

A Comparison of High Performance Coach Education Programs in Selected Countries

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Purpose

To understand how six leading High Performance coach education programs are educating coaches and to what extent they appear to be employing contemporary modes of learning towards professional certification standards.



Programs

Country	Name of Diploma program	Institution
Canada	National Coaching Institute (NCI) Advanced Coaching Diploma	Coaching Association of Canada and partner National Coaching Institutes
France	Diplome d'Etat Superieur	INSEP
Germany	Diplom-Trainer-Studium	Trainerakademie Köln des DOSB
Netherlands	TopCoach 5	NOC*NSF: Hogeschool van Amsterdam & Hanzehogeschool Groningen
Switzerland	Diploma - Coach Education	Coach Training Switzerland
New Zealand*	Coach Accelerator Program	High Performance Sport New Zealand

*The New Zealand program is not a formalized diploma program

Data collection

- Questions were sent to Directors of HP coach education programs and answers returned via email
- Skype meeting set up between Dr. Callary and Directors to elaborate on and clarify answers
- University program review standards used as basis for questions:
 - questions gauge program goals and objectives, statistics of enrolment, entrance requirements, curriculum structure, evaluation, diploma qualifications, program quality assurance processes, and on-going education (adapted from University of Ottawa, 2012)

Quick statistics

	Canada	France	Germany	Netherlands	Switzerland	New Zealand
Inception	1986	2010	1974	2007	1970	2009
Location	7 cities	Paris	Cologne	Amsterdam and Groningen	Magglingen	Wellington
Graduates to date	600	44	1200	8	880	12
Cost per student*	\$13,000 (10,000 €)	7360€	9,000 €	9,000 €	28,000 francs (23,000 €) Each coach pays 3,500 francs	Coaches expenses are covered, given \$8000 PD funding per year, NSO given \$50,000 per year for coach salary
# of full-time mgmt staff:	6**	1	6	0.4	2	1.7
# of instructors (part-time)	100	60	160	30	30-40	0
Mentors	1 to 1 ratio with students	2 to 1 ratio with students	1 to 1 ratio with students	1 to 1 ratio with students	1 to 1 ratio with students	1 to 1 ratio with students + HP consultant working with NSO
Program duration (months)	24	10	36	24	36	36

*In all programs, coaches are subsidized for all or a portion of the cost

**Spread over 7 locations

Quick statistics from the most current cohort

	Canada	France	Germany	Netherlands	Switzerland	New Zealand
# of students per cohort	75*	22	30	16	20	6
% of students who graduated on time (from last cohort)	60%	70%	93%**	13%	73%	100%
Students with undergraduate degrees	75%	35%	47%	29%	64%	33%
Students who were on national teams as athletes	5-10%	20%	60%	21%	55%	50%
Students who were national team coaches (both junior and senior national teams)	10%	40%	27%	43%	45%	67%
Students who were paid prior to starting the program***	90%	100%	100%	95% (FT 36%)	100%	100% (FT)
Percentage of female students	27%	20%	15%	14%	18%	17%

* due to decentralized structure – 75 students across 7 locations

** mandatory to graduate on time – coaches may not continue past 36 months

*** whether full time salary, contract, or honorarium

Goals and objectives: Canada

To develop competent coaches who are capable of preparing athletes for podium success at provincial, national and international level competitions.

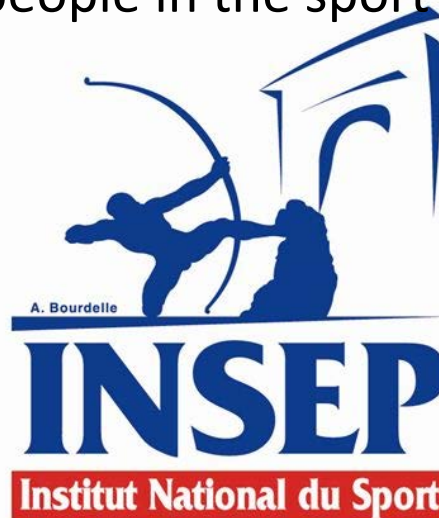


Goals and objectives: France

To provide high-performance coaches with:

- additional skills
- enriched knowledge
- increased level of expertise in coaching

Philosophy of the diploma is to work within one's sport, but with comments and insights from different disciplines, having the coaches work with one another in the classroom environment. This way, coaches develop a higher understanding, opening their eyes to ideas and concepts from other people in the sport world.



Goals and Objectives: Germany

To develop the “reflective practitioner”.

A coach who is able to develop athletes/teams to individual high performance in the complex system of elite sport.



Goals and objectives: Netherlands

TopCoach5 training is tailor made and aimed at personal development and independence of coaches.

Coaches develop:

- the necessary competencies by working on assignments within their sport practice.
- reasoning skills through self-directed work.
- awareness of the effects of their personal intervention and action, and work on improving it.
- understanding of the demands of international sports and have a clear vision for the development of their sport.
- the competencies (knowledge, skills, attitude and personal characteristics) to lead elite athletes to the top and to explain the consequences in terms of training and competition programs, guidance, organization, and finance to directors, managers and sponsors.
- awareness of the need for ongoing learning

Goals and objectives: Switzerland

- To optimize and advance the theoretical, practical and comprehensive sport skills in elite sports
- To exchange ideas and experiences among participants and enhance competence for coach activities
- To enhance competence in all relevant fields of coaching
- To train coaches in elite sports with focus on social- and self-competence

Program objectives: building coach competence in:

1. sport-specific knowledge
2. the methods of coaching
3. Self-competence (able to evaluate personal goals, strengths and weaknesses through critical reflection and transfer)
4. Social-competence (able to effectuate a positive development of cooperation)
5. Leadership competency

Goals and Objectives – New Zealand

To develop New Zealand coaches to become capable of producing World, Olympic, and/or Paralympic champions.

CAP also aims to develop coaches:

- who are influential leaders and strategic thinkers who are highly respected nationally and internationally
- who are relentless learners who collaborate to achieve maximum performance gains
- who are employed in significant leadership positions within sport
- who are sought after by national and international sporting organisations.

Goals and objectives: summary

- All countries make a concerted effort to create interdisciplinary educational experiences for the coaches.
- Ultimately, a competency-based approach is taken by all countries with the aim to develop coaches' practice.
- Goals and objectives are defined in varying depth:
 - Canada, the Netherlands, and New Zealand emphasize “**podium success**”, athlete “champions”, and “international” demands
 - **coach learning and development** is emphasized using terms such as:
 - “reflective practitioner” (Germany);
 - “reasoning skills through self-directed work” (Netherlands);
 - “developing social- and self-competence” (Switzerland);
 - developing “strategic thinkers” and “relentless learners” (New Zealand)

Diploma Qualifications

Country	Diploma Qualification
Canada	Diploma is not required to coach; it qualifies a coach for federal government funding
France	The course is a requirement for some, but not all, sport federations in France to train high-performance athletes.
Germany	Federations decide whether to require national team coaches to have the diploma.
Netherlands	Federations decide whether to require national team coaches to have the diploma.
Switzerland	National team coaches and coaches working with elite athletes must have this diploma for the sport federation to receive funding from the government to pay the coach.
New Zealand	No diploma received. Coaches do not need to complete this program

Credit towards degree?

- **None of the programs provide credit towards university degrees.**
- **However:**
 - **France:** Graduates can enter directly into the 3rd year of their coaching license in STAPS (Sciences et Techniques des Activités Physiques et Sportives).
 - **Germany:** Some graduates of the program apply to master's programs and may get recognition for their studies (usually equivalent to a Bachelor's degree). There is no official recognition at this point – but working on it.
 - **Switzerland:** Diploma is recognized by Swiss Government as the highest vocational qualification (just below equivalent of Bachelor's degree)

Entrance Requirements

	Canada	France	Germany	Netherlands	Switzerland	New Zealand
Formal education	Undergraduate degree recommended	No requirement	GCSE (General Certificate of Secondary Education) equivalent	Intake procedure focused on motivation and personal situation	Completed secondary school and Berufslade (apprenticeship) exam	No requirement
Coach education	Level 3 certified / Competition-Development trained status	Either State degree, STAPS training, or related masters degree	Coach Grade A	Level 4 and adequate internship	Coaching in Competitive Sports (level 4 coach)	No requirement
Experience	Actively coaching with athletes on the pathway to high performance	3-4 years experience in the field of training	Have coaching experience within the high performance stream	A track record in sports (own experience as athlete/ coach, a number of years active, knowledge of the sport)	Proven track record (800 hours) of coaching with selected carded athletes	Experience coaching at least regional under 21s, current coaches of elite athletes or high potential as future coaches of HP athletes
Approval from federation required	Yes, although some elements can be taken without	Yes – in some sports	Yes	Yes - in some sports	Yes – federations must approve coaches	Yes – NSOs sign contract giving permission for coaches to attend 10 residential camps and are given \$50,000 salary supplement for coaches

Curriculum structure

	Canada	France	Germany	Netherlands	Switzerland	New Zealand
Schedule	4 themes each with 18-24 units for a total of 88 units across 24 months	Attendance one week per month for 10 months. (Monday-Thursday)	Attendance one week per month (Mon. – Fri.) for 36 months	6 themes each with 7-20 credits for a total of 70 credits across 16 months	12 modules of 3-4 days (42 days in total), divided up over 36 months	10 residential camps x 4 days over 3 years
Distance education	Offered across the country	Part of the program, but not an alternative to in-class attendance.	Learning platform (online) to prepare before module or support after module Communication and Information	Not offered	Learning platform (online) to prepare before module or support after module	Not offered
Practical component	Ongoing coaching is assumed throughout duration of program	Ongoing coaching required throughout duration of program (500 hours)	Ongoing Coaching with their team/athletes + Internship (100 hours) in own sport or a different sport	Ongoing coaching is required throughout duration of program (10- 20 hours per week) Internship must be in place prior to entrance in program	Ongoing coaching with selected athletes required throughout duration of program (400 hours)	Ongoing coaching in elite position required for funding
Other learning methods	Creation of portfolios	Coaches work together in class to provide insights from a different perspective.	Problem-oriented modules	Coaching assessment during competition	Coaches team up in pairs to provide support and guidance	CoP; discussion of real case studies; role play; reflection

Hours devoted to program

Contact hours with instructors	Canada	France	Germany	Netherlands	Switzerland	New Zealand
Biophysical sport sciences	81	120	140	18	120	0
Psychosocial sport sciences	40.5	35	100	40	60	Approx. 1/3 of the program (no curriculum, but one of main topics covered)
Pedagogy	54	9	40	12	40	Approx. 1/3 of the (one of main topics covered)
Sport management	54	14	75	24	40	Approx. 1/3 of the (one of main topics covered)
Technical/tactical components of sport	40.5	14	240	64	60	0
Other: Classroom (contact hours with instructors)	0	128 (Development, communication, training framework)	25 hrs in complementary contents; 100 hrs in general science; 480 hrs in problem – oriented modules	97 hrs (9 hrs nutrition; 54 hrs personal development; 25 hrs peer review; 9 hrs evidence-based working	0	10 residential camps – coaches in Community of Practice
Sub-total	270	320 (4 days x 8 hrs x 10)	1200	255	320	10 x 4 days x 8 hrs = 320
Other: (homework and practical)	500 hrs homework	380 homework FOAD (Formation a distance)	100 hrs in internship	800 hrs homework	360 hrs diploma project 320 hrs homework 70 hrs internship	unaccounted
Total hours	770	700	1300	1055	1070	320

Evaluation

	Assignments/Homework	Capstone (thesis, portfolio etc.)	Final exam/presentation	Practice training assessment
Canada	For each unit – approx. 500 hours	Portfolio of course assignments	Presentation of portfolio (mid point and final assessments)	Two points of assessment: In year one and in year two- evaluated by coach and mentor
France	1 hour discussion/questioning every Monday.	4 unit presentations and portfolios (strategic development; human resource management; leading a training system; risk assessment)	Each unit presentation includes questioning, power point, and video (approximately 1 ½ hours) in front of jury of experts.	1 unit presentation (combination leading training and risk assessment) are evaluated in training environment
Germany	For each session + exam	25-page project (Thesis) regarding high performance sport, formatted according to scientific guidelines	Final exam: 3 parts: (a) theoretical written exam; (b) oral exam; and (c) practice (training session and exam)	Minimum of two training sessions of over 1.5 hours are assessed. Examiners include the mentor and coaches from the academy.
Netherlands	For each course- approx. 800 hours	Each pathway (module) leads to a PvB (test). A PvB consists of several components individualized for each student	No	Assignments from program are executed during internship and assessed through PvB (tests)
Switzerland	For each module	Diploma project: 6-12 months to produce written thesis Presentation and discussion of the diploma project: 60min. oral	4 ½ hours of written exams (during 4 modules); 2 ½ hours of oral exams (2 modules);	70 hours of internship observed and assessed by mentor (7 days) + internship report (10 pages)

New Zealand is not included in this table since there is no evaluation

Quality Assurance

	Canada	Germany	France	Switzerland	Netherlands	New Zealand
Student feedback	Started- annual feedback on units	Annual graduate surveys	Annual surveys and survey after 3 years of graduation	Periodical evaluation by participants at the end of each module	After each session	After each residential camp
Internal review	Each year by the individual NCIs; Program advisory committee; NCI director meetings		Annually		Internal process done	Yearly reports; SWOT analysis
External review	An external review is conducted every four years: Two NCIs are audited every year on a rotational basis, so that over 4 years, all NCIs get audited.			Outsourced evaluation of the effectiveness of Coach Training Switzerland in 2006	In the process of setting up external review	Research study by university researchers; Athlete/team performances
Education for facilitators		workshops for mentors twice per year			Not offered	N/A

Ongoing education

	Canada	Germany	France	Switzerland	Netherlands	New Zealand
Ongoing requirements	No formal requirements from NCI; NCCP requires coaches to update their development in both structured or self-directed methods	Coaches are not required to do ongoing education (the diploma is a title much like a Bachelor's degree).	None	No formal requirements, but courses are offered and ongoing learning is required by different federations	None	None
Other programs/ courses	HP coaches may be educated through PD workshops in the Canadian Sport Centres, funded provincially or nationally	Advanced training seminars, and seminars for national team coaches (not kept on file)	Weekend Seminars held at the INSEP facility. Each seminar focuses more in depth on one of the core competencies covered in the program.	<i>Olympic Coach Program</i> – mandatory for coaches attending upcoming Olympic games	Master Coach: focuses on four main areas: 1. Coaching 2. Leadership 3. Performance management 4. Training process (sport-specific)	Master class program – developing for graduates to keep contact (CoP); Carded-coach program – PD workshops

Comparable standards?

Highlights to consider

- Goals and objectives: Variations in programs from Germany's "reflective practitioner"; Swiss' "self- and social- competencies" to Canada's "podium success".
 - Should goals emphasize learning and/or athlete success?
- Credits towards university: This varies according to nation
 - Should programs provide credit towards university degrees?
- Programs are moving to interdisciplinary modules to help coaches learn by integrating domains (i.e. biophysical sciences and management) into real coaching experiences (i.e. Germany's "problem-oriented modules")
 - Germany's elementary education allows instructors to be more certain that coaches enter problem-oriented modules with similar knowledge of various domains

Comparable Standards?

Highlights to consider

- Potentially important elements in programs:
 - mentors helping coaches integrate knowledge learned in class into sport-specific practical experiences (internships)
 - learning from different sports: discussing coaching issues (emphasized in Swiss and French programs and New Zealand's Community of Practice)
 - Netherland's internship and New Zealand coaches' positions are pre-arranged prior to entrance into program and dependent on coaches' continued progress in program
 - Canada's online education delivery is important given coaches' potential distance from program location. It also allows coaches to be coaching abroad and still involved.
- Evaluations vary. i.e. formal exams and theses (Germany/Switzerland) to experiential presentations and portfolios (Canada/France).
 - How does this fit with current cultural beliefs and research into adult learning and education?
- The cultural context is important to consider when exploring the differences in the programs
- New Zealand is not a formal qualification and is very tailored to the individual.

Conclusion

- This is an exciting first attempt at providing an overview of international programs
 - Did not look in-depth at program delivery and impact since we needed to first have comparable parameters for different programs
 - Recommendation: Researchers around the world should look at the impact that their nation's program has on coaches and athletes and could explore coaches' formalized and non-formalized learning and development

Thank You!
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