I just thought it was really good”</p> <p>Coach 2: “I thought it was a fantastic, absolutely fantastic resource, it made perfect sense.”</p>

**Outcome evaluation:**

Entourage members described four key areas regarding the development of their knowledge and potential future behaviours, which are outline below, and in Table 4.

1. **Knowledge recap:** Coaches had all experienced life skills training previous through certification and education, however they expressed the importance of the program in recapping and refreshing them on the importance of the use of life skills.
2. **Promoted coach reflections:** The program promoted coaches to reflect upon their current training practices, particularly in reflecting upon the amount of explicit life skills development they did or did not engage in.
3. **Increased understanding between parent and coach:** Coaches described that the session was beneficial as it challenged them to think more about the role of the parent in developing players.
4. **Potential for increased use of life-skills in the future:** Coaches and parents emphasised the desire to use explicit life skills in the future.

Table 4: Phase 3 entourage outcome evaluation

Themes	Example quote
Knowledge recap	Coach 3: “I think I've been personally quite, not lucky but obviously because I've done sports studies degrees, I've coached to the level I have, I've done a PGCE and I'm currently on sports coaching masters, there’s a lot of this type of stuff that is dripped in different areas or I've got a greater understanding of coach athlete relationship and those types of things. So from me, yes it’s just another recap, but of a booster really in terms of understanding life skill and well understanding life skills and then obviously the way of trying to include that into sessions”
Promoted coach reflections	Coach 1: “I thought it was quite, really interesting, you know, because as a coach I feel like it goes on a lot about your own philosophy and I won’t really say I have my own philosophy, I just do what I do, but then actually reading through some of the points is what I do anyway, but I thought it’s like really intriguing to see another, well another point of view or philosophy and how it can break down into your coaching and how it can give life skills over to the players without even realising so, like that was very beneficial and it’s made me think about it a little bit more.”
Increased understanding	Coach 3: “So it’s quite good to be able to get an overview of what the program’s trying to tell parents to do so that you can then help influence that in the sessions or discuss those things to say ‘well your parents are doing this with

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between parent and coach      you or should be doing this with you' and so you've got that inside knowledge and I think that's part of just building up kind of you, the athlete triangle really with your athlete, your coach and the parent. So that support triangle and I think hats where that different levels helps the coach understand the parent side of stuff and can discuss with the parents certain things and obviously the same the other way round, obviously for the benefit of the athlete from both sides."

Coach 3: "Where I think this program will further enhance that and I think having it available for the parents as well where I think previously you might speak to the parents and you might be discussing certain things at whatever level of understanding the parents have where now they've got this level of understanding behind them by doing a course, I think you can probably relate and discuss things in a greater detail and probably a more effective detail. So I think that's probably one of the bigger benefits ... that parent-coach relationship understanding is one of the areas I think will really be a big enhancement from the program as I see it at the moment by upscaling the parents' understanding a little bit more in terms of not just obviously parenting at home but how that relates to athlete life in sessions."

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Potential for increased use of life-skills in the future      Parent 3: "... I've had a lot of experience of looking at how different parents treat their children on court and off court and how they behave on side-lines and the visual/verbal cues and non-verbal cues that they give. I thought I was quite good at that and I thought there was a lot of stuff in there that I could have improved on so I thought, even on someone who thought they were doing better than most, I still picked up on quite a bit of stuff, which surprised me really and it all seemed very sensible."

Coach 3: "... probably the benefit of the module and the complexity of sport, there's so much stuff to focus on that every now and then you do need that little boost of 'alright let's have a bit more focus in sessions on this and that because I've got, with my planning sheet that I've got, it's all broken down to technical, tactical, physical, mental and then lifestyle. So in that lifestyle part there's a lot of things like sleep and nutrition and things like that but I have added life skills into that now so that something that I've done since the program."

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## Discussion

Players highlighted that badminton was a sport in which they could learn numerous life skills which had the potential to be transferred into other environments and be used throughout life. However, players also indicated that during their time in badminton settings they were rarely explicitly taught life skills, rather life skills were learnt implicitly through trial and error and experience. Parents and coaches also expressed that their children/players were rarely, if ever, explicitly taught life skills. This apparent lack of life skills teaching was suggested to have occurred as a result of barriers such as a lack of on court time and time with players, lack of knowledge concerning life skills and its implementation, and preferences to participate in badminton technical skills development rather than that of life skills. A bespoke online educational life skills program was subsequently developed with the aim of promoting the knowledge and use of life skills for parents and coaches of adolescent players from a regional badminton academy.

The online life skills educational program offered parents and coaches the opportunity to learn about life skills and their use in badminton specific settings in a ‘bite size’ online format. Following participation in the program, participants emphasised that the access, amount of information, and level at which the program was pitched at were positive. Taking part in the program was expressed to have developed and refreshed participants’ knowledge concerning life skills. Coaches described that the program led to increased awareness regarding their current use of life skills with their players, and even led to a potential increase in the actual use of life skills in their practice. The program also reportedly enhanced parent and coach understanding of their own and others’ roles in developing players holistically (i.e., physically and psychosocially).

### Practical implications

Informed by these findings, five recommendations are offered to enhance adolescent dual career badminton players’ life skills development.

- **Resources provision:** The provision of resources helping parents and coaches learn about adolescent badminton players’ life skills development should be an integral part of the education of coaches and parents to enable these individuals to optimally support the healthful development of their children/athletes.
- **Accessibility:** The provision of an online educational life skills program that was broken down into bite sized modules was valued as this allowed for high degree of flexibility, ultimately motivating parents and coaches to engage in the program at a time convenient to them. Thus, the format of the educational program can be used as a good practice example for parent and coach education. To further enhance this program, it could be substituted with face to face sessions or reflective activities that model or help individuals to reflect upon the implementation of explicit life skills development into the badminton context.
- **Promote collaboration:** One barrier identified regarding the development of life skills in adolescent badminton players, was a lack of collaboration between parents and coaches. More emphasis should be placed on the importance of this collaboration on dual career badminton players’ development. Educational resources should help coaches and parents to understand not only how they can facilitate life skills development in silo, but more importantly, in collaboration with others. The program helped parents and coaches to understand their individual roles in badminton players’ life skills development, as well as how to facilitate this development together.
- **Early introduction:** The program focused on adolescent badminton players’ life skills development. Yet, research indicates the benefits of such development at an even younger age. Results of the current study suggested that coaches and parents would value an early focus on life skills if appropriately educated.

- **Reach:** Having successfully piloted the online education life skills program and received valuable feedback, a BWF wide roll out of a revised version that can be tested nationally and internationally is recommended. The structure of the program, specifically the bite sized modules and transparency between coach and parent modules, as well as interactive nature should be maintained.

### **Conclusion**

It is well documented that the maintenance of a dual career in which players aim to excel athletically and academically can teach valuable life skills, yet also be a strenuous undertaking which, if not managed appropriately, can lead to unwanted consequences. To enhance the likelihood of talented young badminton players' prolonged, successful and healthy participation within badminton, the systematic and explicit development of life skills should become an integral part of the badminton environment. Here education is key to enhance coach and parent perceptions of being equipped to intentionally facilitate such development. Education needs to be accessible, flexible, and engaging to motivate already busy coaches and parents to immerse themselves in supporting life skills development. To achieve this outcome we recommend the provision of bite sized online modules that teach participants the theoretical and practical knowledge needed to proactively support players' life skills development as an integral part of the badminton talent development experience. Modules should also seek to challenge program participants to implement their understanding into their day to day practices through targeted tasks, and also provide a virtual space on which such experiences can be discussed and reflected upon, with and without subject experts. Finally, the relationship and collaboration between parents and coaches is critical to the development and well-being of the badminton players. Life skills development therefore provides an ideal topic area through which enhanced collaboration between these parties can be encouraged.

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