

The development of sport coaching as a profession: challenges and future directions in a global context

Pat Duffy, Hazel Hartley
Leeds Metropolitan University

John Bales, Coaches Association of Canada

Miguel Crespo, International Tennis Federation



Presentation outline

1. Sport coaching context
2. What is a profession?
3. Implications for sport coaching
4. Key concepts
5. Towards a professional framework

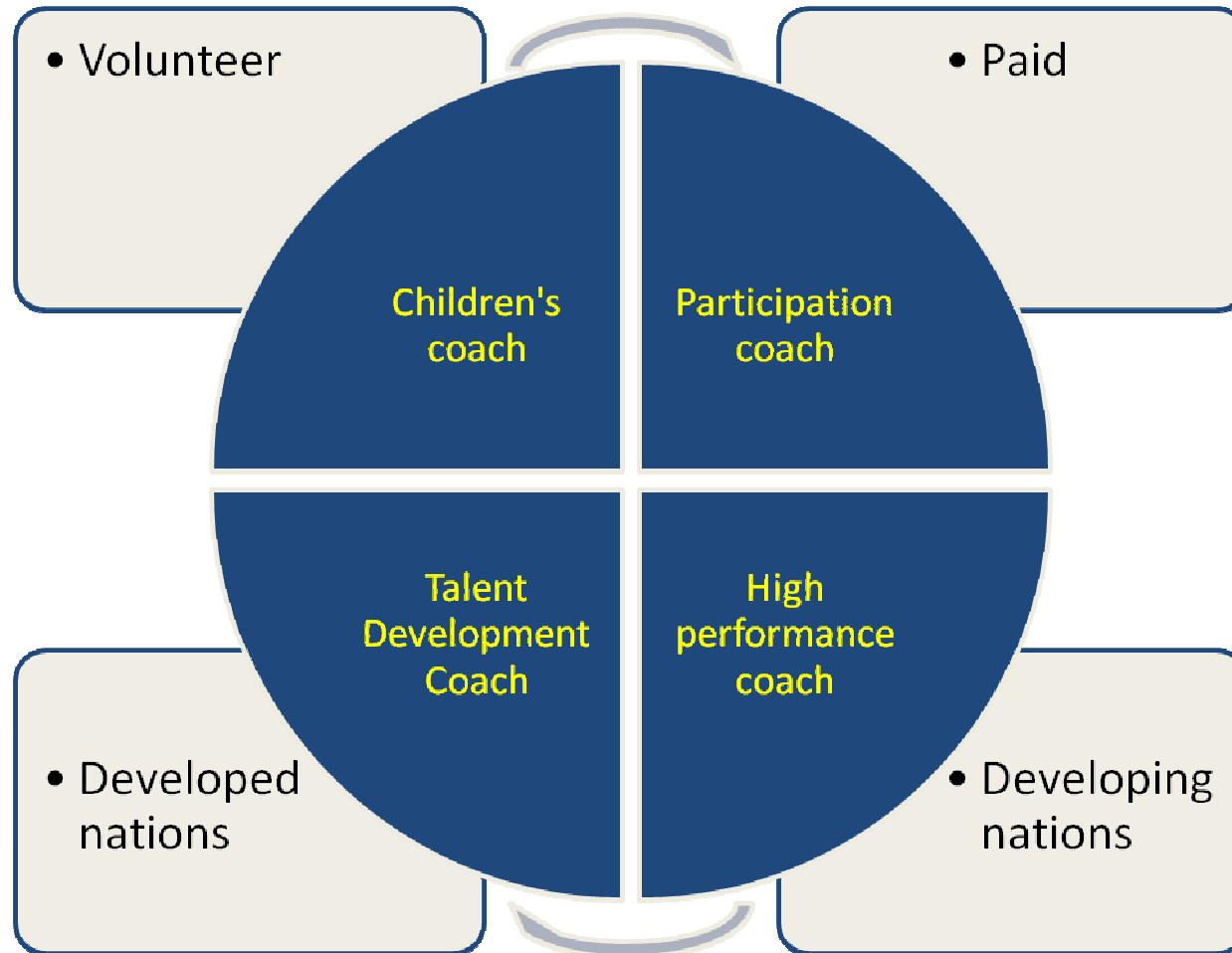
1. Sport coaching context



Historical context

- Varied pace across nations and federations
- National level initiatives in coach education and accreditation (e.g. Canada; Australia; UK)
- Eastern European engagement of professional coaches
- European Community and the free movement of labour
- Formation of International Council for Coach Education
- Core role of federations

Global context



European Coaching Council

- EU 5-level structure for the recognition of coaching competence and qualifications (1999)
- Review – and development of European Framework for the Recognition of Coaching Competence and Qualifications (2005-2007)
- *Rio Maior Convention* (2007)

International Council for Coach Education

- Formed in 1997
- *Maggingen declaration (2000)*
- *Building the community of coaches across the globe: strategy document*
- Revised mission and purpose

ICCE Mission and vision

(to be re-named the International Council for Sport Coaching in 2011)

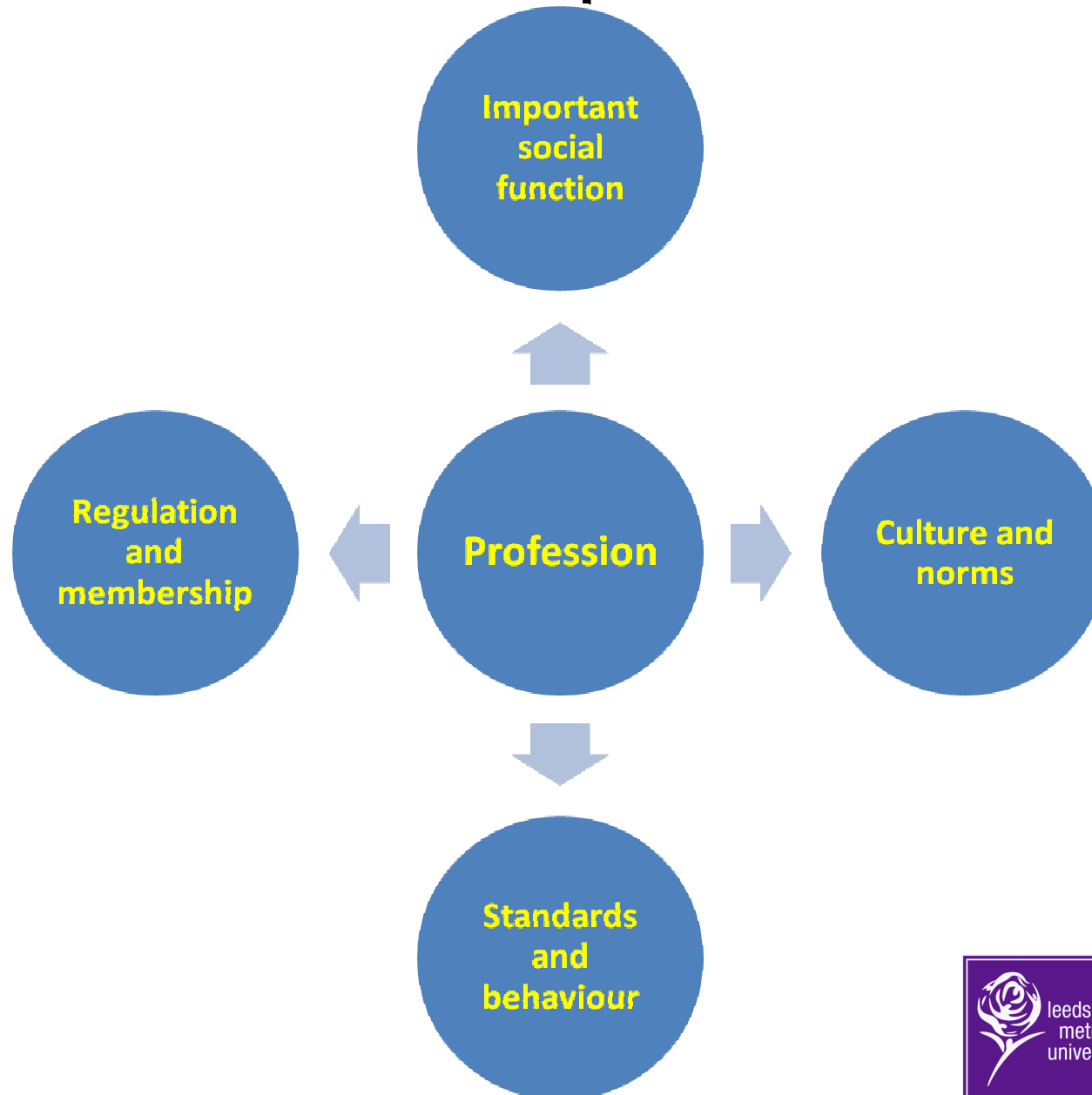
Mission:

To lead and support the global development of coaching as a profession and to enhance the quality of coaching at every level in sport, guided by the needs of members, federations, nations and key partners.

Vision:

A global community of coaching, where coaching is recognised as a profession and where skilled, qualified coaches are available to children, players, athletes and adult participants in line with their needs and stage of development

2. What is a profession?



Important social function

- Crucial social function, to do something special for society (Lindop 1982; Sockett 1985), essential public service, often personal and confidential (Larson 1977; Smith and Westerbeek 2004:39; Marcotte and Larouche 1991:2-3; Barker 2010)
- Expertise, specialised knowledge, intellectual and skills training (Millerson 1964; Perkin 1985; Hoyle 1985; Warrior 2002)
- Full-time employment, remuneration (Sockett 1985; Warrior 2002:58)

Culture and norms

- ‘A common professional culture of norms, symbols and language’ (Hall 1969, cited Hylton, 2010:10)
- Learned behaviour related to an understanding and critical application of legal and ethics duties, usually drawing on virtue ethics and deontology. This is more than just having a written code of conduct (Millerson 1964; Wilensky 1964; Larson 1977; Smith and Westerbeek 2004; Hartley and Robinson 2006; Hartley 2009; Hardman 2010)

Standards and behaviour

- Protect public policy standards; testing of competence, that are set by the professional association (Millerson 1964; Perkin 1985; Marcotte and Larouche 1991; Warrior 2002; Williams 1998)
- Dignified occupation, altruistic, committed, responsible, with shared values, philosophy (Millerson 1964; Perkin 1985; Hoyle 1985; Marcotte and Larouche 1991; Warrior 2002; Smith and Westerbeek 2004)
- ‘commitment forms the basis of a social contract between a profession and society’ Cruess et al (2004:75, cited Hylton 2010:10)

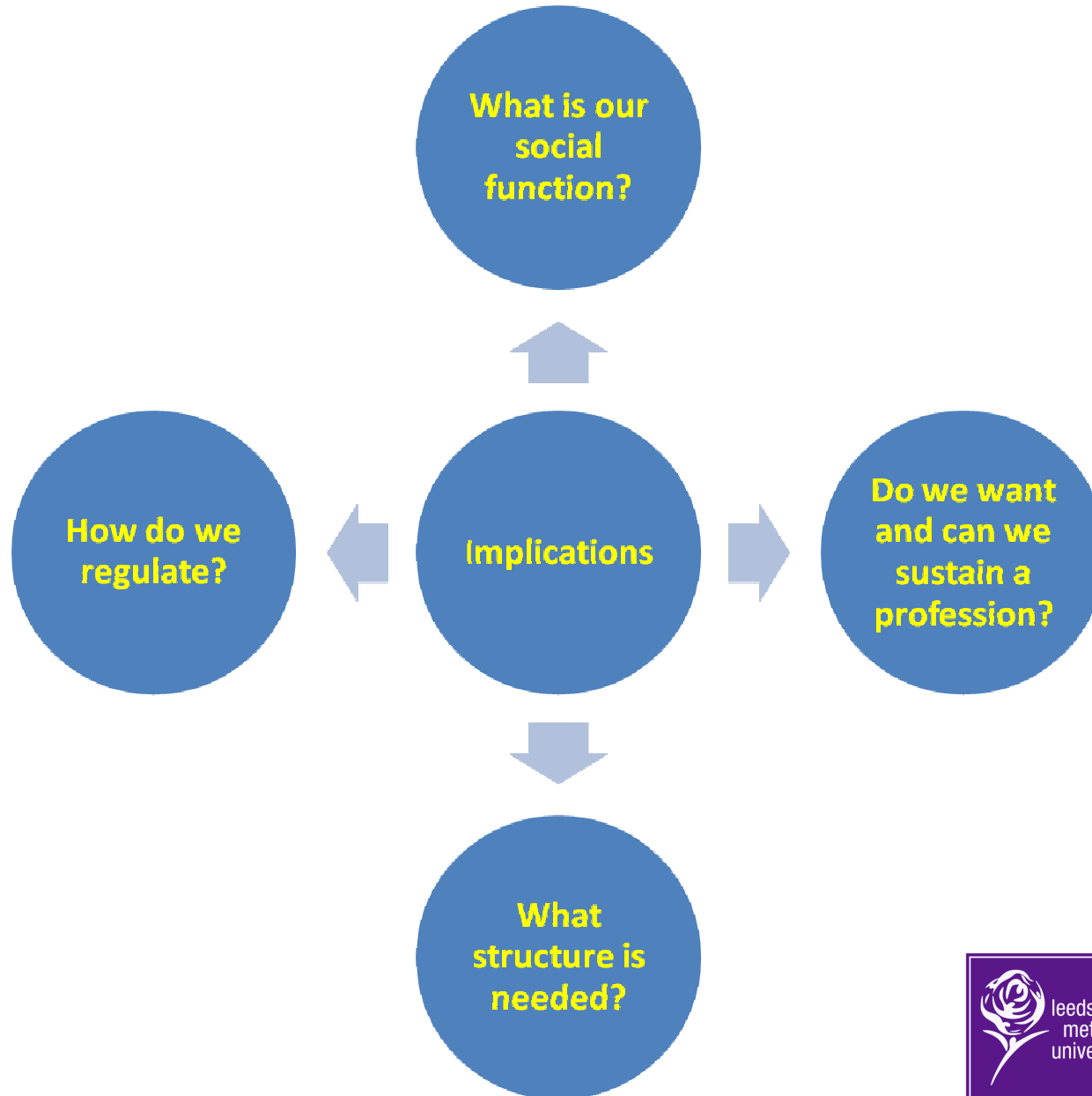
Expertise alone is not enough....

- ‘The notion of professional as possessor of expertise deals only with technique or means and is not tied to proper ends, among which is the client’s good...’ (McNamee, 1998:149)
- ‘....emphasis on coaches becoming aware of understanding the implications of their **duty of care** and the nature of the trust and power relationship between the performer and the coach.’ (Telfer, 2010:209)

Regulation and membership

- Exclusive, privileged, legally recognised and possible chartered institute, with access limited by restrictive professional association, resources and advice to members on for example, legal advice and protection, and has the power to suspend and expel (Millerson 1964; Lindop 1982; Perkin 1985; Sockett 1985; Marcotte and Larouche 1991; Warrior 2002; Barker 2010)
- Warning! Lacking in access and diversity or equality see research critiques or professions (Sommerlad 2003,2009; Edwards 2006)

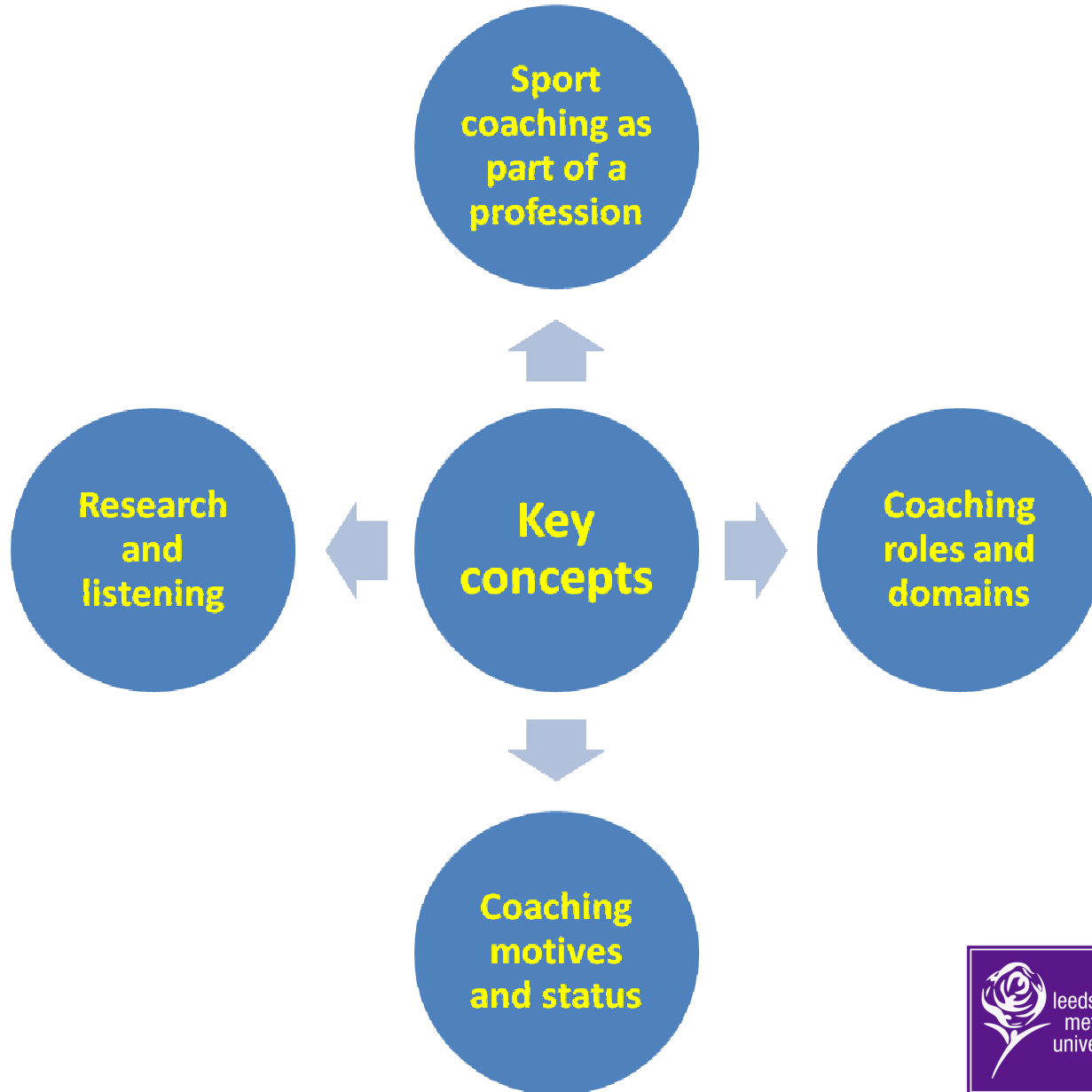
3. Implications for sport coaching



What is our social function?

- Is sport coaching an important social function and does it reside in and interact with a wider sport and physical activity profession?
- Is there a sustainable threshold and proportion of 'professional sports coaches'?
- Are we trying to homogenise a disparate range of groups? (Taylor and Garrett, 2010)
- Is it appropriate to treat full-time paid; part-time paid and volunteer coaches in the same category?

4. Key concepts



Sport coaching as part of a wider profession



Core concepts (1)

The guided improvement of participants in a single sport and at identifiable stages of participant development

(European Coaching Council, 2007)

Core concepts (2)

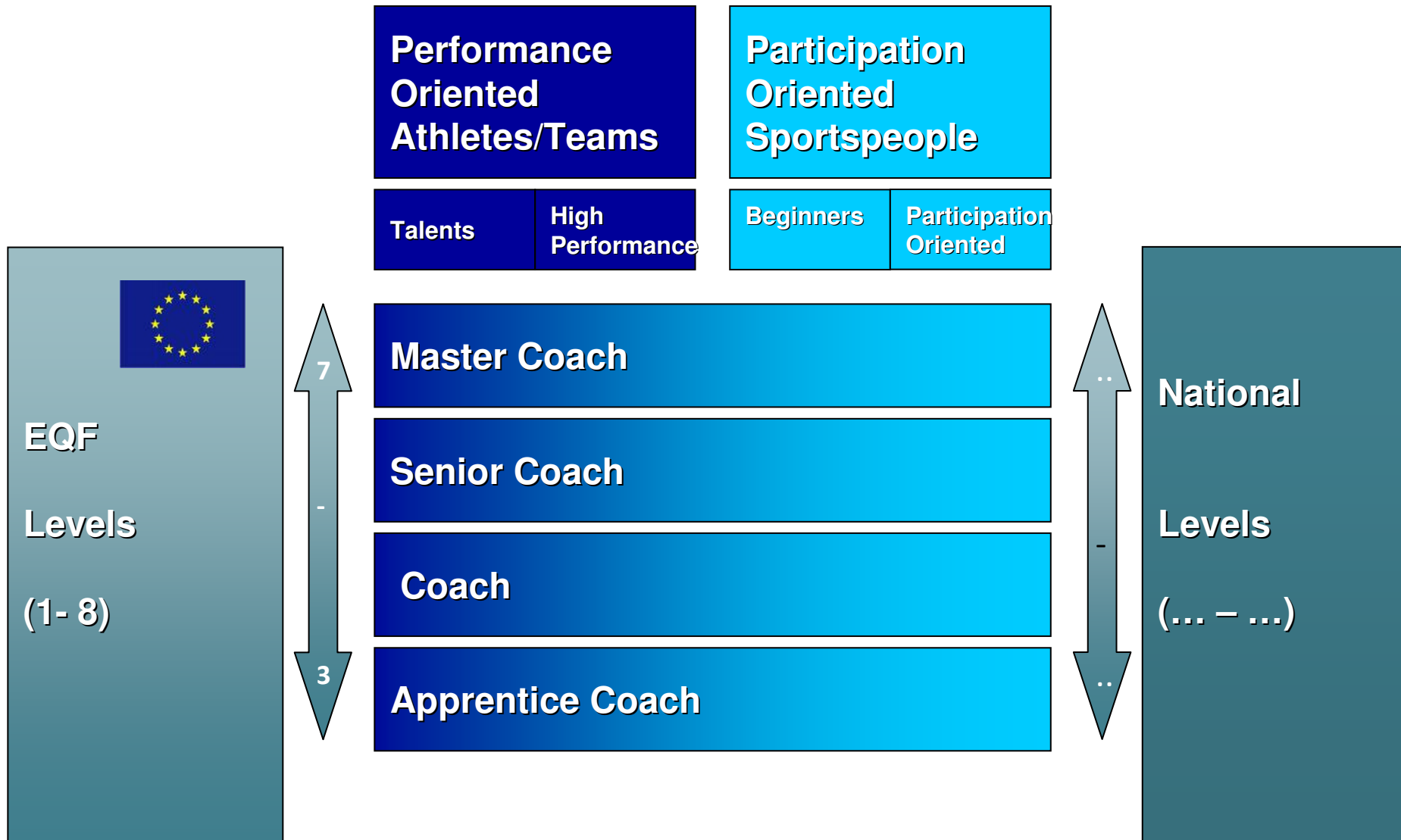
Sector: Sport and physical activity

Professional area: Sport Coaching delivered in sport specific contexts

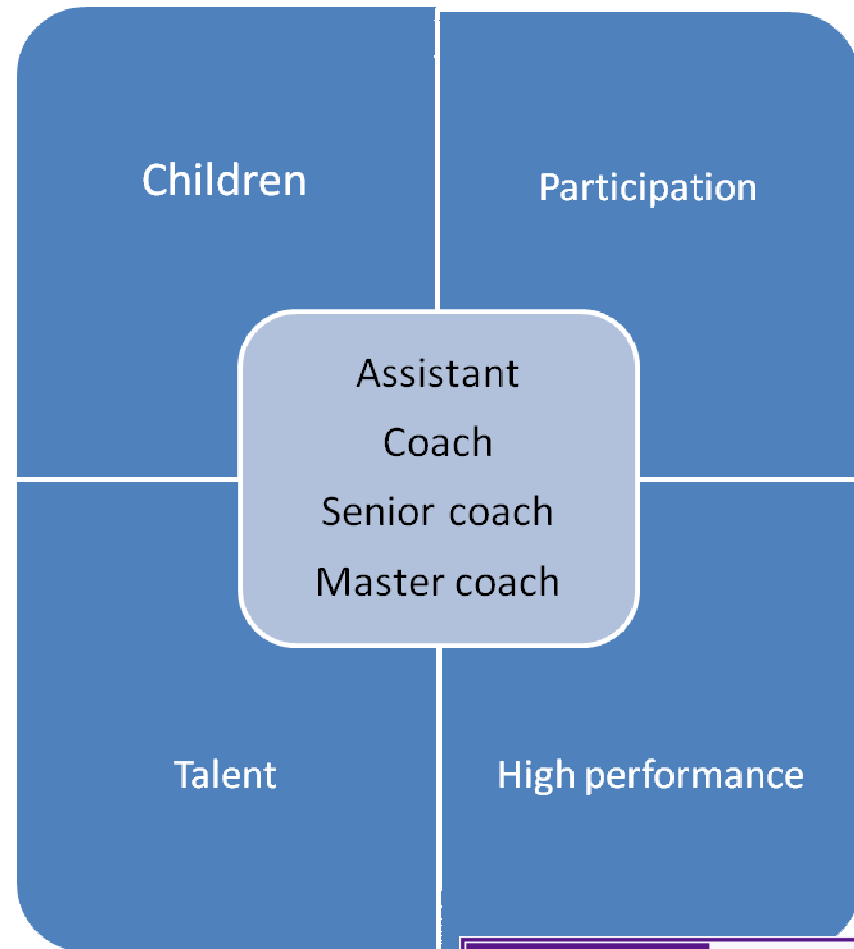
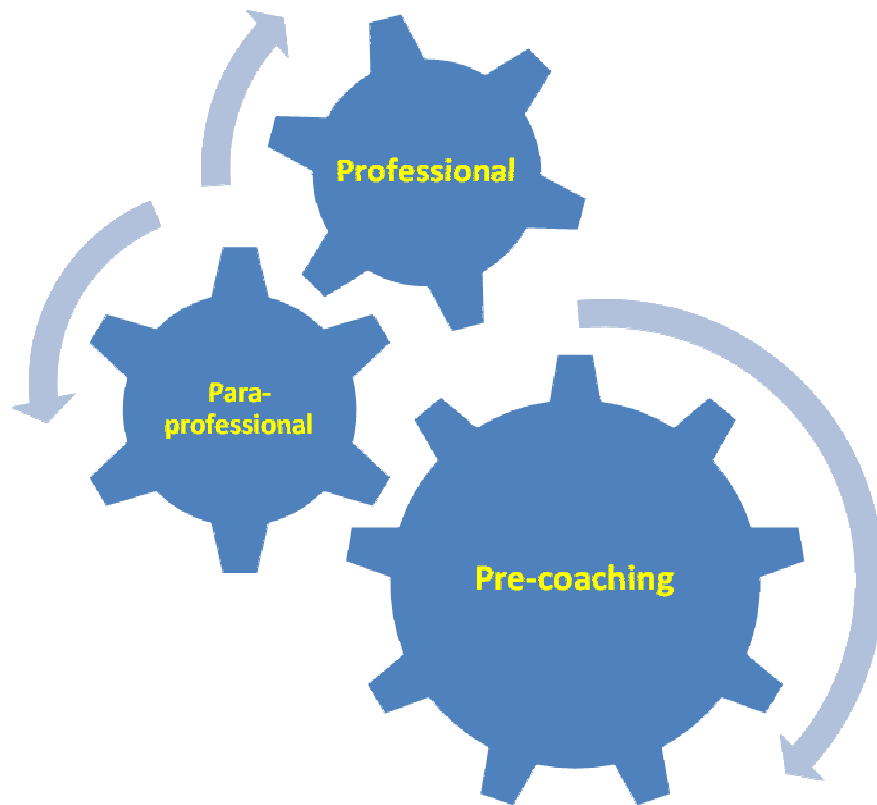
Standard occupations:

- a. Participation-oriented coaching
- b. Performance-oriented coaching

Coaching roles and domains



Coaching motives and status



A revised paradigm?

(South African Sport Confederation and Olympic Committee, 2010)

Pre-coaching

- These roles will **support assistant coaches and coaches in children's and participation domains**. Played by **parents or young adult**. **Voluntary** and provide an important pathway into coaching. Subject to **basic safety and child protection guidelines** and should operate under the supervision of a qualified Coach.

Coaching (Para-professional)

- **Assistant Coach and Coach** roles that are carried out on a **volunteer basis**. **Minimum standards** in relation to safety; child protection and qualifications apply. Coaches to **register** with their national federation and to comply with a **Coaches Code of Ethics and Good Practice**.

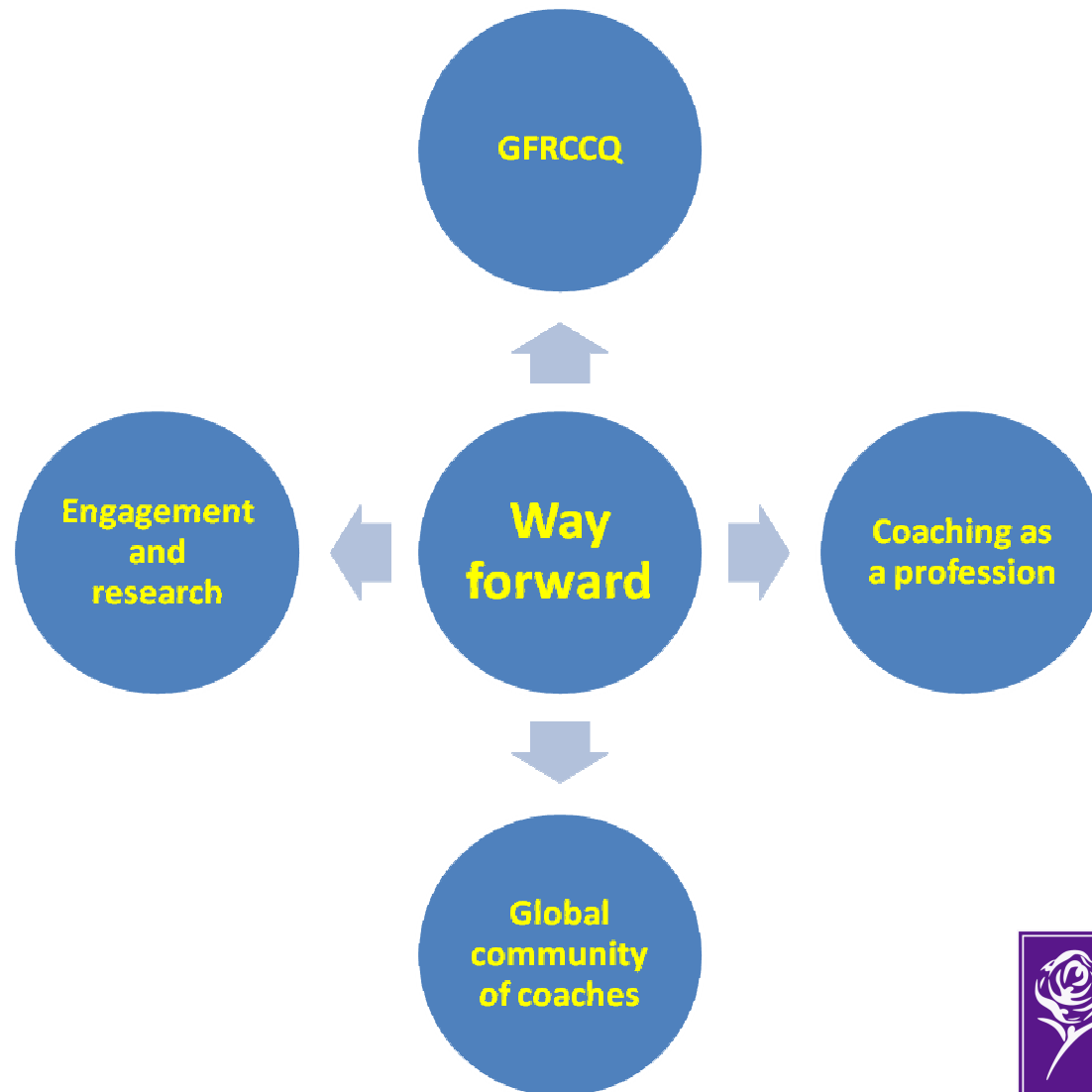
Professional coaching

- Coaches who are **paid in any coaching capacity** and **senior and master coaches** across the four coaching domains, whether in a paid or volunteer capacity. **Minimum standards** for safety; child protection and qualifications. **Licensing** and adherence to **Professional Coaches Code of Ethics and Good Practice**.

Research and listening

- Lack of critical, empirical research on professionalisation of sports coaching, views of sports coaches and federations, public and other stakeholders, broader political and economic context [national/global recession] and ability to foresee and respond to the external environment (McIntosh and Whitson 1988, 1991; Whitson 1988; Smith and Westerbeek 2004, Taylor and Garratt 2010)

5. Towards a professional framework



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