INTERNATIONAL COACH DEVELOPER FRAMEWORK

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We are enormously grateful to all those experts from across the globe who have given their considerable time and expertise in rewriting this International Coach Developer Framework. We have drawn on best practice in the field across the world as well as on current research. It has taken months of soul-searching, analysis and discussion to produce this framework. It is a 'work in progress' for the role of Coach Developers, and the way they best support coaches' learning and development is continuing to evolve quite rapidly. Thank you to all Coach Developers and coaches from whom we have learnt and especially to the following who have helped write this:

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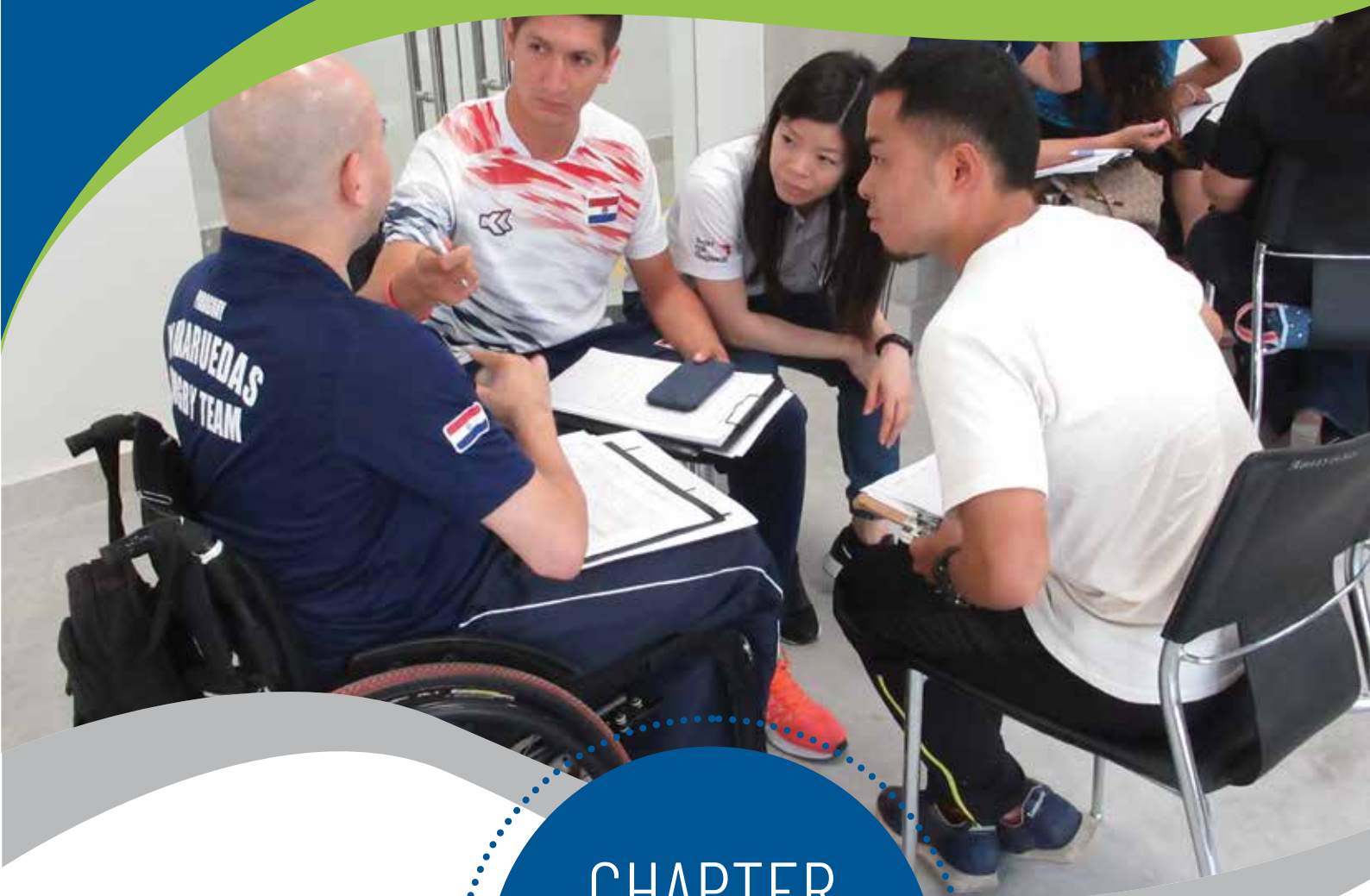Andréa Woodburn (Canada)

In addition, we would like to thank all those who have submitted case studies from different parts of the world to provide examples and to bring the content to life.

INTERNATIONAL COACH DEVELOPER FRAMEWORK

2nd edition

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CHAPTER
01

INTRODUCTION TO THE REVISED FRAMEWORK

1   The 2014 International Coach Developer Framework

The first International Coach Developer Framework was published in 2014 when the term 'Coach Developer' was not typically used, and any coach education was usually focused on knowledge transmission, often confined to technical and tactical information. The 2014 document was intended to provide a structure to help those responsible for coach education and development in their countries, and for organisations to review the way they support and develop their coaches.

The first framework achieved just that, and the term Coach Developer is now commonly used across the globe and seen as a broad role that focuses on the needs of the coach. Coach education has become more formalised and structured, embraces coaching skills and knowledge, and has more frequently adopted a facilitative rather than an instructional approach.

> ▶ Why revise the international Coach Developer Framework?
>
> ▶ What is the purpose of this framework?
>
> ▶ Who is the framework for?
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> ▶ Format of each chapter
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> ▶ Overview of the chapters

2   The Purpose of this Revised Framework in 2023

A great deal has changed globally in coach education and development, both in terms of research and practice, in:

- our understanding of how coaches learn
- how best to support coaches in practice
- how much the context and culture in which they operate influence the way Coach Developers need to work.

This second edition is intended to share what has been learnt, to offer a more flexible approach and, in addition to using learning-centred facilitation methods, to focus on creating lasting behavioural change in coaching practice. It stresses the importance of providing support for coaches in the field where they operate (eg coach observation and review, mentoring, communities of practice) and not only relying on coach education workshops, clinics and conferences. It has been revised through the generosity of expert Coach Developers (practitioners and academics) from around the world who were willing to share their passion and expertise. It is to be seen as a work in progress and will continue to evolve as our collective understanding of the complex work of both the coach and the Coach Developer grows.

This edition offers a more flexible approach to coach development and stresses the value of using learning-centred facilitation methods to focus on creating lasting behavioural change in coaching practice. It emphasises support for coaches in the field, such as coach observation and review, mentoring and communities of practice.

3   Who is this Framework for?

This framework is for anyone involved in the development of coaches, from the club coach helping other coaches to those responsible for the quality and management of their coaching and Coach Developer workforce in their organisation. It has been written for clubs, individual sports organisations and multi-sport coaching organisations wishing to improve their coaches, as well as institutes of higher education that deliver coaching courses and programmes. It will also benefit individual Coach Developers intent upon improving the way they work with coaches. It draws on the growing research in the field and includes some examples of good practice from across the world, demonstrating the importance of creating systems and programmes appropriate to the culture, context and specific needs of each organisation.

4   The Format of this Framework

Each chapter can be used independently. Together, they provide our best understanding so far of the central themes to be considered in the education and development of the Coach Developer. At the start of each chapter, there is a box with a brief guide about what the chapter contains.

At the end there is a:
- summary in the conclusion
- 'call to action', with some questions posed to help you consider how the contents of the chapter might be applied to your own organisation or indeed to yourself
- list of references.

5   Overview of Chapters

Each chapter is colour-coded to help you find your way around more easily. While there is some progression from chapter to chapter, each one can be read in isolation with plenty of cross references to help you.

Chapter 2: Quality Coaching and Coach Education:
This chapter will consider the demands on sports coaches today, why coaching is important, what is meant by quality coaching and some principles that should underpin quality coach education programmes. Unless you know what sort of coaches you need; what knowledge, expertise and skills they require and how best these might be acquired; you cannot be sure of the demands made of your Coach Developers.

Chapter 3: The Role of Coach Developers:
Coaches coach athletes and Coach Developers coach coaches. Coach Developers may assume a broad range of different roles in their support of coaches and may fulfil these roles in different ways within many different organisations, contexts and cultures. This chapter explains the term and addresses the diversity of roles that Coach Developers may play around the world.

Chapter 4: Helping Coaches Learn and Develop:
Like coaches, Coach Developers learn in diverse ways. This chapter provides a foundation for understanding both coach learning and Coach Developer learning, and positions the Coach Developer as a coach-centred, lifelong learner.

Chapter 5: Assessment of Coaches and Coach Developers:
This chapter addresses the principles that need to be considered when Coach Developers assess coaches and Trainers of Coach Developers assess Coach Developers. It considers the use of summative assessment (assessment of learning) and formative assessment (assessment for learning) and places value on the importance of assessment as learning (learning-oriented assessment). When assessment as learning is used, assessment is an integral part of the learning programme and needs to be considered in both the design and delivery of the programme.

Chapter 6: Supporting Coaches On-the-Job:
This chapter will look at why a reliance on formal coach education workshops is insufficient in developing quality coaches, and why supporting coaches in the field is so important. It explores different ways to support coaches, and offers examples of how different organisations have made this work in practice.

Chapter 7: Coach Developer Pathway:
This chapter provides some guidelines and benchmarks for putting a Coach Developer pathway in place that will work in your culture and context. It considers the many roles Coach Developers may play and the varied routes that they can take in their education and development. There are several country- and organisation-specific examples of Coach Developer pathways that are informed by needs, culture and the available resources.

Chapter 8: Coach Developer Standards:
This chapter explains how and why Coach Developer standards might be useful in your organisation, and the varying ways they might be used, as well as providing a map of standards for Coach Developers at different stages of their journey: the beginner Coach Developer, the more experienced and skilled Accredited Coach Developer, those seeking to become a Chartered Coach Developer, as well as acknowledging the requisite requirements for a Trainer of Coach Developers (those people who provide training and support for Coach Developers).

Chapter 9: Building Coaching Systems:
This chapter looks at what is meant by a coaching system, the need to analyse your coaching system, how to recruit and train your workforce, the importance of monitoring and evaluating your coaching programmes, as well as providing some recommendations and examples of good practice.

Chapter 10: Key Recommendations:
This chapter provides a summary of the key messages contained in the Framework as a quick reference point or aide memoire.

6   A Work in Progress

The world of coaching and the work of Coach Developers are dynamic and changing and, while drawing on best practice in the field as well as on current research, this framework is a 'work in progress'. We hope that this document serves you well in your work, and your feedback on it is most welcome. We hope that you too consider yourself an important contributor to the global effort to support the education and development of coaches and Coach Developers around the world. Thank you for your work.

Photo: Alan Spink
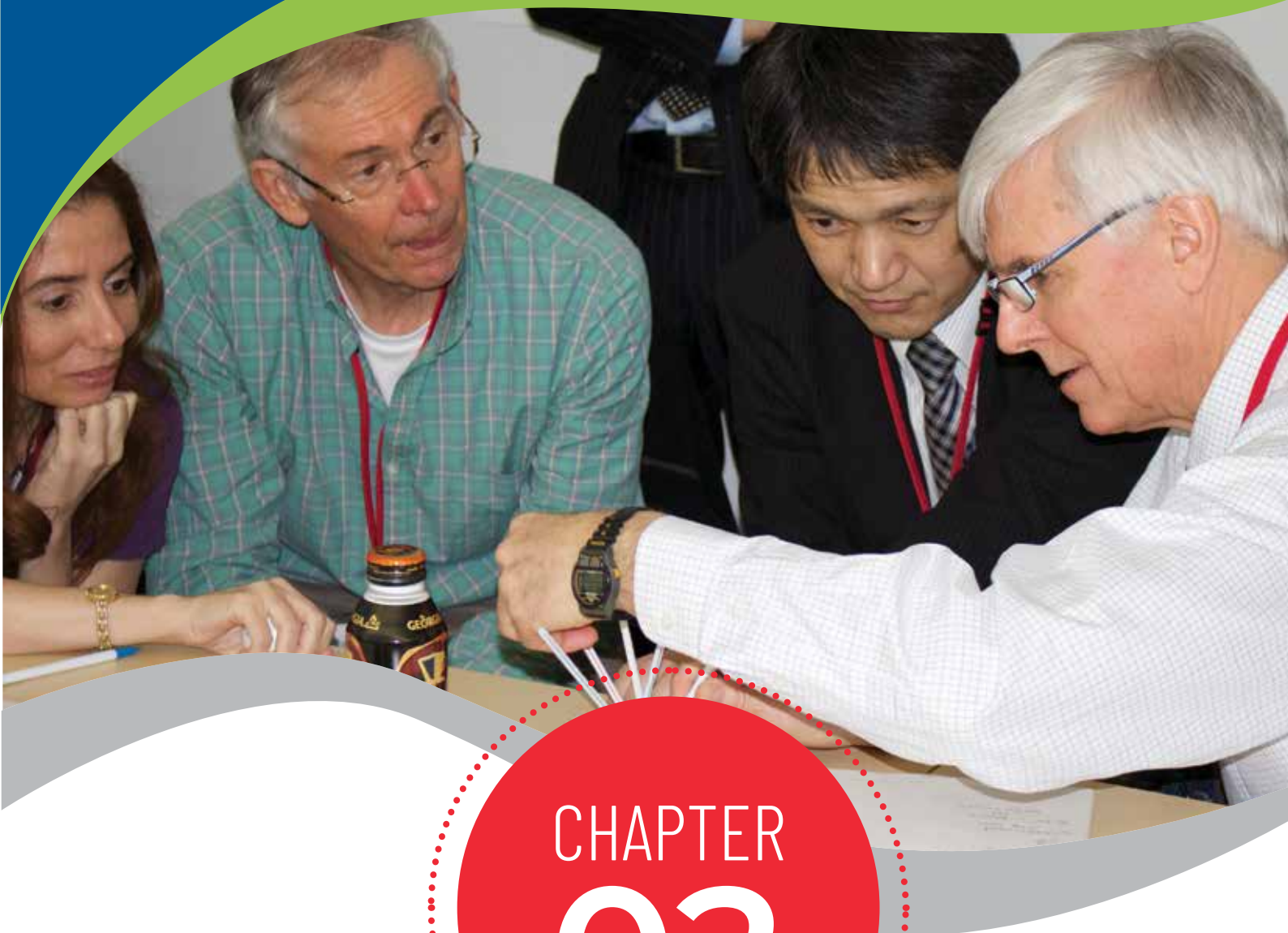
CHAPTER
02

QUALITY COACHING AND
COACH EDUCATION

1 Introduction

Before embarking in more detail on the role and skills of Coach Developers and the way coaches need to be educated and supported, it is important to consider what sort of coaches are needed, what knowledge, expertise and skills are required, and how best these might be acquired. The International Sport Coaching Framework (ISCF), published in 2013, offered a step change in the way coach education and development are understood and conducted worldwide. It defined coaching as 'a process of guided improvement and development in a single sport and at identifiable stages of development' (ICCE et al, 2013, p14) and viewed coaching as a blended professional area where a mix of volunteer, part-time and full-time paid coaches co-exist.

Since then, considerable strides have been made in moving coaching towards professionalisation, allowing it to keep pace with other, related disciplines such as sport science, sports medicine, and education. Coaching today is highly dynamic and demanding, for coaches are no longer viewed simply as teachers of the sport but also as developers of people. They coach the person rather than the sport and so contribute to their participants' development socially and emotionally, as well as physically and technically.

This chapter will consider the demands on sports coaches today, why coaching is important, what is meant by quality coaching and some principles that should underpin quality coach education programmes.

> ▶ The demands on sports coaches today
>
> ▶ Why coaching is important
>
> ▶ What is meant by quality coaching
>
> ▶ Principles that underpin quality coach education programmes

2 Why is Coaching Important?

Coaches play an important role in promoting enjoyable sports participation, helping people achieve their potential and enhancing individual and team performance. In addition to these core roles, 'coaches contribute to the development of athletes as people, teams as cohesive units and communities with a shared interest' (ESCF, ICCE/Lara-Bercial et al, 2017, p10). Coaching can also contribute to social aims by promoting activity and health, building a sense of community and social networks, and contributing to society economically through employment and education.

There are millions of volunteer, part-time and full-time coaches around the world who guide and support children, adolescents, adults, and whole communities to fulfil their sport and social objectives. Today, coaches work with increasingly diverse populations. There is a growing demand on coaches from athletes, parents, administrators and fans. Even voluntary coaches are expected to fulfil a variety of roles, such as educator, guide, sport psychologist, fitness trainer, social convenor and business manager. In addition, coaches of high-performance athletes are expected to be highly successful competitively but also to contribute to athletes' overall development.

The primary functions of coaches, as described in the ISCF in 2013, are shown in Figure 2.1. However, the demands on coaches to fulfil this diverse range of roles is even greater and so the need for quality coaching and quality coach education may be stated simply as 'coaches coach athletes', and so quality coaches develop quality in their athletes, not just physically and technically but also socially, emotionally and mentally.

Figure 2.1: Primary Functions of Coaches (ISCF, 2013)

'Coaches not only promote enjoyable sports participation and help people achieve their potential, they also contribute to the development of athletes as people, teams as cohesive units and communities with a shared interest' (European Sport Coaching Framework, 2017, p10).

3   Developing Quality Coaches

Three terms that are often used in studying coaching are 'effective coaching', 'expert coaching' and 'quality coaching' (Figure 2.2). Effective coaching refers to achieving the desired outcomes, while expert coaching often refers to the quality of decision-making; and quality coaching focuses on values-based coaching and an athlete-centred approach. Each of these terms is expanded on below.

Much has been written about effective coaching. This presumably means coaching that achieves its desired result. Too often, it is measured in terms of athlete performance but there are very many factors that affect the outcome of a competition. Most of these are outside the control of the coach and this crude measure diminishes the complexity of the coaching process and coach/athlete relationship, often over a considerable period of time.

Many researchers have attempted to draw up standards for coaching effectiveness. Becker (2013) identified seven qualities of effective coaching, namely:
- positive (focusing on strengths not weaknesses)
- supportive (empathetic and trusting coach/athlete relationships)
- individualised (tailored to individual needs)
- fair (equal amounts of time invested while treating differently)
- appropriate (time, place and development age)
- clear (readily understood)
- consistent (values-based).

Côté and Gilbert's definition of coaching effectiveness is 'the consistent application of integrated professional, interpersonal and intrapersonal knowledge to improve athletes' competence, confidence, connection and character in specific coaching contexts' (Côté and Gilbert, 2009, p316). The authors identified three components which need to be consistently applied:
- **Coaching knowledge:** The successful application and integration of knowledge, which can be broken down into three areas (Figure 2.3):
  - o **Professional knowledge:** Content such as sport science and sport-specific technical and pedagogical knowledge has historically been the focus of coach education programmes but has been shown to be insufficient in helping to create an effective coach as it needs to be applied in context to be effective.

  - o **Interpersonal knowledge:** Examples include the ability to communicate and interact with athletes, other coaches, parents and other professionals, which needs to be adapted so that coaches can communicate appropriately and effectively with different people and athletes of varying ages and competitive levels.

  - o **Intrapersonal knowledge:** This refers to a deep understanding of self, to a heightened sensitivity to others and their cultural context, as well as to the ability to carry out constant introspection, review and reflection.

- **Athlete outcomes:** This refers to the impact of the type of coaching on the athlete's behaviour, attitude or performance. An athlete's level of competence in their sport is the most obvious outcome of coaching but the limitations of measuring coaching effectiveness purely by athlete success has already been mentioned. It is important to consider not just athlete competence as a measure of coaching effectiveness, but also improvements in the athlete's competence, confidence, connection and character (often referred to as the 4Cs; more detail is given in Table 2.1).

QUALITY COACH
who is athlete- centered and values- based

EXPERT COACH
able to make dynamic decisions

EFFECTIVE COACH
who achieves desired outcomes

Figure 2.2: Terms used to Describe Good Coaching

Figure 2.3: Coaching Knowledge Components from USOPC Framework

Competence	Sport-specific technical and tactical skills, performance skills, improved health/fitness, healthy training habits
Confidence	Internal sense of overall positive self-worth
Connection	Positive bonds and social relationships with people inside and outside of sport
Character	Respect for the sport and others (morality), integrity, empathy and responsibility

Table 2.1: Athletes' Outcomes that Should Result from Effective Coaching (from Côté and Gilbert, 2009)

- **Coaching context:** This refers to the unique setting in which coaches endeavour to improve the athlete outcomes identified earlier. This includes contexts such as recreational, developmental and elite sport, as well as, importantly, adapting coaching to meet athlete variables (eg age, developmental level, needs and goals).

The expert coach has been described as 'one who can consistently make and implement good decisions and they can rationalise and defend them' (Abraham et al, 2009, p26). The authors liken expert coaches to expert chefs, suggesting that expert coaches need to be innovative (not simply recipe followers) if they are to have the range of skills to adopt a true athlete-centred and individualised approach. They maintain that an in-depth knowledge of all the ingredients is needed for the creation of a successful coaching programme. An interesting perspective on becoming an expert coach (Trudel et al, 2016) adapts the expertise model proposed by Berliner (2001), which describes a progression from novice, through competent and proficient, ultimately to expert; to a continuum from newcomer, through competent and supercompetent, to finally innovator. They argue that while competent coaches can reproduce what they were taught, supercompetent coaches can adapt knowledge and skills to develop their own coaching style. In addition, to become more consistent in what they do, these coaches will adopt a new mindset: 'Placing yourself in a new frame of mind requires stepping back, soul-searching, rethinking priorities, possibly defeating old personal roadblocks, and developing entirely new thought processes you can apply in all sorts of situations' (Stack, 2010). As coaches gradually become more confident, the need to challenge how things are done increases, and so they work strategically towards innovation. It is argued that 'deliberate reflection' is needed to progress along the continuum and this means reserving time to reflect on practice and maximise learning opportunities (see Figure 2.4).
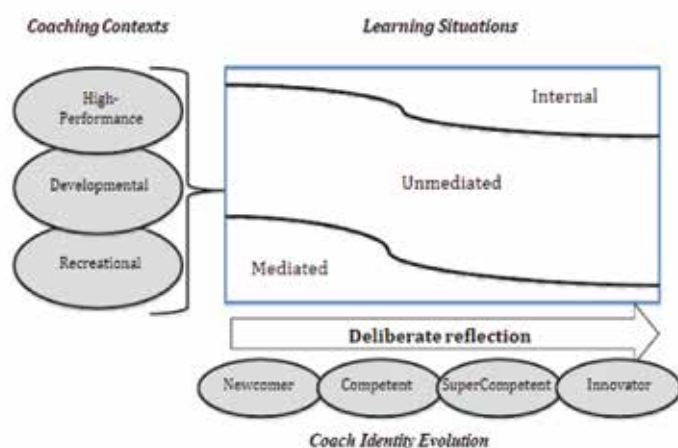
Quality coaching can not only be described as 'effective' in terms of meeting the desired coaching outcomes, but also as taking a holistic (encompassing the 4Cs: competence, confidence, connection and character) and values-based athlete-centred approach. Wade Gilbert believes that quality coaches adopt 'people building' as the 'foundation of their core purpose'. Quality coaching might be regarded as more athlete-centred and athlete-driven, more focused on values and respect, than regular coaching. The best coaches operate from 'a coherent and robust set of values and beliefs anchored in a genuine desire to do well for others' (ESCF, Lara-Bercial et al, 2017, p17).

Quality coaching can not only be described as 'effective' in terms of meeting the desired coaching outcomes, but also as taking a holistic (encompassing the 4Cs: competence, confidence, connection and character) and values-based athlete-centred approach.

The US Olympic and Paralympic Committee (USOPC) built upon the concept of coaching effectiveness to define the quality coaching framework (2020) shown in Figure 2.5.

Figure 2.4: How Sport Coaches Learn to Coach (from Trudel et al, 2016)
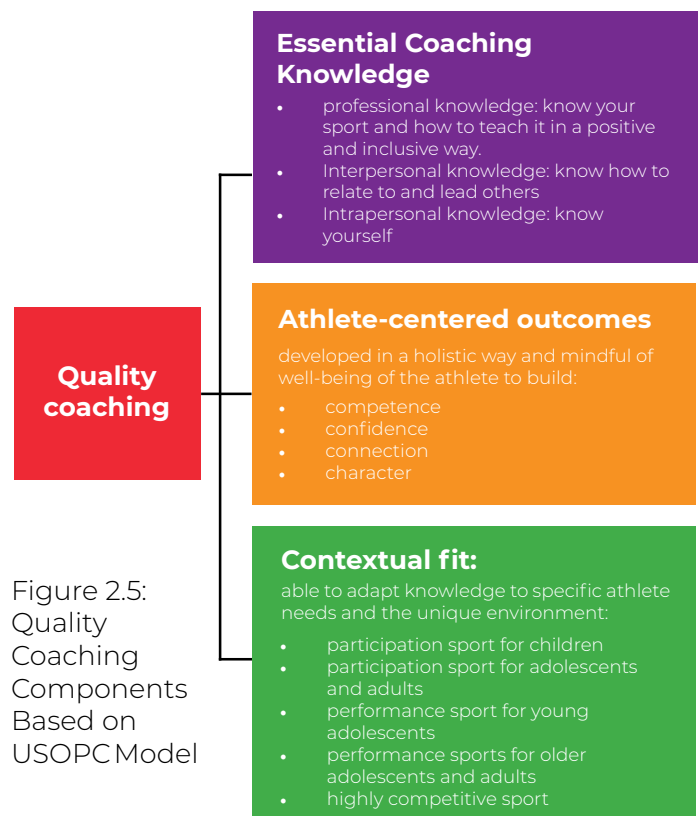
Figure 2.5: Quality Coaching Components Based on USOPC Model

Essential Coaching Knowledge
- professional knowledge: know your sport and how to teach it in a positive and inclusive way.
- Interpersonal knowledge: know how to relate to and lead others
- Intrapersonal knowledge: know yourself

Athlete-centered outcomes
developed in a holistic way and mindful of well-being of the athlete to build:
- competence
- confidence
- connection
- character

Contextual fit:
able to adapt knowledge to specific athlete needs and the unique environment:
- participation sport for children
- participation sport for adolescents and adults
- performance sport for young adolescents
- performance sports for older adolescents and adults
- highly competitive sport

Quality coaching

The USOPC identifies three components of quality coaching:
- essential coaching knowledge (professional, interpersonal and intrapersonal)
- **athlete-centred outcomes** (described below) and
- contextual fit, referring to the specific needs and unique environment of the participation and performance of athletes at different stages

Athlete-centred outcomes refer to the following:
- An athlete-centred, coach-driven approach which requires a 'selflessness and unconditional dedication to helping athletes reach their goals. A defining characteristic of quality coaches is their focus on empowering and serving their athletes, not themselves' (USOPC, 2020, p20).
- A concern for the holistic development and well-being of athletes: 'coaching with a concern for athletes' holistic development and well-being means considering the personal, emotional, cultural and social identity of each athlete and how this identity influences sport development and performance. This is true across the athlete development spectrum from young children to master athletes' (USOPC, 2020, p20).
- The importance of taking ethical coaching decisions and actions which are summarised in Table 2.2 (USOPC, 2020, p24).

Ethical Behavior	Description
Competency	Ability to do something successfully or efficiently
Respect	Regard for feelings, wishes, rights or traditions of others
Integrity	Quality of being honest and having strong moral principles/moral uprightness
Responsibility	Having a duty to deal with something and the ability to act independently and make a decision without authorisation, being accountable or to blame
Concern for others' welfare/safety	The condition of being protected from or unlikely to cause danger, risk or injury

Table 2.2: USOPC Coaching Code of Conduct – Ethical Behaviours

Many coaches work on eradicating weaknesses and error correction to improve performance (Gordon, 2012) rather than enhancing strengths (eg technical, tactical, physical, psychological, social). Some evidence from sport psychology, elite sport and education literature shows that an alternative strengths-based approach can produce desirable psychological outcomes (eg enhance well-being, increase engagement) and even enhance performance. A strengths-based approach (Figure 2.6) focuses on what is currently working well and looks for opportunities to complement and support these strengths and capacities, as opposed to focusing solely on the problems. In a sporting setting, strengths-based coaching is not about ignoring errors and areas that need to be developed but about helping the participant recognise that they also have some strengths which can be affirming and motivating. It has been proposed that quality coaching should be based on a strengths-based approach (Trudel et al, 2016). Thus, working on strengths as well as weaknesses in sport makes the sporting experience a more positive and empowering one for the athlete.
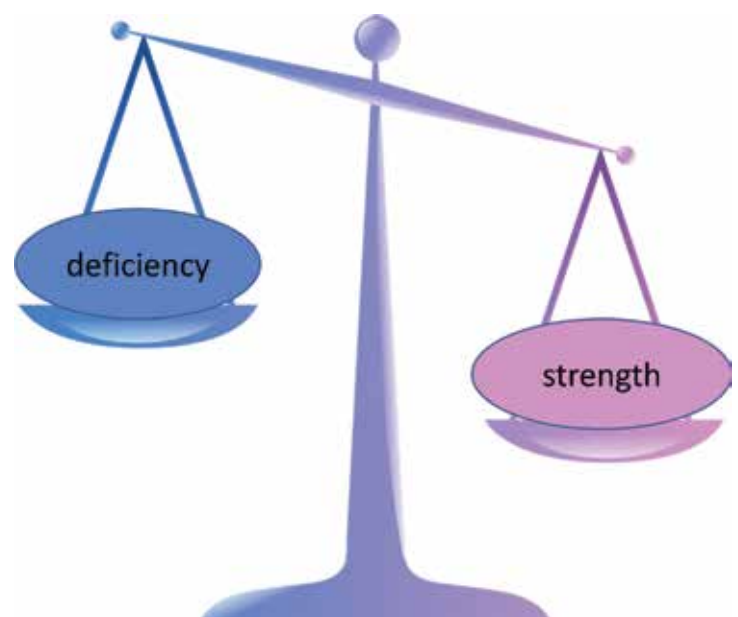

Figure 2.6: Deficiency vs Strength-based Approach

4   What is Quality Coach Education?

What sort of coach education is required to develop strength-based, innovative, holistic and athlete-centred quality coaches capable of consistently making, implementing and justifying good decisions?

Before examining how coach education has and is changing, it might be helpful to differentiate between two terms often used interchangeably:

- **Coach education** refers to learning through a formal and structured curriculum, often leading to some form of approved qualification that signifies a level of competence and capability.
- **Coach development** is a broader term that describes all forms of learning, including those that lie outside the formal learning environment. It includes the informal and non-formal learning opportunities gained, for example, through on-the-job learning (eg through an apprenticeship), peer-to-peer interaction, mentoring, guided reflective practice and continuing professional development workshops.

Traditional coach education programmes have typically provided mediated, predominantly formal learning situations (eg classroom-based workshops) and mainly focused on knowledge transmission (usually technical, tactical and sport science knowledge). Access to information, however, has increased so much so that there is less need to focus predominantly on knowledge transfer, providing a greater opportunity to concentrate on the application of knowledge and the all-important development of coaching skills.

Further, coach education and the role of those who train coaches have changed considerably over the last 25 years and continue to evolve (Figure 2.7). Coach education has shifted from an emphasis on knowledge transfer where

'tutors' (usually experienced coaches) provided workshops which focus largely on sharing technical, tactical and performance information (eg training theory) to learner-centred facilitation. The latter again offers formal mediated learning through workshops, now provided more frequently by trained Coach Developers. The focus extends to include how-to-coach skill development (pedagogy, such as how to observe and analyse, provide feedback, make decisions, reflect-in- and -on action). This type of delivery actively engages coaches in their own learning through micro-coaching practice, activities, problem-solving tasks and case studies. It attempts to customise the learning to the unique needs of each coach and their context (eg who they coach, where they coach).

There is a growing shift in coach education towards a greater emphasis on 'in-situ' or on-the-job learning, extending coach learning beyond and outside formal courses to supporting coaches in practice.

There is a growing shift towards a greater emphasis on 'in-situ' or on-the-job learning, extending coach learning beyond and outside formal courses to supporting coaches in practice (see Chapter 6). This involves helping coaches apply their learning in their actual practice environment (eg through mentorships, regular coach observation and review sessions, and communities of practice).

This evolution in coach education is far from universal, with some countries and organisations not yet having the expertise to deliver learner-centred, facilitated formal courses, and most countries still wrestling with how best to support their coaches in the field. Research in education, and specific to coach education (eg Abraham & Collins, 1998; Cushion & Nelson, 2013; Mallett et al, 2009; Paquette and Trudel, 2018), supports the need to:

- better align the content of courses to coaches' own context
- avoid an over-emphasis on content and improve the application of principles of how coaches learn, for example developing coaches' ability to reflect on their coaching practice (see Chapter 4)
- move beyond formal classroom learning to add opportunities for in-situ learning (see Chapter 6), and
- recognise that as coaches move along their pathway to higher levels of sophistication, those learning
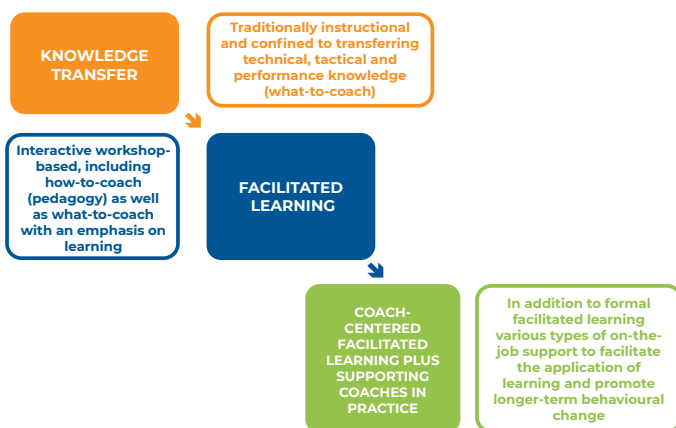
Figure 2.7: Changes in Coach Education

methodologies that are useful for less-experienced coaches (eg competence approaches) may need to be replaced with expertise models that focus more on decision-making and judgement.

These observations and findings emphasise the need to adopt a learner-centred philosophy, to consider the individual needs of the coach and to move beyond knowledge transfer to a focus on the effective facilitation of learning and supporting coaches outside of formal coach education programmes.

The types of knowledge needed by quality coaches has already been identified and should form part of the syllabus of a quality coach education programme. Figure 2.8, from the International Sport Coaching Framework, emphasises the importance of balance between the three types of knowledge, and a strong values foundation. In the words of ethicist John Dalla Costa, 'Coaching at its core is an exercise in trust. Athletes depend on coaches for knowledge, guidance, inspiration, and motivation. They rely on coaches to navigate through the ethical quandaries from the overriding pressure to win' (Robertson, 2012). In addition to this knowledge, a quality coach education programme should include the skills to be apply this knowledge in practice (the how-to-coach skills such as how to provide feedback, how to build rapport, how to help coaches reflect, to name a few). These skills need to be developed practically through micro-coaching sessions where coaches can coach others (either peer coaches acting as athletes or actual athletes), reflect on their practice, and then gain peer and Coach Developer feedback.

More recently, research has endeavoured to embed learner-centred teaching (LCT) into coach education practice and adopt more constructivist strategies to help meet the complex needs of coaches (constructivist approaches equate learning with creating meaning from experience, so that learners 'construct' their model based on their own experience and prior knowledge; see Chapter 3).

More recently, research has endeavoured to embed learner-centred teaching (LCT) into coach education practice, and to adopt more constructivist strategies to help meet the complex needs of coaches.

Using a case study, Rodrigues et al (2021) showed that it is possible to plan and deliver a coach education course based on the LCT approach and found that most learners felt like 'they have learned and grown in a stress-free learning environment' (p1). The research warned, however, about significant cultural challenges, to which might be added various pragmatic considerations (eg the high level of skill required by facilitators, the need to be very familiar with each learner's coaching context). Based on the findings from an emerging body of literature, learner-centred strategies and constructivist approaches are increasing the impact of coach education (eg Deek et al, 2013; Morgan et al, 2013). Further discussion around learner-centred teaching can be found in Chapter 4.

Figure 2.8: Types of Knowledge (ISCF)

5   How can Quality Coach Education be Provided?

Typically, coach education programmes have been provided by different organisations (see Figure 2.9): single sport national and international federations (eg British Swimming, World Rugby) or national coaching organisations (eg the Coaching Association of Canada). Parallel to these programmes offered within the sport system, universities/ higher education institutions (HEIs) have offered coaching degrees and the ICCE has consulted with HEIs to draw up International Sport Coaching Degree Standards (www.icce.ws) which provide an internationally accepted reference point for those HEIs wishing to contribute to the development of the coaching workforce worldwide.

Figure 2.9: Organisations Providing Coach Education

The ability of each of these organisations to offer a learner-centred coach education programme creates certain challenges. For example, those gaining their education through a degree programme are typically younger and have limited coaching experience on which to draw, so making some delivery strategies associated with learner-centred teaching (eg problem-based learning), more difficult to employ. This emphasises the importance of on-the-job learning (eg coaching practicums, coaching placements, apprenticeships) and effective and flexible coach assessment protocols that align with LCT approaches (see Chapter 4). One of the advantages of higher education institutions is that they offer a longer-term and more in-depth study of coaching, with sufficient time to embed coach-centred learning strategies.

Coach Education programmes offered by organisations within the sport sector have different challenges (see Figure 2.10), often associated with the shorter length of training time (and related costs in terms of money and time) acceptable to volunteer coaches or within the time constraints of full-time professional coaches.

Paquette and Trudel (2018) mention 'length of course' as a critical consideration, as learner-centred approaches are more complex and often more time-consuming than a more instructional approach (Weimer, 2013). This in turn is likely to result in a tension between a course being 'learner-centred' and covering the prescribed content and assessment in the coach education system.

However, the sport sector delivered programmes have many advantages, including the typical characteristics of coaches (eg more mature, greater coaching experience, current coaching role), the opportunity to integrate sport-specific elements, thus making the pedagogical and sport science elements more readily applied, and the greater ease in providing practical coaching opportunities to integrate theory and practice. While supporting coaches in the field may raise pragmatic issues and have financial costs, sports organisations can more readily provide or access opportunities as well as negotiate coaching practicums, such as the chance to shadow a coach working with a talent squad. Some of the challenges mentioned may be overcome by offering a blended learning approach, using online methods to 'learn how to learn' and to cover essential theoretical content, which can then be used and applied through

Figure 2.10: Challenges in Providing Quality Coach Education

a more learner-centred approach face to face. A skilled Coach Developer workforce can also enable the use of learner-centred approaches and enhance the impact of coach education programmes. Gathering information about coaches and their very different coaching contexts in advance of a programme enables Coach Developers to make the material more relevant, readily applied and impactful, and to better understand the individual needs of the coaches. Equally important is the potential to develop ongoing relationships with coaches that go beyond the formal course, providing essential support in the field (see Chapter 6) post workshop and encouraging lifelong learning.

In terms of ongoing professional development, particularly for full time coaches, it is also worth considering not only formal learning opportunities but the value of in-situ learning situations too (eg through the observation and review of coaching practice, mentorships, coaching placements and apprenticeships) where learning can be individualised (Phelan & Griffiths, 2018).

Retrospective self-report studies have indicated that coaches develop through a complex blend of different opportunities (Werthner & Trudel, 2006). Formal learning opportunities can accelerate coaching knowledge and begin to develop coaching skills; they can be delivered in a more coach-centred way and can provide extensive and variable experiences to assist the application to each coach's own coaching context. They need to be supplemented with more individualised field-based support to facilitate application, encourage reflective practice and provide evidence-based feedback (see Chapter 6).

Paquette and Trudel (2018) have published a best practices paper, supported empirically and theoretically, which offers ten practical recommendations to enable coach education providers to support learner-centred coach education in terms of programme design, facilitation and coach engagement. These are summarised in Table 2.3 and the following case studies illustrate some of these recommendations in action.

PROGRAMME DESIGN	FACILITATION	COACH ENGAGEMENT
1. **Become a learner-centred leader** (eg the need for strong leadership to overcome the challenges that occur with learner-centred teaching and a deep understanding of constructivist learning assumptions) 2. **Use a variety of learning strategies to achieve specified learning outcomes** (end-of-course outcomes and outcomes related to application in their coaching context; strategies to include action-research, problem-based case scenarios, self-reflection, group activities and discussions, practical training, role play) 3. **Deliberately develop learning skills** (ie helping coaches to learn how to learn to enable them to apply the literature critically and become lifelong learners) 4. **Unite assessment with learning** (ie understanding the complex interplay between content, assessment and learning, and the need to use a range of assessment strategies including peer and self-assessment, debriefing and formative feedback)	5. **Recruit facilitators, not instructors** (ie more careful selection to ensure Coach Developers share the values and approach embedded in learner-centred teaching) 6. **Provide learner-centred facilitator training** (ie training is needed to develop this skill) 7. **Regularly assess facilitator performance** (the need to check to ensure consistent learner-centred facilitation and to provide ongoing training and tools to aid self-assessment and reflection)	8. **Help coaches to recognise their view of learning and to understand learner-centred teaching** (ie the need to overcome the anticipated resistance to this approach by providing 'learning to learn' introductory modules) 9. **Prioritise making content meaningful for coaches** (ie the importance of Coach Developers knowing the background of each coach and overtly helping them to reflect on and apply material to their own context) 10. **Empower coaches with increased autonomy and learning options** (ie increase intrinsic motivation by encouraging coaches to make decisions about content and approach)

Table 2.3: Summary of Recommendations for Providing Learner-centred Coach Education (Paquette & Trudel, 2018)

The following case studies provide examples from different organisations on how to deliver quality coach education.

CASE STUDY 2.1: USA HOCKEY'S COACHING EDUCATION PROGRAMME

Background
USA Hockey's (USAH) Coaching Education Program (CEP) is comprised of a National Coach-In-Chief (CIC) and 13 District CICs. In 2022, the CIC for Female Development was appointed, making 14 CIC positions alongside the National CIC role. The Coaching Education Department within USA Hockey is responsible for creating curriculum content and, together with the CICs, is responsible for educating, on average, approximately 30,000 coaches per year.

Joining Forces with the USCCE
In February 2019, 26 USA Hockey staff members and volunteer Coaches-In-Chief met with the United States Centre for Coaching Excellence (USCCE) to combine the fundamentals of education and adult learning principles, with the curriculum of USA Hockey. A basic needs assessment and outline were formed from this meeting. In August 2019, over 200 Coach Developers met in Hartford, Connecticut and Denver, Colorado for three days each, for an abbreviated version of the USCCE's Coach Developer Academy. The tools and discussions from those meetings evolved into the USAH CEP Coach Developer Academy that we see today.

Content Evolution
In the past, USA Hockey's CEP curriculum content had been developed largely by volunteers. Like many traditional coaching education curricula, it was heavily focused on 'what-to-coach' content. After working with the USCCE, a Curriculum Committee was created to redesign the content for face-to-face clinics and for online modules.

In 2019–20, the development and phased roll-out of the new face-to-face curriculum focused more heavily on the 'how-to-coach' content, recognising that this would be better taught in the clinic than online. However, the roll-out of this highly interactive clinic clashed with the COVID-19 pandemic, therefore delivery mechanisms needed to be altered.

Delivery of Content
As piloting of the first phase of curriculum ended and training on facilitation (vs presentation) approaches was to begin, the COVID-19 pandemic hit the United States. Therefore, it was decided to pilot the new content in a virtual setting. There were clear obstacles faced in the delivery of micro-coaching and utilisation of other facilitation approaches in the early virtual platform setting. However, these were largely overcome by USAH staff and volunteers.

Tools for our Coach Developers
In the void of face-to-face training, resources were developed to provide the volunteer Coach Developers with the tools necessary for facilitating discussion surrounding the new content. A 'Road Map' of each level of USA Hockey's curriculum identified:
- the learning objectives of each section
- notes with further explanation of the intent behind each slide
- guidance for using breakouts, polls and other ways to create a highly interactive environment within Zoom
- 'talking points' to guide the type of recommended facilitation questions.

The Road Map was not intended to be a replacement for training long-term, but it ensured a level of consistency of the content messaging delivery and the beginning of quality control within a national setting for this programme.

Important Developments
- In 2022, five regional trainings were held.
- A community of practice for the recent graduates was established and from this a support network emerged, allowing for deeper discussions on topics ranging from best practice to the use of technology. These COPs will continue to grow with the help of online education as well as the emotional buy-in from the Coach Developers.
- Discussions regarding the development of a certification programme within the Academy is envisioned to include a knowledge test, levels of advancement, and continuing education to retain certification. Support from each district, with an emphasis on excellence and continuity, is paramount for success.

Strengths in programme design include:
- outcome-based
- blended learning, combining online learning and a face-to-face clinic
- continuation of learning and communities of practice

Strengths in facilitation include:
- roadmap and tools for Coach Developers
- training for Coach Developers

Strengths in coach engagement include:
- a community of practice and support network

CASE STUDY 2.2: FURTHER VOCATIONAL QUALIFICATION IN PHYSICAL EDUCATION AND COACHING (COMPETENCE AREA COACH)

The Further Vocational Qualification in Physical Education and Coaching, organised by 11 Sport Institutes in Finland, is a 1.5-year education programme for active professional coaches working in sports clubs. The blended learning programme consists of self-learning theoretical modules where coaches are encouraged to apply their learning to their own coaching practice, plus eight contact periods of two days. There is:

- one compulsory unit: professional activity as a coach, which includes the skills needed for athlete-centered coaching, supporting and monitoring the overall development of an athlete, and promoting safety in coaching situations.
- one from three optional units: coaching of children, youth or adults.

Student coaches negotiate a personalised pathway in conjunction with the Coach Developer, based on their previous knowledge and experiences and their coaching environment. Student coaches choose their specialisation area and plan how they will demonstrate their competence. There is a strong focus on developing student coaches' learning skills (eg dialogue skills and data-acquisition methods) and reflective skills. A flipped curriculum (theory is gained in advance of contact sessions) is used to encourage deeper conversations in contact periods. As the programme progresses, coaches are given greater responsibility and more opportunities to choose how they work.

The Coach Developers on the programme adopt a constructivist approach and are encouraged to work as a group to develop their skills through group reflections and peer reviews. Additional training for Coach Developers (eg learning principle modules, personal mentoring) is provided where necessary. The approach moves from more structured facilitation (group discussions, group assignments, demonstration) towards group learning and projects (eg a two-day contact is all on load and recovery monitoring, where they are given 2–3 athletes, whom they monitor and provide feedback on).

The qualification is competence based and coaches demonstrate their competence through written tasks and practical sessions in a real working environment. Coaches are required to engage in self-assessment and reflection on their actual coaching practice with their athletes, and evaluation is conducted by professionals from both education and work/life coaching.

Strengths in programme design include:
- learner-centred leadership
- a variety of learning strategies
- inclusion of the deliberate development of learning skills
- assessment strategies such as peer and self-assessment, debriefing and formative feedback

Strengths in facilitation include:
- recruitment of Coach Developers who share the values and approach embedded in learner-centred teaching
- learner-centred facilitator training provided where required
- peer monitoring of Coach Developers to ensure consistent learner-centred facilitation and to provide ongoing training and tools to aid self-assessment and reflection

CASE STUDY 2.3: MINAS TENNIS CLUB (MTC) IN BRAZIL: COACH DEVELOPERS FROM A UNIVERSITY PROVIDING A 24-MONTH COLLABORATIVE INITIATIVE TO DEVELOP COACHES IN A MULTISPORT CLUB

MTC is a multi-sport club offering eight major performance sports (basketball, volleyball, futsal, artistic gymnastics, trampoline gymnastics, judo, swimming, and tennis) and many recreational activities (eg sailing, badminton, martial arts). The club approached professors/Coach Developers from a University to discuss the potential strategies for developing their sports coaches. In the 24 months that followed, the learning activities proposed or co-developed were strongly influenced by previous studies on higher education coach education programmes (eg Milistetd et al, 2018; Trudel et al, 2020) and collaborative inquiries about supporting high-performance coaches in their career development (eg Milistetd et al, 2018; Trudel et al, 2021). The project proposed to move away from the traditional coach training consisting mainly of (a) teaching groups of coaches the 'best' way to coach, and/or (b) identifying gaps in the coaches' knowledge, then teaching them related content, and/or (c) providing mentors for less experienced coaches. Instead, it was proposed to establish a collaborative partnership to co-create 'in situ learning activities' for the coaches, based on the integration of theory and practice (a learning-in-action approach).

The approach was based on two learning organisation frameworks used to explore the learning and change/transformation processes in the organisation. Coaches from different sports and streams were mixed to form groups of 30 participants. For each of the 12 coaching topics, four 90-minute sessions were held for a total of 48 sessions. Fifteen days in advance of each session, learning material, including summaries of a few scientific articles (generally two) and other supporting material (videos or podcasts), were sent to the participants. The figure below shows the cycle of learning activities used in the sessions with the coaches:

Challenge:
- It is recognised that the challenge for organisations to move from a desire to transform to what actually happens, is not easy to do as it takes time, often a few years, and support.

**Strengths in programme design include:**
- programme leaders had a deep understanding of how coaches learn and adopted strategies that were more contextualised to the coaches and adopted a more coach-centred approach

Strengths in facilitation include:
- the selection of leaders with strong facilitation skills

Strengths in coach engagement include:
- coaches were encouraged to take more responsibility for their own learning through the self-study that preceded the face-to-face session
- coaches (and even administrators) reflected positively on the new perspective on coach learning (although the initiative was not sustained after the project) and a possible culture change on the development of the club's coaches
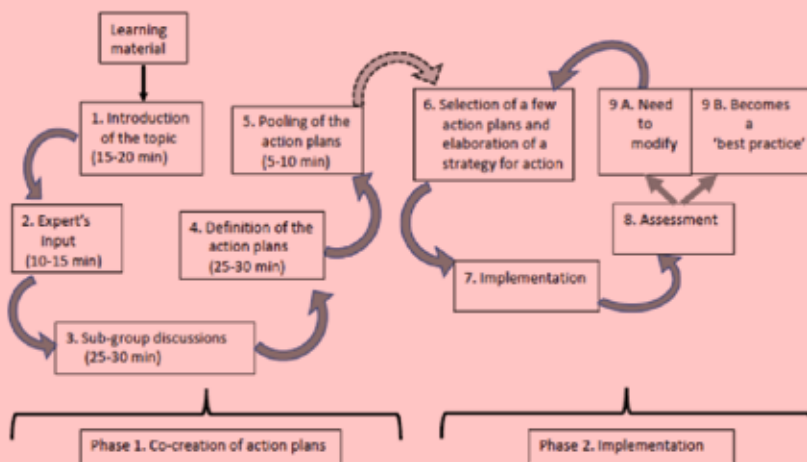
Cycle of learning for the coaches

6 Conclusions

Coaches play a critical role in the delivery of sport programmes to athletes at all stages of the athlete pathway, making the goal of providing quality coaching, that is values-based, built on expert knowledge, and focuses on a range of athlete-centred outcomes, an important element of any progressive sport system. 'The best coach is not always the one with the best players, best ranking, or most wins. The best coaches are those that do more with less, change the lives of their athletes for the better and teach the importance of character' (www.reformedsportproject.com).

To summarise this chapter, a quality coach education programme that consistently produces quality coaches that can apply and integrate their learning into their practice needs to:

- be comprehensive but coach-centred, meeting coaches' needs, building on coaches' experience, while providing cutting-edge knowledge and the ability to interrogate and test the validity and relevance of the vast amount of information now available remotely
- develop coaches' decision-making and problem-solving skills, for these are at the heart of quality coaching

- include both formal (eg face-to-face workshops) and informal learning (eg field-based support, observation and review, and mentoring) opportunities
- recognise and acknowledge the differences in coaching contexts, between recreation and competitive, and youth, developmental and high-performance coaching
- value and use both sport federation and higher education coach education programmes
- consider the value of aligning programmes to their country/organisation's qualification system
- teach coaches how to learn and reflect, for this provides the foundation for the adoption of their lifelong learning habit
- provide extensive ongoing personal and professional development opportunities.

Providing quality coach education, that is learner-centred, individualised, and contextually and practically relevant, requires a strong Coach Developer workforce that will be described in Chapters 7, 8 and 9.

7 Call to Action:

Some questions for you to consider:

How do you (or your organisation) promote quality coaching?

To what extent has your organisation been able to implement a learner-centred approach in your coach education programmes?

Where have you been able to provide your coaches on-the-job with support in the field?

What does quality coach education look like in your sport? What are your strengths? What improvements would you recommend?

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CHAPTER
03

THE ROLE OF COACH DEVELOPERS

1 Introduction

This chapter introduces the role of Coach Developers and the important function they play with coaches. It acknowledges the varied and complex roles that coaches play and describes what it means to be a Coach Developer, and how and where they operate.

As mentioned in Chapter 2, coaches play an important role in promoting enjoyable sports participation, helping people achieve their potential and enhancing individual and team performance. There are millions of volunteer, part-time and full-time coaches around the world who guide and support children, adolescents, adults and whole communities to fulfil their sport and social objectives. Simply put, 'coaches coach athletes' and so better coaches develop better athletes. This is true, whether it is in providing a better recreational experience or by coaching in a high-performance context. Coaches do this in many ways but the athlete (and their needs) should always be at the forefront; it should be an athlete-centred endeavour.

Better Coach Developers produce better coaches.

- ▶ What is a Coach Developer?
- ▶ What are their roles and functions?
- ▶ Why are Coach Developers important?
- ▶ Where do Coach Developers operate?
- ▶ How is the role evolving?
- ▶ Who makes a good Coach Developer?
- ▶ How are they selected and trained?

2 What is a Coach Developer?

Coaches coach athletes to achieve their sporting goals, while Coach Developers coach coaches to improve their coaching skills and knowledge, help them get better at coaching and so achieve their coaching goals. Ultimately, both coach and Coach Developer exist to help athletes achieve their goals, whether this is for recreational participation or performance-oriented competition.

The role of the Coach Developer is all-encompassing, and it is not one size fits all. It may be an education role, a development role or a support role, and many Coach Developers will be involved in all these. Coach Developers support coaches in their learning, either in a group or one-to-one, in the field or in the classroom. Effective Coach Developers operate in a way that increases coaches' self-awareness and encourages them to take responsibility for their own ongoing development to become even better coaches (Panel 3.1).

How does the Coach Developer function differ from previous titles and similar roles, such as that of tutor, coach educator or learning facilitator? Research in other fields (Ping et al, 2018; Tannis & Watkins, 2018; Perusso & Baaken, 2020) has shown the limitations of relying exclusively on formal courses and the importance of helping learners apply their learning in the real world. The concept of Coach Developer is relatively new and shifts the thinking from simply teaching a course or certifying a coach to a focus on enhancing coaching performance: helping coaches to learn, to apply their learning to their own coaching practice and to become an effective and 'quality coach', as described in Chapter 2. Parallel to the principle of athlete-centred coaching, effective Coach Developers strive to take a learner-centred approach, identifying the specific needs of each coach-learner and providing the support they need to enhance their coaching performance. More detail about the pathways to help Coach Developers extend and hone their skills is provided in later chapters (eg Chapter 7, 'Coach Developer Pathway').

Panel 3.1: A Coach Developer is someone who:

· has significant experience as a coach (or as an expert working with coaches in fields like sports nutrition, strength and conditioning, etc) in the context in which they will operate

· helps coaches develop their knowledge, skills and behaviours in order to become an even more effective coach

· has received some form of initial training or equivalent (eg an apprenticeship) about how best to help coaches learn

· is working formally (eg on coach education programmes) or informally (eg one-to-one in a club) with coaches

· models an attitude of lifelong learning and creates or reinforces this attitude in coaches.

Effective Coach Developers are experts in helping coaches learn and operate in a way that increases coaches' self-awareness and encourages them to take responsibility for their own ongoing development to become even better coaches.

3 Why are Coach Developers Important?

Given the complexity and demands of coaching (see Chapter 2), providing quality support to coaches needs to be an important priority if we are to provide quality coaching for every athlete. Coaches can strive to get better in many ways: by attending courses, through trial and error, by talking to and watching other coaches and coaching experts, by reading about good coaching practice, and so on. Coach Developers can accelerate coaches' learning and development; better coaches develop better athletes, and better Coach Developers can help coaches to be even better coaches. In addition to introducing new knowledge and ways of thinking about different issues, Coach Developers help coaches to apply this and to reflect on their coaching. By observing coaches in practice,

they can provide evidence-based feedback on different aspects of the coach's behaviour such as the coach/athlete relationship, the coaching strategies they use, the impact of their communication skills, and so on.

Coach Developers can accelerate coaches' learning and development: better coaches develop better athletes, and better Coach Developers can help coaches to be even better coaches.

4 Where do Coach Developers Operate?

Where a Coach Developer operates is very much dependent on the culture and context in which they function. It could, for example, be facilitating the learning of a group of coaches (eg in a coach education workshop), working one-to-one with a coach in a less formal way (eg as a club mentor), operating as a coaching or technical director in an academy with responsibility for coach development, or as a coaching manager in a sports organisation whose work involves improving coaches. Increasingly, Coach Developers can be found in many different contexts and with varying roles and responsibilities. Where a Coach Developer operates is very much dependent on the culture and context in which they function. It could, for example, be facilitating the learning of a group of coaches (eg in a coach education workshop), working one-to-one with a coach in a less formal way (eg as a club mentor), operating as a coaching or technical director in an academy with responsibility for coach development, or as a coaching manager in a sports organisation whose work involves improving coaches. Increasingly, Coach Developers can be found in many different contexts and with varying roles and responsibilities (See Figure 3.1).

Coach Developers operate in a range of different contexts dependent on the culture of the organisation, the maturity of the coaching system (see Chapter 9) and the specific context. They fulfil a range of different roles.

Employed by a sports organisation as a coaching manager with a role to improve coaches

Employed by a sports organisation to facilitate the learning of a group of a coaches (eg in a coach education workshop)

Employed by sport or coaching organisation to work one-to-one with coaches (eg high performance coaches) in the field (eg as mentor or to provide on-the-job support)

Employed by a sport academy as a coaching or technical director with responsibility for coach development

Where might Coach Developers Operate?

Employed by a sports organisation to work one-to-one with coaches after a formal course to help them apply their learning in their own context (eg as mentor or to provide on-the-job support)

Working for a club on a one-to-one basis with a coach in a less formal way (eg as mentor)

Employed in academic institutions where there is a sports coaching programme

Figure 3.1: Where Coach Developers might Operate

The following case studies are some examples of the broad range of roles in which Coach Developers currently operate. This may help you to assess what you currently have and/or what else you might need to consider.

CASE STUDY 3.1: COACH DEVELOPERS OPERATING IN A SPORT FEDERATION

Coach Developers are often contracted on a part-time basis by a sport federation to deliver coach education courses. In this case, the Coach Developer would normally have a full-time job in sport or any other field and deliver coaching courses on evenings or weekends if the coaches are volunteers, or during the week if the coaches are in a sport where coaches are typically paid (eg tennis, golf).

Example 1: Full-time club coach with provincial Coach Developer role
MR is a full-time canoe coach, employed by a club in Canada, with over 20 years experience coaching athletes from beginner to elite. Part of his salary is paid by the provincial canoe federation, with the added responsibility to develop canoe coaches around the province. In this role, he delivers the canoe-specific National Coaching Certification Program courses and also conducts the competency assessments to qualify canoe coaches as certified within the NCCP. He undertook training as a Coach Developer to fulfil these roles.

Example 2: Coach Developers in Finnish Sports Federations
The Finnish Gymnastic Federation is one of the largest sports federations in Finland with 130,000 members, nine competitive disciplines and a large variety of different kinds of leisure activities (eg dance, group fitness), 375 clubs and 9000 coaches. It provides 200 coach education programmes a year for 3000 coaches. The Federation employs two full-time Coach Developers with a responsibility for coach development and about 80 part-time Coach Developers who together provide a range of different programmes (eg courses, e-learning, mentoring) and are also required to create materials and tools to

support learning, organise programmes, administer and develop IT systems and platforms, and market coach education programmes to clubs, as well as cooperate with other federations and universities of applied sciences.

The smaller Finnish federations (eg those with 50 to 100 clubs, 50–200 coaches) would not employ a full-time Coach Developer but would have a full-time employee taking care of high-performance management, club development and coach development. Approximately 10–30% of their time would be allocated to leading coach education programmes, with perhaps one part-time Coach Developer. They would have limited time to develop the programmes or materials, and are more often experts in high-performance coaching rather than education or facilitation.

Considerations
There are some issues to consider when putting in place this type of a Coach Developer system:
- In this role, it is important that Coach Developers deliver courses on a regular basis. If too many Coach Developers are trained, and a Coach Developer only delivers one or two courses a year, they are unlikely to develop their facilitation skills to the degree necessary.
- It is important to include in the role of Coach Developer the responsibility to follow-up with coaches after a formal course to help the coaches apply their learning from that course. This requires a strong commitment to coach development from the organisation.

CASE STUDY 3.2: COACH DEVELOPERS OPERATING WITHIN A MULTI-SPORT COACHING ORGANISATION

Example 1: Canada's National Coaching Certification Program (NCCP)

The NCCP features multi-sport courses (eg Psychology of Performance, Fundamental Movement Skills, Sport Nutrition, Teaching and Learning) delivered by provincial/territorial coaching associations, and sport-specific courses delivered by the national and provincial/territorial sport federations. As most of Canada's coaches are volunteers, these courses are usually delivered over weekends or in the evenings.

WP delivers multi-sport courses for the provincial coaches' association. WP has extensive experience coaching baseball and ice hockey, including with the national team, and now delivers over 150 NCCP multi-sport courses to community and development coaches each year. He is also an NCCP Coach Evaluator in baseball and ice hockey, conducting competence assessments to qualify coaches as NCCP certified. WP has undertaken training as a Learning Facilitator and Coach Evaluator to be qualified to deliver the NCCP. Both of these qualifications involve core training in learning principles, content-specific training for the course to be delivered, co-delivery with a qualified Coach Developer, and evaluation of the CD candidate.

Example 2: Sport Singapore Academies and Clubs Individual Development Plan (IDP) Programme for Coaches

Sport Singapore, as part of the nation's Children and Youth Sport Framework, has approximately 20 national youth sport programmes (academies) in a broad cross-section of sports that are conducted at the national sport centres and provide low-cost and accessible introductory programmes for ages 5–16. There are approximately 450 coaches hired through the academies and Sport Singapore has become the single largest employer of sport coaches in the country.

To ensure the quality and consistency of programming and to support the coaches, the Sport Development Group has instituted a programme of 'coaching conversations' with the coaches that lead to the creation of individual development plans. As part of the hiring and payment process mandated by the government, coaches are required to be 'assessed' prior to hiring and at contract renewal. Rather than create a 'paper process' to check boxes, a system of support was created. Coaches are asked to participate in a self-reflection of their own coaching strengths and areas in which they would like to improve, and then meet with a 'Coach Developer'. The programme has been started with the roughly 50 head coaches across the sports to expose them to the process and for them to experience the personal value of a coaching conversation. These meetings are facilitated by trained Coach Developers. Once coaches feel confident with the process, they are encouraged and supported to have the same type of conversation with their assistants.

All conversations result in a written document (the 'Plan') that outlines areas of focus, support and actions required and a time frame for working on the development process. This becomes a 'contract' between the coaches and Sport Singapore, resulting in the coaches embracing their own development and Sport Singapore providing the necessary and agreed upon support.

Considerations

- A key message put forward in this Framework is the importance of supporting coaches in practice to help the coach apply the information and develop the coaching skills prescribed in the coaching programme (see Chapter 6). Ideally, a Coach Developer's responsibility goes beyond delivering the content of a course to include post-course follow-up through mentoring and consultation. The Singapore Individual Development Plan, supported by Coach Developers, is a very interesting model.

CASE STUDY 3.3: COACH DEVELOPERS WITHIN UNIVERSITY PROGRAMMES

University sports coaching degrees programmes sometimes include sport specific coaching courses.

Example 1
Several Canadian universities offer coaching courses as part of a degree in physical education or kinesiology. To avoid the duplication of a coach completing his or her degree and also needing to complete very similar content in the National Coaching Certification Program, there is an agreement allowing the university courses to be accepted within the NCCP qualification. Part of this agreement is that the professors responsible for teaching the university courses must complete training as a Coach Developer.

Example 2
As coaches in Brazil are recognized as professionals, they must hold a bachelor's degree in physical education. The Federal University of Santa Catarina, a public university, requires student-coaches to complete 3200 hours in different courses, disciplines, internships and practical experiences such as assistant coaches in varsity teams or community services in participation sport. In this example, the Coach Developers are therefore the professors who teach different sport courses (eg methodology of

swimming, volleyball), coaching courses, supervising practical experiences and also as tutors of research in areas of sport. Although professors are experts in their subject matter, just few of them are trained and certified as Coach Developers.

Considerations
- While University professors have extensive experience of delivering lectures and presentations, they may be less familiar and possibly less skilled in group facilitation skills and learner-centred approaches. The need for Coach Developer Training should be considered.
- University students are typically younger than the coaches who might attend coach development opportunities offered outside the academic world. They may therefore have less practical coaching experience on which to draw and fewer opportunities to apply their learning to their coaching. This needs to be considered when structuring the programme and the learning opportunities.

Photo: NCDA/Nippon Sport Science University

CASE STUDY 3.4: COACH DEVELOPERS OPERATING IN CLUBS

Coach Developers operate in clubs, often the bigger amateur clubs and increasingly within professional clubs. This varies from ad hoc, informal coach support or mentoring provided by a more experienced coach, to a full-time Coach Developer in an academy. Sometimes Directors of Coaching and Technical Directors have a broad role which may include responsibility for coach development. A range of examples are shared below.

Example 1: Coach Developer playing informal role in junior football club
DL has been playing a very informal, voluntary (unpaid) Coach Developer role at a small junior football club, agreed to by the club committee but largely driven and set up by DL. The aim was to help the grassroots coaches improve what they do. It was initially set up as an informal evening get-together/ development session once a month throughout the season for 90 minutes (ie approximately 7–8 sessions throughout the year). In addition, DL offered to observe coaches in practice but this is rarely taken up. DL identified the following perceived and real challenges:
- Lack of coach engagement as they are already busy
- Coaches not wanting the sessions or seeing the value of them
- Coaches not believing they need the support of a Coach Developer
- Lack of real support from all committee members
- Some of the coaches not even being qualified at level 1.

DL identified the following benefits for coaches that do engage:
- They reap the rewards and recognise the club for wanting to support and value them.
- They engage and connect more with the wider club and get a better sense of the club approach and philosophy.

DL was unsure about how successfully the provision has worked to date.

Example 2: Coach Developer supporting coaches and Coaching Directors working in clubs
PL is a full-time Coach Developer employed by Finnish Ice Hockey. He has bachelor and masters' degrees in sport science and 18 years' experience as a coach in ice hockey. He has been trained as a Coach Developer by the Finnish Coaches Association in Finland and completed the NSSU Coach Developer Academy in Tokyo.

His responsibilities are split between working as coach development manager, as Coach Developer for national team coaches and as a trainer for club-level Coach Developers (coaching directors/skills coaches/

junior coaching directors). This includes formal courses for coaches at Levels 1 to 3 and working at the ice hockey rinks, supporting the Coach Developers and coaches. He is therefore 'in the field' working with coaches every week in some way. In Finland, there is a promising shift towards several club Coaching Directors starting to work more effectively with their coaches, helping the coach to develop rather than playing a coaching role and focusing on the children.

PL is one of nine Coach Developers employed by Finnish Ice Hockey to achieve its strategy of improving the quality of coaching and player development at the age-group level. Each of the Coach Developers is responsible for the clubs within a geographic region. Youth sports in Finland take place in clubs and most of the coaches are volunteers. The greatest asset is having full-time coaching directors working in the clubs. The next step is to provide these professionals with formal Coach Developer training in co-operation with the Haaga-Helia University of Applied Sciences. This is scheduled to start during the 2022–23 season, with a pilot group of 20 Coach Developers including the Finnish Ice Hockey Association's own personnel.

> **Considerations**
> Ice hockey in Finland is putting in place a comprehensive coaching system with Coach Developers at both the club and regional level, and advanced training to prepare the Coach Developers for this role.

Example 3: Premier League academy heads of coaching in professional football clubs
Each academy has a full-time paid Head of Coaching who is responsible for establishing a sustainable system and approach to coach development within the academy. They are required to:
- develop coaches so that they improve and perform to the best of their potential and are consequently able to maximise the potential of the players that they work with
- undertake self-development to ensure that knowledge in relation to all aspects of coaching and coach development is up-to-date and forward thinking
- build relationships throughout the academy and broader club.

The type of activities they are expected to conduct depends on whether or not they have a football qualification. If they have, they are expected to:
- coach occasionally to maintain 'hands on' competence
- use demonstrations during feedback/coaching of coaches to explain points
- provide occasional cover for absent coaches.

If they have no qualification, they are expected to demonstrate a desire to learn about football and to complete football coaching qualifications. More specifically in their coach development role, they are expected to:

- provide a clear, up-to-date training needs analysis (TNA) of every individual coach's current and required level of performance
- observe coach performance and provide feedback to aid development
- ensure every coach has a personalised Development Action Plan (DAP) that is tailored to meet their needs and which they buy-in to as a 'living' document
- provide 1:1 coaching to coaches in order to develop the coaches' skill
- ensure the qualification status of the club's coaching workforce is assessed, and ensure all coaches hold the required qualifications for their role and age group and have a CPD plan to ensure licencing is up-to-date
- ensure the academy's coaching curriculum is consistently delivered in line with the academy's (and/or club's) playing philosophy and coaching philosophy
- contribute to the development of an elite learning environment where people take responsibility for their own development, feel able to learn from their mistakes and have the opportunity to experiment outside of their comfort zone
- implement a club-specific Coach Competency Framework (CCF) to monitor and evaluate coaches in order to develop DAPs and group coach development opportunities.

Pre-requisites for the role include experience working in at least three of the following roles (more than one area may be covered in a single role):

- a football coaching role
- a people development role
- a role which involves a significant amount of mentoring/coaching
- a role which involves working in an elite learning and/or performance environment
- a role which involves a significant amount of sport coaching in an elite learning and/or performance environment
- a role which requires coach development in a high-performance environment
- an education/pedagogy role.

They are also expected to have knowledge and/or experience of at least three of the following:

- the process of learning in coaches (andragogy)
- the process of learning in young people (pedagogy)
- running and designing development programmes
- football (not necessarily as a coach/high level player)
- leading a team
- managing people
- psychology (sports or other).

In addition, they are expected to hold a Level 4 sports coaching qualification or a relevant level 4 professional qualification/degree in people development (football or other), to meet safeguarding and protecting children requirements, and a First Aid for Sport qualification. Ideally, they would also have:

- Level 4 'UEFA A Licence' qualification in football
- Level 5 'Pro Licence' qualification in football
- FA Advanced Youth Award
- a qualification in education such as a PGCE, Pedagogy MSc, etc.
- a coaching/mentoring qualification.
- Psychology Masters (Sport, Occupation, Education)
- Coach Education qualification
- Sport Science Degree
- Degree (any subject)

Photo: Pelle Kvalusund, Norges Idrettsforbund

CASE STUDY 3.5: SENIOR MANAGEMENT ROLES WITH COACH DEVELOPER RESPONSIBILITIES

Technical Director for the Football Association of Zambia
The role of this post includes responsibility for coach education for elite men's and women's football.

Role and responsibilities: Full-time Technical Director with responsibility for coach education and:
- elite football (men and women)
- research and documentation
- encouraging the expansion of football and promoting the practice of football by as many people as possible (from grassroots to elite for men and women)
- acting as vector for football's educational values
- encouraging the expansion of women's football, beach soccer and futsal
- preparing the future of national football and working to improve the standard of play in national competitions (senior and youth)
- reinforcing the competitiveness of youth national teams
- helping to identify, train and protect talented young players
- assisting with setting up training camps for the various youth national teams
- providing input for club competition rules (foreign players, young players, format of the competition, number of teams, etc.)

The current post-holder is a former semi-professional player, with a BSc in Sport Science and Management, a B coaching licence, eight years of experience coaching at youth level, and is a trained Coach Developer.

CASE STUDY 3.6: INDEPENDENT CONSULTANT OPERATING AS COACH DEVELOPER

NF is a full-time consultant/Coach Developer, working across many governing bodies to support the development of different parts of the coaching workforce, including coaches, mentors, coach assessors and coach tutors and developers. She has worked independently with national and international bodies for the past 22 years. Each project she takes on is carefully crafted to take account of the workforce needs, their level of experience and the context that they are required to coach within. Some examples of her projects include:
- designing and facilitating a learning programme for coach mentors to support the qualification achievement of Advanced Coaches within Riding for the Disabled
- developing an 18-month informal coach development programme aimed at refining inter- and intrapersonal coaching skills for coaches from a range of different sports
- working with a number of different governing bodies to write formal coach education and qualification programmes
- organising field-based visits of coaches to support their deeper reflection, on and in coaching action, through observation and professional discussion
- design and delivery of a Level 7 university module on personal and professional development – this involves a balance between academic content and its applied relevance to experienced, practising coaches
- the development of an online community of coaches, designed to support, share experiences, and facilitate in-formal learning opportunities that are driven through the community.

She has developed her experience as a Coach Developer over the years, starting off with a sports undergraduate and then postgraduate degree, gaining coaching qualifications and coaching experience in netball clubs and performance pathway programmes. This initial experience acted as a platform to become a coach tutor and assessor in a part-time capacity as well as gaining vocational qualifications for these roles. NF also worked full-time for a national coach development organisation before becoming a consultant. Through her career, she has benefitted from gaining experience by working with other Coach Developers with a range of experience and professional expertise. Keeping current and up-to date through formal and informal learning comes high on the agenda in order to be relevant and offer a great service to the coaching community. This includes attendance at conferences, taking further qualifications, reading contemporary papers, seeking out opportunities to work with different colleagues, and developing a network of trusted professionals for support and development.

NF is a qualified netball coach and continues to work in a voluntary capacity in a club, coaching girls and young women to develop confidence and skills through the sport.

CASE STUDY 3.7: COACH DEVELOPERS OPERATING WITHIN A UNIVERSITY CONTEXT

University delivery of coaching programmes is a critical element of coach education, especially as coaching becomes more professional in many countries. Below are examples of Coach Developers working in this context.

Example 1: Brazil

MM is an Associate Professor in the Physical Education Department at the Federal University in Santa Catarina. The professional regulation of coaching in Brazil requires all coaches to hold a bachelor's degree in Physical Education. MM is responsible for:

- defining the curriculum pathway for coaches' preparation for the Physical Education Program
- teaching sports-specific courses (eg Methodology of Volleyball Training) and coaching-related courses (eg Sports Pedagogy)
- supervising students-coaches in the Sports Coaching Internship
- mentoring the student-coaches who are working in Varsity teams
- conducting research in sports coaching and coach development.

MM operates as a Coach Developer within the university programme for 10–30 hours a week, dependent on the curriculum. The average age of the student coaches is 18–25 years old.

MM has 20 years of experience as a performance athlete and coach in volleyball. He holds a masters and a PhD with a research focus on coach development and adult learning. MM is also certified as a Coach Developer through the NCDA/ICCE. As a laboratory research leader, MM supervises masters' and PhD students focusing on coach learning and education, coaching and long-term athlete development. As a result of his expertise, MM also works as a consultant in national and state sports federations to design and facilitate coach education programmes as continuing education for coaches.

Example 2: Finland

MK works as a senior lecturer at Haaga-Helia University of Applied Sciences. About two thirds of her time is working with Coach Developers, coaches and coaching or education systems. She sees her role as developer, facilitator, mentor, leader, organiser, lecturer, system convener. Some of her work is project-based; for example, working for the European Coach Developer Academy.

She works with different kinds of students, some wanting to become coaches in various sports, others Coach Developers; some are 19–25-year-old students engaged in 2–3-year study programmes; others are older students who are deepening their knowledge around sports. There are three different 5-credit units for enhancing Coach Developer skills:

- Coach Developer skills
- Planning and Implementation of Development Processes
- Communities of Practice in Sports.

Students have theory workshops where they practise in a safe environment and then apply their learning in real work-life situations.

MK has worked as a coach, education manager, Coach Developer and Trainer of Coach Developers for: clubs, at regional level, for sports organisations, for the Sports Institute as well as for a university. She has a rich educational background with a masters' degree (in Sport and Health Sciences), vocational teacher studies, a specialist qualification in Management and different Coach Developer and Trainer of Coach Developer education (eg NCDA).

She believes it is important to have a growth mindset, curiosity and a willingness to learn new things all the time.

5   How do Coach Developers Help Coaches?

It has already been stated that Coach Developers operate in a way that increases coaches' self-awareness and encourages them to take responsibility for their own ongoing development to become even better coaches.

How Coach Developers choose to operate depends on the coach's needs, experience and maturity as a learner as well as the culture and context of their club or organisation. Coach Developers need to start by standing in the footsteps of the coach and viewing the world through their eyes. The way they operate might simply be differentiated into operating with groups of coaches or individual coaches, in a formal or informal context, face-to-face or remotely, but always in a way that helps individual coaches to become

more self-aware, a better reflector on their practice and more responsible for their own development.

Coach Developers coach coaches in a way that increases coaches' self-awareness and encourages them to take responsibility for their own ongoing development to become even better coaches.

6   How is the Role of the Coach Developer Evolving?

While historically the role of the Coach Developer has been limited largely to teaching coaches in a formal coach education workshop, it is becoming increasingly apparent that their role in supporting coaches in practice is also crucial. While formal teaching plays a very valuable role, coaches still need help in applying new knowledge and skills in their own coaching context if real long-term learning and change in their coaching behaviours is to take place. In some contexts, this trend of working more closely with coaches in their own environment through apprenticeships, shadowing, on-the-job training and mentoring is extending the role of the Coach Developer

beyond the classroom, and this is very much reflected in this revised framework (see eg Chapter 6).

The role of Coach Developers in supporting coaches on-the-job (eg through apprenticeships, shadowing, on-the-job training and mentoring) is crucial in helping coaches apply their learning and develop their skills.

7   How are Coach Developers Selected and Trained?

While this important topic is considered in more detail later in this framework (see Chapter 9), it may be helpful to emphasise a few key points here:

1. While there are some similarities, the role of the Coach Developer demands **different skills and motivations** from those of the coach. Good coaches do not therefore necessarily make good Coach Developers (see Chapter 2); in the same way that successful athletes do not always make good coaches.
2. To be effective, Coach Developers need either **extensive coaching experience** or specialist knowledge in a particular area (eg strength and conditioning, mental skills training) plus a deep understanding of coaching (gained either through coaching or from significant experience working directly with coaches in their environment).
3. Prospective Coach Developers should **already have the required knowledge:**
    *   in their specialist area (eg coaching methodology/pedagogy, sport-specific technical and tactical)

    *   at the relevant level (eg club-level coaches, high-performance coaches) and
    *   in the relevant context (eg coaching children, coaching athletes with disabilities, talent athletes).

The purpose of Coach Developer training is not therefore to upskill this knowledge but to help Coach Developers to teach and support coaches to become even better (see Chapter 9).

The recruitment and selection of potential Coach Developers is very important (see Chapter 9): 'Being an expert in a topic does not necessarily imply an ability to communicate that knowledge to learners in a way that will help them to apply that new knowledge. Therefore, Coach Developers must be experts in the topic in question and, more importantly, experts in learning. They must also have a genuine passion for developing others' (European Sport Coaching Framework, Lara-Bercial et al, 2017, p46).

Those who recruit, train and support Coach Developers are referred to as **'Trainers of Coach Developers'**. Their role is described briefly in Panel 3.2 but there is more detail in Chapter 7 on the Coach Developer Pathway.

Panel 3.2: Trainers of Coach Developers have a wealth of knowledge, skills, experience and expertise as a Coach Developer to recruit, train and support Coach Developers (rather than coaches) to develop their skills, knowledge and behaviours. They have knowledge and expertise in and of systems development, innovative practices and strategy

The purpose of Coach Developer training is to help them to become effective coach-centred teachers, able to enable their coaches to become highly self-aware, effective reflectors and confident to take responsibility for their own ongoing personal and professional development.

8   Conclusion

Coach Developers are critical contributors to an effective coaching system. By helping coaches become reflective practitioners and lifelong learners, Coach Developers contribute to a quality sport experience for athletes at all stages of the sport continuum. Becoming an effective Coach Developer requires significant commitment and expertise, and this will be explored in subsequent chapters, notably Chapters 8 and 9.

9   Call to Action

Some questions for you to consider:

- What role do your Coach Developers (you) play currently in your organisation?

- What, if any, changes would you want to make to their (your) role to make them (you) even more effective?

- How are your coaches currently supported in the field? What improvements would you like to make?

- What, if any, changes would you make to the way your Coach Developers are currently selected and trained?

- If you have trained Coach Developers, how effectively does your training help them to become expert in teaching and coach learning, rather than simply prepare them to deliver your coach education programme?

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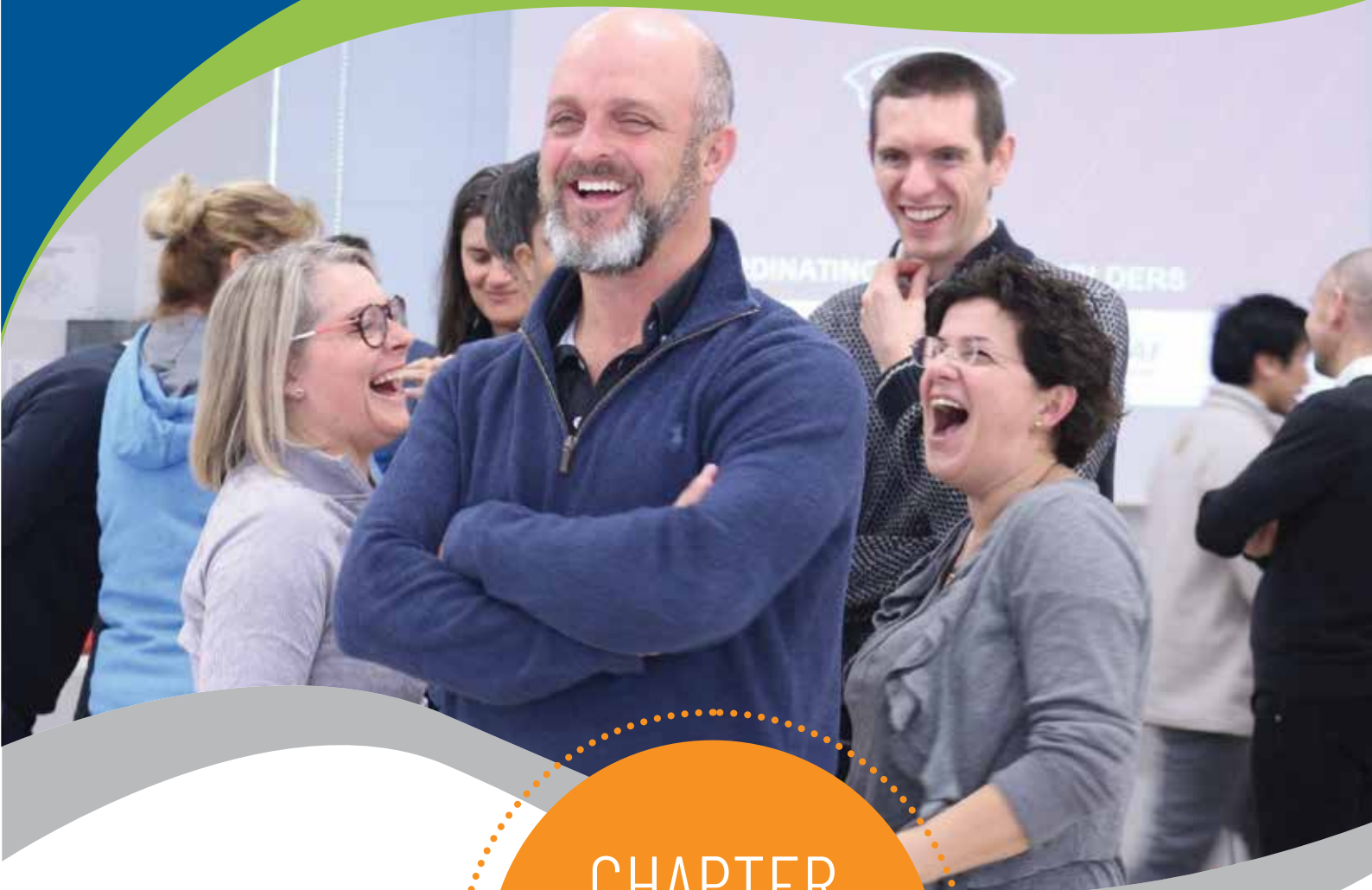
CHAPTER

04

HELPING COACHES
LEARN AND DEVELOP

1   Introduction

Learning is fundamental to the coach development process and Coach Developers should be experts in learning. The key role of the Coach Developer is to help coaches to learn and to develop their coaching skills and expertise. Coach Developers need to understand how coaches learn in order to accelerate their development. There are several learning theories and approaches but, essentially, learning 'should be viewed as a process of changing conceptions and not to simply accumulate knowledge' (Moon, 2004, p201). In addition to changing conceptions, learning can also be about changing identity, evolving cognitive structures, and/or a behavioural change. Various things can influence this, such as:

- awareness (eg knowing what you know and what you don't know)
- personal factors (eg motivation)
- environmental influences (eg the culture of the club or organisation).

Learning does not just happen in an instant: it takes time and requires motivation, application and practice.

This chapter will address:

- learning: what it means, how coaches learn and why Coach Developers need to be experts in learning
- the meaning of learner-centredness in teaching and learning, and how to apply learning principles to accelerate learning
- strategies for helping groups of coaches to learn
- learning theories and their impact on how Coach Developers work with coaches
- the impact of learning pathways on Coach Developers' practice
- future trends and the challenges going forward.

- How coaches learn
- Why Coach Developers need to be experts in learning
- Learner-centredness and learning principles
- Strategies for accelerating learning
- Overview of learning theories
- Learning pathways
- Future trends

Learning does not just happen in an instance: it takes time and requires motivation, application and practice.

2   Learning for Coach Developers

What is Learning?

Learning is a process that leads to some sort of change. It is more than simply acquiring knowledge. It can include changes to our cognitive structure (how we make sense of things) and can extend to changes in our behaviours and actions. Learning is complex and continuous. It certainly can occur because of deliberate engagement in all types of pre-determined activities (eg webinars, workshops, supported fieldwork). However, it is perhaps best framed more broadly as a lifelong process of development where both a person's professional and personal identities are evolving. This can be experienced through a range of different activities; it is not just about teaching coaches in a formal workshop or simply about supporting coaches in the field. It encompasses a lifelong learning process of establishing effective behaviours, skills and attitudes. This process is ongoing and it is important that Coach Developers encourage active participation by the learner(s) involved.

Learning is very dependent on purpose and context. The intended outcome of a learning experience will influence the learning activities and processes selected by the Coach Developer. The approach taken by Coach Developers when working with coaches of high-performances athletes would be very different from the needs of coaches just starting out in any sport, and vice versa. Learners build knowledge as they explore the world around them, observe and interact, engage with others, and make connections between new ideas and prior beliefs.

Just because Coach Developers offer learning opportunities, it does not necessarily mean coaches learn. Learning is the central goal of teaching; teaching is not the same as learning. Presenting information in various forms can be relatively straightforward but how do Coach Developers know that learning has taken place?

There is no easy answer but think of the following examples:

- Knowledge: can the coach recall information, for example about skills and techniques for their sport?
- Understanding: does the coach grasp the information, for example can they discuss it with another coach or Coach Developer?
- Applying: is the coach able to apply learning to their own coaching context?
- Analysing: is the coach able to use new knowledge to problem-solve within their coaching?

As can be inferred from these examples, the assessment of learning can range from superficial to complex. For example, asking a coach to describe a particular skill in their sport (knowledge), or explaining the technique to another coach (understanding) is easier than applying principles of periodisation to their own coaching, or analysing situations and solving complex problems (eg decision-making in competition). Coach Developers needs to consider these nuances and incorporate them into their practice, where appropriate.

How Coaches Learn

The path to learning how to coach is individualistic; coaches progress in different ways and use different methods. There is plenty of research and anecdotal evidence to support the idea that coaches develop their skills and knowledge in a range of ways and through different learning situations. Coach Developers need to be aware of this and support coaches not only in formal learning situations but also in less formal ways, by supporting and encouraging coaches to treat learning as a lifetime commitment and to search out learning opportunities in all their activities.

Three types of learning situations (based on Moon, 2004; adapted to coaching by Werthner & Trudel, 2006) have been identified:

- **mediated** (with someone such as a Coach Developer

Learning is more than acquiring knowledge, it is complex and continuous, a lifelong process and very dependent on context and purpose.

helping the coach to learn, for example within formal coach education programmes, at conferences and clinics)
- **unmediated** (initiated by the coach without help from others, for example reading, observing other coaches, informal conversation)
- **internal** (there is no new material of learning; it is the 'cognitive housekeeping process' that can occur through individual or joint reflection; this involves sorting and organising information as well as discarding 'rubbish').

The process of learning involves the 'filtering' of external information and is dependent on how individual coaches make sense of things, their expectations and motivations. This introduction of new information and/or the internal thought processes and reflection, can then change the coach's cognitive structure; the basic mental pattern or mental model an individual uses to process information and make sense of the world around them. (A person's cognitive structure allows them to process and understand information, provide meaning, assist with recall and comprehension as well as to help them learn new skills.)

A coach can be learning in several different situations at the same time, creating a very complex learning process, as new learning can change the cognitive structure or can be changed by the cognitive structure (Moon, 2004).

Some also distinguish between formal, non-formal and informal learning opportunities (Panel 4.1). Less experienced coaches may benefit strongly from the mediated learning situations provided through formal coach education programmes. These can lay a good foundation

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Panel 4.1: Classification of Learning Opportunities

- **Formal** when the learning takes place as part of an education system, follows a curriculum, usually results in a qualification and where learners engage in it intentionally (eg coach education programmes run by sports federations, coaching degree programmes run by universities)

- **Non-formal** learning takes place within some organisational framework but without a formal curriculum or accreditation process; it is once again intentional and often addresses the mastery of a particular skill or area of knowledge (eg coaching clinic, conference, masterclass, structured mentoring)

- **Informal** learning takes place outside educational systems and arises unintentionally, with no particular learning process in mind; it is an involuntary and inescapable part of daily life (eg through conversations with another coach or Coach Developer, communities of practice, reading an article or watching a video).

of knowledge, develop important coaching skills and help coaches organise and make sense of their coaching theories, ideas and practice. Non-formal and unmediated learning situations are also relevant as first experiences in coaching or to coaches as they continue to develop throughout their careers.

This is where interaction with other coaches, experts, mentors and participants can help them challenge and review their coaching knowledge, skills, behaviours and practice.

Learning is not linear but often circuitous and frequently messy. Learning, as a process of bringing about change, may be initiated at a formal coach education workshop or clinic but will take weeks of practice for the long-term effects to occur, if indeed they do. However, Coach Developers can be catalysts at formal coach education events that trigger the desire, intention and even the 'know-how' for more complex learning to take place subsequently. Promoting the importance of Coach Developers providing support in the field following coach education workshops and clinics is paramount to embedding and applying learning (see Chapter 6).

Learning does not just happen in an instance: it takes time and requires motivation, application and practice.

3   Coach Developers as Experts in Learning

If the role of the Coach Developer is to help coaches to learn, it is imperative that they understand, appreciate and respect how different people learn. There are valuable parallels with other areas where learning is key, for example medicine, teaching and nursing. The effectiveness in these areas should be gauged by how much learning has taken place (Hattie, 2012). Traditionally, this measure of effectiveness has not been applied to coach education. Coach Developers may be highly motivating and engaging entertainers, and they may involve their coaches in the learning process, but if no learning takes place, they cannot be deemed effective. The focus for Coach Developers is therefore not only on the process but also on the outcome, whether or not learning is taking place.

Achieving expertise in any area can be a lifelong endeavour, and many do not reach this level of operation. There is a wealth of research on the development of expertise across many disciplines. It may help to think about the different stages of becoming an expert by comparing the characteristics of experts with those at lower levels, although it is recognised that individual development is not linear. Table 4.1 shows the stages of expertise development in two different applied activities, clinical nursing practice and the military, and compares this with expertise development in Coach Developers.

The role of the Coach Developer is to help coaches to learn; it is therefore imperative that they understand, appreciate and respect how different people learn.

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Novice to Expert in Clinical Nursing Practice (Benner, 2022)	Stages of Expertise Development in the Military (Hoffman, 1998 & 2013)	Stages of Expertise Development in Coach Developers (ICCE, 2022)
	Stage 1: Naïve Knows nothing about domain.	
	Stage 2: Novice Someone who is new, perhaps a probationer.	
	Stage 3: Initiate A novice who has initially started training in the domain.	
	Stage 4: Apprentice Undertaking a programme of instruction beyond the introductory level.	
Stage 3: Competent Lack the speed and flexibility of proficient nurses but have some mastery and can rely on advanced planning and organisational skills. Competent nurses recognise patterns and the nature of clinical situations.	**Stage 5: Journeyman** An individual who can perform a task/role unsupervised, although under instruction. Reliable and competent. It is possible to remain at this level permanently.	**Coach Developer** Working on facilitating coach learning rather than transmitting knowledge. Striving to be coach-centred in group and individual situations
Stage 4: Proficient At this level, nurses can see situations as 'wholes' rather than parts. Proficient nurses learn from experience what events typically occur and can modify plans in response to different events.	**Stage 6: Expert** Highly regarded by peers, their judgements are highly accurate, and their performance shows unsurpassed skill and economy of effort; can solve unusual or difficult problems.	**Accredited Coach Developer** Significant experience of helping coaches learn in different environments (eg formal/informal, group/one-to-one). Focused on coach learning rather than own skills. Intuitive and predominantly coach-centred, able to adapt to individuals and contexts.
Stage 5: Expert Nurses who can recognise demands and resources in situations and attain their goals. These nurses know what needs to be done. They no longer rely on rules to guide their actions under certain situations. They have an intuitive grasp of the situation based on their deep knowledge and experience. Focus is on the most relevant problems and not irrelevant ones.	**Stage 7: Master** Traditionally, a master is an expert or journey man who is qualified to teach those at a lower level; is usually involved in setting standards or regulations.	**Chartered Coach Developer** Has excellent practice based on extensive knowledge. Able to be coach-centred in individual and group situations. Hungry for learning and synthesizing new knowledge. Has a wide range of coach-centred strategies from which to select, based on the individual and the context.

Table 4.1: Stages of Expertise Development

4   Learner-centred Approach

We live in an ever-changing world, a time of unprecedented access to information and where everyone can be a consumer, content creator and disseminator. The volume of available content seems to be increasing exponentially. Just look at how many podcasts, videos, online and in-person conferences, and books have been presented on coaching in recent years. There is no shortage of readily accessible content for any curious coach with access to a digital device and a search engine. Gone are the days when a coach had to attend prescribed coach training and certification to get their hands on the latest information in coaching or to engage with an expert. This is one legitimate reason to redefine the role of the Coach Developer. To meet the needs of coaches now, the Coach Developer role has shifted from that of a conveyer of pre-packaged content to that of a support role, wherein the focus is placed on working with coaches to impact their coaching practice positively, based on the coaches' needs and mobilizing the most current and relevant knowledge in the field.

The Coach Developer role has shifted from that of a conveyer of pre-packaged content to that of a support role, wherein the focus is placed on working with coaches to impact their coaching practice positively, based on the coaches' needs and mobilizing the most current and relevant knowledge in the field.

Though the word learner-centered seems to be used extensively in coaching literature to characterize effectiveness, in a modern understanding of the role, it is important to define what we mean by it, particularly in relation to how Coach Developers work with coaches. It is much more than simply including interactive activities and asking questions of coaches during a learning activity, and it is not prescriptive of a particular approach. Rather, it is a way of framing effectiveness that places learning and the learner at the heart of what matters most.

Weimer's five key changes to teaching practice (2013) provide a framework that can be helpful to consider. This framework could be used in designing a coaching curriculum or be of use to Coach Developers in understanding what learner-centeredness might mean in their role and in their work. Here is a snapshot of the five, adapted to coaching:

1 The Role of the Coach Developer: Effective Coach Developers should be able to create learning environments that support coaches' own process of knowledge construction and help them challenge their current ways of doing. Coach Developers can do this by acting as facilitators, aligning learning goals, their teaching strategies and assessment practices with the needs of coaches. It is important for Coach Developers to act as co-learners alongside the coaches.

2 The Balance of Power: Coach Developers share control with coaches through different means, including shared decision-making regarding the learning environment and activities (eg course content, course policies, assessment activities).

3 The Function of Content: Content is contextualised and should help coaches in practical problem-solving, such that it is meaningful and useful to them in their coaching practice. The content should involve learners in an ongoing learning process that develops the coaches' deliberate reflection on their knowledge and practice and helps them develop their skills of learning.

4 The Responsibility for Learning: Coach Developers and coaches share the responsibilities of the learning process, fostering greater agency and autonomy (in other words, the coaches have more say and control). The learning environment and activities encourage collaborative work, such that coaches learn from and with one another.

5 The Purposes and Processes of Assessment: Assessment is viewed as part of the learning process; it is ongoing and embedded. By design, assessments should be used to build and support coaches' reflective practice. Self and peer assessment are mobilised in assessment processes (see Chapter 5 on assessment).

In the same way athlete-centred coaching is advocated, learner-centred education is the recommended philosophy for Coach Developers. Learning-centred education recognises that 'one-size does not fit all' and to be learner-centred, Coach Developers need to be mindful of context, culture and environment, paying attention to coaches' attitudes and beliefs and building on their prior knowledge, skills and experiences. Learner-centredness advocates creating positive learning environments and relationships where everyone is respected and valued, where learners are engaged in the process of learning and encouraged to take responsibility for their own learning. Learners 'learn how to learn' through thinking about thinking, problem-solving, constructing meaning and learning from and with each other collaboratively. This provides the basis for lifelong learning. The intention of learner-centeredness is to foster autonomous learner coaches and to seek longer-term change in their coaching behaviours and values. Learner-centredness is perhaps best considered along a continuum and so is about constantly striving to be more learner-centred. The continuum in Figure 4.1 is based on Blumberg's work (2008).

Some aspects are important to consider in designing and implementing a coach or learner-centred curriculum for an organisation and in adopting this approach for a Coach Developer:

- **The philosophy and culture of the institution/ organisation:** Adopting a learner-centred approach to coach development may represent a paradigm-shift for some organisations, requiring a redesign of the existing curriculum. As has been argued earlier, this is not about tweaking learning activities. Readiness for this shift, as well as the capacity for implementation, must be considered. It is important to recognise that working with coaches using this approach is generally both more labour intensive and costly than simple information transmission.
- **The quality of the Coach Developer workforce:** A learner-centred approach requires a highly skilled Coach Developer workforce, as the high degree of variability requires a management of uncertainty in the

instructor-centred   *initiating transition towards learner-centred*   *higher level of transitioning*   *learner-centred*
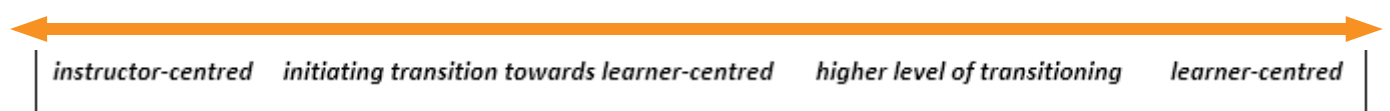
Figure 4.1: Blumberg's Continuum of Learner-centredness

learning environment, as the Coach Developer must adapt according to the needs and predispositions of the coaches.

- **The time available:** The time available with coaches is an important consideration. Contexts in which it is possible to work with coaches in a more sustained way over time and in which cycles of plan, do, reflect, and then do again can be built into curricular design, are particularly well suited to a learner-centred approach.

- **The maturity and motivation of the coach as a learner:** Learner-centred approaches require the learner to take a lot of responsibility for their own learning. This demands a mature and self-motivated learner, capable of independent work and thought, being open to new ideas, able to process and apply knowledge, able to reason and make judgements, and work cooperatively with others. Some coaches, because of their prior educational experience, may require support to move from a passive position to more active engagement as a learner.

- **The prior coaching experience of the coach:** In contexts where coaches have limited prior coaching experience, care must be taken to provide sufficient direction, modelling and support, particularly as they get started in coaching, while still enabling a degree

of autonomy. Conversely, in contexts consisting more typically of highly experienced coaches, care must be taken to allow such coaches great self-direction and control of their learning, while still identifying key learning opportunities.

- **The ratio of coaches to Coach Developers:** Learner-centred approaches demand an investment in each coach by the Coach Developer to build a strong and trusting relationship. This takes time and commitment and may be more challenging with large groups of coaches, especially when working with them for short periods of time.

- **The fit of the mode of learning environment with the learning objectives (eg online, in person):** Some learning objectives are well-suited to and can be done well (sometimes even better) online than in person. Others require the human interaction that only time together can provide. The match of mode and objectives requires careful consideration.

CASE STUDY 4.1: LEADERS IN CHANGE IN POLISH COACH DEVELOPMENT

PM is a former Paralympian in alpine ski (Nagano and Salt Lake City) and is currently director of the Coaching Academy, a department of the Polish Sport Institute. MS is the former head coach of the Polish Para-Canoe Team and serves as a Coach Developer for the Polish Paralympic Committee.

Transforming a traditional, lecture-based coach education system to a learner-centred, facilitative approach is an enormous challenge. Since attending the Nippon Sport Science University Coach Developer Academy (NCDA) and gaining a deep understanding of the benefits of a learner-centred system and the skills needed to put such a system in place, PM and MS have worked to accept that challenge and to transform coach education in Poland.

They began the transformation by spreading the concept of learner-centred approaches, organising

Coach Developer Facilitation Skills workshops with the support of ICCE, and then continuing this work with sport-specific Coach Developer training in different sports. For example, over 100 football Coach Developers have been trained in facilitation skills and supporting coaches in practice.

PM also recognised that the different subject-matter experts (eg in nutrition, sport psychology) who deliver Coaching Academy courses need to model these teaching methods to ensure consistency across the curriculum.

MS also provides support to two para-coaches in wheelchair fencing and tandem cycling on a one-to-one basis, helping the coaches apply the learning from their sport science courses.

> With their background in para-sport, PM and MS recognise how important it is for Coach Developers to be prepared should a coach with an impairment be among the participants in a workshop. Their core message is that with thorough preparation, Coach Developers can avoid excluding someone with an impairment from important segments of a course. This starts with checking that facilities are accessible, including meal locations and washrooms. Coach Developers need to ensure that all activities planned for the course are appropriate for everyone by checking whether each activity could be done by someone with a visual or physical impairment. Flipcharts and white boards need to be at suitable heights for wheel-chair users, and there may need to be some extra time allocated for activities.

5   Learning Principles

Research and practice show that coaches learn best when certain learning principles, broadly learner-centred principles, are applied (Figure 4.2). These include the need to:

- **build positive relationships** with every coach; finding out about their coaching experience and knowledge; the context in which they coach and respecting the input of every one of them. Having at least some of this information about coaches in advance is helpful
- **create a positive learning environment** which is welcoming and nurturing; fun (not frivolous but includes laughter), enjoyable and engaging. A positive learning environment allows people to take risks and be themselves, it encourages collaboration and uses mistakes as an essential step in the learning process
- be someone one who **stimulates curiosity,** can be novel and interesting, and challenge the learner.
- design activities that **engage every coach,** that are purposeful with an intentional learning experience and outcome; ideally collaborative so that peer learning and feedback are fostered
- share **new content in short chunks** and when the need for it is recognised and timely. It is important to follow this knowledge sharing with time to synthesize and apply new information to their own coaching context and practice. The concept of a 'flipped curriculum' encourages the sharing of information in advance and then using face-to-face time to apply this information actively in problem-solving with peers
- teach coaches to **reflect regularly** on their learning experiences; this in turn leads to lifelong learning and continuous, ongoing practice and professional development.

The acronym LEARNS is sometimes used to help Coach Developers to apply these learning principles in practice (see Panel 4.2).
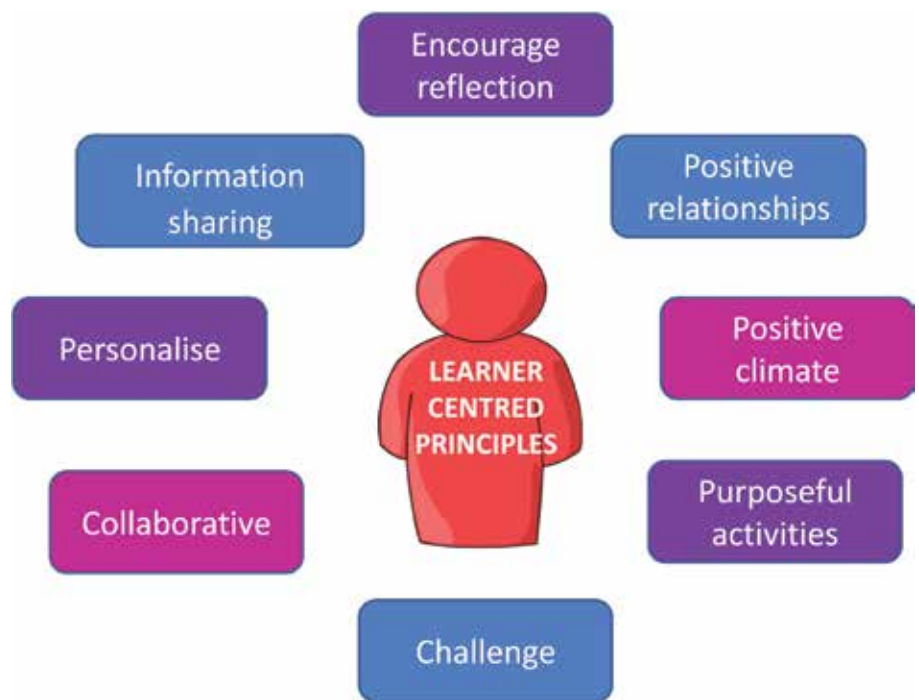

Figure 4.2: Learner-centred Principles

Panel 4.2: LEARNS Learning Principles

L: Learning to learn (metacognitive) skills overtly taught and developed

E: Environment created is welcoming and respectful and where coaches feel comfortable to contribute without judgement

A: Active engagement by and between coaches is encouraged

R: Reflective skills are taught, and reflection is regularly encouraged and supported

N: New content is up-to-date and innovative delivery strategies are used

S: Stretch, the degree of challenge is carefully considered, appropriate for each coach at every stage of the learning process

The acronym LEARNS is sometimes used to help Coach Developers to apply the learning principles in practice and enable a more learner-centred approach.

6   Reflective Practice

The term reflective practice refers to the ability to analyse one's own practice, the incorporation of problem-solving into learning by doing, and results in the enhancement of professional practice (Panel 4.3). The complex relationship between knowledge, expertise and experience has raised many questions, especially in sport coaching, often referred to as messy or complex, so in turn the Coach Developer must be a reflective practitioner.

> **Panel 4.3**
>
> **Reflective practice** is the activity of thinking deeply about your own feelings and behaviour, and the reasons that may lie behind them. It involves an in-depth awareness of the cognitive, emotional and behavioural aspects that impact on what you are doing and how you are doing it. It enables people to become self-aware of their own behaviour and the impact on others.

The importance of reflective practice cannot be overestimated as it is integral to the learning process. Coach Developers need to be self-reflective, able to think deeply about their own practice and experiences and focus their attention on areas where enhancements can be made. They need to develop personal strategies which enable them to do this and so be in a continuous process of reflection, analysis and action planning. This reflective ability will help Coach Developers to provide effective facilitation, coach-centredness and coach reviews in the field. Schön's (1983) seminal work highlighted the important link between reflection and practice. This is one of the key rationales for getting Coach Developers to observe coaches in the field and use questions and prompts to trigger reflection.

Coach Developers also need to become skilled at teaching coaches to become effective reflective practitioners and to ensure that in every learning experience they create, sufficient time is given to self-reflection. Generating coach reflection should always precede any form of feedback, hence the importance of Coach Developers listening to coaches' thoughts. Many coaches say they 'evaluate' their sessions, and this is a good starting point for a reflective conversation between coach and Coach Developer (Nash et al, 2022).

Coaches 'think on their feet' while coaching, often known as reflecting-in-action (Panel 4.4) which is often instinctive. Reflecting-on-action typically takes place after an event; it is more deliberate and analytical. Coach Developers need to be able to do both and need to understand the thought processes behind each of these types of reflection. They need to be creative in how they embed this in their work with coaches in both formal and informal learning situations.

> **Panel 4.4**
>
> **Reflecting-in-action** is to reflect on behaviour as it happens; it is thinking on your feet. You think about what you are doing as you do it and consider what impact it is having, particularly on others. This allows you to monitor what is happening in real time and make adjustments as you go along.
>
> **Reflecting-on-action** is reflecting after the event, to review, analyse and evaluate what happened, what worked and what did not work. It involves taking time to reflect on the whole event, the actions you took and their effectiveness. It helps you to be more effective in the future.

Reflective practice can be challenging, especially in the initial stages, however Coach Developers should encourage reflection in coaches as soon as possible. It is difficult to overstate the value of reflection in the development process. Reflective practice has come to be recognised as a core element of professional expertise, especially as it relates to the key elements of:

- analysing practice
- incorporating problem-solving into learning by doing
- enhancing professional practice.

The importance of reflective practice cannot be overestimated as it is integral to the learning process.

7   Approaches in Group Teaching

Coach Developers need to focus on learning but as the 'teacher', they are key to activate learning by creating quality experiences that enable coaches to learn. The act of teaching during coach education workshops and clinics requires deliberate interventions by Coach Developers to ensure there is cognitive change in the coach.

Teaching Approaches
Mention has already been made of the shift in emphasis from a traditional knowledge transfer philosophy in coach education which uses instruction and presentation techniques (pushing knowledge in), towards learning activation (to activate is to cause to act, not to listen
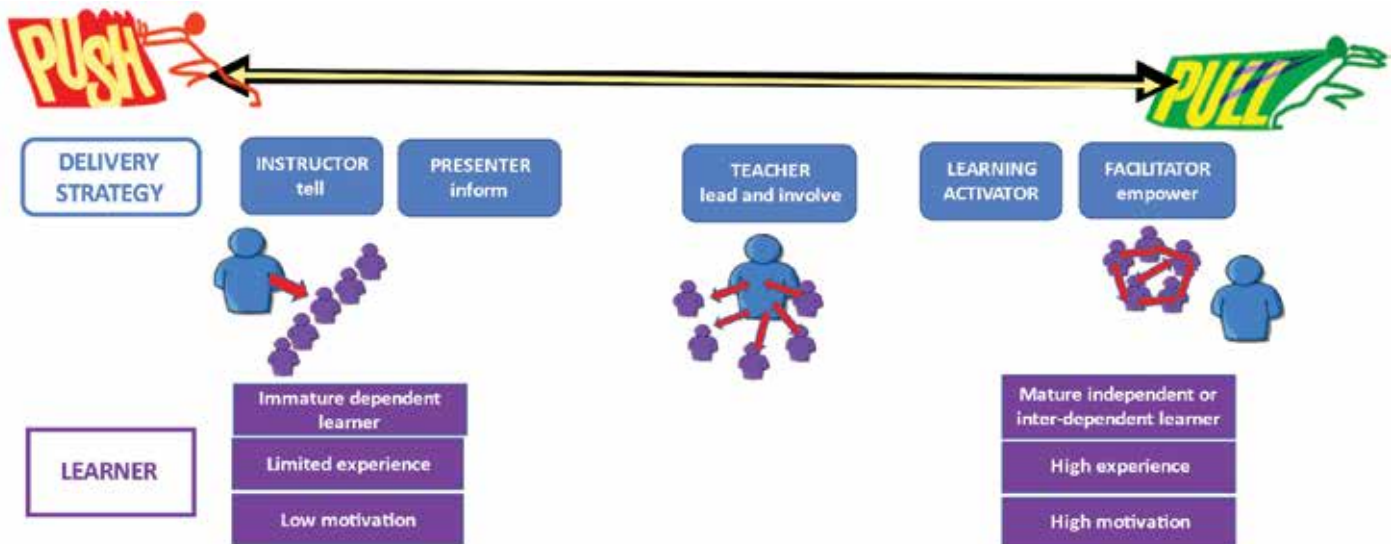
Figure 4.3: Continuum of Teaching Approaches

passively) and facilitation (pulling learning out), adopting strategies to promote long-term behavioural change. However, it is not quite as simple as that, for the very best teachers and the very best Coach Developers are able to operate effectively along a delivery strategy continuum from telling at one end (push techniques) to activating and empowering at the other (pull techniques; Figure 4.3). Not only are they effective in using this range of strategies but Coach Developers also need to be skilful at recognising the most appropriate approach and switching seamlessly from one to another based on the individual, the context, and the unique circumstances at that moment.

John Hattie (2012) suggests that 'facilitating learning is not as effective or powerful as activating learning', with facilitating being seen as 'the guide on the side', while activating learning means being integrally involved with the coach learners and being a 'partner in learning'. Coaches should not be passive receivers of information but fully engaged in the learning process, by constructing knowledge, monitoring their own progress and taking responsibility for their learning.

When in doubt the mantra 'pull-push-pull' is a learner-centred approach that may serve the Coach Developer well (Figure 4.4):
1 PULL: they first ask questions: pull to establish what the coaches already know, can currently do and are wanting to be able to do or to know
2 PUSH: The Coach Developer then has a clear idea of any information or skill that would help them and so it is a time to give that guidance (push)
3 PULL: They then return to pull by asking questions to help the coaches use and apply any new information or further develop any necessary skills.

Which Strategy to Choose?
As discussed earlier, several factors influence the approach adopted at any one time, which is why the pathway to becoming a highly effective Coach Developer takes time, judgement, and experience. A method of choosing the most effective approach, according to John Hattie (2012), is to focus great attention on the extent to which the coaches are being successful and have learnt. Coach Developers need to know how to match teaching strategies to content, skills and coach preferences; to know when learning has been achieved; to experiment and adjust strategies as needed; and to seek and give feedback as required. The selected strategy will depend on the complexity of the task and the experience, knowledge, skills and learning maturity of the coach.

In summary, there is a place for instruction (done well, in short duration) as well as for more facilitative strategies (such as simulations, micro-coaching, problem-based tasks) and learning activation activities (eg reciprocal teaching, peer feedback). In other words, no approach is off the table, but the expertise of the Coach Developer lies in selecting the most appropriate approach for each situation, to allow the coaches to meet the learning criteria and ultimately develop their coaching practice.

Figure 4.4: Pull-Push-Pull Sandwich

Coach Developers also need to be able to work with subject experts (eg a biomechanist, strength and conditioning expert, sport psychologist), acting as the educational mediator between expert and coach, and facilitating coach learning by designing activities that help synthesise and apply the subject-specific knowledge to each coach's own coaching practice. The approach taken by Coach Developers in one-to-one situations (eg field-based coach reviews, apprenticeships and mentoring) is covered in Chapter 6, and in communities of practice in Chapter 9.

The expertise of the Coach Developer lies in selecting the most appropriate approach for each situation to allow the coaches to meet the learning criteria and ultimately develop their coaching.

8   Overview of Theoretical Approaches

Different learning theories underpin the coach education and qualification systems adopted by sport and coaching organisations.

Knowledge, Competence and Expertise Approaches
Some of these more traditional approaches are more knowledge oriented, where the focus is on transmitting knowledge and testing by examining theoretical facts. The downside here is that often the knowledge is not transferred to the practical coaching system, and it is not unusual to find highly knowledgeable coaches who are ineffective when working at the track, on the field, in the gym or beside the pool. Note the difference between declarative and procedural knowledge shown in Panel 4.5.

> ## Panel 4.5: Types of Knowledge
>
> **Declarative knowledge** refers to awareness and understanding of facts and information; knowing something in contrast to knowing how to do something. You are consciously aware of your understanding of declarative information.
>
> **Procedural knowledge** is knowing how to do something. It can involve knowledge about steps in a process (eg how to provide an effective demonstration) and can focus on following sequential actions to meet a goal.

Some countries and organisations have adopted a competence-based approach to their education and qualifications. These focus on the coaches' ability to carry out their coaching tasks; what coaches can do with what they know. These approaches have been criticized for underestimating the complexity of coaching (particularly for more experienced coaches), which involves decision-making and critical thinking skills, and these are more difficult to develop and measure through a competence-based approach (see Chapter 4: Assessment).

An alternative **expertise approach** is offered as it 'seems to fit better with the characteristics of professionalism' (Collins et al, 2015 p1) and so might be deemed to be more effective as coaches become more proficient. 'The expertise approach goes beyond the use of competency-based systems…to evaluate and facilitate capacities for more elaborative and adaptive thinking, judgment and growth' (Collins et al, 2015 P1). Coaches operate more flexibly, once they have built a base of declarative knowledge (see Panel 4.5), are able to make more informed decisions, suited to the individual. This approach incorporates more functional and cognitive skills as well as personal and social attitudes. Assessment of developing expertise can be made through coaches demonstrating their ability to solve problems and make informed judgements in their coaching context. It might therefore be suggested that a combination of approaches should be adopted to meet unique coaching contexts.

Learning Theories
There are many complex theories that try to explain how learning happens; there is a danger in promoting one over the others as all are useful at different times. This chapter explains how some knowledge of learning theories may help Coach Developers to be effective in providing short cuts that accelerate coach learning and aid transfer to the practical context.

Broadly, learning theories can be divided into several categories:
*   **Behavioural theories** advocated by Skinner (1968) that assert that all behaviours are learned through conditioning, reinforcement, repetition, reward and punishment; they focus on external observable behaviours. Understanding these theories may help Coach Developers to reinforce safety protocols (eg in micro-coaching sessions) and with group management techniques.
*   **Cognitive theorie**s arose from Piaget's work (1972) and these are more focused on internal mental processes such as attention, perception, thinking,

interpreting, categorising, forming generalisations, on memory and decision-making; they help to explain how people process information, how they think, interpret and gain knowledge building on existing knowledge. Understanding these theories will help Coach Developers when creating situations that require evaluation, decision-making, problem-solving and creative thinking.

- **Constructivist theories** arose out of Vygotsky's work (1962); they equate learning with creating meaning from experience so that learners 'construct' their model based on their own experience and prior knowledge. They involve active engagement (talking, writing, interacting, problem-solving, critical thinking) and explain how learners create systems to make sense of their world and their experiences. Techniques such as scaffolding learning and setting tasks with an appropriate level of challenge may be better

understood from a constructivist perspective.

- **Social learning theories** build on Bandura's work (1977) which purports that people can learn new information and behaviours by watching other people, hence these theories claim that observation, modelling, self-efficacy and determinism are important parts of the learning process. Such theories help Coach Developers recognise the importance of social interaction in the learning process and the need for collaborative and peer learning opportunities in face-to-face and web-based learning environments.

More detailed information on these learning theories can be found in Appendix A.

9   Learning Pathway

Over the last 20 years, research has supported coach learning as an individual process, marked by different learning episodes in formal, non-formal and informal contexts. Similarly, Coach Developers also have their own learning journeys, based on their experiences in different contexts. As coaches are influenced by their pre-coaching career in the way

they are coaching (eg by family values), Coach Developers also shape their own identity through their experience as athletes, as coaches or being a teacher or a sport scientist. Therefore, coaches and Coach Developers have their own learning journey and can be situated at different stages of their career (see Figure 4.4).
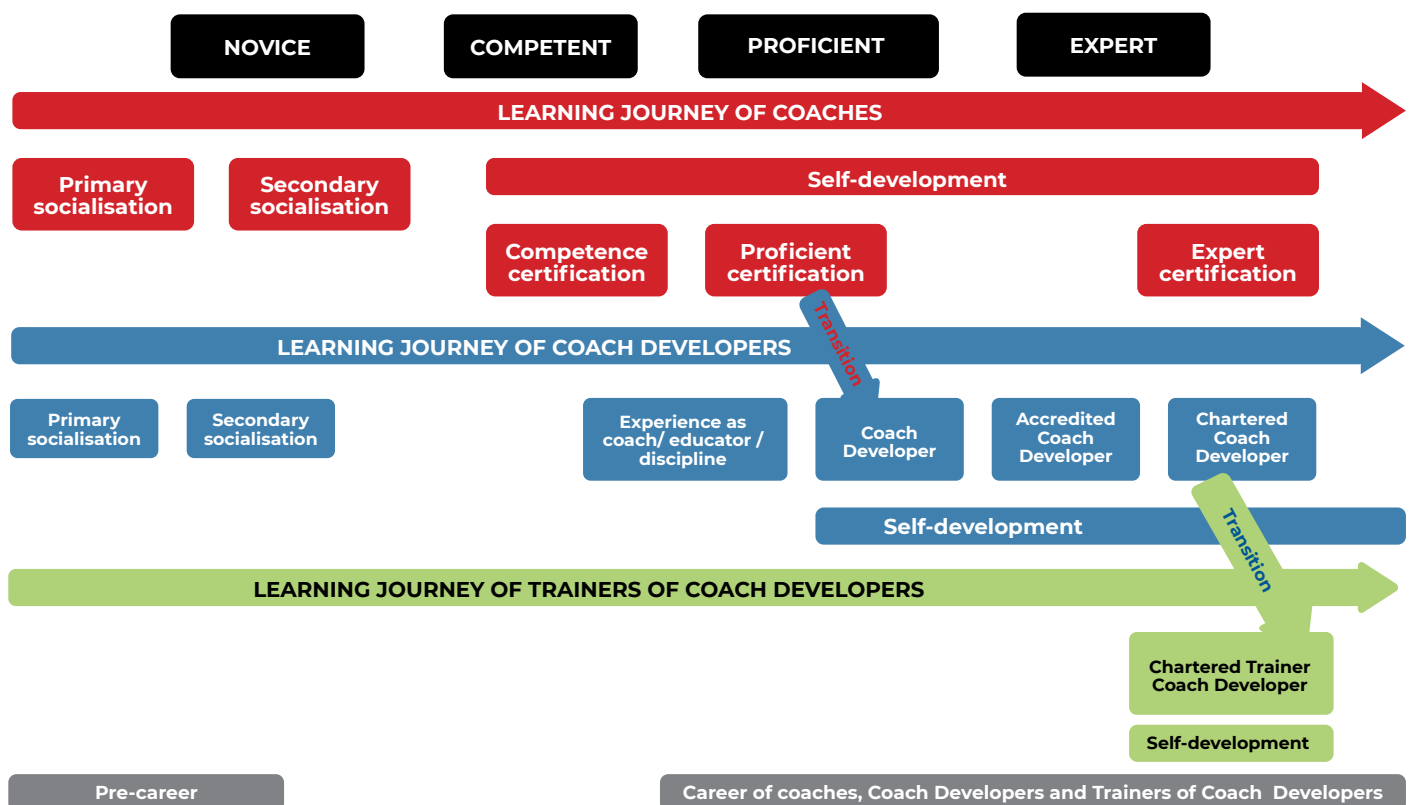

Figure 4.4: Learning Journeys of Coach, Coach Developer and Trainer of Coach Developers

Recent studies have shown that where there is a transition from being a coach to a Coach Developer (formally or not), this occurs when the coach accumulates experience and knowledge in sport and coaching or has experience aa an educator in a related field (eg physical education). They also need to be passionate about supporting the learning of other coaches (eg Brasil et al, 2018; Ciampolini et al, 2019). Given the importance of Coach Developers in enhancing the quality of coaching, building and implementing a formal Coach Developers' education system is advocated to develop and recognize the specific skills, knowledge and competences of Coach Developers. The global trend is moving towards this requirement and is an essential part of a highly evolved coaching system (see Chapter 9).

Once initial certification has been achieved, Coach Developers need to continue their learning to become proficient and expert (see Chapter 7: Coach Developer Pathway). As coaching is becoming increasingly complex in the 21st century, Coach Developers must invest effort and time in their self-development, creating their own approach to learning and to quality networking to develop critical thinking and creativity, to continually support coaches and their daily challenges.

To become proficient and expert, Coach Developers must invest effort and time in their self-development, creating their own approach to learning and to quality networking to develop critical thinking and creativity.

10   Future Trends

It is worth looking at trends across other, related professions, notably teacher education, medical education and military education to identify likely patterns in the future. In the last century, there has been an explosion of content available through the internet and the growing challenge for all professionals, including coaches and Coach Developers, is to critically assess the validity of the material, its applicability to their own context and how best to use such content. Without these filters, people are often influenced by their own strengths and bias, and there is a danger that information is applied indiscriminately without ensuring the information is valid and appropriate to the context. Coach Developers and coaches need to understand the principles of critical thinking, thus preventing mimicry or the wholesale adoption of approaches and practices without the understanding of purpose and context.

More recently, there have been significant shifts in all forms of education, particularly in 2020–22 due to the Covid-19 pandemic, and it is likely that many of these enforced changes will impact on our practice going forward (see an example in Case Study 4.2 over the page). The growth in on-demand education, online learning, digital and remote learning, has been enormous. There has been an increase in the use of social and collaborative learning rather than a reliance on independent study through e-modules. Learning programmes are very likely to continue to be blended in many ways; not just in a mix of e-modules and face-to-face learning but also in the inclusion of webinars and podcasts. There is a likely trend towards a greater use of the flipped curriculum (see Panel 4.6) where content knowledge is acquired individually and remotely, leaving shorter spells of face-to-face time to apply this knowledge, to problem-solve and to learn collaboratively. There is growing evidence across the education spectrum and in Coach Developer work of the value of on-the-job learning leading to apprenticeships and one-to-one coach field support (see Chapter 6).

Panel 4.6: Flipped curriculum consists of learners completing some form of direct instruction (eg reading an article, watching a presentation, completing an e-module) prior to a face-to-face session where the emphasis is on using and applying this content. This is the reverse of a traditional approach where teachers give a lecture, share some content knowledge or provide some concepts and then give learners some form of 'homework' based on it. The advantages of the flipped approach are that learners can work on new content at their own pace and time can then be used face-to-face to check for understanding and to focus on application.

CASE STUDY 4.2: CHANGES MADE POST-PANDEMIC (SPORTS INSTITUTE, UNIVERSITY AND SPORTS FEDERATIONS IN FINLAND)

When the pandemic started, we were forced to change our ways of delivering education. Everything went online and the use of learning platforms became more important than ever before. We started to use Zoom and Teams every day. We learnt to use digital tools like mentimeter, padlet and whiteboards. We learnt to facilitate online. Students became used to studying from their home and coaches became really creative about how to coach without face-to-face contact.

What then stayed after the pandemic? The biggest changes are:
- we really learnt to value the time we can spend in contact
- we deliver effectively also online.

Because we were forced to develop our learning platforms and materials, there are now more possibilities for using a flipped learning approach than ever before. We do have good video lectures and very learner-friendly materials online. Now, we do not need to lecture the theory material in contact teaching in the same way we did before the pandemic. We can focus on applying the knowledge and have more time for discussions and groupwork. In our daily work, we now use more digital documentation than before. For example, in groupwork, the documentation is merely presented, for example, on different digital white boards, and flip charts are not used as much as earlier. There are many different digital questioning tools (mentimeter, answergarden, etc.) that we may use to seek answers or ask the opinions of learners.

There are definitely more online courses than before the pandemic. There are different options for learners to increase their skills and knowledge. There is more online face-to-face teaching and between-contact periods; there is more contact between Coach Developers and coaches because there are tools like Zoom. From the learners' perspective, there are also more webinars, and many seminar organisers enable taking part remotely in at least some key-note sessions. Also, networking has increased on a global level. Teachers are more willing and able to use digital tools and to use more creative methods in their teaching. Who would believe that before the pandemic, WhatsApp, for example, would become a useful tool for facilitating learning, even in structured courses?

11 Conclusions

In this chapter, you have examined:
- some of the more recent thinking about learning
- the need for Coach Developers to become experts in learning
- the need to adopt different strategies to support coaches' learning.

The challenge of adopting and implementing a more learner-centred facilitation strategy has been raised and some strategies for selecting the appropriate delivery strategies discussed. A snapshot look at future trends for coach education and development has been offered.

12 Call to Action

Some questions for you to consider, either for your organisation or for you as a Coach Developer:

To what extent and how have you enabled your Coach Developers (or you as a Coach Developer) to become experts in learning?

What evidence do you have that your Coach Developers (or you) facilitate in a learner-centred way?

What steps would you now take to enable your Coach Developers (or you) to become more learner-centred?

What steps do you need to take to help your Coach Developers (or you) reflect more deeply and regularly?

What do they do (or now need to do) to help their coaches become better reflectors on their coaching practice?

Photo: Pelle Kvalsund, Norges Idettsforbund

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CHAPTER
05

ASSESSMENT OF COACHES AND COACH DEVELOPERS

1 Introduction

Most professional development programmes for coaches and Coach Developers typically feature some element of assessment; participants usually must demonstrate a certain level of proficiency. This could include providing evidence that they exceed a required standard, meet a series of programme learning outcomes, or have progressed their practice in a manner consistent with their own and others' expectations. However, despite such a prevalence of assessment activity, there is a void of knowledge and understanding in this area, compared with, for example, other aspects of coach education. Although this is slowly being addressed (see Hay et al, 2012; McCarthy, 2022; McCarthy et al, 2021a, b), the lack of focus on assessment is problematic for several reasons:

- Successful completion of an assessment opportunity is commonly required to progress through or complete a programme of professional development. The subsequent certification, qualification or license is, in many cases, required to gain access to either voluntary or paid opportunities. In this way, assessment can be a gatekeeper.
- From broader educational research, we know that high quality assessment activities can contribute to learning (eg Carless, 2007; Gibbs & Simpson, 2005). Since helping coaches to learn is one of the fundamental goals of professional development programmes, focusing on assessment appears to be essential.
- There is an assumption that what is assessed is what is valued, therefore care must be taken in deciding what to assess and why.
- Assessment experiences can colour the wider learning experience. This means that poor quality, unjust and non-inclusive assessment practices may result in an overall negative experience for the coach or Coach Developer (ie the person being assessed).

It is clear, therefore, that assessment (principles, processes and practices) require attention. It is also important to be clear about who assesses who (see Panel 5.1):

- Coaches are usually assessed by Coach Developers (sometimes designated assessors within the sport; see Panel 5.1).
- If Coach Developers are to undergo assessment within their specific professional development programmes, this is typically carried out by Trainers of Coach Developers (see Panel 3.2, Chapter 7: Coach Developer Pathway and Chapter 8: Coach Developer Standards).

Therefore, the information in this chapter can be applied to both professional development contexts (coach and Coach Developer assessment), hence the terms 'learner' and 'assessor' will often be used in this chapter, enabling you to choose the most relevant context for you.

> ▶ Current practice in assessing coaches and Coach Developers
> ▶ Clarification of terms
> ▶ Roles and functions of assessment
> ▶ Guiding principles for good practice in assessment
> ▶ Examples of assessment in coach and Coach Developer education

This chapter will help you to review the way your Coach Developers currently assess your coaches and how Trainers of Coach Developers assess their Coach Developers. It will prompt you to make more considered choices in how you design and deliver your assessment opportunities. It will make you better equipped with principles, frameworks and examples to improve the quality of your assessment practice.

It will look at the following:

- Current practice in assessment for coaches and Coach Developers.
- A language for talking about assessment.
- The multiple roles and functions of assessment.
- The relative role and contribution of learners and assessors in assessment activities.
- Guiding principles for 'good' assessment practice.
- An integrated framework for assessment in professional development programmes.
- Examples of assessment in coach and Coach Developer education from different countries and contex

Coach Developers are responsible for creating and facilitating coaches' learning and assessment

Trainers of Coach Developers are responsible for creating and facilitating Coach Developers' learning and assessment

Panel 5.1: Who Assesses Who?

2 Current Coach Assessment Practice

Different assessment systems have evolved in coach education programmes, usually to provide a measure of quality assurance. The design of such systems varies according to sport, nation and institution. Currently, national and international sports federations typically develop sport-specific qualifications and sometimes align these to broader systems of certification (eg Scottish Vocational Qualifications in Scotland); in some countries, there is strong input from a national agency (eg National Committee for Accreditation of Coach Education in the USA), a coaching organisation (eg Coaching Association of Canada) or through higher education (eg Brazil).

Within these systems, different assessment tools are used to achieve different outcomes. Currently, at the introductory levels where there is a high volume of coaches in the coach education programme, assessment often takes place at the end of a course. It sometimes comprises a practical assessment where the coach leads a session to a group of athletes (often their peer coaches acting as athletes) and may also include some form of 'theory' test. At more advanced coaching levels, where there are fewer coaches in the programme, and the focus is on longer term coaching programmes (eg annual plans with their own athletes rather than being largely sessional/episodic, as at the lower levels), the practical coaching assessment may take place in the field. In this case, the coach may also provide a portfolio of coaching comprising evidence of planning, delivery and reflection (eg British Equestrian Level 4) and/or engage in professional discussions (eg Premier League Coach Development Institute Programme) and reflective conversations (eg BSc Sport Coaching, Leeds Beckett University).

Coach assessment has typically adopted a competence-based approach, rooted in a set of standards intended to specify what the coach needs to be able to do. This application of knowledge and skills is assessed in performance settings; so performance is then measured objectively against competence and underpinning criteria. For example, the International Sport Coaching Framework (ISCF) describes six core functions (pp. 30–33) with underpinning task-related competences (see Table 5.1).

Where Trainers of Coach Developers assess Coach Developers, assessment might happen during the learning period, using a variety of micro-teaching sessions, and again in the field, with observations of the Coach Developer delivering coach learning sessions. These have typically adopted a competence-based approach, rooted in a set of standards intended to specify what the Coach Developer needs to be able to do. An example would be that the Coach Developer 'is able to use a range of ways to help coaches self-reflect on their own skills and knowledge, connect this with past experiences and apply their learning in the future'. In each case, the assessment requires learners (in this example, Coach Developers) to provide evidence of their ability to achieve this competence. This may be video evidence of the learner demonstrating a particular skill, an external observer confirming the learner can do what is described in the competence statement or a portfolio containing plans, reports or papers showing proof of the learner's ability. In this framework document, a competence-based approach is offered as a mechanism for assessment at Coach Developer and Accredited Coach Developer levels (see Chapter 8). Full Coach Developer competences can be found in Appendix C.

Six core functions of the coach	Example of a coach's task-related competence
Set the vision and strategy	Develop a suitable vision for the programme relevant to the athletes and also to institutional priorities
Shape the environment	Employ all reasonable measures to keep athletes and staff safe from harm
Build relationships	Establish and maintain an ethical, effective, inclusive and empathetic relationship with athletes, staff and other stakeholders
Conduct practices and prepare and manage competitions	Conduct a functional analysis of their chosen sport and identify the implications for coaching practice
Read and react to the field	Conduct an insightful analysis of athlete or team performance to make informed decisions regarding on-the-spot adjustments to enhance performance
Reflect and learn	Identify the coach's own learning needs and take responsibility for the development and application of strategies for further self-development as part of an ongoing process

Table 5.1: Six core functions of coaches and examples of task-related competences (Based on European Sport Coaching Framework, 2017)

Advocates for competency-based approaches in coach education argue that the identification and measurement of the specific competences of the learner move beyond strictly conveying knowledge, to assessing the application of that knowledge in their coaching practice, ie what the learner (learner coach or learner Coach Developer) should be able to do after the completion of the training. It is important, however, to be aware of some potential limitations:

1. A lack of consensus about internationally recognised standards on which to base any competences and the fact that any standards are constantly under review, to keep up to date with the latest research on what constitutes quality/effectiveness.

2. The potential for conformity that could stifle creativity and limit philosophies or pedagogical approaches, or contextual or cultural issues.

3. It neglects the subtleties of decision-making, relying on the 'what and how' of coaching but not the 'why'

(Collins et al, 2015), and so simplifies the complexity that is inherent in coaching. The more advanced levels of coaching involve adaptive thinking, judgement and innovation that are difficult to capture in specific competence statements.

An alternative to a competence-based approach is an **expertise-based model**, advocated in this document for the Chartered Coach Developer stage (the expert level described in Chapter 7) and by some organisations for their coaches (eg Côté et al, 2015, used an expertise system to assess expert gymnastics coaches). Another example of an expertise-based model for coach assessment (Gano-Overway et al, 2020) involves scenario-based learning and the ongoing assessment of expertise, using a four-part curriculum of judgement, elaboration, flexibility and decision-making; in this way, it more fully captures the cognitive complexity of coaching.

3   Defining Terms: A Language for Talking About Coach Assessment

Although assessment is a common feature of many coach education programmes, across many different cultures and contexts there is little universality regarding the language used to talk about it. For example, in some countries and/or contexts, coach assessment might also be referred to as coach evaluation. This can be confusing since coach education programme evaluation is a distinct area of study with its own knowledge base (McCarthy, 2022). Furthermore, some individuals and organisations might not consider that they assess coaches at all when they might in fact be doing so. This may stem from a lack of coherent and shared understanding

about what assessment is. For example, if assessment is positioned as any activity that generates insight about a coach's practice, which is used to help them to improve, then we may all agree that everybody engages in this type of work. Before proceeding further through this chapter, it is important, therefore, to clarify and define our terms (Table 5.2). This will help individuals and organisations to share ideas on coach assessment, sustain high quality coach assessment conversations, and communicate their work using a shared vocabulary.

Key Term	Definition
Assessment	Assessment is the practice of identifying where someone is along their learning and development journey, while contributing to and positively influencing their learning. This might be achieved through offering tasks/activities that require the learner to develop and demonstrate particular skills, capabilities, attitudes and behaviours. The resultant insight that comes from doing this can be used to form an understanding of the learner's strengths and areas for development.
Assessment of learning (summative assessment)	This term describes assessment activities that take place **after** a period of teaching and learning. To use this idea would be to separate teaching, learning **and** assessment into sequential activities. This approach might be represented by an end-point assessment where learners are encouraged to recall material from a programme of study and use it in, for example, a written or practical examination.
Assessment for learning (formative assessment)	Assessment **for** learning is a concept which places emphasis on what can be learned through, and from, the assessment process, usually in preparation for a summative assessment opportunity (above). It can be described as a strategy deployed to generate insight that can be used 'to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have taken in the absence of the evidence that was elicited' (Black & Wiliam, 2009, p9).
Assessment as learning (learning-oriented assessment)	According to Carless (2007), 'when assessment is functioning efficiently, there should be substantial overlap between these two functions [learning and certification]' (p59). Assessment **as** learning describes practices where assessment activities are learning activities (ie teaching, learning and assessment are fully integrated with, and not adjunct to, each other). Assessment, therefore, is a learning experience in and of itself. As such, an assessment **as** learning strategy would consider the dual goals of certification and learning as both are achievable and complementary. This is a broad and inclusive **'and both'**, not **'either or'** position, which can underpin any assessment strategy.
Feedback	The purpose of feedback is to reduce the discrepancies between the learner's present position (levels of learning and performance) and the required standard (of learning and performance) (Hattie & Carless, 2007). This should be considered alongside the definition of assessment offered at the top of this table.

Table 5.2: Terms and Definitions

4   The Roles and Functions of Assessment in Coach Education and Development Programmes
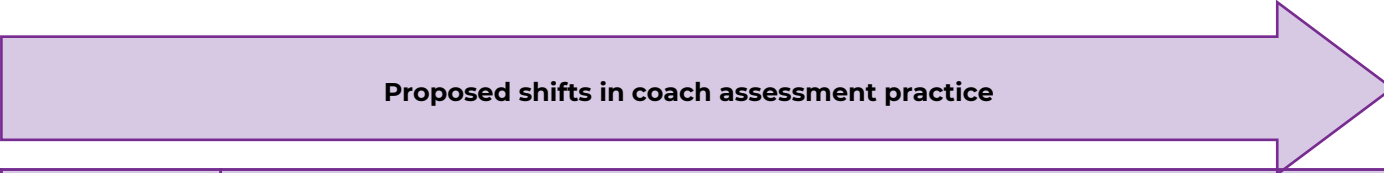
In addition to ensuring coaches meet and/or exceed a particular standard, Coach Developers are responsible for creating opportunities for, and environments in which, coaches can learn (similarly with Trainers of Coach Developers assessing Coach Developers). Assessment activities can, and should, achieve both desirable outcomes; with coach learning being emphasised, since assessment *as* learning is so rarely mentioned. Instead, assessment *of* learning and assessment *for* learning are more commonly used terms.

The ICCE position on coach assessment is that such activities should both contribute to coach learning and promote quality coaching through maintaining standards of ethical and effective practice. Coaches who are more deeply engaged in learning are more likely to meet and/ or exceed the appropriate standards, and it is therefore possible to achieve both outcomes, as will be described in subsequent chapters (the same argument can be levelled at Coach Developer assessment).

The continuum of assessment in Table 5.3 adopts the language proposed earlier and shows the suggested shifts in assessment practice for learners and assessors.

Coach assessment should both contribute to coach learning and promote quality coaching through maintaining standards of ethical and effective practice.

Any assessment of Coach Developers should also ensure it contributes to their learning and promotes quality coach education and the maintenance of ethical standards and effective practice.

Proposed shifts in coach assessment practice

	'Either or'		'And both'
	Assessment *OF* learning	**Assessment *FOR* learning**	**Assessment *AS* learning**
What	Value is placed mostly on what can be seen and heard (observable competence)	Observable competence, with some focus on knowledge, skills and attitudes, across individual episodes	Ongoing assessment of observable competence and reflective review. There is a strong focus on how knowledge, skills and attitudes are developing over time
How	End point and performative	Multi-point and structured	Ongoing and developmental
Who	Driven by the assessor	Negotiated	Driven by the learner
Where	Mostly removed from the learner's reality (decontextualised), due to inflexibility (must happen 'at the end')	Sometimes removed from the learner's reality (decontextualised)	Always situated in the learner's immediate reality/their own context

Table 5.3: Proposed Shifts in Assessment Practice

5   Principles of Good Assessment Practice

Good assessment practice serves to both quality-assure and ensure learners (coaches or Coach Developers) meet a particular standard and positively contribute to the individual's learning. In all cases, approaches to assessment should be congruent with approaches to programme design and delivery. For example, if the programme is designed and delivered consistent with the principles of learner-centredness (as advocated in Chapter 4), then so too should assessment, as a fully integrated feature of that programme. Decisions pertaining to assessment, as part of the programme design process, often receive less attention than decisions about, for example, creating an optimal learning environment.

Again, this is perhaps the legacy of assessment being positioned as adjunct to, rather than deeply integrated within, teaching and learning. Table 5.4 (adapted from McCarthy, 2022; McCarthy et al, 2021a) helps individuals and organisations to identify what this might mean for them.

However, many (if not all) programmes will be inspired by, and deploy, a mix of theory, principles and practice. Therefore, it is not the intention of this table to encourage any strict adherence to any one single 'rigid' row but, rather, to offer some guidance on what the appropriate approaches to assessment might be considering (the likely already well-established) approaches to teaching and learning.

Good assessment practice serves to both quality-assure and ensure learners (coaches or Coach Developers) meet a particular standard and positively contribute to the individual's learning.

Theory of Learning	Teaching and Learning Principles and Practice	Assessment Principles and Practice
Behavioural	• The modification of learner behaviours to an 'ideal' or 'accepted' set. • Learners actively replicate and mimic desirable behaviours. • Learning is sequential (step-by-step). • Activities should be organised from simple to complex.	• Desirable behaviours are reinforced through assessment and rewarded. • Errors should be eliminated. • Assessment activities appear after a period of learning and are typically singular. • Assessment activities may involve demonstrating 'model' behaviours while being observed.
Cognitive (constructivism)	• Learners are actively organising, assimilating and accommodating the information introduced through learning opportunities. • New information is offered to learners to cause moments of disequilibrium and incite curiosity. • Learners develop through resolving mismatches/discrepancies between old and new information.	• Assessment activities may involve the deconstruction and reconstruction of knowledge. As a result, multiple assessment activities might be offered over time. • There is a focus on how knowledge has been developed and can be applied (eg through planning and reflection). • Errors are to be embraced and considered a source of learning and development.
Social (constructivism)	• Learning is a social activity mediated by interactions with others and the environment (ie learning is typically collaborative, dialogic and relational. • Knowledge is co-constructed with, and through, social groups. • Learning takes place through 'active participation' in the social world, therefore learning activities are reality-based.	• Problems presented to learners are complex and multifaceted in order to promote inquiry and discovery. As a result, assessment activities are ongoing, over a long period of time. • Assessment activities are collaborative and deliberately involve others. • Assessment activities are located in the learner's immediate context and concerns. As a result, they are driven by the learner, and the assessor will subtly guide and scaffold.

Table 5.4: Theories, Teaching and Learning Principles and Assessment Practice (adapted from McCarthy, 2022 and McCarthy et al, 2021a)

In addition to achieving some congruence between teaching, learning and assessment approaches, good assessment strategies communicate to the learner (coach or Coach Developer) what is valued. Programme designers and deliverers need to consider carefully and develop a coherent view on 'what they value'. For example, if they value specific skills (eg planning), certain attitudes (eg a commitment to lifelong learning) and particular behaviours (eg asking questions), then these should be assessed. This of course should be communicated to the learner clearly and transparently (eg through a set of success criteria).

Three principles of good assessment practice, taken directly from the work of McCarthy (2022), are offered. These align most closely to a social constructivist approach; a theory of adult learning increasingly being used to influence and underpin many contemporary professional development programmes for sport coaches and Coach Developers.

Principle 1: Establish, Share and Showcase Criteria for Success (what does good look like?)

When engaging learners (coaches or Coach Developers) in assessment activities, it is important that they can know and understand what is required to succeed. Although this is an idea which is not new (see: Black & Wiliam, 2009; Hawe & Dixon, 2017; Sadler, 1989), and already accepted/adopted within wider education forums, it is yet to be the subject of detailed discussion in the context of coach education programmes. This principle is particularly critical for programmes which are relatively open-ended, offer large amounts of autonomy, and typically span a long period of time (or where assessment activities are multiple and frequent). Should learners' conceptions of success, and what 'good' looks like, be consistent with those of the assessor, it is suggested that positive outcomes can be achieved (McCarthy, 2022).

Generating a view on what 'good' looks like that is shared between the learner and the assessor might be done in several ways. First, and most commonly, a set of success criteria can be created at the programme design stage which state clearly what is required to succeed. This might take the shape of a rubric, a competence framework, or marking criteria. However it is termed, this document will invite learners and assessors to consider the knowledge, understanding, skills, attitudes and/or behaviours that should be demonstrated, evidenced and/or developed to successfully complete the programme.

Another way to share what good looks like is through the use of exemplars. Exemplars are pieces of work which have been completed, that can be shared with others for the purpose of supporting learning. For example, this might be a finished project, a portfolio or a video of a presentation which has been given by a learner. Dialogue can take place around an exemplar, and features of the work that make it 'good' can be identified and examined. Through the process of doing this, learners can build and sustain confidence in their self-evaluation/self-monitoring skills.

Principle 2: Assessment as a Vehicle for Developing Skills for Learning

A clear case has been made for assessment **as** learning (not **of** or **for**, which infer that it is separate to learning). From this point then, assessment can be considered as a tool for learning; learning and development outcomes can be achieved from engaging with assessment activities. These outcomes might include advanced knowledge, understanding, skills, attitudes and behaviours. High quality assessment can encourage learners to acquire a range of skills, specifically skills for learning which are commonly known as metacognitive skills. Metacognitive skills (ie knowing your own cognitive processes, the ability to think about your own thinking) can include self-regulation (goal setting and goal-orientation), self-directedness and self-monitoring/self-evaluation.

Since the task of engaging with an assessment activity over a long period of time (as it would be, should it be driven by principles of social constructivism, explained in the glossary and Chapter 4) demands that learners work both independently and with others, make decisions about what to do and when, consider who can help them and how, and judge the quality of their own work, it is likely that learners will develop skills for learning as a result. Through identifying and pursuing meaningful and authentic issues, collaborating with others, and reporting findings or experiences, the incidental development of skills for learning is likely one of the major benefits of offering assessment activities of this nature. Moreover, if the development of these skills is included within the success criteria (see principle 1), since they are valuable, then desirable outcomes are likely to be further achieved.

Principle 3: Assessment as a Collaborative Activity (Consider who can help me and how?)

If learning is said to largely be a social activity (ie we learn in and through experiences with others), then assessment approaches should acknowledge that and not ignore the influence of a wide range of other people (eg coaching colleagues in the workplace, peers who have completed the programme in the past, the Coach Developer, friends and family). These networks of support can indeed be instrumental in a coach's assessment experience.

It is becoming increasingly clear that peers can be a valuable instructional resource in assessment (McCarthy, 2022). For example, directing attention back to principle 1, learners on the same programme can support each other to establish what 'good' looks like in deliberate activities where the aim is to interpret and internalise the success criteria. Learners can also seek cues from other learners who have completed the same programme in the past, to clarify what is required to complete the programme themselves.

To capture this, these three guiding principles have been organised into an integrated framework for assessment in coach education by McCarthy (2022; Figure 5.1). While this framework is not intended to be a prescription for how assessment activities should be designed and delivered, it is hoped that the framework does clearly outline a set of interrelated principles that could be considered when developing and implementing an assessment *as* learning strategy within a professional development programme for coaches or Coach Developers.
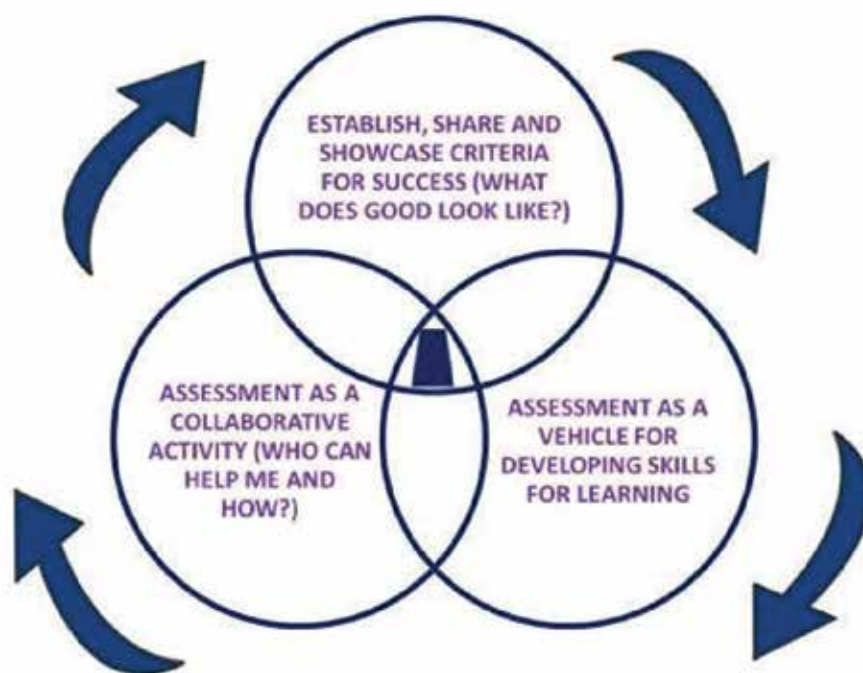
Figure 5.1: An Integrative Framework for Assessment in Coach Education (McCarthy, 2022)

6 Assessment Practice Examples

In this section, different examples of assessment practice are provided to illustrate some of the points made earlier.

CASE STUDY 5.1: ENGLISH FOOTBALL ASSOCIATION (FA): PROJECT-BASED ASSESSMENT AS A FEATURE OF THE FA LEVEL 3 (UEFA B) IN COACHING FOOTBALL PROGRAMME

This is a single, detailed, example of an approach to assessment used on one particular coach education programme in England. While not intended to be offered as a 'gold standard', the goal is to illuminate the ideas presented above and demonstrate how they could come together to bring about desirable outcomes for coaches. An extended, more complete and nuanced account can be found within the work of McCarthy (2022).

The FA is the largest provider of coach education for football coaches in England, engaging more than 30,000 people each year. Like many national governing bodies, there is a linear pathway to progress through (eg Level 1 to Level 5) where different programmes are intended to support coaches who are working with different participants and in different contexts. In the middle of this pathway sits the FA Level 3 (UEFA B) in coaching

football programme, which has an enrolment of more than 1,200 coaches per year/season. All coaches who enrol are working within either the grassroots (community/recreational) or professional (academy) game, coaching teams of either male or female children or adults, in either the 7 versus 7, 9 versus 9, or 11 versus 11 formats of the game. As a result, each programme, made up of 24 coaches and three Coach Developers, will represent a diverse mixture of motivations, needs and wants. The programme has a nine-month duration, and all coaches are required to attend nine face-to-face days of workshops and engage with three visits from a Coach Developer (in-situ support visits). The purpose of these visits, according to those who designed and deliver the programme, is to support the coach in their context (club) with issues that are most meaningful to them at that moment in time.

Prior to 2016, football coaches in England who participated in FA coach education programmes had a very different experience to that described above. The most notable change between the 'old' and 'new' versions of the FA Level 3 (UEFA B) in coaching football programme was the way in which coaches were assessed. Before 2016, assessment was mostly used as a mechanism for making judgements on the quality of coaching practice, at a single moment in time (ie at the end of the programme), in an inauthentic environment (ie with peers on the programme), or on a specific topic/ part of the programme (ie typically decided on by the assessor). Assessment activities were intended to examine coach learning (ie what the coach can do and what the coach knows) but the way in which assessment influenced coach learning was perhaps less considered.

From 2017, on this specific programme and others, the FA adopted a 'project-based' approach to assessment that represented a more integrated approach to coach learning and assessment, where the former was influenced by the latter. The key features of project-based assessment are captured in Table 5.5.

Principles of project-based assessment	Definitions
Self-directed	The learner takes responsibility for their own learning. They formulate goals that they want to achieve, plans for achieving those goals, and drive progress independently.
Authenticity	Projects are concerned with real-world issues that are meaningful, relevant, and where there is some benefit to resolving them.
Collaborative	As the learner takes responsibility for their own learning, they draw on 'others' as required, to enhance the project. Project work is continually tested, refined and evolved in response to this.
Learning to learn (metacognitive skill development)	Aside from advancing knowledge and understanding of the issue (project focus), skills and attitudes are developed through project-based assessment.
Learners produce a tangible product	The outcome of project-based assessment is always a tangible product for sharing with others. This might include a website, book or video.
Teaching, learning and assessment are integrated	The project is embedded in the entire programme of study. The focus of the project determines what learning opportunities are offered to learners.

Table 5.5: Principles of Project-based Assessment (adapted from McCarthy, 2022)

As a result, coaches were required to complete an applied coaching project over the nine-month/season-long programme duration. This ongoing, embedded and individualised assessment activity was intended to invite coaches to consider areas of coaching such as how they coach, where they coach, who they are coaching presently, and the characteristics of the future player. This situated learning and assessment opportunity was supported by a Coach Developer, through the three in-situ support visits and relevant workshops. Key features of project-based assessment on the FA Level 3 (UEFA B) in coaching football programme are captured in Table 5.6. While the result of this work might feel wholly positive, there is complexity and difficulty in the design and delivery of project-based approaches to assessment as learning:

1. The self-directed nature of project-based environments means that coaches require a certain level of 'skills for learning' prior to engaging (Papanikolaou & Boubouka, 2010). For example, coaches would benefit from prior experience of monitoring their own progress (self-monitoring) and knowing who to ask, and for what (cue-seeking).

2. The relatively open-ended nature of project-based environments means that offering coaches clear instruction, guidance and a view of what 'good' looks like is critical to their success (Carless & Chan, 2017).

3. Project-based environments are made rich and fruitful by the level of support and collaboration; this can be resource-intensive!

Principles of project-based assessment	...and how they did it
Provided coaches with a clear project brief	Coaches were asked to evidence a learning journey that consisted of at least 18 linked training sessions and games. Within this, coaches would work through issues as they arose, broadly within the parameters of a prescribed structure. Importantly, coach assessment began on day one of the programme.
Provided coaches with a structure	Coaches were asked to organise their evidence against five strands, which were important to the FA. These were: Who we are (our culture and values); How we play (in and out of possession); The future England player (skills and attributes); How we coach (in training and on a match day); How we support (physical and psychological performance).
Provided coaches with a set of success criteria and a view of what a 'good' project looks like	Coaches' work will be considered against a set of 19 competence statements (the FA Coach Competency Framework). These included: 'Applies a range of coaching and learning methods to tailor learning to players' needs' (how we coach); 'Challenges individual players to take responsibility for their own development' (the future player); and 'Applies their playing philosophy to both the practice and competition environments to enhance player development' (how we play).
Provide support for coaches in their working environment (eg club)	Coaches will be visited by a Coach Developer in their real-world coaching setting, on at least three occasions over the nine-month programme duration. These visits will stimulate reflective conversations which will contribute directly to the project.
Provide face-to-face workshops	Coaches will attend four face-to-face blocks of learning, equating to nine days, each aligned to the five project strands (see above) and therefore directly relevant to the assessed coaching project.
Intent to develop lifelong learners	There is a recognition that for many coaches, this will be their final engagement in FA coach education programmes since the opportunities to progress to Level 4 are limited. Therefore, there is an acknowledgement that coaches will be required to take greater responsibility for their own learning and professional development.

Table 5.6: Key Features of Project-based Assessment on the FA Level 3 (UEFA B) in Coaching Football Programme (McCarthy, 2022)

Further examples of coach and Coach Developer assessment are provided in the following case studies.
studies.

CASE STUDY 5.2: ASSESSMENT AT THE FOOTBALL ASSOCIATION OF FINLAND (FAF)
PEKKA CLEWER AND MAIJU KOKKONEN, HAAGA-HELIA FROM THE UNIVERSITY OF APPLIED SCIENCES,
AND MATTI LÄHITIE, HEAD OF EDUCATION, FAF

The Football Association of Finland (FAF) has about 1000 member clubs and over 140,000 registered players. FAF has over 200 part-time Coach Developers (CDs) working mainly at club level. It has 11 full-time CDs or Trainers of Coach Developers (TCDs) working at national level, and 17 Coach Developers working in regional football club communities.

The entire coach education system is competence based and follows the UEFA coaching convention. All assessment activities are situated in the coach's own club environment and completed by the coach with their own team. There are various tasks in which the coach applies the theoretical knowledge they have learned in practice. For all courses at UEFA B level and above, coaches complete a report (capturing observations, conversations and ideas) during a period of work experience, or a study visit.

At each level of education, the coach receives feedback and is assessed in an authentic situation (ie a training session or match). Coaches demonstrate their coaching skills while coaching their own players. The feedback is given in collaboration with club tutors, Coach Developers and peers. In the higher-level programmes, players also offer feedback to the coach. In the lower-level programmes, assessments are undertaken in a coach's context and also in simulated environments during the course contact periods. Assessment is both formative (for learning) and summative (of learning). CDs and tutors use a review process as a tool for giving feedback, and an 8-step process for assessment (planning, briefing, gathering evidence, analyzing evidence, questioning to gather evidence, decision-making and sharing, generating feedback/ action planning, and documentation).

FAF believes in continuous (ongoing, lifelong) learning. Therefore, coaches have so-called 'experience cards' that they complete during programmes and between different levels. These are used particularly with lower-level coaches to gather feedback from club tutors, experience on coaching and from other sports, or self-evaluations around different topics.

All Coach Developers and club tutors have some training. Depending on the level at which they are working, the requirements are different around sport-specific knowledge. Generic Coach Developer skills are developed continuously. All educators need to go through two mandatory workshops. The first one is an 'effective learning' workshop (LEARNS), which focuses on adult learning principles. The second engages participants in various assessment tools and in learning how to use them. The most used tool is known as the GRIP review (Goal, Reflection, Input, Plan) process. In addition, FAF offers support on listening and questioning skills, reflection skills and mentoring skills (using the GROW model: Goal, Reality, Options, What next).

Key assessment features include:
- some assessments are situated in their own club environment with the coach's own players (authentic context)
- the involvement of peers in the assessment process (mentioned in Principle 3)
- a focus on formative (for learning) and summative (of learning) assessment
- tools to encourage continuous ongoing lifelong learning (mentioned in the three principles)
- Coach Developers undergo two mandatory training workshops (learning principles and assessment and review tools) plus other workshops (advocated in Chapter 2).

CASE STUDY 5.3: FLEMISH SCHOOL FOR COACH EDUCATION (SPORT VLAANDEREN), BELGIUM		Examples of good assessment practice
Why do you assess coaches or Coach Developers?	Coaches are assessed for two reasons. First, assessment is used as a mechanism for understanding whether the coach meets a particular standard, or level of competence. Second, assessment is used to promote coach learning and development. By this, it is meant that assessment activities are learning activities.	Assessment as learning
How do you assess coaches or Coach Developers?	Coaches are assessed through a range of methods across the entirety of the coach development opportunity. This varied 'assessment diet' includes ongoing portfolios, self-assessment, theoretical examination, critical reflection and practical internships.	Range of assessment methods
What do you assess?	Different methods are used to support the learning and assessment of knowledge, observable behaviour, skills and attitudes.	Range of assessment methods
Where does the assessment typically take place?	The intention is that assessment promotes learning, and learning takes place in all parts of the coach development experience. Therefore, assessment occurs in the coaches' context (eg in their club with their participants) and in more simulated and controlled environments (eg a workshop with other coaches).	Example of assessment as learning
When does the assessment typically take place?	Assessment takes place at all points on the programme, is ongoing and embedded.	Assessment ongoing and embedded
Who is involved in the assessment process?	Coaches, their peers and the Coach Developer are all involved in the assessment process.	Use of peers in assessment (Principle 3)
Do those involved in the assessment process receive any training?	Coach Developers can participate in assessment training.	Assessment training provided

CASE STUDY 5.4: HAAGA-HELIA UNIVERSITY OF APPLIED SCIENCE, FINLAND		Examples of good assessment practice
Why do you assess coaches or Coach Developers?	Coaches are assessed because University regulations dictate that it is necessary to understand the extent to which coaches are meeting or exceeding programme outcomes. In this sense, through assessment, the coach is encouraged to demonstrate their competence, and this is recognised on a scale of 1 (fail) to 5 (excellence).	Competence assessment to ensure standards met
How do you assess coaches or Coach Developers?	Coaches are assessed through both (weekly) formative and (endpoint) summative assessment. Assessment mechanisms include self-assessment, peer-assessment, and assessment by the Coach Developer.	Assessment for and of learning
What do you assess?	Assessment opportunities are intended to understand levels of competence and expertise. There is a focus on both process (eg planning and preparation) and what is produced (eg a coaching session).	Assessment to ensure competence met
Where does the assessment typically take place?	Assessment activities occur in both authentic and inauthentic environments.	Use of authentic environment
When does the assessment typically take place?	Assessment is both ongoing and endpoint. Decisions on what assessment activities to do and when, depend on the learning outcomes of the programme and how achievement of those is best understood.	Assessment for and of learning
Who is involved in the assessment process?	Coaches, their peers, athletes and the Coach Developer are all involved in the assessment process.	Use of peers and athletes in assessment process (Principle 3)
Do those involved in the assessment process receive any training?	Historically, there has been no assessment training or mentoring, but this is changing.	Considering need for assessment training

CASE STUDY 5.5: US SOCCER, UNITED STATES OF AMERICA		Examples of good assessment practice
Why do you assess coaches or Coach Developers?	Assessment activities are designed to perform a dual role and function, to both recognise and promote learning. Assessment for learning is intended to inform the learning process, understand where the individual is on their learning journey, and involve them in the learning process (formative). Assessment of learning is concerned with recognising what individuals know and can do (summative). Assessment activities are intended to help the Coach Developer better understand the needs of the coaches and the effectiveness of the Coach Developer's actions, what needs to be changed, and what can be improved.	Assessment for learning and assessment of learning

Feedback on learning programme |
| How do you assess coaches or Coach Developers? | A balance and blend of assessment activities are used to understand where coaches are at, and what coaches know and can do. | Range of assessment methods |
| What do you assess? | The acronym ASK is used, to serve as a reminder that attitudes, skills and knowledge are the subject of assessment. These attitudes, skills and knowledge are the main competences that fit under one of the Tasks of a US Soccer Coach Educator: leading oneself, managing the learning environment, guiding, teaching and assessing coaches (assessment training). | Range of assessment methods |
| Where does the assessment typically take place? | Coach Developers are assessed as part of their training (Coach Educator Course), which is comprised of four parts. First, Coach Developers immediately become familiar with the competences that must be met at the end of the course. There follows a period of cultivating attitudes, skills and knowledge aligned with the competences, before a paid apprenticeship (reality-based learning) supported by a mentor. Finally, there is a summative endpoint assessment where the Coach Developer works with the Trainer of Coach Developers (who have worked together throughout) to present a portfolio of evidence/data where they demonstrate proof of those 13 minimum competences. | Comprehensive training for Coach Developers

Assessment of Coach Developers |
When does the assessment typically take place?	Assessment is ongoing and embedded throughout the programme.	Ongoing and embedded assessment
Who is involved in the assessment process?	The assessment processes for Coach Developers involves the Coach Developer and the Trainer of Coach Developers. Of course, as part of the paid partnership, there is involvement from stakeholders in the field and the coach educator mentor.	Range of people involved in assessment process (Principle 3)
Do those involved in the assessment process receive any training?	Coach Developers receive assessment training as part of the Coach Educator Course (Coach Developer training).	Training provided

CASE STUDY 5.6: UNIVERSITÉ LAVAL, CANADA		Examples of good assessment practice
Why do you assess coaches or Coach Developers?	Assessment is a feature of the programme because, when done well, it is a powerful means of learning.	Assessment as learning
How do you assess coaches or Coach Developers?	How coaches are assessed depends on what is being assessed, for and with whom the assessment activity is planned, and the personal resources (ie prior experiences, biography and maturity) of the learner. However, generally, assessment activities provide the learner with agency (ie choice and voice), engage them in metacognitive activity (ie promote self-regulation) and are authentic.	Learners have choice in how assessment is conducted
What do you assess?	Different assessment activities are used to promote the learning and development of different knowledge, skills, attitudes and behaviours. For example, reflective conversations between coaches and Coach Developers are intended to promote progress regarding particular aspects of coaching. Further, a 'looking back–looking forward' end-of-day activity is embedded into programmes to promote sense-making and meaning-making (ie 'From today, what appears to be most useful and what does that mean for what you do next?'). This can be an unscripted conversation with specific intention where all parties involved are learning about what happened today and what needs to happen tomorrow/next.	Assessment as learning recognised as valuable in developing meta-cognitive skills
Where does the assessment typically take place?	With a view that assessment is learning, like learning, assessment can take place anywhere; sometimes in the field, sometimes in a lab-like setting, sometimes in a classroom-like setting, sometimes in person, sometimes virtually.	Range of assessment methods
When does the assessment typically take place?	Assessment activities take place at the very start of the programme (to appreciate where the learner is at and what we might do together, next) and are then embedded throughout. Assessment activities are an expression and celebration of learning, for all parties.	Assessment is learning recognized Range of assessment methods
Who is involved in the assessment process?	Assessment activities are often collaborative in nature and involve peer-support, where knowledge, skills, attitudes and behaviours are developed collectively. Input is generally gathered from more than one source (the coaches themselves, their peers, the Coach Developer). When sanction or award are features of assessment (eg grades, promotion, accreditation or certification), expert oversight is required (ie the teacher/Coach Developer fulfils responsibilities regarding whether benchmarks/standards are met).	Range of assessment methods
Do those involved in the assessment process receive any training?	To a degree, but not enough. More emphasis needs to be placed on using assessment for learning in addition to its more common use as a means of measurement for sanction or award (eg grades, promotion, accreditation or certification). This does not seem uncommon across the field.	Collaborative involvement of peers and others (Principle 3) Recognition of importance of training

7   Conclusions

The purpose of this chapter was to draw attention to assessment as an important, but often ill-considered, feature of professional development programmes for both coaches and Coach Developers. As part of this, a vocabulary for talking about assessment is offered, with the intention of stimulating, improving and sustaining assessment-focused conversations. While an outline of 'typical' or 'traditional' assessment process and practice is provided, a case is made for how coach and Coach Developer assessment might be improved. It is argued that, while it is no doubt important for assessment to be used as a mechanism for ensuring that a particular standard has been met, assessment also has a powerful role to play in learning (assessment has 'double duty'). As such, we propose a broad and inclusive 'assessment *as* learning' approach within professional development programmes and offer examples of how this might be adopted.

8   Call to Action

Some questions to consider:

- Why are you assessing coaches and/or Coach Developers as part of their professional development journey?

- What features of their practice are being assessed and why?

- How are you assessing coaches and/or Coach Developers as part of their professional development journey?

- Where does assessment take place and when?

- How aligned are the principles of the professional development programme and the principles of assessment?

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CHAPTER
06

SUPPORTING COACHES
ON-THE-JOB

1   Introduction

While Coach Developers fulfil multiple roles, two primary roles have already been identified as:
- group facilitation and
- coach support in the field (Chapter 3).

The group facilitation role has now been in existence in different countries and organisations for many years (see Chapter 4). However, there is often little or no support for coaches following these coaching workshops. Coaches are expected to take on board and apply significant amounts of new knowledge, to adopt different approaches and to use some brand-new skills that are not yet well-honed; all without any ongoing support in the field.

The work of the Coach Developer is only partially done by teaching the knowledge and skills prescribed on a course; the job is not complete until coaches can apply the new knowledge and skills consistently in their coaching practice.

> ▶ why support in the field is so important
> ▶ different ways to support coaches
> ▶ examples of how different organisations have made this work in practice

In addition to follow-ons from formal workshops, there is a growing need to consider how Coach Developers can provide coaches with more support on-the-job generally. This support might be, for example, reviewing a coach's practice, shadowing a more experienced coach, mentoring, or establishing a community of practice. If the role of the Coach Developer is to help coaches to improve their coaching performance and enhance the quality of coaching in the organisation, the job is only partially done by teaching the knowledge and skills prescribed on a course. The job is not complete until coaches can apply the new knowledge and skills consistently in their coaching practice. This often requires the support of someone else – a more experienced coach or, better still, a skilled Coach Developer working with the coach, ideally over time.

This chapter will therefore look at why support in the field is so important, different ways to support coaches and some examples of how different organisations have made this work in practice.

2   Why Field Support is Necessary

There tends to be an unrealistic expectation that real learning will happen in the short period of a coach education workshop or even a series of workshops. Learning involves deliberate practice, application,

Learning involves deliberate practice, application, reflection and review and, too often, this is left to the coach to do on their own after a workshop. Coaches need help in this application, feedback on their practice and support in their reflection and review, which would be best provided in the coach's own context.

reflection, and review and, too often, this is left to the coach to do on their own after a workshop. It is ironic that coaching is an exceptionally hands-on activity, with coaches working side-by-side with athletes daily to learn new skills, yet when it comes to training coaches, we have expected them to apply the new knowledge and skills acquired in a course without any subsequent feedback or support. Coaches need help in this application, feedback on their practice and support in their reflection and review, which would be best provided in the coach's own context of pool, track, hall, court, field, and so on. Research in other fields has demonstrated the importance of on-the-job learning. High quality clinical placements remain the central focus of professional nursing education in assisting with 'the development of professional competence and confidence amongst nursing students, ultimately enhancing the provision of quality patient care' (Muthathi et al, 2017, p2). The positive impact of work

placements on transferable skills was also shown in a group of engineering students (Brown & Ahmed, 2009). Work placements are required for many professional qualifications, such as in the study of law, accountancy, medicine and architecture.

Field support is less commonplace in the training of coaches. It may happen coincidentally if the coach is fortunate enough to be coaching alongside a more experienced and expert coach. However, ideally it should be provided by an effective Coach Developer who understands how coaches learn and has the skills to support coaches in the field in many different ways (eg through observation and review, mentoring).

This support of coaches in their own coaching context enables coaches to apply their learning from the formal situation, practise their new skills and gain high quality feedback. Even a one-hour conversation post face-to-face leadership training and psychotherapy training has been shown to significantly increase the likelihood of behavioural change (Whisman, 1990), and similar gains occur if booster sessions are offered (Antonakis et al, 2011; Eden, 2000).

Supporting coaches in their practice is therefore seen as a very important role of the Coach Developer who needs to be able to:
- create learning opportunities in formal and non-formal situations
- encourage informal learning through for example reflection, reading, interaction with other coaches
- observe and review coaches' practice in training and competition, initiate reflection and provide feedback
- assess coaches formally (when required) against the competences and criteria set by their sports organisation or some model of expertise
- mentor coaches, helping them to problem solve and apply their learning from formal education and other informal experiences (eg reading about new knowledge or coaching practice, conversations with experts, observing other coaches) to their coaching practice
- nurture lifelong learning by for example establishing a community of practice.

The importance of coach learning on the job and in the field is to help coaches grow and develop through the application of their knowledge and the development of their skills in the practical coaching or competitive environment.

3   Selecting Ways to Support Coaches in the Field

There are many effective ways to support coaches in the field. Coach Developers need to negotiate the most appropriate and preferred way with each coach, as well as with their organisation, in terms of:
- requirements (eg number and type of post-training interventions, assessment points or stipulation within a mentoring programme)
- practicalities (eg time, direct/remote and cost).

Table 6.1 shows a range of different possibilities that could be offered such as booster sessions, mentoring, coach observation and review, apprenticeships, placements, masterclasses and clinics.

The principles discussed earlier relating to the application of learner-centred principles in group facilitation (Chapter 4) are equally applicable here.

FORMAL COACH ED COURSE	NON-SPORT COURSE eg mentoring	EXISTING SPORT FEDERATION COURSE	BESPOKE CLINIC (CPD)	WATCHING A COMPETITION TOGETHER
OBSERVATION AND REVIEW BY CD	COACH EXCHANGE	JOIN EXISTING COMMUNITY OF PRACTICE	SETUP NEW COMMUNITY OF PRACTICE	
PEER REVIEW IN ON SPORT	PEER REVIEW WITH DIFFERENT SPORT	SPORT/COACHING CONFERENCE	NON-SPORT CONFERENCE	CO-COACHING
OWN SPORT SEMINAR/ CLINIC	DIFFERENT SPORT SEMINAR/CLINIC	ACCESS TO EXPERTS eg sport psychologist	CD CREATED NETWORK (personal or professional)	
CONDUCT OWN RESEARCH	CONNECT COACH AND RESEARCHER	INFORMATION PROVISION eg video, book, article	CONDUCT NEEDS ANALYSIS WITH COACH	CRITICAL FRIEND
COACH ASSESSMENT	REFLECTION AND ACTION PLANS	SHADOWING	MENTORING	

Table 6.1: Wall of Support for Coaches (adapted from Harrison, 2019)

The intention is to help coaches take responsibility for their own development by increasing self-awareness and encouraging critical reflection (this means reflecting objectively on what went well as well as what might have gone even better). A strength-based approach (see Chapter 2) would advocate catching coaches doing things well (eg positive charting; strength-based reflective practice (Dixon et al, 2015)) rather than only focusing on correction.

This means that Coach Developers need to establish effective one-to-one relationships with the coach to:
- understand the **coach's unique context**
- **set their coaching goals** (what aspect of coaching is being worked on, such as the way questions are used and structured, the amount of responsibility for decision-making given to the athlete, how to improve coach–athlete relationships, how to work with coach-resistant athletes)
- determine the **most appropriate way** to support the coach's learning.

Some of the ways to support coaches in the field and on-the-job will be considered in more detail throughout this chapter: coach observation and review in the field, apprenticeships, mentoring and communities of practice.

Coach observation and review in the field is one highly effective way to help coaches apply new learning (eg after a coach education workshop, as part of an annual/biennial review/re-licensing, as part of a coach assessment, as an element of a mentoring programme). Panel 6.1 clarifies how terms are used in this chapter. Coach observation and review involve Coach Developers arranging to observe coaches in their own environment (eg at a coaching or training session, at a competition). This can be an even more powerful experience if it is possible to video (with good audio) the session for subsequent review and reflection between Coach Developer and coach.

Panel 6.1: Explanation of Terms

Observation refers to the skill of looking accurately and without bias at what is actually occurring.

Evidence refers to what is actually seen or heard; it should not be contaminated by your opinions and beliefs.

Analysis is the process of comparing the evidence observed with 'what is required' (eg this might be a technical template of good practice, the coach's desired behaviour, the desired outcome, previous performance or behaviour).

Review refers to the process of guided reflection between Coach Developer and Coach following an observation of the coach's practice.

It is important to have a clear purpose and focus for the observation and review. This might be determined by the organisation and/or Coach Developer, for example if the workshop is part of an ongoing coach assessment where there may be standards or competences to be acquired and ultimately evidenced (further guidance on assessment can be found in Chapter 5). The focus may also be determined by the coach, and this is more common with more experienced and expert coaches, for example, as part of an ongoing continuous development or mentoring programme. Whether coach-led or Coach Developer-led, the focus needs to be clearly agreed up front as this provides transparency for the coach and a clear basis on which Coach Developers can focus their observations.

Different templates and observation sheets can be devised to record coaching behaviours, and these can be tailored to the agreed goals for the observation. Whatever method is used, it is imperative that Coach Developers record evidence and not opinions (see Table 6.2 for clarification). Examples of observation sheets from Riding for the Disabled (Table 6.3) and from Rugby (Table 6.4) are shown on the next page.

OPINION	EVIDENCE
You had great rapport with every coach	You spoke to each coach as they arrived, found out about them, used their names …
You managed groups well	Instructions to divide groups were readily followed and you used different ways (eg by sport, by experience)
Great use of questions	Questions were structured to stimulate reflection (eg what did you do that really worked well at the start?)

Table 6.2: Differences between Evidence and Opinion

OBSERVATION/EVIDENCE				Essential Desirable
Skill Assessment[1]	**A**	**C**	**P**	**Evidence (MUST be included where assessment falls below competent standard)**
Pre Session Checks				
Plan for a progressive session	A	C	P	
Risk assessed	A	C	P	
Volunteers welcomed/ briefed	A	C	P	
Equines and tack are fit for the job	A	C	P	
Mounting and Dismounting				
Correct procedures relevant to riders	A	C	P	
Knowledge & Rapport with Riders and Volunteers				
Involvement and progression for all	A	C	P	
Medical conditions and contra-indications	A	C	P	
Coaching Skills				
Listens/ questions to engage & develop riders	A	C	P	
Positive behavoir and language	A	C	P	
Feedback provided to riders	A	C	P	
Technical Instruction				
Observe position and posture	A	C	P	
Use of aids	A	C	P	
Equine interaction	A	C	P	

[1] A: Action required as falls below competent standard, C. Competent, meets standard, P: Proficient, exceeds standard (see accompanying skills matrix for details)

Table 6.3: Example Observation Sheet (Riding for the Disabled)

Time	Instruction and Demonstration		Questioning			Feedback		Decision-making	
	directive/ instruction	demonstration	for correct answer	to raise awareness	to make them think	Provide (positive, negative, 'empty')	Generate first through question	Indication of deliberate decision-making	Evidence of semi or non deliberate decision-making

Table 6.4: Example Observation Sheet used with Rugby Coaches

Sufficient time must be allowed for the post-observation review (normally at least 20-30 minutes, ideally longer) between coach and Coach Developer. It is important to create a positive and supportive environment for the review so that coaches are encouraged first to reflect openly and honestly and then to be more receptive to evidence-based feedback. Actions should be determined by the coach wherever possible but should be discussed and agreed between coach and Coach Developer.

Apprenticeships and coaching placements are another cost-effective way to provide coach support. Many professional bodies offer apprenticeship opportunities as a way to train new professionals (eg you can serve as an apprentice under a solicitor, legal executive or paralegal in a law firm; apprenticeships are often available in the health care sector, in plumbing, hairdressing and a range of professions and occupations where practical hands-on skills are required).

Mentoring is another common method of support. This may or may not involve an observation and review. There are different approaches. Some appoint a more experienced person to guide and support a less experienced person; others adopt a more mentee-centred approach, with the mentee taking responsibility for the goals of the mentoring experience and the mentor acting more as a facilitator of the reflective process. In line with our recommended approach to supporting coaches, it should be very much coach-led, with the coach identifying what to discuss and the Coach Developer as mentor helping the coach to reflect on the subject or issue currently; the coach identifying possible ways forward, perhaps supplemented by the mentor and the coach determining the next steps. Some examples of mentoring schemes that support coaches are shown in the following panels.

CASE STUDY 6.1: EXAMPLES OF APPRENTICESHIP PROGRAMMES IN CANADA

The Aboriginal Apprentice Coach Program (AACP) provides Aboriginal apprentice coaches with domestic multi-sport games exposure in order to build the coaching capacity within Indigenous communities in Canada. Each Canadian province and territory can send two coaches of First Nations, Metis and Inuit ancestry to the Canada Games in apprentice coach roles. The Canada Games are a multi-sport domestic competition held every two years, featuring provincial and territorial teams.

As part of the programme, the Aboriginal Apprentice coaches are supported by a mentor coach, participate in professional development workshops prior to

the Games experience, and complete the National Coaching Certification Program standards required to qualify as a future Canada Games coach.

For more details, visit: www.aboriginalsportcircle.ca/aboriginal-apprentice-coach-program

A similar opportunity is available for women coaches through the **Women in Coaching Canada Games Apprenticeship Program.** Again, each province and territory can name two female coaches to attend the Games and gain valuable experience in a multi-sport setting. Additional information is available at: https://coach.ca/canada-games-apprenticeship-program

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CASE STUDY 6.2: EXAMPLES OF MENTORSHIP PROGRAMMES IN CANADA

Another initiative of the Coaching Association of Canada is the **University Female Coach Mentorship Program,** developed after a University of Toronto study showed the percentage of women coaches in Canadian university varsity sport was only 17% for head coaches and 24% for assistant coaches (University of Toronto Gender Equity Report, Donnelly et al, 2013).

Under the programme, female apprentice coaches complete a professional development plan under the supervision of a mentor coach. Grants of up to $5,000 per year are available to Canadian universities that provide a matching grant to support the coach on a one-year or two-year term. In 2019–20, 14 women coaches from nine universities, in seven different sports, completed the programme (https://coach.ca/university-female-coach-mentorship-program).

CASE STUDY 6.3: EXAMPLE GLOBAL MENTORING PROGRAMME BY INTERNATIONAL SPORTS FEDERATION, WORLD TRIATHLON

The **World Triathlon Mentoring Programme** has been designed to:

- increase and sustain the number of women and people with disability in leadership roles in coaching, technical officiating, and governance in triathlon
- develop the skills of male and female coaches, technical officials, and administrators/leaders with real potential to make a significant difference to triathlon in their own federations and continent
- create a sustainable mentoring programme that will have a significant impact on the sport of triathlon.

The programme operates across the five Continental Confederations, preparing a group of trained volunteer mentors to support individuals who have shown real potential to be the sport's next generation of leaders. The programme is purposefully designed to increase underrepresented groups in triathlon, namely women, people with a disability and those from developing national federations.

Due to the COVID-19 pandemic, the planned face-to-face delivery of mentor training was converted to a fully online intensive 7-week programme in 2019, comprising:

- interactive e-modules to provide the necessary underpinning principles through reading, activities, quizzes and video tasks
- regular webinars to assist with the application of learning from the e-modules and provide a forum for social learning
- weekly peer mentoring sessions (one as mentor and one as mentee) to provide significant practice and feedback opportunities
- one-to-one mentoring support from the trainers during and post training
- support from a team of Continental Mentor Leads appointed by the respective Continental Confederation

The extended and additional opportunities for peer mentoring practice (weekly for six weeks) contained in the online form of the programme created significant benefits over the shorter time span of face-to-face workshops. Additional challenges, however, occurred in retaining trainee mentors and helping them to commit to the programme intensity.

CASE STUDY 6.4: EXAMPLE OF SUPPORTING COACHES IN PRACTICE THROUGH MENTORSHIPS BY A NATIONAL SPORTS AGENCY

In Singapore, efforts have been started to support national sporting bodies by providing mentorship opportunities to coaches that complete a formal education course. One example is a joint effort between the **Basketball Association of Singapore and Sport Singapore/Active SG Basketball Academy.**

Attendees at level 1 coaching courses are required to complete 10 hours of supervised mentorship to complete the requirements of attendance. The Academy has partnered with them and taken five recent attendees into a pilot, structured programme. The Academy is led by a graduate of the ICCE Coach Developer programme, and the programme includes

a pre-session conversation between mentee and mentor around the session and personal coaching goals. In addition, the entire session is filmed (and the coach miked and recorded). A post-session debrief is conducted by the mentor coach (who is not a trained CD) and is supported by the Academy lead. In addition, a debrief is conducted between the mentor and CD/academy lead. A senior Coach Developer will also have helped to establish and observe several of the sessions. The mentee is sent a copy of the recording and asked to reflect on the video and record their observations after watching it, and an additional conversation is held prior to the next session.

CASE STUDY 6.5: CLUB-BASED COACH MENTORING PROGRAMME (FOOTBALL ASSOCIATION OF NORWAY)

The aims of the programme are to offer mentoring by trained Coach Developers for volunteer coaches at grassroots level in a secure environment in their own clubs. Application is required from the club and from the Coach Developer who wishes to provide the mentoring. The club is fully involved in the process. The mentor aims to meet each coach four times per year, although this differs from club to club.

There is a 10-month programme to educate mentors which comprises five meetings, a study group and follow-up in their own club environment by a Chartered Coach Developer or Trainer of Coach Developers. All mentors are offered a yearly follow-up from a Chartered

Coach Developer or Trainer of Coach Developers. The plan is to expand the programme to offer mentoring to coaches with a UEFA B license, using the same education programme.

The programme started as a regional project in 2013 and has grown to become nationwide in 2017. To date, more than 400 mentors have been educated, impacting on over 250 clubs and approximately 100,000 players. The programme has contributed to developing the coaches in all these clubs and has also enhanced the collaboration between clubs based on the connection between mentors.

Communities of practice are another way for Coach Developers to support coaches in continuing their learning. Communities of practice provide a process for small groups of coaches or Coach Developers to meet, discuss and find solutions to common issues. The work of Etienne and Bev Wenger-Trayner provides some very interesting ideas for Coach Developers to consider in their efforts to support coaches in practice. These ideas also apply to Coach Developers considering their own ongoing learning. The basis for the work lies in social learning theory. As Wenger explains, 'Our institutions are largely based on the assumption that learning is an individual process, that it has a beginning and an end, that it is best separated from the rest of our activities, and that it is the result of teaching. Hence we arrange classrooms where students – free from the distractions of their participation in the outside world – can pay attention to a teacher or focus on exercises. What if we adopted a different perspective, one that placed learning in the context of our lived experience of participation in the world? And what if we assumed that learning is, in its essence, a fundamentally social phenomenon, reflecting our own deeply social nature as human beings capable of learning?' (Wenger, 2009).

This then leads to the concept of communities of practice, which they define as 'groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly' (Wenger-Trayner & Wenger-Trayner, 2015). A group of coaches, or Coach Developers, would fit within this definition if the group meets the three characteristics of a community of practice:

1. Having a commitment to a shared domain of interest. For example, this could be to coaching in general, to a specific sport or discipline, or as Coach Developers to how coaches learn or coach assessment.
2. Having a commitment to the community, to engaging in activities and discussions to learn from each other.

3. Engagement in the domain as practitioners – members of the group share a common practice and can learn from one another by discussing their experiences and problem-solving together.

For Coach Developers wanting to use this as a tool to extend the learning of coaches following a course, it is important to:
- recognise that a degree of organisation and leadership is usually required to determine what kind of activities and conversations will meet the needs of members
- create the value that will encourage members to sustain the community.

Ideally, the leadership roles required for the group to flourish will evolve to come from within the group, and Wenger-Trayner & Wenger-Trayner identify several roles to distribute leadership across the group. For example, they describe a variety of leadership titles and roles that have proven useful for communities of practice:
- 'Agenda activists', who take the lead on shaping a joint learning agenda.
- 'Community keepers' who take the lead in ensuring that all voices at the table are heard.
- 'Organisational brokers' who take the lead on negotiating the interface with organisational stakeholders. (Wenger-Trayner & Wenger-Trayner, 2013).

Other ways that Coach Developers can support coaches on-the-job, as outlined in the 'wall of support' earlier (Figure 6.1), include:
- **peer reviews and critical friends:** helping the coach develop a peer relationship with another coach to observe each other's coaching practice, discuss issues and problem solve
- **coach exchanges:** arranging for a coach to job shadow or observe a more experienced coach's practice sessions.

This list is not exhaustive (for further examples of other ways to support coaches, see Appendix B). Post-Covid, there is greater comfort in and many more opportunities for online learning so there are many more remote ways that coaches can gain support in the field.

There are often practical and financial considerations, as one-to-one support can be expensive in terms of time and money. However, the benefits outweigh the challenges. In order to enhance coach learning and bring about the desired behavioural change, extending the learning beyond the course, supporting the coach to incorporate new knowledge and refine newly learnt skills, and reinforcing an attitude of lifelong learning are extremely important. The next section contains some good practice case study examples.

4 Good Practice Examples

A number of case studies are included, and your attention is drawn to the elements that meet the good practice principles outlined earlier.

CASE STUDY 6.6: ICELAND FOOTBALL ASSOCIATION (KSÍ): EXAMPLE OF INDIVIDUAL FOLLOW-UP POST FORMAL TRAINING BY THE ORGANISATION

Iceland Football Association (KSÍ) uses a programme of support for coaches in practice in conjunction with formal education courses.

In 2018, Iceland became the smallest nation by population in history to qualify for the FIFA World Cup. Much of the country's success has been attributed to the quality of youth coaching and the large number of coaches that have gone through formal education courses. What makes the Icelandic model unique is the intentional design of the formal courses to include extended periods of support for student-coaches in their club training and competition setting. They have extended the duration of both the UEFA A and B Coaching License schools to include participant enrollment in the 'KSÍ A or B Coaching School'.

As part of the 'Coaching School' programmes, participants on the A and B license courses will have nine sessions (outside of the formal course setting) at training sessions and/or competitions. This mentorship scheme is a requirement of the licensing courses but can be used by coaches as part of their professional development requirements as well. It is a professional arrangement, with one third of the cost being borne by the FA (who assigns the mentor) and two thirds by the participant themselves.

The application of coursework in the training setting (with the support of the mentor) not only provides reinforcement of the learning but also serves as part of the coaches' practical assessment for course requirements.

To be a mentor on the KSÍ B Coaching School, you need the minimum of a UEFA B Coaching Licence. And to be a mentor on the KSÍ A Coaching School, you need the minimum of a UEFA A Coaching Licence. In addition, the mentors have always been hand-picked and typically have a physical education teaching background. Recently, a coach education course was created and the intention now is that all mentors will need to attend this to become a mentor in the KSÍ Coaching School.

CASE STUDY 6.7: IRELAND GAA (HURLING AND GAELIC FOOTBALL): DECISION TO SHIFT TO AN EMPHASIS ON COACH SUPPORT IN THE FIELD

An audit was conducted in 2019 which showed that while the GAA had 1 million members, the numbers were declining; there was an acceptable number of clubs (2300 clubs in Ireland, 400 worldwide that they support). Coaches are paid volunteers (ie they provide their time and expertise and they receive expenses and/or remuneration, according to work undertaken).

In terms of staffing, the organisation had 400+ full-time staff which was deemed sufficient currently but may need to be reassessed; four Trainers of Coach Developers (TCDs) and 64 tutors trained to facilitate coach education workshops; and the body identified a need for four more TCDs. The audit showed 129 Coach Developers trained to date (2019) from a target of 200 active Coach Developers.

While an acceptable figure of over 2000 coach education courses had been run in the last 12 months, the new Club Engagement programme would change the emphasis from coach education courses to coach support in the coaching sector of clubs.

Decision
• To directly employ Coach Developers within the club structure

CASE STUDY 6.8: RED BULLS NYC: EXAMPLE OF PROVIDING COACH SUPPORT IN THE FIELD

Red Bulls NYC, a National League Soccer Club in the USA (RBNYC), has a community commitment to support the development of grassroots soccer in the Tri-State area (New York, New Jersey and Connecticut). With over 150 part-time coaches employed across the area, the club has trained a team of Coach Developers to provide supported practice in the field. Trainers of Coach Developers from an external company (e.t.c coaching consultants) provided the initial Coach Development workshop and have since worked collaboratively with the team to create a field-based coach support programme. RBNYC had developed a series of core competences aligned with its player development philosophy and programme, and then created a process-driven approach, emphasising support and development for those coaches who want to develop their coaching knowledge and skills. Using pre-reflection, observation and professional discussion, visits are offered at key intervals during the season to 'catch coaches being excellent'. Trainers of Coach Developers external to the organisation (e.t.c) recently led a professional development workshop for 20 Coach Developers involved in the administration and delivery of the coach support programme.

5   Conclusions

This chapter has shown how current coach education practice has typically been confined to formal workshops with little or no support provided to help coaches apply new learning and develop new skills in their own coaching context. The importance of building in post-training support has been strongly advocated as well as the value in looking at different ways to support coaches' practice in the field.

6   Call to Action

Some questions to consider:

How might you include post-training support on your coach education programmes?

How might you expand the facilitation role of your Coach Developers to provide a range of different ways to support coaches in the field?

How might you provide work placements and/or on-the-job training for your coaches?

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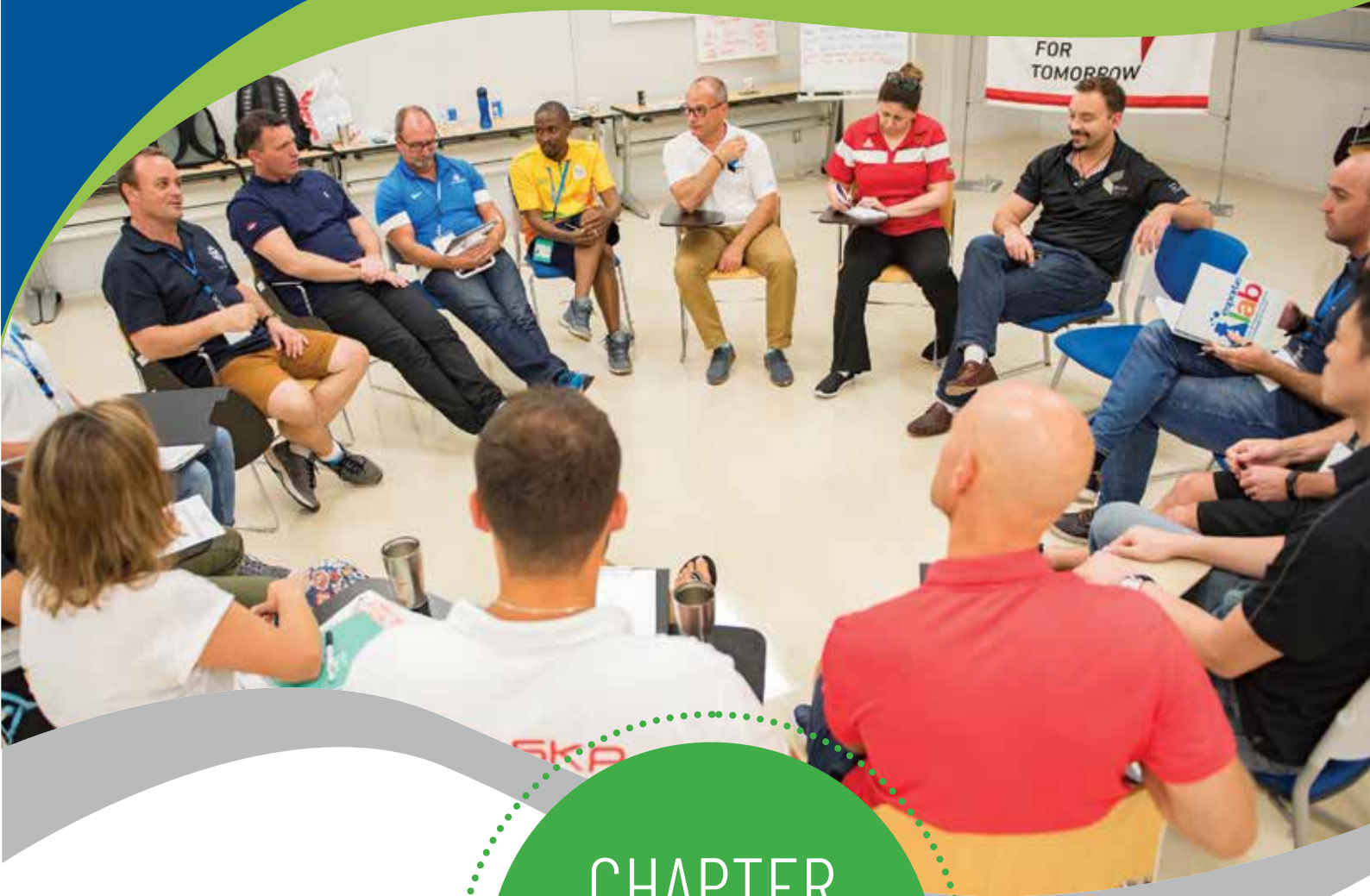
CHAPTER
07

COACH DEVELOPER
PATHWAY

1   Introduction

Many organisations recognise the need for a long-term coach development (LTCD) pathway to provide a progression for coaches to extend their coaching skills from that of a coaching assistant to a coach, senior coach and then master coach. Table 7.1, from the European Sport Coaching Framework, provides more detail about coaching roles linked to expertise, levels of responsibilities, timescales and typical qualifications.

In a similar way, it is possible to identify a pathway for Coach Developers (Table 7.2) and identify their role, responsibilities, training needs and qualifications at three levels. This chapter describes a model for the optimal career progression for Coach Developers (CD) and Trainers of Coach Developers (TCD), including several case studies showing the many ways Coach Developers can support and develop coaches.

- ▶ A pathway model for the optimal career progression workforce
- ▶ Three levels: Coach Developer, Senior Coach Developer and Chartered Coach Developer
- ▶ Role of Trainers of Coach Developers
- ▶ Coach Developers can support and develop coaches

The Coach Developer pathway identifies the role, responsibilities, training needs and qualifications at three levels to offer a model for the optimal career progression for Coach Developers (CD) and Trainers of Coach Developers (TCD).

Role Title	Level of expertise	Expected coach outputs		Typical qualification
		Degree of responsibility	**Operational time span**	
Coaching Assistant	Novice	**Low** Support the delivery of programmes assisting in sessions and competitions led by a Coach or higher Must be supervised and guided	May be able to plan and deliver single sessions or parts of sessions	Pre-entry (Level 0) Instructor Level 1
Coach	Advanced Beginner	**Medium** Can independently plan and lead sessions and competitions Supports the development of pre-coaches and coaching assistants	Can plan, deliver and review coaching sessions over a season	Level 2
Advanced/ Senior Coach	Competent to Proficient	**High** Can independently lead sessions and competitions and entire small-scale programmes (or parts of larger programmes) Manages or supports the development of other coaches and support staff	Can plan, deliver and review coaching sessions over multiannual seasons or cycles	Level 3
Master/ Head Coach	Proficient to Expert	**Very High** Can independently lead sessions and competitions and entire medium- and large-scale programmes Manages or supports the development of other coaches and support staff	Can plan, deliver and review coaching sessions over multiannual seasons or cycles	Level 4-5 (top national coaching certificate)

Table 7.1: Coaching Roles Linked to Expertise, Levels of Responsibility, Timescales and Typica Qualifications (ESCF, ICCE, 2017)

Title/ expertise	Description	Outputs, Role and Responsibility	Status/Operational Time Span	Training and Qualifications
Coach Developer (CD) **Novice**	Someone at the initial stages of their Coach Developer activities. They might have been working informally and/or infrequently to help coaches (eg as a more experienced coach in a club, providing input and advice to new coaches, or a subject-matter expert helping a coach apply sport science principles).	Normally contributes to delivery of coach education courses, often team teaching with an Accredited Coach Developer. May also provide on-the-job, one-to-one coach support if has specific expertise (eg a retired, highly experienced high-performance coach might support a newly appointed high-performance coach).	Contract for a course. Intermittent/course by course.	Usually holds coach accreditation at a level above the course being delivered, or significant coaching experience at the same level. Initial Coach Developer training (or equivalent, such as an apprenticeship where no formal training is available). The standards for a Coach Developer (Chapter 8 and Appendix C) provide an aspirational target of the skills they need to practise and develop.
Accredited Coach Developer (ACD) **Competent to Proficient**	Have significant Coach Developer experience in the delivery of formal and/ or informal coach training and support following completion of the accreditation requirements.	Leads, plans and delivers courses. Oversees and supports inexperienced Coach Developers. Assesses coaches for certification. Provides on-the-job coach support in different ways (eg coach mentoring, conducting coach observation and reviews). Note: accredited status can be achieved in either Facilitation or Coach Support but, to play a lead role in an organisation's coaching programme, both are required.	They typically operate in a vocational and part-time capacity. Focus is on annual delivery of the coach education programme and continuous improvement of the coaches within it. May be contracted course by course; highly preferred that a federation or coaching organisation/ national agency offers a part- or full-time contract to deliver the coach education programme, including formal courses and ongoing, on-the-job coach support.	Successful completion of further Coach Developer training (or equivalent). Fulfilled accreditation requirements following extensive practice in the field to gain and demonstrate underpinning competences described in Chapter 8 and Appendix C. Accreditation in both Facilitation Skills and On-the-job Coach Support, or equivalent. NB: Accreditation can be offered separately in these two components of the programme.
Chartered Coach Developer (CCD) **Expert**	Those with a strong knowledge base in coach learning and with exceptional practical skills in facilitating, analysing, synthesising and assessing coach learning to an expert level.	Lead the delivery of the coach education programme (formal and informal components).	Moving beyond vocational qualifications, usually employed by a federation or club in a professional capacity (full- or part-time) to develop its coaching workforce. Normally contribute either directly or indirectly to their organisation's coaching system and to the professionalisation of Coach Developers and coaches. Multi-year perspective of the development of the coaching workforce and coaching system.	Accredited Coach Developer status plus a degree (or equivalent) related to teaching (eg bachelor's degree in education, physical education or related degree). Proven specialist knowledge and expertise operating with different populations, stages, environments and specialisms. Expert in one or more aspects of their work with coaches (see expert statements in Chapter 8 and Appendix C).

Table 7.2: Coach Developer Roles linked to Expertise, Levels of Responsibility, Timescales and Typical Training and Qualifications

2   Coach Developer Pathway

The Coach Developer Pathway acknowledges that many different people support the coach: for example, other coaches, club management, sport scientists, performance directors, and parents. The CD pathway proposes an open and inclusive invitation for people to take on the challenge of a formal role of helping coaches, and to embark on training programmes to become more effective. It reinforces the importance of becoming

a fully qualified Coach Developer by acquiring the required experience and expertise (there are example case studies of the different contexts in which Coach Developers support coaches in Chapter 3).

Like coaches, Coach Developers are likely to come from a variety of starting points. While it might be argued that every coach has

a responsibility for developing less experienced coaches, some coaches may take on this role out of necessity; for example, in a small club setting where there is a need for more coaches. Coaches with the appropriate motivation, sufficient experience and a genuine desire to develop other coaches may choose to take on this role in an informal way, while some may be recruited more formally by their organisation to train and support less experienced coaches as an adjunct to their normal coaching responsibilities. And this may evolve to working part or even full time as Coach Developers.

There is growing evidence (eg Ciampolini et al, 2020) of the need to investigate lifelong learning pathways to understand the factors that lead people (usually coaches) to become Coach Developers. Research on surfing Coach Developers in Brazil (Brasil et al, 2018) identified some key factors in becoming a Coach Developer, including exposure to positive sporting environments in childhood, positive experiences as a coach, a desire to share knowledge and a motivation to support the development of other coaches.

It is important to remember that while the underpinning skills of coaches and Coach Developers are very similar, Coach Developers require supplementary knowledge, additional skills and, most importantly, a different philosophy and approach as they operate in different contexts. The passion for coaching coaches is different from the motivation to coach athletes. Above all, effective Coach Developers require a deep understanding of learning and behavioural change, some very well-refined interpersonal and intrapersonal skills (eg high self-awareness and emotional intelligence) as well as a genuine desire to develop coaches rather than athletes.

A description, example roles, and training and qualification requirements for the three stages of the Coach Developer Pathway are provided in Table 7.2.

The passion for coaching coaches is different from the motivation to coach athletes.

Any pathway for Coach Developers, however, needs to be flexible, since different cultures, countries and organisations require different coaching systems, have varying levels of sophistication and need to fit the unique requirements of their Coach Developer workforce (see case studies). For this reason, the ICCE is now recommending a more accessible and flexible Coach Developer pathway that aligns more closely to those of other professions, while still enabling organisations to develop systems and pathways that work for them.

Many people will operate informally in supporting other coaches and this is vitally important in any healthy coaching system. However, those who choose to take on a more formalised role and perhaps aspire to operate regularly and more effectively as a Coach Developer, may wish to use this pathway as a guide to their own development.

An expertise model (novice, super-competent, proficient, expert) is used in many professions and has been adopted here. A three-level system is advocated to guide organisations and individuals in the way they support, train and deploy their Coach Developers.

The proposed ICCE model (Figure 7.1) embraces those volunteers just starting out on their Coach Developer Pathway and operating infrequently, as well as those working perhaps more formally and regularly or even exclusively and professionally as a Coach Developer. For this reason, different stages are advocated: Coach Developer, Accredited Coach Developer and Chartered Coach Developer.
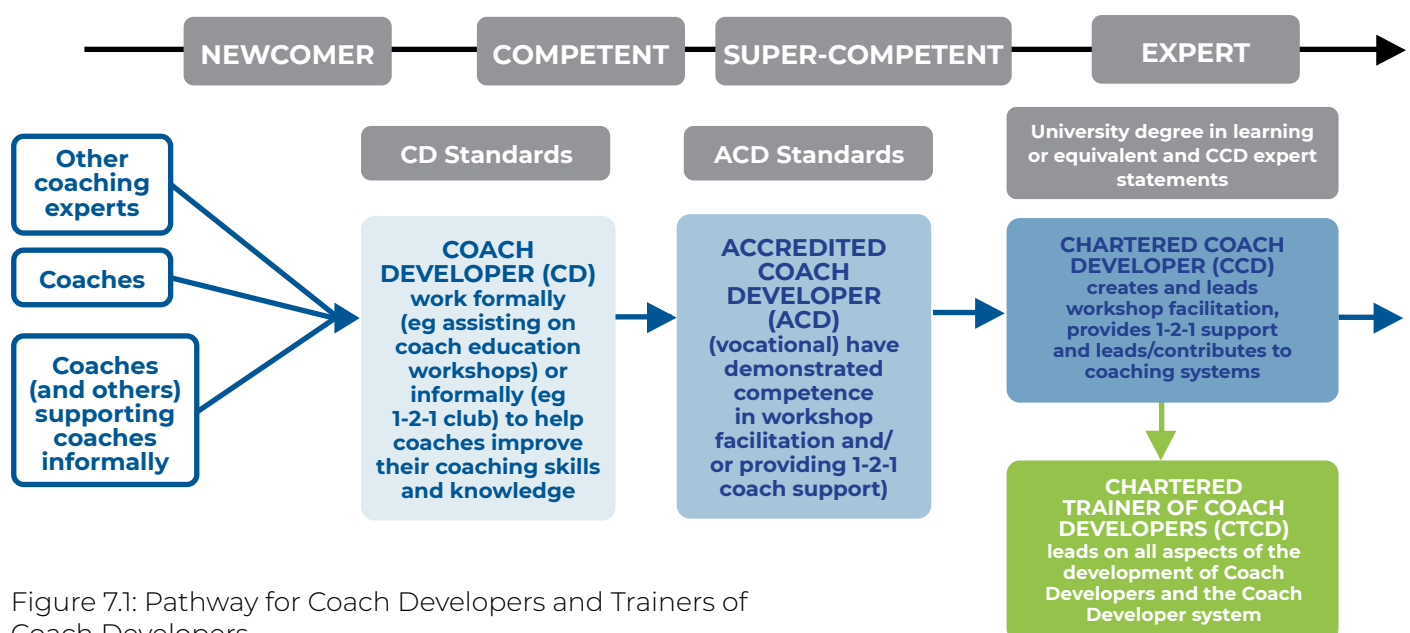

Figure 7.1: Pathway for Coach Developers and Trainers of Coach Developers

3   Pathway for Trainers of Coach Developers

The characteristics (description, example role and training and qualification requirements) of Trainers of Coach Developers are shown in _____. Because of the importance and impact of Trainers of Coach Developers, it is a strong recommendation that they should already have experience as a Chartered Coach Developer (see Figure 7.2) before embarking on this new role.

Trainers of Coach Developers need a similar knowledge base about teaching and learning as well as in additional areas such as systems thinking, coaching systems, strategy development and innovative practice. They need similar highly evolved skills that they use in a different context to recruit, train and support Coach Developers (rather than coaches) to develop their skills, knowledge and behaviours. Only one level of Trainer of Coach Developers is suggested in this document, although some highly evolved coaching systems do show some differentiation, as shown in the following case studies.

Title/ expertise	Description	Outputs, Role and Responsibility	Status/Operational Time Span	Training and Qualifications
Trainer of Coach Developers **Expert**	TCDs use their Coach Developer skills in a different context to recruit, train and support the development of skills, knowledge and behaviours in Coach Developers (rather than coaches). They have exceptional practical skills in facilitating, analysing, synthesising and assessing Coach Developer learning to an expert level and with expertise in systems development, innovative practices and strategy development.	Leads the delivery of the Coach Developer programme; delivery of Coach Developer courses, provides support for Coach Developers in practice, and responsible for assessing Coach Developers. They play a lead role in the development and strategy of the coaching system.	They are often working as a full-time professional, either in a national or international coaching or sport organisation, or in a large sport federation.	Qualification as a Chartered Coach Developer or equivalent. Proven specialist knowledge and expertise in recruiting, training and supporting Coach Developers. Training may be through formal training or some form of apprenticeship arrangement. Expert in one or more aspects of their work with Coach Developers (see expert statements in Chapter 8) at chartered level.

Table 7.3: Role and Qualifications of Trainers of Coach Developers

CASE STUDY 7.1: COACH DEVELOPER SYSTEMS

EXAMPLE 1: WORLD RUGBY COACH DEVELOPER SYSTEM

World Rugby is an international federation and a global movement comprising more than 10 million players within 128 national member federations, affiliated through six regional associations. It offers blended learning (online plus face-to-face) coaching courses at three levels (plus two x 7-a-side courses) across its federations. It therefore needs a large workforce – currently over 1000 rugby-specific licensed Coach Educators (equivalent to Coach Developers), who deliver around 2000 formal, face-to-face courses across the world annually. The **requirements to become a Coach Educator** include:

- being nominated by home union
- having appropriate rugby knowledge, skills and experience to be able to deliver coaching courses
- holding a minimum of World Ruby Level 2 or equivalent
- having a genuine interest in developing rugby coaches
- having experience of presenting information to groups (eg teaching/coaching)
- being open-minded, adaptable to change, welcoming of feedback and willing to self-reflect to facilitate development
- having the time and commitment to deliver at least two courses annually
- attending training lasting 3–5 days
- competence assessment, which normally requires live delivery and/or co-delivery; they are then licensed to deliver as follows:
    - Level 1 Coach Educators can deliver Pre-Level 1 and Level 1 courses (418 in 2022)
    - Level 2 Coach Educators can deliver L2 courses and below (685 in 2022)
    - Level 3 Coach Educators can deliver L3 courses and below (56 in 2022).

The licence lasts for two years and relicensing is dependent on several criteria including evidence of course delivery, quality assurance reports, online learning requirements and compliance with various codes.

To train and support these Coach Educators, World Ruby has 185 **Trainers** (equivalent to Trainers of Coach Developers). The **requirements to become a Trainer** include:

- nomination by their union
- delivery or co-delivery of at least three (preferably five) courses
- supporting the delivery of Educator Courses
- delivery experience of course leading Level 2/Level 3
- progress supported by multiple trainers
- at least three positive quality assurance reports
- attendance at a Trainer course which lasts 3–5 days
- competence assessment to gain a Trainer licence.

To train and support these World Rugby trainers, there are, in 2022, 36 Master Trainers who have:

- been nominated by their union
- delivered at least ten courses in multiple strands (eg coaching and officiating)
- supported the delivery of at least three Educator and two Trainer courses
- completed at least three Educator Quality Assurance reports per year when a Trainer
- experience of course leading Level 2/Level 3
- the ability to quality assure in more than one strand
- had their progress supported by multiple Master Trainers
- had at least five positive quality assurance reports.

36 Master Trainers

185 Trainers

Trainer of Coach Developer

1000+ Coach Educators

Coach Developer

World Rugby   **ICCE**

EXAMPLE 2: NEW ZEALAND'S MULTI-SPORT COACH DEVELOPER SYSTEM

Sport NZ supports partners to develop systems to recruit, develop and retain quality coaches at all levels. A key component of this support is the Sport NZ Trainer and Coach Developer programmes. In 2022, Sport New Zealand had 320 Coach Developers trained by Sport NZ and 1200 trained by National Sport Organisations (NSO). The **requirements to become a Coach Developer** include:

- having involvement in doing Coach Developer work
- being identified and selected by their NSO
- minimum attendance at a three-day residential programme
- having a CPD plan in place.

To support their Coach Developers, they have approximately 30 multi-sport trainers and 30–40 sport-specific trainers. Trainers support their Coach Developers in many ways, including by facilitating workshops, observation, programme design support, mentoring, and providing reviews and feedback.

New Zealand's National Trainer Programme seeks to continuously build a system of Sport Development Trainers and has developed an 18-month programme that is nationally led by Sport NZ and locally supported by experienced mentors. The programme, limited to 16 selected trainers, enables them to learn and grow in their own environment. The main objectives are to:

- build the capability, connections and collaboration of trainers to impact self, others and the system
- create the foundations to maintain successful communities of practice post the programme.

The programme delivery model is based on the following beliefs:

- That effective trainer development will require a mix of learning channels used to maximise impact based on the needs of each individual trainer
- Success rests to a great extent upon trainer motivation to learn and the ability of systems and structures to foster and support that motivation
- There is a continued need for an agile approach to programme management that enables learning opportunities and time frames that are adapted to suit this
- That 'Hothousing' camps can accelerate trainer innovation and collaboration across codes and organisations
- That there is a need to establish a community of practice for aspiring New Zealand trainers to have a sense of belonging and support, providing the opportunity for project-based learning.

The 18-month programme includes:

- three-day national residential camps
- the establishment of project-based learning teams to enable real-world learning
- mentoring support to activate a personal development/learning plan
- links to additional practice field opportunities for trainers to engage in trainer work
- one-to-one and peer observation reviews
- links and opportunities to work with previous trainer cohorts
- links to international trainers and group-based learning opportunities
- online learning support.

70+ Trainers

1000+ Coach Educators

Sport New Zealand

Trainer of Coach Developer

Coach Developer

ICCE
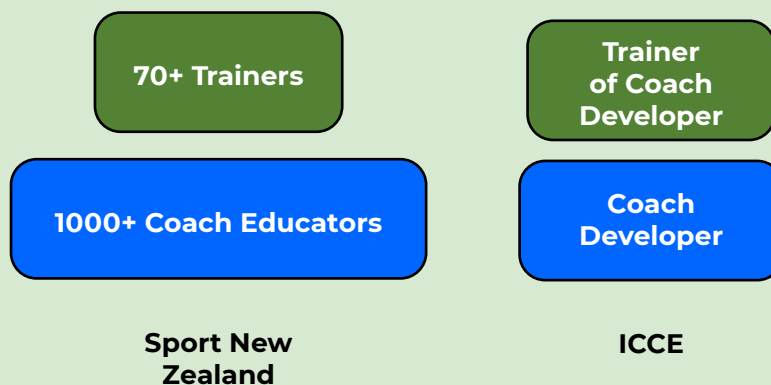
EXAMPLE 3: SPORT IRELAND'S MULTI-SPORT COACH DEVELOPER SYSTEM

Sport Ireland is responsible for the development of sport in Ireland. Sport Ireland Coaching has the lead role for coaching and works in partnership with the National Governing Bodies of Sport (NGBs) and the wider sporting sector, to lead the development of coaching through the implementation of quality Coach and Coach Developer training and support programmes. Sport Ireland Coaching is responsible for the development of coaches at all levels in sport in cooperation with the NGBs and this is achieved through the Coaching Development Programme for Ireland (CDPI), an all-island programme for the development of coaching and coach education in Ireland. There are currently over 50 NGBs engaged in the programme, training and certifying 25,000 coaches each year on 130 different accredited Coach and Instructor awards. Since its inception in 1993, over 222,000 people have been trained and certified as coaches through the programme.

To support these coaches, there are over 2000 **trained Coach Developers** (just under a 100 trained to deliver effective formal coach education courses and over a 1000 since 2014 trained to deliver effective coach support in both formal and non-formal environments). Of these, just under 400 are sport-specific Coach Developers and almost 1700 are multi-sport. The **requirements to become a Coach Developer** include to:
- hold a sport coaching qualification at Level 2 or higher, or be a staff member with a specific role in the delivery of coach education

- be actively coaching for at least five years
- be nominated by the sport organisation
- be at least 18 years of age and to hold IELTS Level 6 or equivalent (for applicants for whom English isn't their first language)
- complete 12 days of training validated by Quality and Qualifications Ireland at Level 7, EQF Level 6
- meet competence assessment criteria.

To train and support their Coach Developers, most of whom provide formal coach education training and informal support in the field, Sport Ireland has 27 **Trainers of Coach Developer**s of which five are multi-sport (three full-time and two on contract) and 24 sport specific (all Gaelic Athletics Association). The **requirements to become a Trainer of Coach Developers** include being:
- nominated by one of the existing Sport Ireland Coaching Trainers of Coach Developers
- approved by their NGB
- active as a Coach Developer for a minimum of 12 years
- active as a Coach Developer Assessor on the multi-sport Coach Developer course as well as in their own NGB as a mentor for a minimum of 7 years
- available to deliver at least 10 days of Coach Developer training per year.

These are trained and supported by one **Trainer of Coach Developer Trainers.**

1 Trainer of Coach Developer Trainer	
27 Trainer of Coach Developers	**Trainer of Coach Developers**
2000+ Coach Developers	**Coach Developer**
Sport Ireland	**ICCE**

3   Progression along the Pathway

Not all Coach Developers will choose to progress along the pathway; some may continue to work at the level and in the context in which they are already working. For example, some people might choose to continue to support coaches informally. Others may start helping coaches informally and then seek introductory training and aspire to gain Coach Developer status (see standards in Chapter 8 and Appendix C), following significant practice in the field. Those operating as Coach Developers may choose to continue at this level and with this type of commitment; while others may elect to operate more formally, seek further Coach Developer training, and aspire to become an Accredited Coach Developer (see standards in Chapter 8 and Appendix C). Some people from the outset may directly seek formal Coach Developer training (see Chapter 8) to operate ultimately as an Accredited Coach Developer, again following training, experience and practice in the field. Those with the opportunity, desire and experience may aspire to gain Chartered Coach Developer status (see standards in Chapter 8 and Appendix C); typically, these will be working professionally, probably full-time and often for an organisation.

A few may progress and choose to become Trainers of Coach Developers. Figure 7.2 indicates the time it takes to develop the necessary expertise to become chartered. Case Study 7.2 provides an example of how the Norwegian Olympic and Paralympic Committee and Confederation of Sports (NIF) has established its Coach Developer pathway.

Figure 7.2 : Graph modelling time against performance in developing Coach Developer expertise

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CASE STUDY 7.2: NORWAY'S COACH DEVELOPMENT PROGRAMME

Three Steps of Norway's Coach Developer Programmme

1. **Basic 16-hour multi-sport course** organised by NIF with Master Coach Developers (equivalent to Accredited or Chartered Coach Developers) from Sports Federations running the course. Recommended pre-requisites include:
    *   professional knowledge
    *   approved coach education one level above what they are to teach, with a minimum of three years' coaching experience, or approved coach education at the level they are to teach, with a minimum of five years' coaching experience
    *   relevant experience
    *   positive human interest and curiosity in the development of others
    *   knowing and accepting the sport's values and guidelines, as well as the Norwegian Coaching Framework.

    Sports Federations select and assess their own Coach Developers. The blended learning programme enables them to understand what they need to know and what they need to be able to do to develop coaches and facilitate coaching courses. Outcomes include to:
    *   understand the philosophy of the Norwegian Coaching framework and the Coach Developer's role in the development of coaches in Norwegian sports

*   structure a typical coach education session: preparation-start-session heart-closure-evaluation
*   apply LEARNS principles
*   lead practical learning sessions (including micro-facilitation and micro-evaluation) with reflection and feedback, using a review model (Goal Reflect Input Plan)
*   know their own strengths as a Coach Developer and how to further develop in the role.

2. **Basic sport-specific course** (8–48 hours) organised and run by the Sports Federation's Coach Developers. This is an orientation to the course to be delivered. Many sports federations provide initial co-delivery opportunities.

3. **One-day, topic-specific multi-sport seminars** organised and run by NIF trainers and Master Coach Developers (equivalent to Chartered Coach Developers) from Sports Federations. These are optional professional development opportunities to explore topics again or in greater depth, and offer further practice situations to develop skills and/or share successes and challenges. Coach Developers contribute to the selection of topics based on the needs experienced while facilitating.

4   The Coach Developer Standards

The Coach Developer standards provide guidance on how Coach Developers should operate to optimise their effectiveness in helping coaches to become knowledgeable, skilful, competent, caring, self-reflective and athlete-centred (see Chapter 8). They operate in a way that encourages coaches to become highly self-aware and willing to take responsibility for their own ongoing development to become even better coaches (see example case studies in Chapter 3). As Coach Developers enhance their skills and knowledge, they strive to create lasting behavioural change by helping coaches to learn how to learn through self-reflecting, encouraging a hunger for learning and personal development, and a respect for their athletes' personal growth as well as their performance.

The Coach Developer standards provide guidance on how Coach Developers should operate to optimise their effectiveness in helping coaches to become knowledgeable, skilful, competent, caring, self-reflective and athlete-centred coaches.

5   Case Studies

The following case studies provide examples of Coach Developers operating at different stages of the pathway.

CASE STUDY 7.3: PRE-COACH DEVELOPER

More experienced coaches may take on a role to support less experienced coaches within their club.

At Rugby League community clubs in England, the role involves supporting all coaches from u8 to open-age adults (male and female) with their practice development, session plans, and club culture/philosophy/standards. It might involve observing coaching sessions to determine skills/knowledge gaps, assisting the coaches to reflect on their practice, organising coach development seminars, signposting learning opportunities and creating communities of practice within the club. The Pre-Coach Developer would assist with general problem-solving in coaching, act as the liaison with the sport's coaching and officials lead and represent the coaches at club board meetings. They would be working for around 10 hours a week (unpaid). Typically, they would be a well-known ex-player, a level 2/3 coach and responsible for their own personal development. No informal or formal training for the role is provided by the sport.

CASE STUDY 7.4: COACH DEVELOPER AT ZAMBIA BASKETBALL FEDERATION

ZB is currently working as a Programme Manager for Sport in Action (a sport for development organisation, 30 hours per week), a National Coach, Women and Youth Coordinator (5 hours per week) and an Operations Director for Youth Basketball Promotion (5 hours per week). His responsibilities in all these roles includes capacity building and coach development, and more specifically supporting and mentoring coaches at different levels such as grassroots, junior and senior. Precisely, he undertakes the following:
- capacity building for the coaches
- monitoring the implementation of different activities by the teachers, coaches and community leaders in the various placements

- conducting training for local and international volunteers in various aspects, such as using Sport as a tool for social change
- organising coaches' and teachers' development seminars.

ZB delivers a minimum of 10 training courses for coaches, teachers and community coaches per year and works with at least five coaches in the field. He has a Diploma in Sports Coaching, a Diploma in Project Management, a Diploma in Social Work and an International Coaching Enrichment certificate program (ICECP) Certificate. He has had no specific Coach Developer training to date.

CASE STUDY 7.5: ACCREDITED COACH DEVELOPER

Northern Football Federation in Auckland has 35,000 members and approximately 1900 active coaches, and trains 10–20 Coach Developers annually. NZ Football has a distinct community and advanced pathway offered by the Northern Region Football Federation.

KM is currently employed as a Coach Development Manager for football and futsal, assists with the delivery of community courses and informal workshops, and coordinates a group of club-based Coach Developers.

His responsibilities include the:
- hosting and delivery of all NZ Football's advanced courses
- delivery and coordination of a Higher Education community course
- setting up of informal online and workshop-based community activities throughout a calendar year
- assessments of coaches attending advanced courses.

KM is a qualified coach (A, B, C, D licences) and a Qualified NZF Coach Developer, and has 7 years' experience as a Coach Developer working in NZ.

CASE STUDY 7.6: INDEPENDENT CROSS-SPORT COACH DEVELOPERS OPERATING AT CHARTERED LEVEL

JB's journey to becoming a coach developer/mentor has been rather long and circuitous! She began her career as a Youth Sports Development Officer for a Local Authority, progressed to work as an Active Sports Manager, and then became a Regional Manager for what was then known as sports coach UK (now UK Coaching). She then left this role to pursue her dreams of becoming a rock star … before ending up working as Head of Coaching at The Professional Golfers' Association for 10 years.

She was involved in coaching on summer camps, taught swimming as a teenager, before becoming a qualified L3 hockey coach and enjoying a few years working with various teams.

Beyond coaching, however, she always had a passion for working with people and for walking alongside others as they chase their dreams. She currently works under the banner of a 'Chaser of Dreams', with coach development and mentoring a big part of her everyday work.

She currently works with a range of individuals from several sports throughout the UK and beyond. She feels privileged to be mentoring/supporting a number of female high-performance coaches through the WISH programme (funded by Olympic Solidarity in partnership with the University of Hertfordshire, Females Achieving Brilliance and various International Federations). She also enjoys working with coaches in the equine industry through an association with British Equestrian, as well as her work mentoring individuals across a number of other sectors.

Her approach to coach development/mentoring has been heavily influenced by her own personal experiences of facilitation and mentoring, learning from some amazing people along the way. These experiences have been invaluable in enabling her learning and growth. She has a BSc (hons) in Recreation and Sport Science, an MBA that sparked her interest in change and leadership, and a PhD by research into effective leaders in UK coaching systems. This research took her into therapeutic, psychology-based literature which really fuelled her curiosity and passion for what makes us humans 'tick'.

To summarise, she believes that there are two core skills that underpin her abilities as a Coach Developer: curiosity and the ability to really listen. Genuine curiosity leads to great questions and conversations, whilst the ability to listen to what is said, and often unsaid, creates an environment where people feel seen and heard; a really important place for growth and learning.

The following are case study examples of Trainers of Coach Developers, some full-time appointments by sports federations (or equivalent), or multi-sport organisations, others independent consultants working on contract.

CASE STUDY 7.7: COACH DEVELOPERS OPERATING AT ACCREDITED/CHARTERED LEVEL AND AS A TRAINER OF COACH DEVELOPERS

EXAMPLE 1: EMPLOYED BY A SPORTS FEDERATION

PM is currently employed full time as the Coaching Workforce Manager for England Athletics which has approximately 80 Tutors/Coach Developers working across its Coach Education programmes. These programmes include the entry-level qualifications of Leadership in Running Fitness and Coaching Assistant (Level 1 equivalents) up to the Event Group level (Level 3 equivalent). It should be noted that these qualifications are currently being reviewed and amended.

PM is responsible for the recruitment, training and development of the team that delivers Coach and Teacher Education across England. PM's responsibilities include:

- providing training and development opportunities for Tutors/Coach Developers which includes monthly online sessions and the implementation of a self-review process for personal development
- the coordination of and ongoing development and support for Workforce Developers (Senior Coach Developers), including supporting Tutor development and progression, as well as the quality assurance of course delivery
- the development of informal Coach Development opportunities.

Over the coming 12–24 months, the priority areas will include the continued support of the existing Coach Developer workforce across England, including working closely with partners at UKA and UK Coaching to engage with bespoke Coach Developer training. Short term, this will mean 20 Coach Developers accessing a pilot training programme. Longer term plans will include looking at the dissemination of training and additional knowledge gain across the whole Coach Developer workforce.

PM is a qualified athletics coach (at Level 3 across all event areas) and specialises in Para Athletics, having first qualified as a coach 20 years ago. Having undertaken Tutor Training in 2002 with UKA, PM also completed the UKA Assessor training and then subsequently completed in-house training as a

Regional Trainer. Additional training involved National Trainer Training with UKAD in 2011/12, whilst, in 2015, PM worked with UK Coaching to develop and design a bespoke Tutor Training programme, whilst also developing an in-house Tutor Developer training programme.

EXAMPLE 2: TRAINER OF COACH DEVELOPERS WITHIN A SPORTS FEDERATION (UNITED STATES TENNIS ASSOCIATION)

SMc is a Senior Director within the USTA-U, part of the USTA's Player and Coach Development Team (PCD). The USTA is the Accredited Agency for Tennis Coach Education, responsible for:

- designing the Quality Standards across the Certification Pathway
- recruiting and accrediting partner organisations to act as certifying organisations; these currently include the US Professional Tennis Association (USPTA) and the Professional Tennis Registry (PTR) quality assurance
- the training and professional development of the Coach Developer workforce who act as Coach Developers for the USPTA, PTR and for education and training services provided by the USTA
- ensuring that all certifications adopt a coherent approach to learning and assessment, and that the CD workforce can facilitate high quality learning across a range of contexts.

SMc has an extensive background in Coach Development, having worked as an Education and Training Manager with sports coach UK (scUK, now UK Coaching). She led on the development of the UK Coaching Certificate and designed Tutor and Assessor qualification with 1st4sport. She also led the National Training workforce while at scUK. She is the owner and director of e.t.c coaching consultants which has 20 years' experience working across international sports organisations and federations, Sports Federations and private providers, leading the development of coaching systems, designing coaching programmes and resources, and training Coach Developers.

Photo: NCDA/Nippon Sport Science University

EXAMPLE 3: TRAINER OF COACH DEVELOPERS IN MULTI-SPORT ORGANISATION (SPORT IRELAND)

HH is the Coach Education Officer for Sport Ireland Coaching, which is part of Sport Ireland, the government agency for sport and physical activity in Ireland. Her primary role is to train Coach Developers in a multi-sport setting and in a single sport where the numbers are very large. She trains Coach Developers to work with coaches of all types, including high performance, para sport and children. She typically trains 75 Coach Developers from 30 different sports a year. Her remit includes designing and delivering:

- Coach Developer training including courses, workshops and support services
- Coach Developer Assessor and Support training including courses, workshops and support services
- Trainer of Coach Developers training including courses, workshops and support services
- training of High Performance Coach Developers

- high-performance coach education and support programmes with National Governing Bodies of Sport
- multi-sport high-performance coach education and support programmes.

She is the also the lead officer for two large NGBs with a remit to assist them in the design, review and delivery of their coach development programmes. She has a B.Ed Hons in PE and Maths, an MSc by research and thesis, ten years' experience as a lecturer in a university on PE & Sports Science degree programmes, and over 50 coaching awards in over 40 sports. She is a highly successful athletics coach (of 35 years), a qualified Coach Developer and a Trainer of Coach Developers (of 16 years).

6   Conclusions

This chapter described a model to illustrate the need for a Coach Developer pathway to enable your Coach Developers to have career progression. It is intended as a flexible model and may need to be modified to meet the unique needs and cultures of your organisation.

This was illustrated through the description of different case studies to show how Coach Developers and Trainers of Coach Developers are deployed, and in some cases employed, in different coaching systems and in different contexts.

7   Call to Action

Some questions for you to consider:

How well do the three levels of Coach Developer fit within your system?

Who fulfils the role of the Trainer of Coach Developer in your system? What training or support do they have to fulfil this role? What might you need to do to make this important role work even better?

If you have a Coach Developer workforce, to what extent do they have a clear pathway to facilitate career progression?

What would you want to do next to develop a career pathway for yourself or your Coach Developer workforce?

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CHAPTER
08

COACH DEVELOPER STANDARDS

1   Introduction

The Coach Developer Standards are a set of quality expectations established by the ICCE as a guideline for sport organisations, Higher Education (HE) institutions and individual Coach Developers to support the ongoing pursuit of Coach Developer expertise.

They are described as 'standards' to reflect the evolution of coaching development to a more professional level but it is important that each organisation determines how best to apply the standards and concepts. The standards reflect the recognised multi-functional role of the Coach Developer described in earlier chapters (introduced in Chapter 3) and are therefore viewed as flexible guidelines and not a rigid assessment tool. The ICCE's role is to stimulate coaching development, recognising that the context in every country and organisation is different. For example, cultural differences, stages of development, the maturity of the coach education system and the goals of the organisation are going to determine whether a formal standards approach is appropriate or whether the document is best used as an aspirational target and guideline to steer future development.

This chapter explains how and why Coach Developer standards might be useful in your organisation, the varying ways they might be used, as well as providing a map of standards for those:

- starting out as a Coach Developer
- more experienced and skilled Accredited Coach Developers
- who work in coach development, with many seeking to become a Chartered Coach Developer
- working to train Coach Developers as Trainers of Coach Developers.

> ▶ how and why the standards might be useful
>
> ▶ varying ways standards might be used
>
> ▶ provide a map of standards for 3 levels of Coach Developer
>
> ▶ share the requirements for a Trainer of Coach Developers

2   The Standards

The standards focus on promoting coach learning and providing leadership for coaching systems by identifying the knowledge, skills and qualities that Coach Developers require to fulfil their two major roles:

- **group facilitation**, typically a more formal and structured learning opportunity
- **supporting coaches** on-the-job, often one-to-one, often in an informal and less structured way.

Both roles are essential to enhancing coach learning, as described in Chapter 4. The ICCE promotes an athlete-centred approach in its work with coaches. The equivalent for the Coach Developer is a learner-centred approach, which means they focus on:

- the uniqueness of each individual learner coach and their own context
- building on the coaches' prior knowledge, skills and experience
- creating positive learning environments and relationships where everyone is respected and valued
- engaging coaches in the process of learning and encouraging them to take responsibility for their own learning.

The standards are based on five elements (see Figure 8.1) which contribute to professional practice:

1. **Learning and Behavioural Change** which provides the foundation on which all work with coaches should be based.
2. **Group Facilitation** which identifies the unique

knowledge, skills and qualities required to facilitate and accelerate the learning of a group of coaches in a relatively formal and structured environment.

3. **On-the-job Coach Support** which covers the very broad range of ways in which Coach Developers might support and guide the learning of individual coaches in less formal situations.
4. **Coach Education Leadership** which describes the way Coach Developers contribute to the coaching system at a local, regional or national level.
5. P**ersonal and Professional Skill and Development** which

Figure 8.1: Five Elements of the Standards

includes the way Coach Developers act as a role model to coaches, operate as self-reflective practitioners, engage in ongoing professional development, and adapt the way they work to the unique environment of the coach/organisation.

Inevitably, the elements are interlinked, so there is some repetition. It is important to remember that the context is key; the knowledge, skills and behaviours need to be synthesised to the specific context, culture, environment, motivations, and so on.

Every organisation should determine how best to apply the standards and concepts. The standards should be seen as flexible guidelines not as a rigid assessment tool.

3   Standards Across the Coach Developer System

The intent of the standards is to reflect the underpinning capabilities for anyone entering the field through to those who have achieved considerable expertise resulting from years of successful practice. A three-tier system of standards (Coach Developer, Accredited Coach Developer and Chartered Coach Developer, as shown in Figure 8.2) is advocated to guide organisations and individuals in the way they support, train and deploy their Coach Developers (introduced in Chapter 3 and shown in blue). An additional role describes those who are Chartered Trainers of Coach Developers, shown in green.

A summary of the descriptors of each level of Coach Developer and Trainer of Coach Developer is provided in Panels 8.1–8.4, and example case studies can be found in Chapter 3.

Panel 8.1: A Coach Developer:

- is someone often starting out on their Coach Developer journey or operating in this role infrequently (eg as a subject-specific expert)

- has significant experience as a coach (or expert working with coaches such as sports nutrition, strength and conditioning) and the relevant knowledge (eg sport technical) to teach at the particular level at which they wish to operate

- is working formally (eg on coach education programmes) or informally (eg one-to-one in a club) to help coaches develop their knowledge, skills and behaviours in order to become even more effective coaches

- has received some form of initial training or equivalent (eg an apprenticeship) about how best to do this but may or may not be certified

- develops an attitude of lifelong learning among the coaches with whom they work

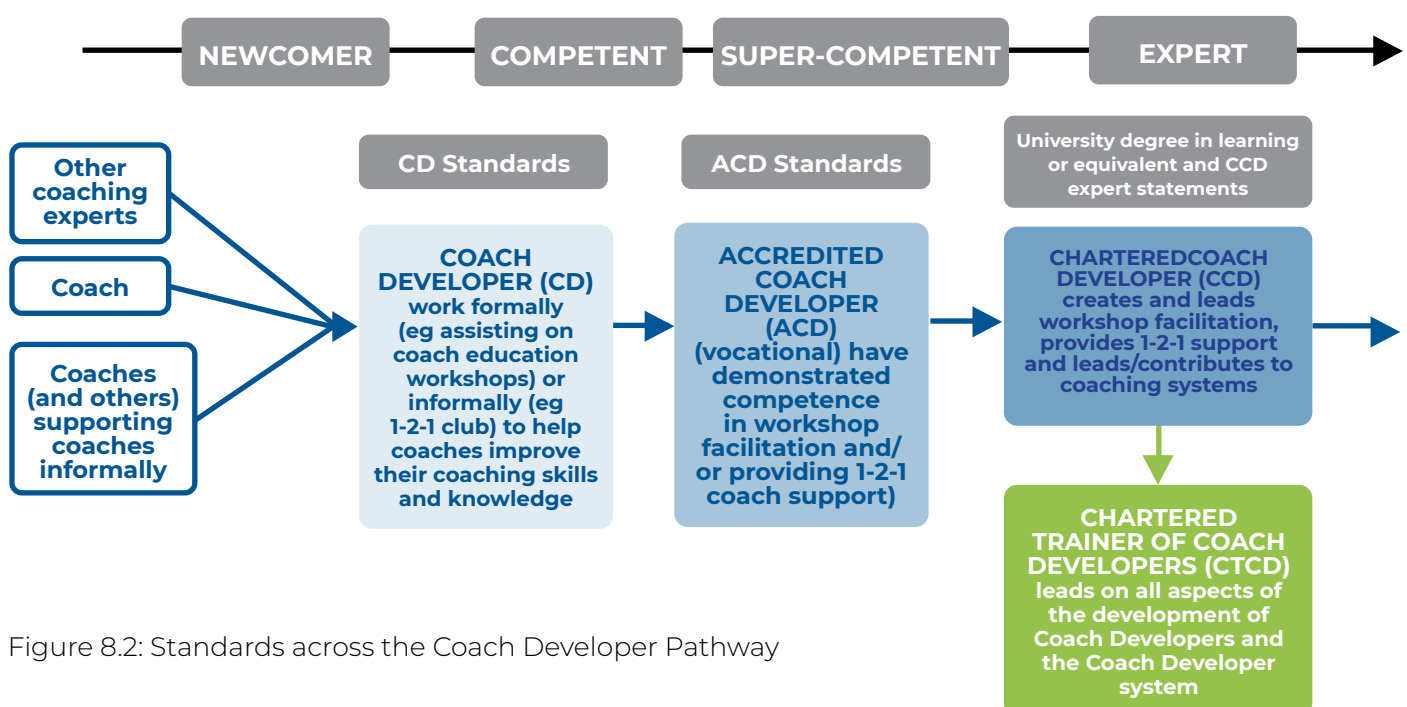- typically operates in a supporting rather than leading role

Figure 8.2: Standards across the Coach Developer Pathway

Panel 8.2: Accredited Coach Developer:

- has significant experience as a coach (or expert working with coaches such as sports nutrition, strength and conditioning) and the relevant knowledge (eg sport technical) to teach at the particular level at which they wish to operate

- has undergone facilitation and/or coach support training (or gained that competence in a different way such as through some form of apprenticeship)

- has gained experience in the field where they have applied and developed their skills and demonstrated the underpinning competences at this level

- operates regularly in both a formal and/or informal context

- often takes a lead role but typically operates in a vocational and part-time capacity (see case study examples)

Panel 8.3: Chartered Coach Developer:

- has progressed in the field to the expert level

- is usually working in a full-time professional capacity (see example case studies in Chapter 3)

- has exceptional practical skills in facilitating, analysing, synthesising and evaluating coach learning

- has undertaken academic study of learning (or equivalent)

- has specialist knowledge across different populations, stages, environments and specialisms over time, and become an expert in one or more aspects of their work with coaches

- contributes either directly or indirectly to their organisation's coaching system and to the professionalisation of Coach Developers and coaches

Panel 8.4: Chartered Trainer of Coach Developers:

- has a wealth of knowledge, skills, experience and expertise as a Chartered Coach Developer across multiple populations, stages, environments and specialisms

- uses their skills in a different context to recruit, train and support Coach Developers

- has knowledge and expertise in and of systems development, innovative practices and strategy development

- often operates across sport or in multi-sport settings and so must be able to transfer their skills, draw meaningful examples and create valid activities for Coach Developers from different sports

4   How Coach Developers Operate

The Coach Developer standards provide guidance on how Coach Developers should operate to optimise their effectiveness in helping coaches to become knowledgeable, skilful, competent, caring, self-reflective and athlete-centred (see Chapter 3). The standards operate in a way that encourages coaches to become highly self-aware and willing to take responsibility for their own ongoing development to become even better coaches (see the example case studies in Chapter 3). As Coach Developers enhance their skills and knowledge, they strive to create lasting behavioural change by helping coaches to learn how to learn through self-reflecting, encouraging a hunger for learning and personal development and a respect for their athletes' personal growth as well as their performance.

In line with current practice, the standards for the Coach Developer stage and Accredited Coach Developer stage are written as a set of demonstrable competences. The standards at the Charter stage, however, are written

as a series of expertise statements to which Chartered Coach Developers aspire to achieve in their own context and specialism. This differentiation is based on the principle that the complexity of any profession requiring dynamic decision-making, judgement and problem-solving (such as coaching and Coach Developer roles) results in an over-simplification if a competence framework is used. 'Our message is that competency approaches are just too simplistic for all but the most basic of roles and responsibilities apparent in the sports world' (Collins et al, 2014). The authors go on to suggest that 'the expertise approach seems to fit better with the characteristics of professionalism … to evaluate and facilitate capacities for more elaborative and adaptive thinking, judgment, and growth' (Collins et al, 2014). It appears that, even in other professions, developing and assessing 'expertise' are more of a challenge than is assessing competence. Some explanations and dilemmas on medical expertise are highlighted in Panels 8.5 and 8.6.

Panel 8.5

In a report on medical competence and expertise by the University of Sussex, the term 'judgement' is used to describe the highest levels of expertise. The author defines judgement as 'either an advanced level of competence or as that area of expertise which goes beyond competence. The most salient attributes of judgement reported in our consultative interviews concerned making holistic and balanced decisions in situations of uncertainty and complexity'. The report goes on to describe the key features of expertise which include 'the importance of case-based experience, the rapid retrieval of information from memory attributable to its superior organisation, the development of standard patterns of reasoning and problem-solving, quick recognition of which approach to use and when, awareness of bias and fallibility; and the ability to track down, evaluate and use evidence from research and case-specific data'.

The report also highlights some difficulties: judgement is associated with complexity and uncertainty; and people find it easier to cite examples than to define it. Probing examples to elicit the nature of the underpinning knowledge is difficult; and the development of judgement by doctors has been little researched. We would expect in-depth discussion of difficult cases to contribute to such development, providing there was a learning intention.

Source: du Boulay (2001)

Panel 8.6

Semi-structured interviews were used to assess nurses' thinking processes during medication administration. 10 descriptive categories of nurses' thinking were identified: communication, dose-time, checking, assessment, evaluation, teaching, side-effects, work-arounds, anticipating problem-solving, and drug administration. Situations requiring judgement in dosage, timing or the selection of specific medications (eg pain management, titration of antihypertensives) provided the most explicit data on nurses' use of critical thinking and clinical judgement. A key element was nurses' constant professional vigilance to ensure that patients received their appropriate medication. The study concluded that nurses' thinking processes extended beyond rules and procedures and were based on patient data and interdisciplinary professional knowledge to provide safe and effective care. The authors suggested that the identification of thinking processes can help nurses to explain the professional expertise inherent in medication administration. Source: Eisenhauer et al (2007)

Several universities have developed postgraduate qualifications for Coach Developers (eg Leeds Beckett University in the UK) and these standards will provide a framework for such programmes. As there are growing opportunities for full-time employment as a Coach Developer in clubs, academies, sport federations and HE institutions, it is important to clearly define the expert end of the Coach Developer spectrum as well as the introductory level (CD)

5   Standards for Trainers of Coach Developers

Trainers of Coach Developers are those people with a wealth of experience and expertise as a Chartered Coach Developer who wish to use their skills in a different context to recruit, train and support Coach Developers rather than coaches. Often, Trainers of Coach Developers operate across sport or in multi-sports settings and so must be able to transfer their skills, draw meaningful examples and create valid activities for Coach Developers from different sports. This role is also recognised in the standards. Some of the expertise statements at the Chartered Coach Developer level are similar to those for Trainers of Coach Developers, but the context in which they demonstrate these would be different (ie with Coach Developers rather than with coaches) and the ability to demonstrate these in multi-sport contexts would need to be evidenced.

An interesting study on Sport NZ Trainer Profile (2021, https://sportnz.org.nz/coaching-and-development/coach-development) identified some additional skills (see Figure 8.3) following:
- consultation with several educational experts
- an investigation of successful graduates in the early stages of their career across a wide range of professions (Sydney University study)
- testing with 10 NSOs and the current cohort.

Some of the additional skills identified include those categorised under society (eg systems thinking and designing, change management, systems and decision-making and the need to operate within circles of influence). In the 'others category', it is useful to note the emphasis on the following: empathy, courageous conversations and manage change.

Figure 8.3: Trainers of Coach Developers Profile (Sport New Zealand)

6   Coach Developer and Trainer of Coach Developer Standards

A synopsis of these standards is provided in Tables 8.1 and 8.2, while the full standards that might be useful for organisations (eg programme managers and Trainers of Coach Developers) can be found in Appendix C.

LEARNING AND BEHAVOURAL CHANGE		
Coach Developer (competence based)	**Accredited Coach Developer (competence based)**	**Chartered Coach Developer (expertise based)**
• Creates relationships and a positive environment to enhance learning • Applies adult learning principles and describes the merits of a coach-centred approach	• Analyses needs of coaches and adapts approach accordingly • Applies adult learning principles and strives to adopt a coach-centred approach • Encourages learning and behavioural change by constructing positive relationships and environment • Integrates evaluation into the learning process • Teaches coaches to reflect, become self-aware and take responsibility for their own learning • Encourages critical thinking and decision-making	Using accepted learning theory, evaluates the development needs of coaches, implementing long-term learning strategies that enable coaches to become independent learners
GROUP FACILITATION		
Coach Developer	**Accredited Coach Developer**	**Chartered Coach Developer**
• Prepares to deliver activity-based sessions to achieve learning outcomes • Applies learning principles and encourages coach-to-coach interaction • Focuses on group management and learning as well as content • Checks for learning and encourages coach reflection	• Designs, prepares and evaluates activity-based sessions based on adult learning principles • Adopts a coach-centred approach, adapting approach and activities to meet needs of each coach • Uses a range of strategies based on coach needs, content and progress • Encourages coach reflection before providing feedback following activities • Helps coaches filter and synthesise new information and apply it to their own coaching context	Provide rationale for professional judgement and decision-making in designing and facilitating mediated learning situations
ON-THE-JOB COACH SUPPORT		
Coach Developer	**Accredited Coach Developer**	**Chartered Coach Developer**
• Identifies, implements and monitors different ways to support coaches on-the-job • Observes coach's practice, records evidence on primary coaching behaviours • Uses questions and observations to stimulate coach reflection and action planning • · Provides evidence-based constructive feedback after eliciting reflections	• Helps coaches assess their needs and identify appropriate learning opportunities • Conducts systematic coach observations and reviews • Uses incisive questions to generate deep reflection and assist coach review • Assesses coaches' performance through observation and portfolios • Provides and evaluates evidence-based and difficult feedback • Creates and monitors mentoring relationships and provides mentored support	Design, deliver and appraise the impact of a long-term coach development intervention, evidencing sustained behavioural change using a variety of learning and development strategies
COACH EDUCATION LEADERSHIP		
Coach Developer	**Accredited Coach Developer**	**Chartered Coach Developer**
• Describes the coaching system where they operate and the implications for practice • Explains the importance and impact of a values-based philosophy for coaches and Coach Developers • Demonstrates open, inclusive and equitable behaviours and integrity	• Models a well-defined values-based philosophy • Works towards a vision for enhancing coaching within the organisation	Evaluate how your stated coach development and leadership philosophy strategically reconciles with your organisation's coaching systems
PERSONAL AND PROFESSIONAL SKILL DEVELOPMENT		
Coach Developer	**Accredited Coach Developer**	**Chartered Coach Developer**
• Manages self and own emotions • Reflects on own practice and action plan for personal development • Actively seeks development opportunities	• Demonstrates critical reflective skills, self-awareness and emotional intelligence • Seeks and engages in different development opportunities	Critiques own performance (self and through peers), engages in a range of personal development opportunities, and monitors personal development

Table 8.1: Synopsis of Coach Developer Standards (full standards in Appendix C)

LEARNING AND BEHAVIOURAL CHANGE Using accepted learning theory, evaluates the development needs of coaches, implementing long-term learning strategies that enable coaches to become independent learners	**The following descriptors have been adapted from the HEI (QAA) Academic Standards appropriate to Level 6 (degree) and Level 7 (masters):** · a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is informed by or sits at the forefront of their academic discipline, field of study or area of professional practice
GROUP FACILITATION Provide rationale for professional judgement and decision-making in designing and facilitating mediated learning situations	· an ability to deploy accurately established techniques of analysis and enquiry within their discipline and have a comprehensive understanding of techniques applicable to their own research or advanced scholarship
ON-THE-JOB COACH SUPPORT Design, deliver and appraise the impact of a long-term coach development intervention, evidencing sustained behavioural change using a variety of learning and development strategies	· an appreciation of the uncertainty, ambiguity and limits of knowledge together with originality in the application of knowledge, and a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
COACH EDUCATION LEADERSHIP Evaluate how your stated coach development and leadership philosophy strategically reconciles with your organisation's coaching systems	· a conceptual understanding that enables them to evaluate critically current research and advanced scholarship in the discipline in order to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses
PERSONAL AND PROFESSIONAL SKILL DEVELOPMENT Critiques own performance (self and through peers), engages in a range of personal development opportunities, and monitors personal development	· the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline)

Table 8.2: Trainer of Coach Developer Standards and Academic Descriptors

7 Examples of Ways to Use the Standards

As already stated, these standards are not intended to be used as a rigorous assessment tool but rather as a guide to organisations and individuals on how to support, train and deploy your Coach Developers. They might, for example, be used by organisations:

- to explain the important role and function of the Coach Developer workforce to senior management teams and illustrate the fact that Coach Developer training is about 'how to coach coaches' and not 'what to coach coaches' (ie it is not about teaching the content of what might be included in a coach education learning programme such as coaching pedagogy, nutrition, sport psychology, planning; nor is it an orientation to the precise way such coach education might be delivered; see Chapter 2)
- to assist in the design and planning of Coach Developer training
- to assess the width and depth of your current Coach Developer training programme
- as a benchmarking tool to identify the strengths and any shortcomings in your Coach Developer workforce
- to assist with the deployment of Coach Developers
- as a needs analysis tool to support your workforce and identify the training needs of each Coach Developer
- as an assessment tool if that is required.

The standards might also be used by individual Coach Developers in several ways, for example to:

- help inexperienced Coach Developers to grasp the multiple roles and skills required to work with coaches in this way
- benchmark their own skills and identify areas of strength and areas for development
- encourage ongoing personal and professional development opportunities, particularly those whose role includes a significant amount of Coach Developer work and who therefore might be seeking chartered status
- prepare Coach Developers for an assessment opportunity.

The intention is that they are a flexible tool to help you and your organisation to support, train and deploy your Coach Developers to enable them to go on honing their skills to become the best they can be.

These standards are not intended to be used as a rigorous assessment tool but rather as a guide to organisations and individuals on how to support, train and deploy your Coach Developers.

CASE STUDY 8.1: EXAMPLE OF HOW THE STANDARDS ARE USED

In Zambia, the Coach Developer standards are being used to inform a new way of educating and developing coaches. Coach Developers are trained using a learner-centred blended learning approach, that will be adapted by both sport associations and academic coach education. The primary change is to have Coaches Developers provide good questions, and to encourage coaches to reflect and solve challenges together with the athletes they serve, not only for them.

8   Conclusion

This chapter has described the purpose and content of the Coach Developer standards and some ways in which they might be used to enhance your coaching system (see Chapter 9) and raise the quality of your Coach Developer workforce and so the quality of coaching in your organisation.

9   Call to Action

Some actions for you to consider:

- How and why might you use the standards in your organisation?

- How well do your Coach Developers meet the proposed standards at each level?

- If you are a Coach Developer, which level would you meet and what do you need to do to develop your skills further?

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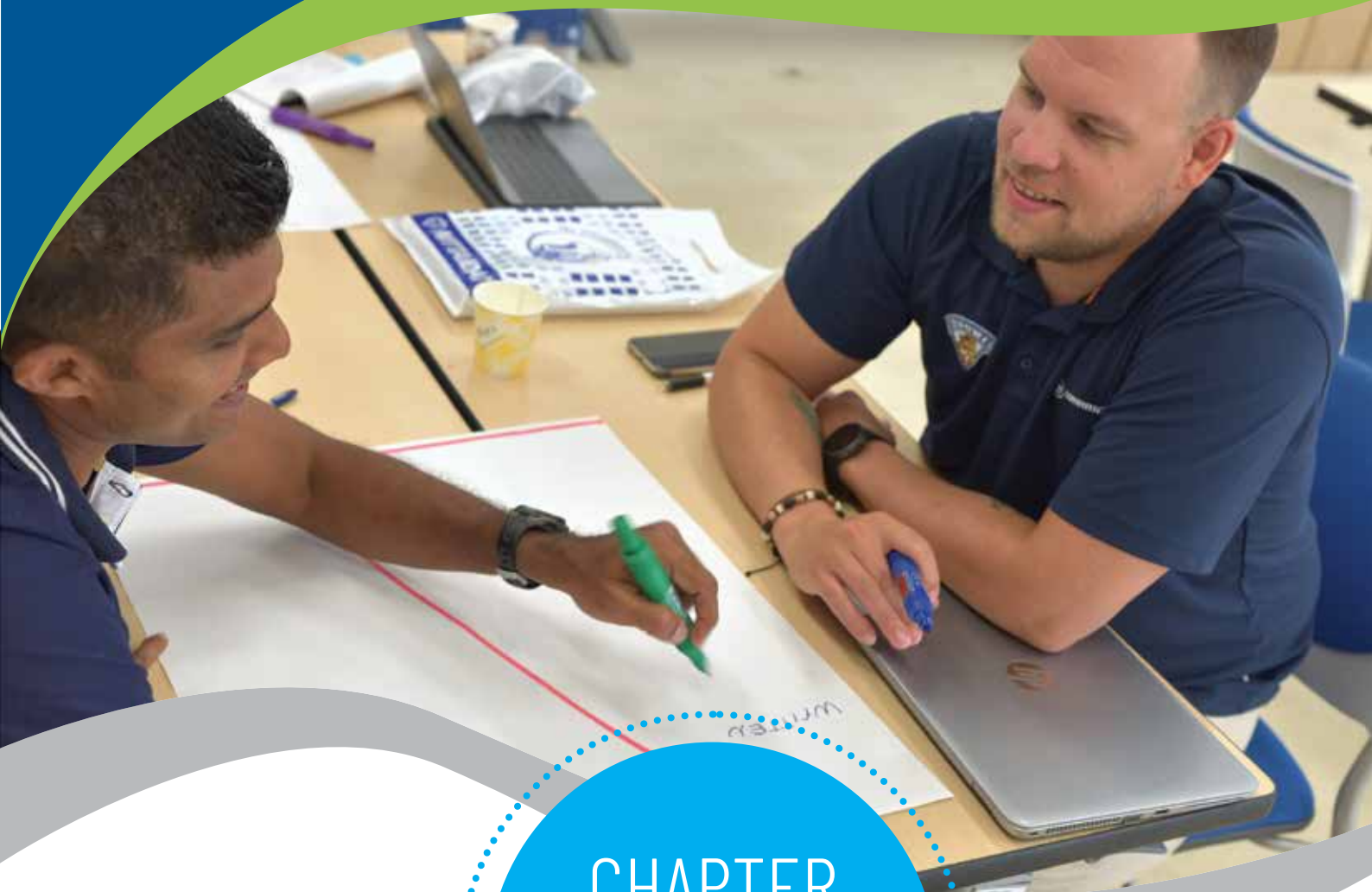
CHAPTER
09

BUILDING COACHING SYSTEMS

1   Introduction

The need for quality coaches, quality Coach Developers and quality professional development opportunities outlined in preceding chapters, requires a coordinated systems approach. Coach Developer work should not exist in a vacuum; it needs to be an integral part of the organisation's coaching system and a central tenet of its coaching strategy. A coaching system is defined as 'the structures and delivery mechanism in any given sport or nation to support coaches and the development of coaching' (ICCE, 2013, p53). This chapter looks more deeply at what is meant by a coaching system, the need to analyse your coaching system, how to recruit and train your workforce, the importance of monitoring and evaluation, as well as providing some solid recommendations and examples of good practice.

The European Coaching Policy Framework, published in January 2022, conducted an extensive literature review, and invited 26 European country experts to map out their national sport coaching systems. The intention was to provide a framework to guide national sport agencies and sport federations to 'develop a highly evolved coaching system that can provide quality coaching leadership to enhance the sport experience of participants at all stages on the athlete pathway'.

Based on this, a set of recommendations and associated indicators was developed. It concluded that 'A policy foundation for an effective coaching system includes clarity on:
- who the policies are for (the definition of coaching and the organisations responsible)
- how the results of the policy will be measured (the coach registry and research)
- the education, regulation and support of the workforce (coach education, safe sport, licensing and support for coaches), and
- addressing the inclusion of under-represented groups (women-in-coaching, diversity in coaching)' (European Sport Coaching Policy Framework, Bales & Moustakas, 2022).

Three core functions that are important to the development of an optimal coaching system are:
- coach education
- coach licensing and
- coach representation.

It is the first of these which will be addressed in this chapter. Often, the first stage in building a coaching system is to develop a coach education programme. To establish a common national coaching standard across different sports, a specific coaching organisation or a coaching department

- What is meant by a coaching system
- The need to analyse your coaching system
- How to recruit and train your Coach Developer workforce
- The importance of monitoring and evaluation
- Recommendations and examples of good practice

within a sport federation may be created to develop and deliver a national curriculum and guide the sport federations in the sport-specific aspects. In most professions, education is delivered through higher education degree programmes. In many countries, where coaching may not be recognised as a profession requiring a degree, and where coach education has been initiated by sport federations, a dual system of vocational education through sport federations and coaching degree programmes has evolved. This often results in duplication for the coaches who may need to qualify in both systems; hence the need to address the structures and responsibilities and create processes for the mutual recognition of qualifications in higher education and the sport system.

Coach education is the foundation of the coaching system.

Figure 9.1 represents an idealised model of the evolution of a country's or sport federation's coaching system, from an unstructured and undeveloped starting point to a highly evolved system that promotes and supports effective and
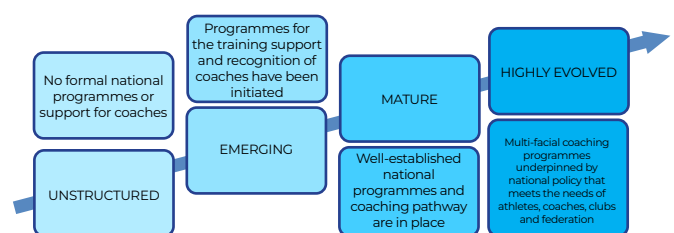

Figure 9.1: Coaching System Maturity

ethical coaching. This is idealised in so far as one size does not fit all and every country and organisation will have its own unique context in which coaching sits:

- In an **unstructured** situation, coaching development is not addressed in an organised or systematic manner, with very limited programmes or support for coaches.
- At the **emerging** level, programmes have been initiated.
- At the **mature** level there are well-established national programmes in place.
- The **highly evolved** system features multi-faceted coaching programmes and specific coaching policies designed to meet the needs of athletes, coaches, clubs and federations.

There is no single 'ideal coaching system', for an effectve system needs to be aligned to the unique needs, level of maturity, context and culture of the organisation and country.

There is no single 'ideal coaching system', for an effectve system needs to be aligned to the unique needs, level of maturity, context and culture of the organisation and country.

2   Analysing and Aligning Your Coaching System

You may or may not have a well-developed coaching system. If you have not, a good place to start is to audit the current state by identifying:

- the number, role, context, capability and qualifications of your existing coaches
- the number of coaches required for deployment in specific sports, contexts and locations
- if, how and by whom coaches are currently offered training, personal development and support
- the number, capabilities and qualifications of personnel (eg Coach Developers and Trainers of Coach Developers) currently involved in developing your coaches.

A useful tool has been devised to help you analyse the key components of your current coach development system. The ICCE Quality in Coaching (QiC) Model is a diagnostic, developmental and quality-assurance tool to help you do this (ICCE Quality in Coaching (QiC) Model, www.icce.ws/projects/icce-quality-in-coaching-qic-model.html).

This tool will help you to see where you are currently on the idealised model in Figure 9.1. It is essential to develop programmes that ensure a minimum standard of coaching education in coaching, and that, where appropriate, these programmes align with any national standards that exist in your country as this helps to raise standards, promote professionalism and maximise the possibility for global alignment and coaching standards across sports.

How coach education programmes and pathways are created will depend upon several factors such as the size of the organisation, number of coaches, geographical area, and culture and maturity of the coaching system. An organisation with only a small number of coaches may find it difficult or cost-prohibitive to offer face-to-face formal courses; they may find it more effective to rely on a mentorship/apprenticeship model to train their coaches. This may also apply to an organisation responsible for a big geographic area where there are relatively few coaches from a discipline in any one location, or to a language or cultural group where the training is delivered specifically to that group. Highly evolved coach education systems have also developed a well-trained Coach Developer workforce.

3   Selecting, Training, Supporting and Deploying your Coach Developer Workforce

It might be argued that the Coach Developer workforce is critically important for it is responsible for the quality of your coaching workforce which in turn impacts on the quality of the sport experience for all: children's sport programmes, recreational, health and club participants, as well as performance athletes. It is important therefore to select, train, support and deploy your Coach Developer workforce very carefully.

Quality Coach Developers are experts in learning; they role-model best practice, portraying a hunger for learning and personal development, a growth mindset, critical reflective skills and, above all, a desire to help coaches (rather than athletes) to get better. The very best coaches do not necessairly make the best Coach Developers so the selection criteria are essential.

Potential Coach Developers need a deep understanding of coaching (most indeed are active or former coaches with successful experience in coaching, although some may be experts in specific fields such as strength training or sport psychology); they should ideally have some experience with teaching adults. Table 9.1 shows some of the necessary qualities and skills of a Coach Developer.

Organisations might wish to consider the following tips.

Selection: Select your prospective Coach Developers against your job description (how they are to be deployed and how often) and the specification shown in Table 9.1. Remember that some of the skills listed can be futher developed through your training (eg facilitation skills, questioning and listening skills); other qualities may be more difficult to change (eg an openness to learning, a desire to help coaches (rather than athletes) to become the best they can be).

The temptation sometimes is to select your best or most experienced coaches or those with specialist knowledge but not the necessary teaching skills. These experienced coaches might be best used as an 'expert' alongside an experienced Coach Developer who can facilitate the session and assist with context and application.

Number: Audit the number of Coach Developers you require to provide the amount and type of coach training you plan. Then provide the necessary training to the number you need. This ensures every trainee can be fully supported in the field or given the essential supervised practice following their training to grow their confidence and hone their Coach Developer skills. This also ensures your Coach Developers can be deployed sufficiently frequently that they have the opportunity to develop and hone their facilitation and support skills (delivering a course once or twice a year does not give them the opportunity to become good at learning facilitation).

The Coach Developer workforce is critically important for it is responsible for the quality of your coaching workforce which in turn impacts on the quality of the sport experience for all.

Mindset and attitude	- An openness to learning - A passion for and a belief in the power of coaching - A desire to help coaches become the best they can be - A willingness to engage in critical self-reflection coupled with a hunger for ongoing personal growth and development
Experience	- Significant and successful coaching experience in one or more coaching contexts or - Substantial experience working with athletes and coaches in a supporting discipline (eg strength and conditioning, mental skills)
Skills	- Excellent facilitation skills - Good questioning, listening, reviewing and feedback skills - Sound planning, monitoring and evaluation skills - Well-honed self-reflective skills, self-awareness and high emotional intelligence
Knowledge	- Professional knowledge (learning, teaching, assessment) - Up-to-date content knowledge in the area/s in which they will teach (sport's technical and tactical, coaching pedagogy, sport science discipline, sports medicine, talent development, coaching children, disability sport) - Interpersonal knowledge (eg relationships, social context) - Intrapersonal skills (eg lifelong learning)

Table 9.1: Recommended Specification for Selecting Coach Developers for Training

Coach Developer Training: This is different from course or programme orientation or induction, which focuses on the exact content with guidance on its specific delivery. Coach Developers embarking on this training should already have the necessary content knowledge, context and coaching experience (or the equivalent for discipline experts). Any programme orientation should be given post training (eg through an orientation workshop or by shadowing a more experienced Coach Developer).

Coach Developer Training is not about programme orientation; it should focus on how coaches learn and how to deliver effective training (see Chapter 4). It is about upskilling Coach Developers to be able to optimise coach learning through a deeper understanding of how coaches learn, combined with the development of a range of skills and strategies to implement the most coach-centred approach possible (see Chapter 4).

The difference between programme orientation and Coach Developer training can be likened to the difference between a cook who follows a specific recipe to make a pre-determined dish, often created by someone else, and a chef who understands how different foods can be combined and flavoured with different herbs and spices to create their own unqiue dish. Programme orientation/induction is like training cooks to follow recipes and make predetermined dishes. Coach Developer training should be about training chefs who already have the knowledge of different foods and flavours and so can create and adapt recipes to meet the unique needs and tastes of their clientelle. Potential Coach Developers should already have the content knowledge to be able to deliver the programmes and courses for which they have been recruited.

Trainers of Coach Developers (TCDs; see Chapter 7) should deliver this training. They might be employed within their own organisation or work across organisations. For example:
- multi-sport coaching organisations (eg Coaching Association of Canada, Coach UK, SASCOC in South Africa, ZamCoach working with the National Olympic Association in Zambia) will train and employ their own Trainers of Coach Developers
- large international or national sport federations (eg World Rugby, the Football Association, US Tennis) are likely to need a large number of Coach Developers and are therefore likely to train and employ their own Trainers of Coach Developers
- smaller organsisations may not have sufficient Coach Developers to warrant training and employing their own Trainer of Coach Developers. They may be able to access multi-sport Coach

Developer training (eg sportScoland), work cooperatively with other organisations to run training/support (eg Sport Ireland deploy trainers from one sport to work in another sport) or contract Trainers of Coach Developers from outside their organisation (eg from the ICCE).

Post-training support: This is advocated following all Coach Developer training (as it is following coach education programmes; see Chapter 6), and should therefore be built into the whole training programme. Newly-trained Coach Developers should be supported by more experienced Coach Developers (ideally Accredited or Chartered Coach Developers; see Chapters 3 and 7) for a period of time while they become familiar with the programme if they are deployed as a facilitator and, importantly, have an opportunity under supervision to practise and develop their facilitation and support skills. Those Coach Developers who have undergone further training and are aspiring to meet the competences of an Accredited Coach Developer, also need support in the field (eg through co-delivery with a more experienced Accredited Coach Developer) as they aspire to gain certification.

Post-training deployment: Ensure your newly trained Coach Developers can be involved in supporting coaches' learning as soon as possible while motivation and confidence are high; and before new skills and strategies start to decay over time (half-life of training).

Coach Developer Training Packages: The ICCE offers two blended Coach Developer training programmes (normally a combination of pre-workshop e-modules, face-to-face teaching and post-training field support):
- Group Faciliation Skills which help Coach Developers to acquire the facilitation skills and strategies to accelerate coaches' learning, focusing on learner-centered teaching methods that create a thirst for knowledge and inspire self-aware, independent and reflective coach learners. This training is highly interactive and coach-centred, and includes topics such as establishing the learning climate; learning principles and delivery strategies; listening, questioning and self-reflective skills; review and feedback skills; session/activity design and planning; and micro-teaching in classroom and practical settings (Fig 9.2 over the page)
- Field-based On-the-Job Coach Support which helps Coach Developers to aquire the skills and strategies to support coaches on-the-job and in the field (pitch, pool, track, gym, court) in a variety of ways, including coach observation and review, practical coach assessment, and mentoring (Fig 9.3 over the page).

A more comprehensive outline of these programmes can be found in Appendix D.

Trainer of Coach Developer: The ICCE also offers a programme for trainers of Coach Developers which normaly comprises a combination of pre-workshop e-modules, face-to-face teaching and post-training field support (see Figure 9.4 and Appendix D).

Building your Coach Developer Workforce: The ICCE offers a programme for senior management and technical leaders

that employ or educate coaches. This can be offerdd as a one-day workship or tailored ot meet the specific needs of an organisation (see Figure 9.5 and Appendix D).

Enhancing Your Facilition Skills
Establishing the learning climate
Learning principles and learner-centered delivery strategies
Listening and questioning skills
Reviewing and feedback skills
Designing, delivering and reviewing learning activities
Developing self-reflection skills
Running micro-teaching and coaching
Checking for learning

Figure 9.2: Overview of Group Facilitation Skills Programme

Field-based on-the-job Coach Support
Establishing the relationship
Coaching observation, evidence recording and review in the field
Field assessment in practice
Listening and rapport skills
Questioning to promote reflection
Developing self-reflection skills
Mentoring skill
Creating communities of practice

Figure 9.3: Overview of Field-based On-the-job Coach Support Programme

Workshop for Leaders of Coach Education Systems and Trainers of Coach Developers
Leadership values
Coaching systems
Programme creation, planning and prepatation
Learner-centered facilitation
Supporting Coach Developers' practice

Figure 9.4: Overview of programme for Trainers of Coach Developers

Building your Coach Developer Workforce
Quality coaching, coach education and support
Recruitment of your Coach Devlopers
Training and support for your Coach Developers
Coach Developer Pathway
Coach Developer Standards

Figure 9.5: Overview of Building your Coach Developer Workforce programme

4   Programme Monitoring and Evaluation

Programme monitoring and evaluation are crucial and too frequently forgotten or ignored. Programme monitoring is defined as 'the systematic and continuous assessment of progress of a piece of work over time which checks that things are going according to plan and enables positive adjustments to be made', while programme evaluation is 'the systematic and objective assessment of an ongoing or completed project, program, or policy, its design and implementation with the aim to determine the relevance and fulfillment of objectives, effectiveness, efficiency, impact, and/or sustainability' (Britton & Serrat, 2013).

Such activities should be undertaken by the organisation regularly and systematically, and could include:
- monitoring the delivery of the coaching education programme to identify disparities, and ensure feedback from both Coach Developers (delivering the programme) and coaches (who have completed the programme) is incorporated into future planning
- needs assessment related to the numbers of coaches and Coach Developers needed in the sport or region
- evaluating the impact of Coach Developers within formal and non-formal training events.

Three types of programme evaluation that should be considered are outlined in Table 9.2 (Campbell, 2021).

Accreditation and licensing or registration schemes can be used to monitor currency, regular active involvement, continual professional development and professional standards and compliance with codes of conduct.

Evaluation Type	Description	Programme Stage	Primary Audience	Sample Evaluation Question
Needs Assessment	Determine who needs the programme, how great the need is and what might meet the need	Conducted before a programme is developed or within an existing programme	Programme staff	What community resources are currently available to address this need?
Formative/ Process Evaluation	Understand the programme's inner working and what it is actually doing	Conducted at earlier stages of the programme	Programme staff	How well is the programme reaching the target population and their needs?
Summative/ Outcome Evaluation	Determine the extent to which the programme achieved its intended outcomes	Conducted at the later stages of a well-established programme	Funders/ policy makers	What impact did the programme have on participants?

Table 9.2: Types of Programme Evaluation

5   Summary of Recommendations

These recommendations are taken from the European Coaching Policy Framework (January 2022):

- It is important to ensure that the quality of coach education programmes in your country **aligns with any National Qualification Framework** (and that it supports/is supported by the work of Coach Developers)
- Sport authorities have approved a policy that identifies coaching and **coach education as important components** within their national sport policy.
- Coaches have **access to international programmes** (eg Olympic Solidarity, IFs, WADA, ICCE).
- A Coach Education policy identifies **an educational pathway** for coaches to progress and earn qualifications.
- Guidelines have been approved that **recognise coach qualifications and standards** across different sports that align with the National Qualification Framework (if one exists).
- Coach education programmes are offered in many sports in the country that conform with **national coach education policy and standards.**

- **Qualification standards for coaches** at different levels have been approved and implemented.
- Coach education provision is **evaluated regularly,** with improvements identified and progress monitored.
- The coach education pathway is **context specific** (eg community recreation, youth/developmental sport, high performance).
- There is **mutual recognition** of coach education programmes offered within the sport sector (eg by sport federations) and within degree or diploma programmes in higher education.
- A policy outlining the responsibilities and training requirements for the **Coach Developer workforce** has been implemented.
- **Coach Developer programmes** are in place to select, train and evaluate the Coach Developer workforce.

Two scorecards are provided in Tables 9.3 and 9.4 (see Pages 105 and 106) to enable you to self-assess the coach education element of your coaching system: one for national authorities and one for sports federations.

6   Conclusions

In this chapter, you have been encouraged to review your coaching system, recognising that there is no 'ideal system', for an effectve system needs to be aligned to the unique needs, level of maturity, context and culture of your organisation and country. You have been invited to analyse your coaching system to assess how well it is fit for purpose within your organisation, to consider the use

and alignment of standards, to review the way you select and train your Coach Developer workforce and to re-examine the effectiveness of your programe evaluation and monitoring tools. Recommendations and score cards have been provided to help you do this and so consider what next steps you might wish to take.

7   Call to Action

Some questions for you to consider:

- Where does your coaching system sit on the unstructured to highly evolved model?

- In analysing the health and state of your coaching system, what are your most urgent recommendations?

- What, if any, standards (eg national vocational qualifications; International Sport Federation standards) exist which might be useful for you to consider?

- How well does your system of Coach Developer selection, recruitment and training align with the recommendations?

8   References

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Scorecard for National Authorities		
Stage	**Policy Indicators**	**Policy Instrument Indicators**
Unstructured	• No national coach education policy	• No specific support/programmes for educating coaches
Emerging	• Sport authorities have approved a policy that identifies coaching and coach education as important components within its national sport policy • An implementation strategy has been approved	• Coaches have access to international programmes (eg Olympic Solidarity, IFs, WADA, ICCE) • A national curriculum of progressive coaching knowledge and skills has been initiated • Initial work carried out on establishing a coach education pathway and standards • Coach Developers are trained and supported by qualified Trainers of Coach Developers • Coach Developers provide quality training and support to coaches, both formally and informally
Mature	• A Coach Education policy identifies an educational pathway for coaches to progress and earn qualifications • Guidelines have been approved that recognise coach qualifications and standards across different sports and countries that align with the National Qualification Framework (if one exists) • A policy outlining the responsibilities and training requirements for the Coach Developer workforce has been implemented	• Coach education programmes are offered in a majority of the sports in the country that conform with the national coach education policy and standards • A coach education pathway has been established • Qualification standards for coaches at different levels have been approved and implemented • Coach Developer programmes select, train and evaluate the Coach Developer workforce • Coach education provision is evaluated regularly, improvements identified and progress monitored
Highly Evolved	• The coach education pathway is context specific (eg community recreation, youth/developmental sport, high performance) • Coaching qualifications are formally included within the country's National Qualification Framework (NQF) • Quality-assurance policies specify a review process to update coach education programmes on a regular basis	• Comprehensive coach education pathway for coaches operating in different contexts with clear minimum standards at every level • Quality assurance and programme evaluation are integrated into the programme • There is mutual recognition of coach education programmes offered within the sport sector (eg by sport federations) and within degree or diploma programmes in higher education • Coach Developers are trained and supported by qualified Trainers of Coach Developers • Coach Developers provide quality training and support to coaches, both formally and informally

Table 9.3: Scorecard for Local Authorities

Scorecard for Sports Federations		
Stage	**Policy Indicators**	**Policy Instrument Indicators**
Unstructured	• The federation has no coach education policy	• No specific programmes are offered for the education of coaches • Coaches have access to other programmes (eg Olympic Solidarity, IFs, WADA, ICCE)
Emerging	• The federation has approved a policy that includes coaching and coach education as essential components within its national strategy • An implementation strategy has been approved	• The federation uses programmes provided by international organisations (examples above) to support its coach education provision • The federation has begun to supplement provision by external organisations to ensure coaches have access to a curriculum of progressive coaching knowledge and skills • The federation is starting to build a coach education pathway (eg at entry levels) and associated standards
Mature	• The federation's Coach Education policy identifies an educational pathway for coaches to progress and earn qualifications • The Federation's policy defines the selection, training and support requirements for the Coach Developer workforce • The policy aligns with national guidelines for coach qualifications and standards (where these exist)	• The federation has a defined coaching pathway and delivers a systematic and progressive coach education programme that conforms with the national coach education policy and standards, and that meets the demand from coaches and clubs • The federation offers a programme to select, train and evaluate its Coach Developer workforce to operate in both formal (eg workshops) and informal (eg observation/ review, mentoring) contexts • The coach education programme differentiates and provides appropriate, varied, formal and informal learning opportunities for coaches working in different athlete contexts
Highly Evolved	• The federation's coaching policy includes education pathways for both Coach Developers and coaches (operating in different contexts, eg community recreation, youth/developmental sport, high performance) • The federation's coach and Coach Developer qualifications are formally included within the country's National Qualification Framework (NQF) • The federation's quality-assurance policies specify a review process to update Coach Developer and coach education programmes on a regular basis	• There is an extensive programme of support from Coach Developers for coaches in their own coaching contexts • There is a programme of support and training for Coach Developers provided by qualified Trainers of Coach Developers. • The federation implements quality-assurance and programme evaluation measures in all coaching and Coach Developer contexts • The federation recognises coaches and Coach Developers within its qualification framework that are trained within degree or diploma programmes in higher education

Table 9.4: Scorecard for Sports Organisations
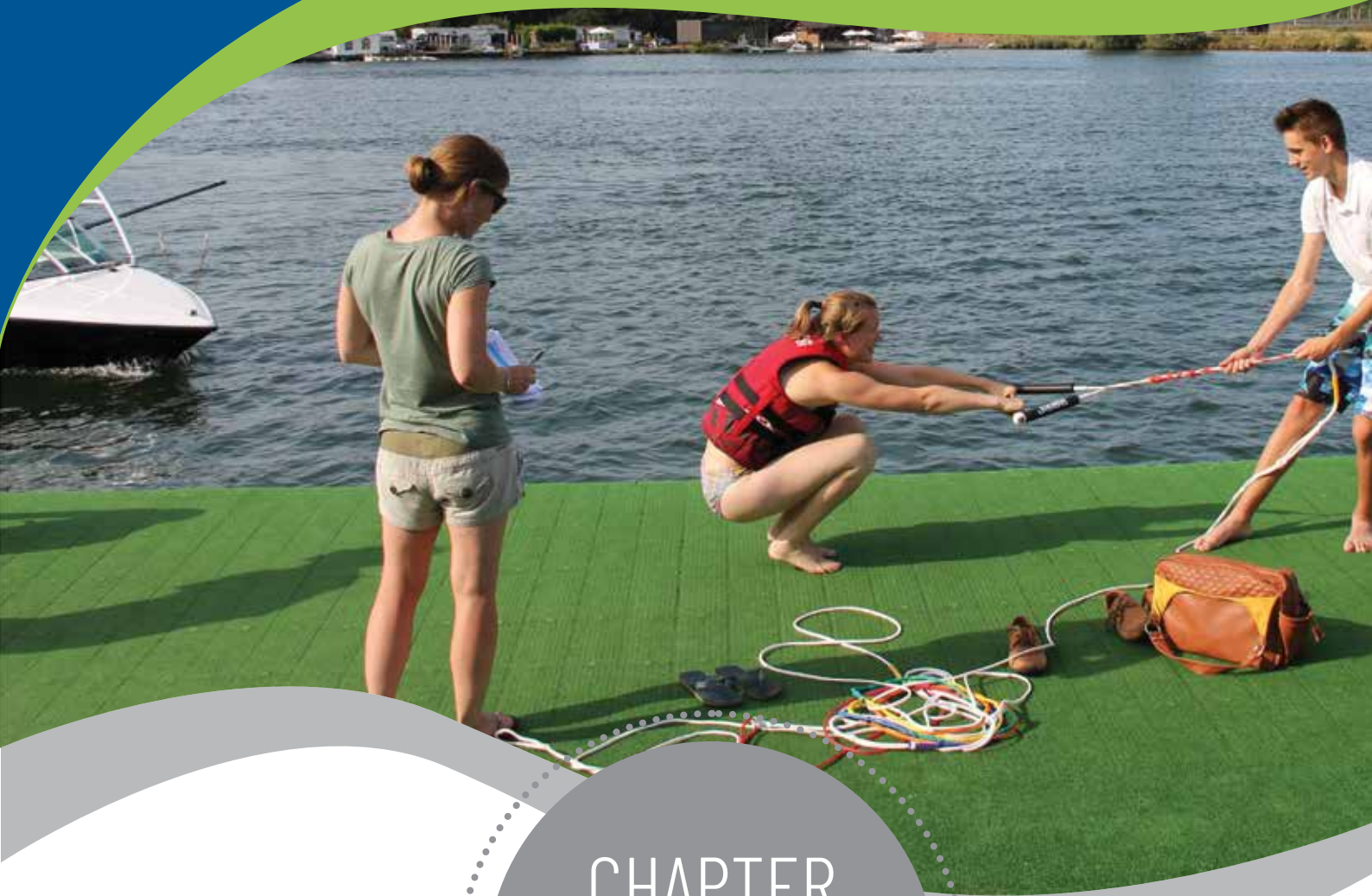
CHAPTER
10

KEY RECOMMENDATIONS

1   Introduction

This framework has drawn on best practice in the field as well as current research, but it is inevitably a 'work in progress' for the world of coaching, and the work of Coach Developers is dynamic and ever-changing. In this final chapter, we pull together the key recommendations made in this framework document as a quick reference point or summary. Links are provided back to the relevant chapter which provides more detailed information.

2   Quality Coaching and Quality Coach Education (Chapter 2)

Coaches play a critical, dynamic and changing role in the delivery of sport programmes to athletes at all stages of the athlete pathway. It is important to clarify the skills, knowledge, and attitudes of a highly effective coach before considering how best they should be educated and supported. In the framework, quality coaching was described as not only 'effective' in terms of meeting the desired coaching outcomes, but also viewed as a holistic, values-based athlete-centred approach that focuses on developing athletes as people. It is recognised that the very best coaches are not necessarily those with the best results but those who change the lives of their athletes for the better.

Quality coach education needs to reflect what is important in coaching and so should be learner-centred, individualised, and contextually and practically relevant.

It needs to meet coaches' needs and build on coaches' experience, while providing cutting-edge knowledge and the ability to interrogate and test the validity and relevance of the vast amount of information now available remotely. It needs to teach coaches how to learn and reflect, and how to develop their decision-making and problem-solving skills through both formal (eg face-to-face workshops) and informal learning (eg field-based support, observation and review, and mentoring) opportunities. There needs to be a shift towards a greater emphasis on 'in-situ' or on-the-job learning, extending coach learning beyond and outside formal courses to supporting coaches in practice. Quality coach education should value and use both sport federation and higher education coach education programmes in a complementary way.

3   Coach Developers (Chapters 3 and 4)

Providing quality coach education requires a strong Coach Developer workforce capable of accelerating coaches' learning in multiple formal and informal ways and modelling the very best coaching practice. In this framework, Coach Developers are described as those who help coaches to improve their coaching skills and knowledge and enhance their coaching performance. They help coaches to learn, to apply their learning to their own coaching practice and so become an effective and quality coach. It is a broad role that might include facilitating the learning of a group of coaches (eg in a coach education workshop or coaching clinic), and supporting coaches, often individually, in a less formal context (eg through mentoring, observing coaches' practice in the field, creating communities of practice). They need to be able to operate in a range of different contexts dependent on the culture of the organisation, the maturity of the coaching system and the specific context.

Effective Coach Developers need to be experts in learning (Chapter 4) and should therefore undergo training (or the equivalent, such as an apprenticeship) to develop critical skills in group facilitation and individual coach support. Effective Coach Developers have learned how to operate in a way that increases coaches' self-awareness and encourages them to take responsibility for their own ongoing development to become even better coaches. In this way, Coach Developers are critical contributors to an effective coaching system, for by helping coaches become reflective practitioners and lifelong learners, they promote a quality sport experience for athletes at all stages of the sport continuum. Becoming an effective Coach Developer requires significant commitment, expertise and practice.

4   Coach Developer Training and Assessment (Chapters 4, 5 and 9)

Coach Developer training is not about updating coaching skills and knowledge, nor about an orientation to the programmes to be delivered. It is about helping Coach Developers to become effective coach-centred teachers, capable of enabling their coaches to become highly self-aware, effective reflectors and confident in taking responsibility for their own ongoing personal and professional development. For this reason, prospective Coach Developers already need to be experts in the topics they will teach; they must also have a genuine passion for developing others. The passion for coaching coaches is very different from the motivation to coach athletes. Careful selection is therefore vital.

The training should enable Coach Developers to become experts in learning; to shift their approach from instruction and presentation (conveyers of pre-packaged content) to a facilitative and support role. The focus is therefore placed on working with coaches to impact their coaching practice positively, based on the coaches' needs and mobilising the most current and relevant knowledge in the field. The real meaning of learning was explored in Chapter 4, and it was recognised that learning does not just happen in an instance: it takes time, and requires motivation, application and practice.

Learning was seen as much more than acquiring knowledge, seen as complex and continuous, a lifelong process and always dependent on context and purpose. The challenge of adopting and implementing more learner-centred facilitation approaches was recognised and guidance offered on how to select the most appropriate delivery strategy that individualises learning as far as possible. The importance of developing self-reflective skills was emphasised as was the need to build all interactions with coaches on a base of adult learning principles. The importance of being able to create a positive and supportive environment in both the classroom and on-the-job was stressed so that coaches are encouraged to reflect openly and honestly and be more receptive to evidence-based feedback.

Coach Developers also need to learn continually to become proficient and expert, and so they need to invest effort and time in their own self-development, creating their own approach to learning and building quality networks to develop critical thinking and creativity.

Attention was drawn to the importance of assessment for both coaches and Coach Developers (Chapter 5). Coach assessment should have a powerful role to play in learning as well in the promotion of quality coaching through maintaining standards of ethical and effective practice. Good assessment practice serves to both quality-assure and ensure learners (coaches or Coach Developers) meet a particular standard and positively contribute to the individual's learning. As such, an 'assessment as learning' approach was advocated, and examples offered on how this might be enacted in programmes and within professional development opportunities.

5   Coach Developer Pathway and Standards (Chapters 7 and 8)

A Coach Developer Pathway was shared to identify the role, responsibilities, training needs and qualifications of Coach Developers at three levels. This was seen as a flexible model to optimise career progression for Coach Developers and Trainers of Coach Developers. The pathway offers an open and inclusive invitation for people to take on the challenge of a more formal role of helping coaches, and to embark on training programmes to become more effective. It was suggested that the pathway may need to be modified to meet the unique needs and cultures of each organisation and coaching system. The importance of the role of the Trainer of Coach Developers in ensuring the quality of the Coach Developer workforce was illustrated by its placement at the chartered level.

The Coach Developer Standards were also devised as a flexible guideline and not a rigid assessment tool. They are intended to provide guidance on how Coach Developers should operate to optimise their effectiveness in helping coaches to become knowledgeable, skilful, competent, caring, self-reflective and athlete-centred coaches. As such, they are intended as a guide for organisations and individuals on how to support, train and deploy Coach Developers and so enhance a coaching system (Chapter 9) that raises the quality of the Coach Developer workforce and so the quality of coaching in the organisation.

6   Coaching Systems (Chapter 9)

Coach education was described as the foundation of the coaching system and the Coach Developer workforce viewed as critically important, as it is responsible for the quality of the coaching workforce which in turn impacts on the quality of the sport experience for all. It was stressed that there is no single 'ideal coaching system', for an effective system needs to be aligned to the unique needs, level of maturity, context and culture of the organisation and country. The need to analyse your coaching system was advocated to ensure it is fit for purpose, to review the way you select and train your Coach Developer workforce, and to re-examine the effectiveness of your programme evaluation and monitoring tools.

7   Conclusion and Call to Action

This chapter has highlighted some of the key recommendations in this framework document. You may now wish to consider some of the following questions about your Coach Developer workforce:

- What are our greatest strengths and how do we build on them?

- What are the priorities for change to enhance the quality of our workforce?

- Who is best placed to initiate and drive this change and how might support be offered?

- In what way can this framework document help you evaluate and build your coaching system and Coach Developer workforce?

APPENDICES

APPENDIX A: LEARNING THEORIES

Theory	Brief description/ characteristics	Limitations	Example of use	When not to use
Behaviourist (eg Skinner)	• All behaviours are learned through conditioning, reinforcement, repetition, reward and punishment • Focus on external observable behaviours	• Don't know whether learner understands the reason why • Ignores thought, motivation and cognition • Cannot explain all forms of learning as disregards thinking • Ignores social dimensions of learning • System is based on reward and punishment	• Reinforcement of safety • Group management, inappropriate and appropriate behaviour • Most successful in areas where there is a 'correct' response or easily memorised material	• In one-to-one situations with an emotional content or debrief • Where reinforcement of the self-reflective practitioner is at odds with this • Self-efficacy and potential negative effect
Cognitive (eg Piaget)	• More focused on internal mental processes (eg attention, perception, thinking, memory and decision-making) • How we think and gain knowledge • Information-processing and more understanding of why • Interpreting information and cumulative, building on what they already know • Involves organising, interpreting, categorising, attention, forming generalisations, etc.	• Oversimplifies human behaviours • Is difficult to measure if learning has taken place • Involves a hierarchy of learning, meaning that learners need to progress through each of the levels	• Important to involve cognition all the time • When you need to focus on 'how' rather than 'what' • Situations that require evaluation, decision-making, problem-solving and creative thinking	• Where prior knowledge is used to establish boundary constraints for identifying the similarities and differences of new information • Where specific instructional or real-world events will trigger particular responses, but the learner must believe that the knowledge is useful in a given situation before it will be activated
Constructivist (eg Vygotsky)	• Equates learning with creating meaning from experience so learners 'construct' their model based on their own experience and prior knowledge • Active engagement (talking, writing, interacting, problem-solving), make sense of it for themselves, stimulates critical thinking • Create systems for meaningfully understanding their world and experience • Scaffolding of learning • Zone of proximal learning	• Difficult to use with novice learners • Time required for learner to be comfortable with this approach • Difficult to assess what learning has taken place • The internal representation of knowledge is constantly open to change • In constructivism, the goal of instruction is to portray tasks accurately, not to define the structure of learning required to achieve a task	• People with more experience • With adults • Encouraging challenge • Developing creativity	• Limited experience • Limited reflective skills • Where a predetermined, 'correct' answer is required

Theory	Brief description/ characteristics	Limitations	Example of use	When not to use
Social learning (eg Bandura)	• Observation and modelling important part of learning • People can learn new information and behaviours by watching other people • Mental states are important to learning • Self-efficacy and determinism • Learners play an active role in their learning	• Learner less accountable for own learning • Learning doesn't necessarily lead to a changed behaviour • Quality of the learning experience is limited to the engagement, preparation and knowledge base of the learner	• Ensures active engagement of the learner	• Demands experience and maturity of learner
Experiential learning (eg Kolb)	• Learning through transformation of experience, learning through reflection on doing • Engaged in the learning process, work things out for themselves • Learning owned by the learner	• Ignores the impact of the group on the learning process	• Value of active engagement	
Behavioural change theories	• Behaviour change is often an end goal for organisations and communities • Behaviour change usually occurs in response to variables, such as threat, fear or self-efficacy • In the context of coach development, the emphasis is on self-efficacy, where the raising of confidence can elicit a positive response	• Relies upon the judgement of the individual, for example: • How able are they to perform behaviour? • How able are they to control their behaviour? • What is the outcome of the behaviour change?	• Intention can be key to behaviour change; Coach Developers need to be aware of the motivations of coaches to help shape positive behaviours	• Complex theory with multiple facets so best to use with more experienced individuals • Needs time to implement

APPENDIX B: ADDITIONAL WAYS TO SUPPORT A COACH'S PRACTICE

Attend a sports organisation's Coach Education course	Attend sport specific workshops*	Attend a different sports organisation's course or workshop	Attend a seminar/webinar from own or a different sport	Join a coaches' network
Attend conferences (own sport, different sport or non-sport-specific)	Join a community of practice	Attend a non-sport-specific course or workshop		Shadow an experienced coach or Coach Developer
Ask for a 'needs analysis' session with a Coach Developer	Co-deliver a session with an experienced coach or Coach Developer	Observe a Coach Developer's 'demonstration session'		Join a coach exchange programme
Arrange a peer review (within own sport or a different one)	Create one or more 'critical friend' relationships	Ask a Coach Developer to assist with reflective practice		Take part in a mentoring programme
Ask a Coach Developer to observe, review, evaluate and /or assess your coaching	Conduct own research project	Contact sport's Coach Developer about information and/or resources including access to 'experts' and linking up with researchers		

* Not all support 'bricks' are available in every sport

Wall of Support (for coaches, with direct assistance from Coach Developers) is an original concept, created by Hayley Harrison, modified for the ICDF 2022 by Hayley Harrison. Each brick in the wall depicts a way in which coaches might progress, develop and/or improve their coaching skills within their respective sports organisation with the direct assistance of a Coach Developer.

Each of the below bricks can be delivered by Coach Developers but some require more time and effort (on behalf of the Coach Developers)

than others. Those highlighted in GREEN require the Coach Developer to signpost/direct the coach towards the type of support and this takes up little Coach Developer time/effort. Those highlighted in PINK require the Coach Developer to arrange the support but it is delivered by somebody else within the organisation and the process takes relatively little amount of time/effort by the Coach Developer. Those highlighted in BLUE require the Coach Developer to facilitate access to support from different agencies/sources. This requires research and planning by the Coach Developer but

no actual delivery. Those highlighted in YELLOW require the Coach Developer to directly deliver the support and this can be time-consuming.

When planning any sport-specific 'wall of support', Coach Developer time, skills and resources (using the above colour coding as a guideline) should be considered before finalising the wall. For some small sports/federations, it is likely that the number of bricks in the wall will be fewer in number than those with greater resources (human and financial).

Attend a sports organisation's Coach Education course	Attend sport specific workshops	Attend a different sport's course or workshop	Attend a seminar/webinar from own or a different sport	Join a coaches' network
Attend conferences (own sport, different sport or non-sport-specific)	Join a community of practice	Attend a non-sport-specific course or workshop		Shadow an experienced coach or Coach Developer
Ask for a 'needs analysis' session with a Coach Developer	Co-deliver a session with an experienced coach or Coach Developer	Observe a Coach Developer's 'demonstration session'		Join a coach exchange programme
Arrange a peer review (within own sport or a different one)	Create one or more 'critical friend' relationships	Ask a Coach Developer to assist with reflective practice		Take part in a mentoring programme
Ask a Coach Developer to observe, review, evaluate and/or assess your coaching	Conduct own research project	Contact sport's Coach Developer about information and/or resources including access to 'experts' and linking up with researchers		

As a guideline, the following table is helpful in relation to the types of support best suited to novice, intermediate and high-performance/expert coaches (the list is an extension of the table shown earlier):

	NOVICE	INTERMEDIATE	EXPERT or HP
Coach Education course	YES	YES	Possibly
Non-sport-specific courses		YES	YES
Own sport workshop	YES	YES	
Workshop from a different sport		YES	
Demonstration session	YES		
Own sport shadowing opportunities (CD or peer)	YES	Possibly (if shadowing a coach in an area they wish to operate in)	
Shadowing opportunities in different sport		YES	YES
Co-delivery of coaching session	YES		
Observation and feedback by CD	YES	YES	
Coach exchange			YES
Join a community of practice (appropriate to context and level of coach)	YES	YES	YES
Peer review in own sport		YES	
Different sport peer review			YES
Conference attendance (own or other sport)		YES	Possibly, if the topics are relevant
Conference attendance (non-sport)			YES
Own sport seminar/webinar	YES	YES	
Different sport webinar/seminar		YES	YES
Access to experts			YES
CD-created network	YES	YES	YES
Information provision	YES	YES	YES
Conduct research			YES
Conduct a needs analysis with the coach	YES	YES	
Coach reviews	YES	YES	
Evaluation and assessment	YES	Possibly, if requested or as part of a course	
Reflections and action plans	YES	YES	Possibly
Critical friend provision		YES	Possibly
Mentoring provision (peer mentoring)		Possibly	
Mentoring from CD		Possibly	YES

APPENDIX C: FULL COACH DEVELOPER STANDARDS

LEARNING AND BEHAVOURAL CHANGE

Coach Developer 'minimum competence' (competence-based standards)		Accredited Coach Developer 'super-competent' (competence-based standards)		Chartered Coach Developer Expert (expertise framework)
CD Knowledge	**CD Competence**	**ACD Knowledge**	**ACD Competence**	**CCD Expertise Statements**
• Explains how to use appropriate communication methods to enhance learning • Describes how to assist individuals in goal setting and development of their action plans • Explains how to promote and develop critical thinking around coaching practice • Describes the importance of decision-making and how to support development to improve learning • Is able to compare decision-making processes through observation, analysis and evaluation skills • Describes how to analyse decision-making processes and evaluation skills • Explains the meaning of self-awareness and emotional intelligence and their importance in understanding how to support and develop coaches • Describes the professional expectations and responsibilities of being a Coach Developer, including duty of care, understanding of role boundaries and scope of practice, and appropriate representation of skills and knowledge	• Identifies immediate sporting and coaching context and needs, knowledge, skills and experience of coaches (need analysis) • Uses principles that underpin adult learning and strives to apply these in practice: o Constructs learning opportunities by building relationships and creating a positive learning climate o Describes what is meant by and the merits of a learner-centred approach and makes some attempt to differentiate o Appraises and assesses for learning and of learning o Applies tools, concepts and strategies to support coaches to reflect and be reflective in their practice • Applies a professional outlook, working within the scope of the role being fully inclusive and coach-centred • Uses questions to raise awareness, encourage thinking and promote responsibility for own learning and development	• Explains the impact of context and culture on the way they optimise coaches' learning • Describes a range of ways to analyse the needs of coaches • Identifies the factors that create positive environments and relationships • Describes learning principles and theories that underpin a learner-centred approach • Explains the importance of integrating assessment into the learning process • Describes the impact of positive feedback strategies • Describes strategies that encourage critical self-reflection, self-awareness and self-determining behaviours	• Critically evaluates the sporting and coaching contexts of coaches they are working with and adapts approach accordingly • Conducts and critiques an analysis of coaches' needs, knowledge, skills and experience • Constructs positive learning environments and develops behavioral change by building and sustaining relationships of mutual respect • Applies learning principles and employs a learner-centred approach whenever possible • Integrates learning evaluation into the learning process • Evaluates and reviews coaches' learning in a positive and constructive way • Supports and reviews coaches to reflect, become more self-aware and take responsibility for their own learning and development • Uses and evaluates tools and processes to support coaches' critical thinking and decision-making skills	*Using accepted learning theory, evaluate the development needs of coaches, implement long-term learning strategies that enable them to become independent learners* *(includes learning principles and strategies, reflection, needs assessment strategies, interpreting and challenging behaviour, own personal and professional development)*

GROUP FACILITATION

Coach Developer 'minimum competence' (competence-based standards)		Accredited Coach Developer 'super-competent' (competence-based standards)		Chartered Coach Developer Expert (expertise framework)
CD Knowledge	**CD Competence**	**ACD Knowledge**	**ACD Competence**	**CCD Expertise Statements**
• Explains how activities can meet learning outcomes and how to prepare to deliver these • Describes the qualities of a positive and supportive learning environment and how to build respectful relationships • Identifies the learning principles and ways to encourage coach interaction and participation • Explains the meaning of coach-centred strategies • Describes different ways to deliver information and ways to manage groups • Describes ways to check for learning, encourage reflection and application	• Prepares to deliver activity-based sessions to achieve learning outcomes in pursuit of coaching competences • Builds respectful relationships with each coach and creates a positive and supportive learning climate • Applies learning principles and encourages coach-to-coach interaction and learning • Describes the impact of coach-centred strategies • Focuses on delivery and group management strategies as well as appropriate and current information content • Checks for coach learning by encouraging reflection and application to their coaching practice	• Explains how to design and prepare for outcome-based sessions that promote learning through the application of adult learning principles • Describes a range of delivery strategies based on the application of adult learning principles • Explains how to structure and use questions to promote reflection and thinking • Explains how to co-facilitate a session • Explains how to build trusting and respectful relationships • Describes ways to facilitate an athlete-centred approach that meets the needs of each coach • Identifies ways to simplify and apply complex information • Describes how to observe non-judgementally • Explains ways to encourage reflection • Explains ways to integrate assessment into the learning process	• Designs, prepares and evaluates learner-centred activity-based sessions based on adult learning principles that optimise coach learning • Uses and critiques a range of delivery strategies and facilitation skills (including questioning to trigger reflection and thinking, co-facilitation) based on adult learning principles • Builds and evaluates trusting and respectful relationships with each coach • Adopts and critiques an athlete-centred approach, adapting activities and approaches to meet the unique needs of each coach • Simplifies complexity and helps coaches filter, synthesise and translate the new knowledge relevant to their coaching context • Observes without judgement, encourages reflection and reviews and evaluates coaches' behaviours and performance in learning activities • Integrates evaluation and assessment of and for learning into the learning process using a range of strategies	*Provide rationale for professional judgement and decision-making in designing and facilitating mediated learning situations (includes practical and pedagogical management strategies, design and facilitation skills, learning interventions and delivery strategies, relationship building and interpersonal skills, evaluation of and for learning)*

ON-THE-JOB COACH SUPPORT

Coach Developer 'minimum competence' (competence-based standards)		Accredited Coach Developer 'super-competent' (competence-based standards)		Chartered Coach Developer Expert (expertise framework)
CD Knowledge	**CD Competence**	**ACD Knowledge**	**ACD Competence**	**CCD Expertise Statements**
• Describes ways to build respectful relationships with coaches • Describes ways to identify the needs of coaches • Identifies different ways to support coach learning and ways to monitor their effectiveness • Explains what is required to prepare for a coach observation • Describes how to conduct objective observations of primary coaching behaviours (instruction, management, activity levels, feedback) and records evidence not opinion • Explains how to structure questions and use evidence to generate reflection, learning and action • Describes ways to provide evidence-based feedback in a positive and constructive way	• Builds respectful relationship with coach and supports them to identify needs and goals/ actions • Identifies, implements and monitors different ways to support individual coach learning • Prepares the coach, environment and themselves for observation of a coaching session • Observes the coach's practice objectively and records the primary coaching behaviours • Uses questions and observation evidence to stimulate reflection, monitor coach learning and assist action planning • Provides evidence-based constructive feedback that supports learning	• Describes a variety of ways to conduct coach needs' analyses • Describes a range of learning opportunities and coach support programmes • Explains how to help coaches synthesise and apply new information • Describes ways to monitor coach support programmes that foster independence and unmediated learning • Explains the difference between coach observations/ reviews and coach assessments • Explains what is required to prepare for coach observations, reviews and assessments • Explains the principles and requirements of assessment • Describes different types of assessment method • Explains how to plan and conduct assessments • Identifies the factors that aid and detract from objective observations • Explains how to establish a template against which to assess observational evidence • Describes ways to structure questions that generate assessment evidence and/or reflection and self-awareness • Explains how to use portfolio evidence for coach assessment • Explains how to provide evidence-based and difficult feedback • Describes how to manage conflict and disappointment • Describes ways to create and evaluate trusting mentoring relationships • Describes frameworks to structure mentoring sessions • Describes the skills required to conduct effective mentoring sessions	• Justifies the use of a variety of ways to help each coach assess their own needs, identify the best type of learning opportunity and synthesise and apply new information and ideas • Plans and critically monitors a support programme while fostering the coach's independence and encouraging unmediated learning • Prepares self and coach for observations, reviews/ assessments • Conducts systematic observations of coach's performance, records evidence and compares with best practice and/or coach's identified goal • Uses and reviews incisive questions to generate robust evidence and/ or stimulate self-awareness and deep reflection • Assesses critically coach's performance/ competence through observation and portfolio evidence • Provides and evaluates evidence-based and difficult feedback with the ability to manage conflict and disappointment • Establishes and evaluates trusting mentoring relationships/ programmes that help coaches identify and meet their development goals • Uses a framework to structure mentoring sessions and critically reviews its impact • Uses incisive questions to promote deep and critical thinking, self-awareness, reflection and decision-making and evaluates their impact • Critically assesses their ability to manage silence, listens attentively and uses strategies that demonstrate genuine interest and empathy	*Design, deliver and appraise the impact of a long-term coach development intervention, evidencing sustained behavioural change, using a variety of learning and development strategies (includes one-to-one long-term coach development strategies; observation, questioning, listening and feedback skills; assessing, reviewing and mentoring interventions in relation to long-term behavioural change; development of independent unmediated learning; developing coaches' reflective skills)*

COACH EDUCATION LEADERSHIP

Coach Developer 'minimum competence' (competence-based standards)		Accredited Coach Developer 'super-competent' (competence-based standards)		Chartered Coach Developer Expert (expertise framework)
CD Knowledge	**CD Competence**	**ACD Knowledge**	**ACD Competence**	**CCD Expertise Statements**
• Describes the culture of the organisation in which they coach • Explains what is meant by a values-based coaching and Coach Developer philosophy • Describes behaviours that encourage respect for every coach and demonstrate integrity	• Describes immediate coaching system (eg club) within which they operate and the implications for their practice • Explains the importance and impact of coach and Coach Developer philosophy based on clearly defined values • Demonstrates open, inclusive, equitable behaviours and integrity	• Describes the whole coaching system and culture within which they operate • Describes the purpose of and ways to construct a coaching/Coach Developer philosophy • Explains what is meant by a vision for coaching • Describes behaviours that encourage respect for every coach and demonstrate integrity • Describes their organisation's values, vision, strategies and decision-making processes • Explains what is meant by ethical, safe and values-based leadership	• Develops and exhibits a well-defined coaching and Coach Developer philosophy based on clearly articulated values • Describes and works towards a vision for enhancing coaching within the organisation/coaching system • Demonstrates open, inclusive, equitable behaviours and integrity • Demonstrates loyalty to the organisation by supporting organisational strategies and decisions • Impacts on the organisation's culture by modelling ethical, safe and values-based leadership	*Evaluate how your stated coach development and leadership philosophy strategically reconciles with your organisation's coaching systems (includes coaching systems, leadership approach and skills, organisational culture and change)*

PERSONAL AND PROFESSIONAL SKILL DEVELOPMENT

Coach Developer 'minimum competence' (competence-based standards)		Accredited Coach Developer 'super-competent' (competence-based standards)		Chartered Coach Developer Expert (expertise framework)
CD Knowledge	**CD Competence**	**ACD Knowledge**	**ACD Competence**	**CCD Expertise Statements**
• Describes ways to control emotions • Explains the importance of reflection in the learning process • Describes strategies for deepening reflective skills • Describes strategies for personal goal setting and action planning	• Manages self and demonstrates emotional control • Reflects on own skills and strategies following interventions with coaches • Actively seeks opportunities for personal development to promote personal learning • Seeks feedback to promote personal learning • Creates action plans to develop skills and deploy strategies for personal development	• Describes a range of reflective strategies and skills • Explains the importance of emotional intelligence and its impact on coaches • Describes the impact of mentoring on personal development • Explains how to set personal goals and development plans	• Demonstrates critical reflective skills and justifies use of selected reflective strategies • Demonstrates and evaluates ways to increase self-awareness and emotional intelligence • Determines and engages in appropriate self-review strategies to support engagement in relevant continuous personal and professional development • Seeks and engages in personal mentoring opportunities • Seeks and engages in communities of practice and other peer network opportunities and evaluates their impact on personal development • Seeks and reviews feedback, and justifies actions • Writes, monitors and evaluates personal action plans	*Critiques own performance (self and through peers), engages in a range of personal development opportunities and monitors personal development*

APPENDIX D: ICCE TRAINING PROGRAMMES

The ICCE provides a range of training programmes for all those responsible for the quality of their coaching systems:

- Those in charge of Coach Education (eg Directors of Coaching)
- Coach Developers
- Trainers of Coach Developers.

The four programmes are described on the following pages.
The chart below may help you to decide which programme might be most suitable for which person.

Who does what in a quality coaching system?

COACHES develop People	COACHES DEVELOPERS develop and support coaches	COACHES OF DEVELOPERS develop and support Coache Developers
· are not just teachers of sport skills · also develop athletes' socially, emotionally and physically · can contribute to the health and well-being of people and communities	· formally through coach education workshops, clinics and master classes · informally through field support such as mentoring, observation/ review, apprenticeships	· formally by providing Coach Developer training · informally through ongoing support and professional development · by providing leadership for the coaching system
Quality coaches: · coach the person rather than the sport · adopt an athlete- centred but coach-driven approach · focus on values and respect · are concerned for the holistic development oa all their athletes	Coach Developers: · have significant experience as a coach or as an expert working in the field (eg sports nutrition, strength and conditioning) in the context in which they will operate · help coaches develop their knowledge, skills and behaviours in order to become an even better coach · have received some form of initial training or equivalent (eg through an apprenticeship) about how best to help coaches learn	Trainers of Coach Developers have: · a wealth of knowledge, skills, experience and expertise as a Coach Developer · recruit, train and support Coach Developers (rather than coaches) to develop their knowledge, skills and behaviours · have leadership skills and the knowledge and expertise in and of systems development, innovative practice and strategy development · have the skills to design and monitor training programmes

International Coach Developer Programme:

Building your Coach Developer Workforce

Delivering Quality Coach Education

This workshop explains the importance of Coach Developers in helping coaches enhance their coaching skills and behaviours to benefit sports participants of all ages, motivations and abilities. It identifies the steps to take to build your coaching system by establishing a highly evolved coaching development workforce.

Who is it for?

- Senior management and technical leaders of organisations that employ or educate coaches.

What are the key benefits?

- Describe what a quality coaching system looks like for your organisation
- Explore the importance of quality Coach Developers in building your coaching system
- Identify the range of ways Coach Developers might be employed /deployed in your organisation
- Determine what steps to take to build your own Coach Developer workforce

What topics are included?

- Quality coaching, coach education and support systems
- Recruitment, **Training and Support** of your Coach Developers
- Coach Developer Pathway and Coach Developer Standards

What will it help people to do?

- Identify the steps needed to build an effective Coach Developer workforce
- Audit what you have and what you need
- Determine the actions you need to take
- Develop your international network of sports organisations and Coach Developers.

What is the format?

Although the delivery (time, remote or face to face) can be adapted to meet the unique needs of the group, the programme is normally a 1-2 day workshop, supported by the booklet 'Building your Coach Developer Workforce.

Who will lead the programme?

Qualified and experienced Trainers of Coach Developers and/or Leaders of Coaching Systems

How can I find out more?

Contact Karen at K.Livingstone@icce.ws or Penny Crisfield at P.Crisfield@icce.ws

International Coach Developer Programme:

Enhancing Your Facilitation Skills (for Coach Developers)

Delivering Quality Coach Education

The Coach Developer needs a range of knowledge and skills to provide quality coach education courses. This programme will help Coach Developers acquire the facilitation skills and strategies to accelerate coaches' learning, focusing on learner-centred teaching methods that create a thirst for knowledge and self-aware, independent coach learners. A second ICCE workshop on 'Providing Coach Support' complements this one by addressing ways to help coaches apply their learning from formal coach education programmes and more generally provide on-the-job support.

Who is it for?
- Anyone working with coaches in clubs, sports, coaching or higher education institutions who want to improve their facilitation skills and become more effective in helping coaches learn
- Experienced coaches with the desire to become Coach Developers delivering coach education workshops

What are the key benefits?
- Enhance your knowledge and skills as a Coach Developer in line with the ICCE standards
- Learn what works, how to prepare and how to react and succeed in challenging situations.
- Extensive on-line and print resources
- Develop your international network of expert Coach Developers

What topics are included?
- Establishing the learning climate
- Learning principles and learner-centred delivery strategies
- Designing, delivering and reviewing learning activities
- Listening and questioning skills

- Developing self-reflection skills
- Review and feedback
- Micro-teaching and coaching
- Checking for learning

What will it help people to do?
- Prepare, deliver and review activity-based sessions to achieve learning outcomes
- Build respectful relationships and create a positive and supportive learning climate
- Apply learning principles and encourage coach to coach interaction and learning
- Explain the merits of coach-centred strategies and apply these wherever possible
- Focus on delivery and group management strategies as well as appropriate and current information content
- Check and assess coach learning by encouraging reflection and application to their coaching practice.

What is the format?

Although the delivery (time, remote or face to face) can be adapted to meet the unique needs of the group, the programme is normally a combination of:
- pre-workshop on-line e-modules (nominally 4 x 3 hour modules)
- interactive learner-centred face-to-face workshop (3-day)
- post-workshop support (remote or face-to-face).

Who will lead the programme?

Qualified and experienced Trainers of Coach Developers

How can I find out more?

Contact Karen at K.Livingstone@icce.ws or Penny Crisfield at P.Crisfield@icce.ws

International Coach Developer Programme:
Providing Coach Support (for Coach Developers)

Delivering Quality Coach Support
The Coach Developer needs a range of knowledge and skills to provide quality support for coaches, ideally in their own coaching context. This programme complements another ICCE programme 'Enhancing your facilitation Skills' and will help Coach Developers acquire the skills and strategies to support the application of learning following formal workshops, observe and review coaches' performance in the field, assess coaches and give feedback, and provide individual mentoring support. All these will accelerate coaches' learning, by focusing on learner-centred strategies that create a thirst for knowledge and self-aware, independent coach learners.

Who is it for?
- Anyone working with coaches in clubs or in sports, coaching or higher education institutions who want to improve their skills and strategies in supporting coaches and accelerating their learning.
- Experienced coaches with the desire to become Coach Developers working one-to-one with coaches to help them develop their coaching skills.

What are the key benefits?
- Enhance your knowledge and skills as a Coach Developer in line with the ICCE standards
- Learn what works, how to prepare and how to react and succeed in challenging situations.
- Extensive on-line and print resources.
- Develop your international network of expert Coach Developers

What topics are included?
- Establishing the relationship
- Coach observation, evidence recording
- and review in the field
- Field assessment practice
- Listening and rapport skills
- Questioning skills to promote reflection

- Developing reflective skills
- Mentoring skills
- Creating communities of practice

What will it help people to do?
- Build respectful relationship with a coach and support him/her to identify needs and goals/actions
- Identify, implement and monitor different ways to support individual coach learning
- Prepare the coach, environment and themselves for observation of a coaching session
- Observe the coach's practice objectively and record primary coaching behaviours for review or assessment
- Use questions and observation evidence to stimulate reflection, monitor coach learning and assist action planning
- Provide evidence-based constructive feedback that supports learning and assessment
- Provide support through mentoring.

What is the format?
Although the delivery (time, remote or face to face) can be adapted to meet the unique needs of the group, the programme is normally a combination of:
- pre-workshop on-line e-modules (nominally 4 x 3 hour modules
- interactive learner-centred face-to-face workshop (3-day)
- post-workshop support (remote or face-to-face).

Who will lead the programme?
Qualified and experienced Trainers of Coach Developers

How can if find out more?
Contact Karen at K.Livingstone@icce.ws or Penny Crisfield at P.Crisfield@icce.ws

International Coach Developer Programme:

Workshop for Leaders of Coach Education Systems and Trainers of Coach Developers

Delivering Quality Coach Education

If you committed to providing quality coaching at every level of participation and performance, you need exceptional leaders, a comprehensive coaching system, an excellent Coach Developer workforce and Trainers of Coach Developers. Trainers of Coach Developers are key to a quality coaching system. They carry out one or more of the following roles:

- They provide leadership for your coaching system sometimes in conjunction with a Coach Education Manager
- They design and lead formal Coach Developer programmes
- They select and train Coach Developers
- They provide informal ongoing support and professional development.

Who is it for?

The 3-day programme is for leaders of coach education system, anyone involved in training other Coach Developers or a Coach Developer looking to step up to a senior leadership role.

What are the key benefits?

- Develop the skills needed to lead a world-class coach education programmes
- Support your Coach Developers to become even more effective and so impact on the quality of your coaching workforce
- Expand your global network of coach education leaders.

What topics are included?

- Leadership, values and coaching systems
- Creating, planning and preparation
- Learner-centred facilitation
- Supporting Coach Developers' practice

What will it help people to do?

- Review their own coaching systems and Coach Developer provision
- Design and deliver learner-centred programmes and activities
- Develop their learner-centred facilitation and Coach Developer support skills
- Identify areas for development for themselves, their Coach Developers and their coaching systems

What is the format?

Although the delivery (time, remote or face to face) can be adapted to meet the unique needs of the group, the programme is normally a combination of:

- pre-workshop reading/e-modules/preparation
- a 3-day interactive and challenging workshop with opportunities to lead activities, conduct peer reviews, complete reflection tasks and action plan
- post-workshop communities of practice and portfolio tasks for those seeking ongoing professional development and assessment against ICCE Standards for Trainer of Coach Developers

Who will lead the programme?

The programme will be delivered by ICCE Master Trainers Hayley Harrison and Penny Crisfield

How can I find out more?

Contact Karen at K.Livingstone@icce.ws, Penny Crisfield at P.Crisfield@icce.ws, Hayley Harrison HHarrison@sportireland.ie or Axhar Yosof azhar_yusof@sport.gov.sg.

APPENDIX E: GLOSSARY OF TERMS

Accredited Coach Developer describes those who have undergone facilitation and/or one-to-one support training and certification (or gained that competence in a different way such as through some form of apprenticeship). They have gained experience in the field where they have applied and developed their skills and demonstrated the underpinning competences at this level. They operate regularly in both a formal and/or informal context. Often, they take a lead role but typically operate in a vocational and part-time capacity.

Active learning refers to any learning activity in which the learner is actively engaged in the learning process rather than being a passive listener. Examples of active learning include small group work, role play, micro-teaching, and problem-solving tasks. Active learning strategies have been shown to result in better academic outcomes and increased motivation, and to improve critical thinking, analysis, problem-solving and social skills.

Apprenticeship is normally a paid job with a focus on the employee (eg a coach) learning job-related skills and gaining valuable work experience. Normally, around 20% of the time is spent on completing classroom-based learning within some form of further higher education institution. It often results in some recognised qualification. In Coach Developer work, however, it might be a less formal relationship, more like a one-to-one trainer/Coach Developer relationship (eg co-delivery of a coach education course or shadowing a more experienced Coach Developer conducting a coach observation and review).

Athlete-centred approach focuses on the identification of each athlete's needs and the achievement of the athlete's goals. It creates a positive learning environment and prioritises the holistic development of each individual, and is necessary if you are to develop independent athletes.

Assessment is the practice of identifying where someone is along their learning and development journey, while contributing to and positively influencing their learning.

Assessment *as* learning describes practices where assessment activities are learning activities (ie teaching, learning and assessment are fully integrated with, and not adjunct to, each other). Assessment, therefore, is a learning experience in and of itself.

Assessment *for* learning is a concept which places emphasis on what can be learned through, and from, the assessment process, usually in preparation for a summative assessment opportunity (above).

Assessment *of* learning describes assessment activities that take place after a period of teaching and learning.

Behavioural learning theories advocated by Skinner (1968) assert that all behaviours are learned through conditioning, reinforcement, repetition, reward and punishment; it focuses on external observable behaviours. Understanding these theories may help Coach Developers to reinforce safety protocols (eg in micro-coaching sessions) and in using group management techniques.

Blended learning programmes include both online and face-to-face components, enabling learners to learn independently in their own time frame via digital technology as well as gain the benefits of mediated learning in the classroom.

Chartered Coach Developer describes those who have progressed in the field to the expert level and are usually working in a full-time professional capacity. They have exceptional practical skills in facilitating, analysing, synthesising and assessing coach learning and, in addition, have undertaken some academic study (or the equivalent). They have specialist knowledge and expertise in operating with different populations, stages, environments and specialisms, becoming an expert in one or more aspects of their work with coaches. They contribute either directly or indirectly to their organisation's coaching system and to the professionalisation of Coach Developers and coaches.

Coach education (coach ed) refers to learning through a formal and structured curriculum, often leading to some form of approved qualification that signifies a level of competence and capability.

Coach Education Leadership describes the way Coach Developers contribute to the coaching system at a local, regional or national level. It forms one of the blocks of standards for Coach Developers.

Coach Developer (CD) helps coaches to improve their coaching skills and knowledge and to enhance their coaching performance. They help coaches to learn, to apply their learning to their own coaching practice and to become an effective and quality coach. It is a broad role that might include facilitating the learning of a group of coaches (eg in a coach education workshop or coaching clinic), and supporting coaches, often individually, in a less formal context (eg through mentoring, observing coaches' practice in the field, conducting an assessment). Effective Coach Developers have undergone some training (or the equivalent such as an apprenticeship) and operate in a way that increases coaches' self-awareness and encourages them to take responsibility for their own ongoing development to become even better coaches.

Coach Developer Framework is a reference document for countries and federations that have, or are putting together a coach development system. It reinforces the importance of how, when and where coaches learn. The first version was published in 2014 and this revised version was published in 2023.

Coach Developer Level describes someone at the initial stage of their Coach Developer journey or someone working informally and/or infrequently to help coaches develop their skills (eg as a more experienced coach in a club or a subject-matter expert helping a coach apply sport science principles). A Coach Developer normally contributes to (rather than leads) the delivery of coach education courses, often team teaching with an Accredited Coach Developer. They may also provide on-the-job, one-to-one coach support if they have specific expertise (eg a retired, highly experienced high-performance coach might support a newly appointed high-performance coach). There is a set of standards to which they can aspire.

Coach development is a broad term that describes all forms of learning, including those that lie outside the formal learning environment. It includes the informal and non-formal learning opportunities gained, for example, through on-the-job learning (eg through apprenticeships), peer-to-peer interaction, mentoring, guided reflective practice and professional development workshops, as well as formal learning (eg coach education workshops).

Coach Developer Standards are a set of quality expectations established by the ICCE as a guideline for Higher Education (HE) institutions, sport organisations and individual Coach Developers to support the ongoing pursuit of Coach Developers' expertise.

Coach evaluator is a term used by some organisations (eg Coaching Association of Canada) to describe those whose role is to assess coaches; it is one aspect of the broader term Coach Developer used in this framework.

Coach support in the field refers to the very broad range of ways in which Coach Developers might support and guide the learning of individual coaches on-the-job, often individually and in less formal situations (eg coaching session observation and review, mentoring, establishing a community of practice).

Coaching practicum is a work placement or internship that provides a supervised opportunity to apply theory from a course in the practical coaching environment. It

is often unpaid but a very valuable coaching experience. The term is often used in higher education institutions to refer to a required, specific, supervised period of practical experience, often requiring some form of reflective portfolio.

Coaching system refers to 'the structures and delivery mechanism in any given sport or nation to support coaches and the development of coaching' (ICCE, 2013, p53).

Cognitive learning theories arose from Piaget's work (1972) and focus on internal mental processes such as attention, perception, thinking, interpreting, categorising, forming generalisations, memory and decision-making; they help to explain how people process information, how they think, interpret and gain knowledge building on existing knowledge. Understanding these theories will help Coach Developers when creating situations that require evaluation, decision-making, problem-solving and creative thinking.

Community of practice is a type of social learning space where a group of people, who share a common concern, a set of problems, or an interest in a topic, come together over a period of time to fulfil both individual and group goals. They focus on sharing best practices and creating new knowledge to advance a domain of professional practice. They may be face-to-face or web-based and participants are expected to contribute to the leadership of the group.

Constructivist theories arose out of Vygotsky's work (1962) which equates learning with creating meaning from experience so that learners 'construct' their model based on their own experience and prior knowledge. It involves active engagement (talking, writing, interacting, problem-solving, critical thinking) and explains how learners create systems to make sense of their world and their experiences. Techniques such as scaffolding learning and setting tasks with an appropriate level of challenge may be better understood from a constructivist perspective.

Continuing Professional Development (CPD) describes the learning activities in which professionals engage in order to develop and enhance their abilities. It is a commitment to ongoing lifelong learning.

Declarative knowledge refers to awareness and understanding of facts and information; knowing something in contrast to knowing how to do something. You are consciously aware of your understanding of declarative information.

Effective coaching refers to coaching that achieves its desired outcomes.

Expert coaching refers to coaches who have attained a level of expertise characterised in a similar way to experts in other professions by qualities and skills such as innovative problem-solving. Such coaches demonstrate 'consistently outstanding performance, extensive knowledge, a commitment to learning and synthesising new knowledge and a greater variety of strategies for the same task' (European Sport Coaching Framework, ICCE, 2022, p35).

Facilitation differs from presentation or instruction (characterised by a one-way delivery of content) as it involves participants in their own learning using questions, discussions and activities.

Flipped curriculum consists of learners who engage in some independent preparatory work (eg reading an article, watching a presentation, completing an e-module) before coming together to a face-to-face session where the emphasis is on using and applying this content (ie the time together is reserved for activities that require being together). This is the reverse of a traditional approach where teachers give a lecture, share some content knowledge or provide some concepts and then give learners some form of 'homework' based on it. The advantages of the flipped approach are that learners can work on new content at their own pace and time can then be used face-to-face to check for understanding and to focus on application.

Formal learning refers to the learning that takes place as part of an education system, follows a curriculum, usually resulting in a qualification, and where learners engage in it intentionally (eg coach education programmes run by sports federations, coaching degree programmes run by universities).

GRIP is an acronym used to describe a process for reviewing a performance; it stands for Goal (check the intended goal), Reflect (ask questions to encourage reflection), Input (provide additional information as necessary) and Plan (assist the learner to action plan).

Group facilitation identifies the unique knowledge, skills and qualities required to facilitate and accelerate the learning of a group of coaches in a relatively formal and structured environment.

Higher Education Institution (HEI) is a term predominantly used in Europe to designate organisations providing post-secondary, tertiary and/or third-level education. They include traditional universities and colleges that award academic degrees or professional certification.

ICCE (International Council for Coaching Excellence) is a not-for-profit, global organisation with the mission of leading and developing sport coaching globally. ICCE members seek to enhance the quality of coaching at every level of sport. The ICCE believes that international collaboration and exchange can accelerate positive change in the realm of coaching development, and help coaches provide athletes around the world with the opportunity to achieve their goals.

Informal learning takes place outside educational systems and arises often unintentionally, with no particular learning purpose in mind, as part of daily life (eg through conversation with another coach, reading an article, watching a video). It is learning driven by the learner for his/her own purpose.

International Sport Federations (IFs) are responsible for the integrity of their sport on the international level. International Sports Federations are international non-governmental organisations recognised by the International Olympic Committee (IOC) as administering one or more sports at world level.

Internship is similar to a practicum or work placement, providing a period of work experience offered by an organisation for a limited period of time. A term once confined to medical graduates, it is now more often used to enable graduates to gain the relevant practical experience and skills to enter a professional career. It may be paid or unpaid.

Learner-centred teaching (LCT) refers to an approach which pays careful attention to the knowledge, skills, attitudes and beliefs that learners bring, recognising the importance of building on their conceptual and cultural knowledge. It places the learner at the centre of education and monitors learners' progress towards the learning objectives. This approach strives to be individualistic, flexible, competency-based, varied in methodology and not always constrained by time or place.

Learning and Behavioural Change is one block of the Coach Developer Standards. It refers to the current knowledge and thinking on how coaches learn. It is the foundation upon which all work by Coach Developers with coaches should be based.

Learner-centred approach is where there is a focus on the uniqueness of each individual learner coach, building on the coaches' prior knowledge, skills and experience, creating positive learning environments and relationships where everyone is respected and valued, and engaging coaches in the process of learning and encouraging them to take responsibility for their own learning. Learner-centredness is perhaps best considered along a continuum and so is about constantly striving to be more learner-centred.

Learning facilitator is a term used by some organisations (eg Coaching Association of Canada) to describe those whose role it is to facilitate coach education workshops; it is one aspect of the broader role of Coach Developer defined in this framework.

Metacognitive skills (ie knowing your own cognitive processes, the ability to think about your own thinking) can include self-regulation (goal setting and goal orientation), self-directedness and self-monitoring/self-evaluation.

Mentee refers to the recipient of a mentoring relationship, such as a coach being mentored by a Coach Developer.

Mentor refers to the person providing the mentoring relationship, for example a Coach Developer would be the mentor in a Coach Developer and coach mentorship programme.

Mentoring is a reciprocal and collaborative relationship for the purpose of the mentee's growth, learning and development. It can be formal or informal, of long or short duration, but should be mentee-centred.

Mentorship refers to the relationship between a mentor and a mentee. 'Mentoring is a learning relationship, involving the sharing of skills, knowledge, and expertise between a mentor and mentee through developmental conversations, experience sharing and role modelling' (European Mentoring and Coaching Council).

Micro-coaching or teaching involves delivering a short session, usually to a peer group; it endeavours to offer a safe place to practise skills, encourage individual and group reflection, and gain feedback.

National Qualification Frameworks exist in many countries (eg in Europe, South Africa) to provide a coherent national structure to integrate and coordinate education and training through the provision of a set of common standards across various professions and industries.

Non-formal learning takes place within some organisational framework but without a formal curriculum or accreditation process. It is once again intentional and often addresses the mastery of a particular skill or area of knowledge (eg coaching clinic, conference, master class, mentoring).

Olympic Solidarity refers to the organisation within the International Olympic Committee that provides assistance to all National Olympic Committees (NOCs) for development programmes.

Personal and Professional Skill and Development is one block of the Coach Developer Standards. It includes the way Coach Developers act as a role model to coaches, operate as self-reflective practitioners, engage in ongoing professional development, and adapt the way they work to the unique environment of the coach/organisation.

Procedural knowledge is knowing how to do something. It can involve knowledge about steps in a process (eg how to provide an effective demonstration) and can focus on following sequential actions to meet a goal.

Programme evaluation is 'the systematic and objective assessment of an ongoing or completed project, program, or policy, its design and implementation with the aim to determine the relevance and fulfillment of objectives, effectiveness, efficiency, impact, and/or sustainability' (Britton & Serrat, 2013).

Programme monitoring is 'the systematic and continuous assessment of progress of a piece of work over time which checks that things are going according to plan and enables positive adjustments to be made' (Britton & Serrat, 2013).

Programme orientation or induction refers to training that focuses on the exact content of a programme with guidance on its specific delivery.

Quality coaching focuses on values-based coaching and on an athlete-centred approach.

Reflecting-in-action is to reflect on behaviour as it happens; it is thinking on your feet. You think about what you are doing as you do it and consider what impact it is having, particularly on others. This allows you to monitor what is happening in real time and to make adjustments as you go along.

Reflecting-on-action is reflecting after the event, to review, analyse and evaluate what happened, what worked and what did not work. It involves taking time to reflect on the whole event, the actions you took and their effectiveness. It helps you to be more effective in the future.

Self-reflection is the activity of thinking about your own feelings, thoughts and behaviour, and the reasons that may lie behind them. It involves an in-depth awareness of the cognitive, emotional and behavioural aspects that impact on what you are doing and how you are doing it. It enables people to become more self-aware of their own behaviours and the impact on others.

Social learning theories build on Bandura's work (1977) which purport that people can learn new information and behaviours by watching other people, hence claiming that observation, modelling, self-efficacy and determinism are important parts of the learning process. Social learning theories help Coach Developers recognise the importance of social interaction in the learning process and the need for collaborative and peer learning opportunities in face-to-face and web-based learning environments.

Sport federations organise and promote their sport at either the national (eg French Volleyball Association) or international level (eg Federation of International Volleyball).

Trainer of Coach Developers are those with a wealth of knowledge, skills, experience and expertise as a Coach Developer across multiple populations, stages, environments and specialisms. In this role, they use their skills in a different context to recruit, train and support Coach Developers (rather than coaches) to develop their skills, knowledge and behaviours. They will also have knowledge and expertise in and of systems development, innovative practices and strategy development. Often, Trainers of Coach Developers operate across sports or in multi-sport settings and so must be able to transfer their skills, draw meaningful examples and create valid activities for Coach Developers from different sports.

WADA (World-Anti-Doping Agency) is a foundation initiated by the International Olympic Committee to promote, coordinate and monitor the fight against drugs in sport. The agency's key activities include scientific research, education, the development of anti-doping capacities and monitoring of the World Anti-Doping Code.

Work placement is a term like a practicum or internship, often forming part of a course of study and so enables students to apply their theoretic knowledge and gain some practical experience. May be paid or unpaid.

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Photo: NCDA/Nippon Sport Science University

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