



The Global Coaches House is a partner initiative of the International Council for Coach Education (ICCE), Leeds Metropolitan University, and Limkokwing University of Creative Technology.



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TOWARDS A PERFORMANCE AND COACHING PROFESSION

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International Tennis Federation



COACHING AS A PROFESSION

OUTLINE OF THE SESSION

- Establish the terms of reference
- Examine the many issues to be considered in moving towards a coaching profession
- Propose suggestions for effective action



I. TERMS OF REFERENCE

Sport coaching is a process of guided improvement and development in a single sport and at identifiable stages of athlete development



(ECC, 2010)

THE COACHING PROCESS

Athlete centred

Coaching is a multi-dimensional profession

Inherent responsibility and autonomy of coaching

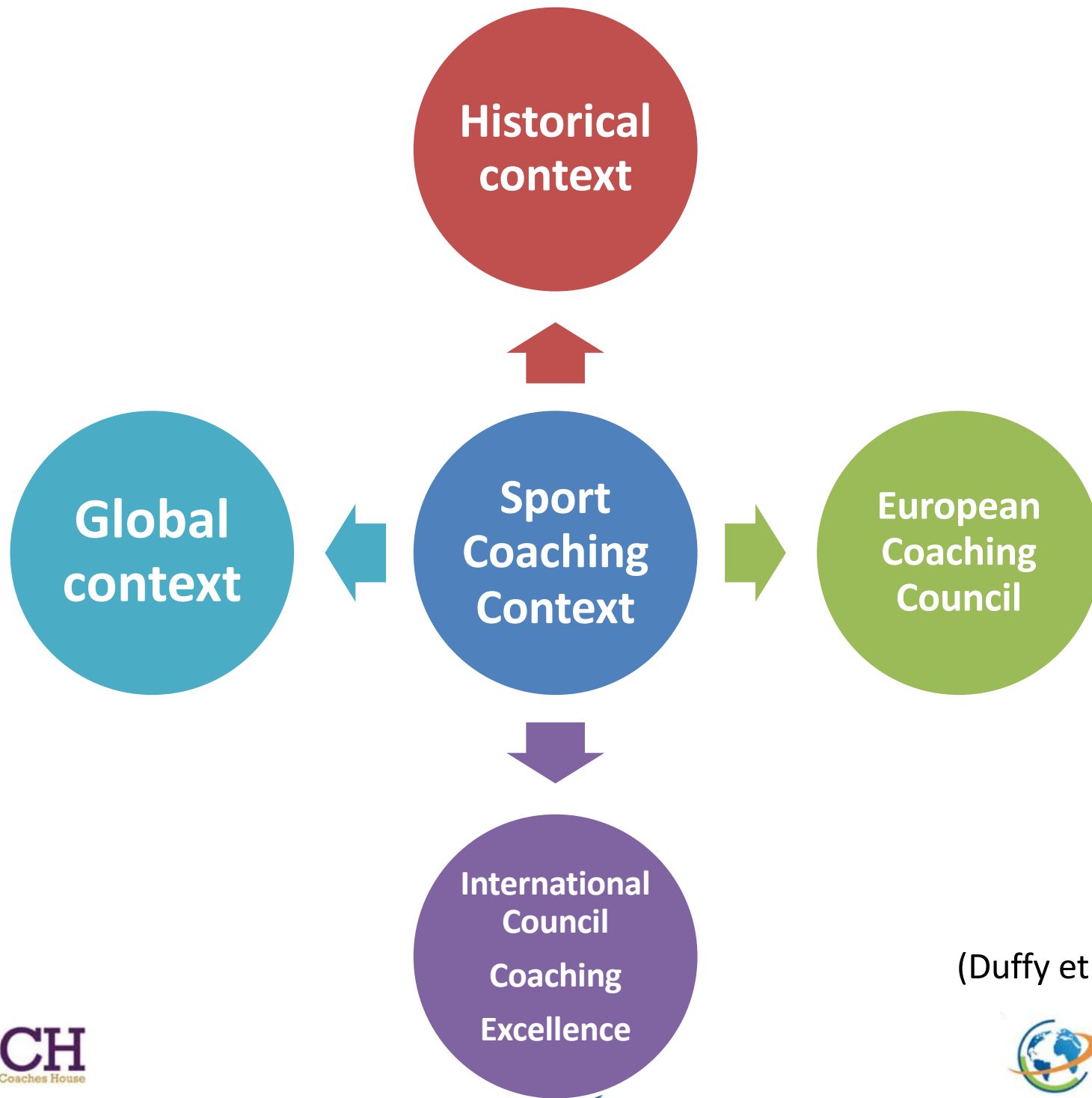
Adaptable and diverse in application

System oriented with progressions

(ISF, 2012)



(ISF, 2012)



(Duffy et al., 2011)

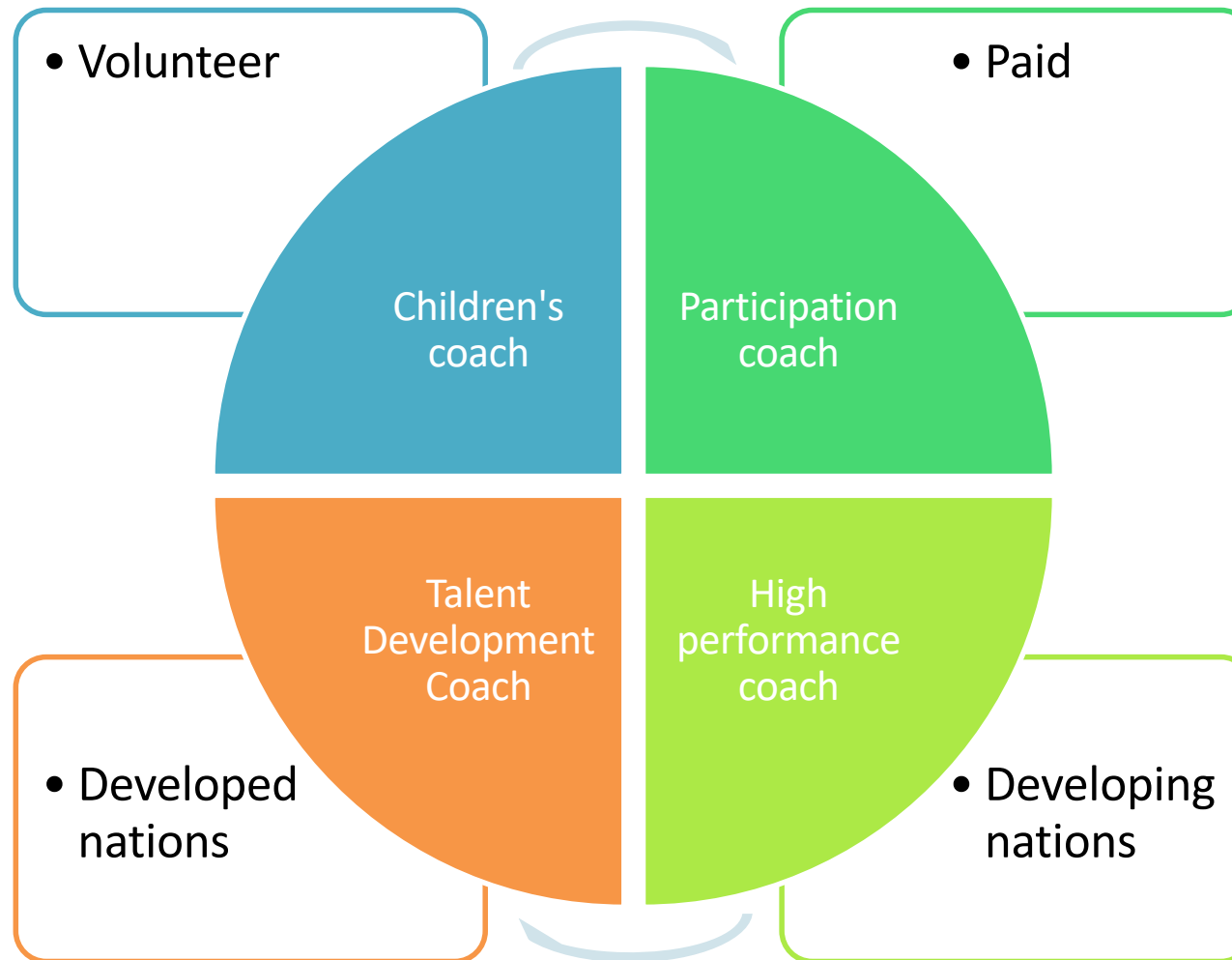
Historical context

- Varied pace across nations and federations
- National coach education and accreditation (e.g. Canada; Australia; UK; EU)
- Eastern European professional coaches
- European Community: free movement of labour
- International Council for Coaching Excellence
- Federations, Olympic Solidarity, ASOIF, etc.



(Duffy et al., 2011)

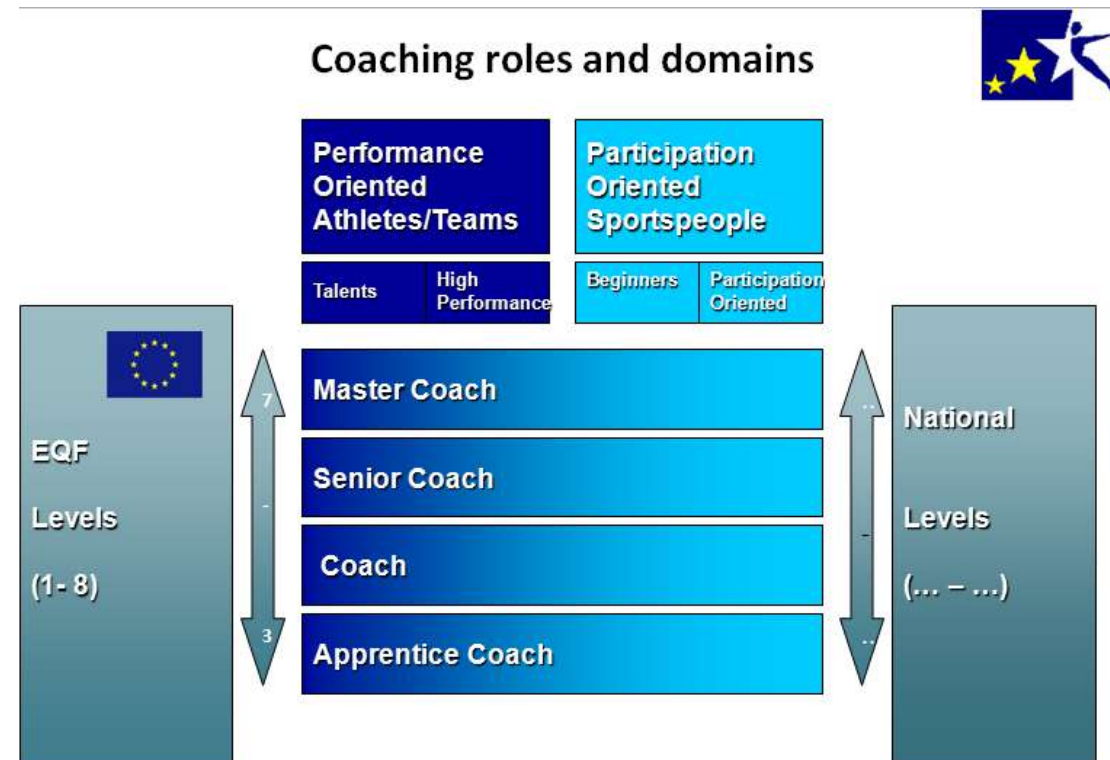
Global Coaching context



(Duffy et al., 2011)

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)
- Cooperation with the EU



(EFRCC, 2007)

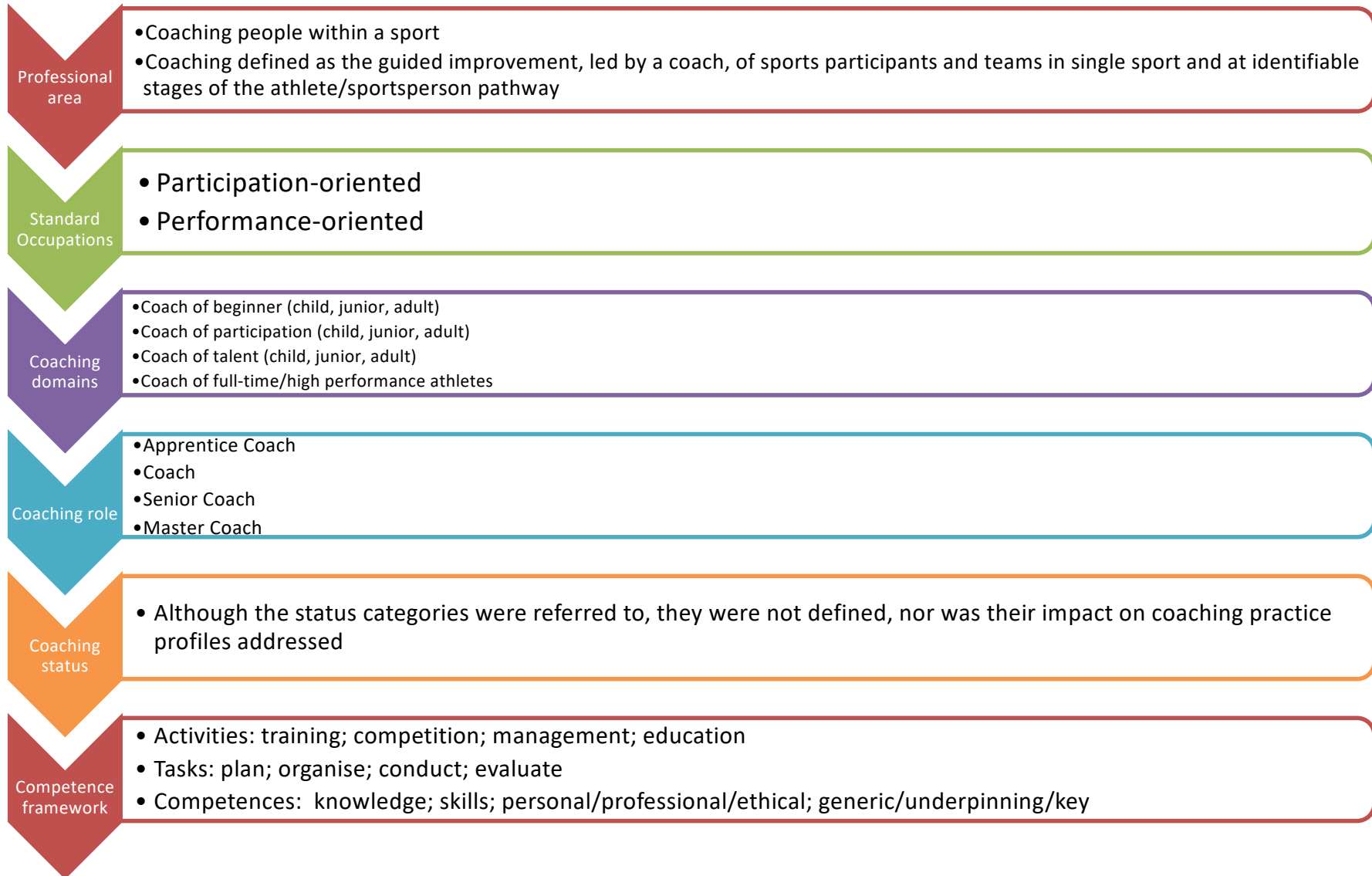
International Council for Coaching Excellence

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

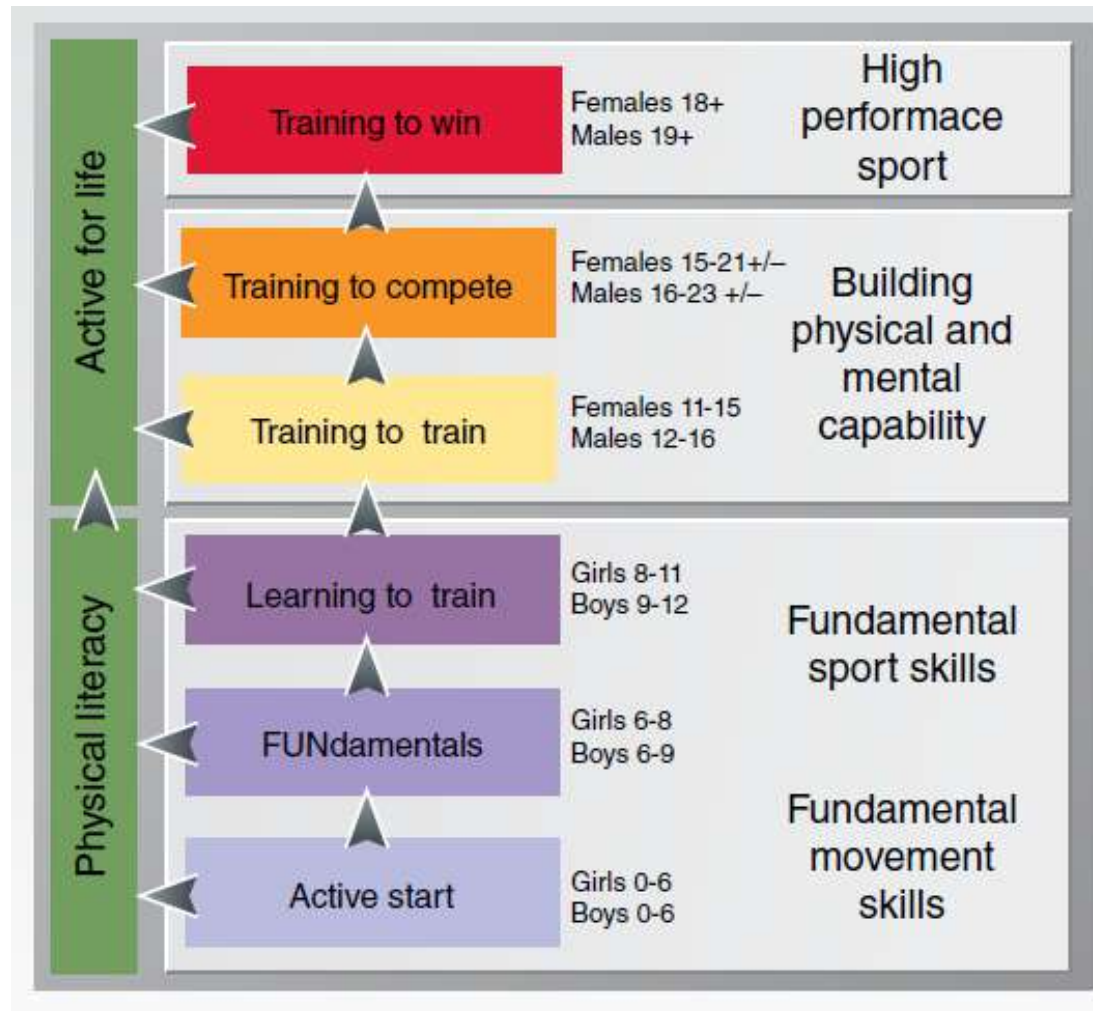


Bales (2012)

Core concepts

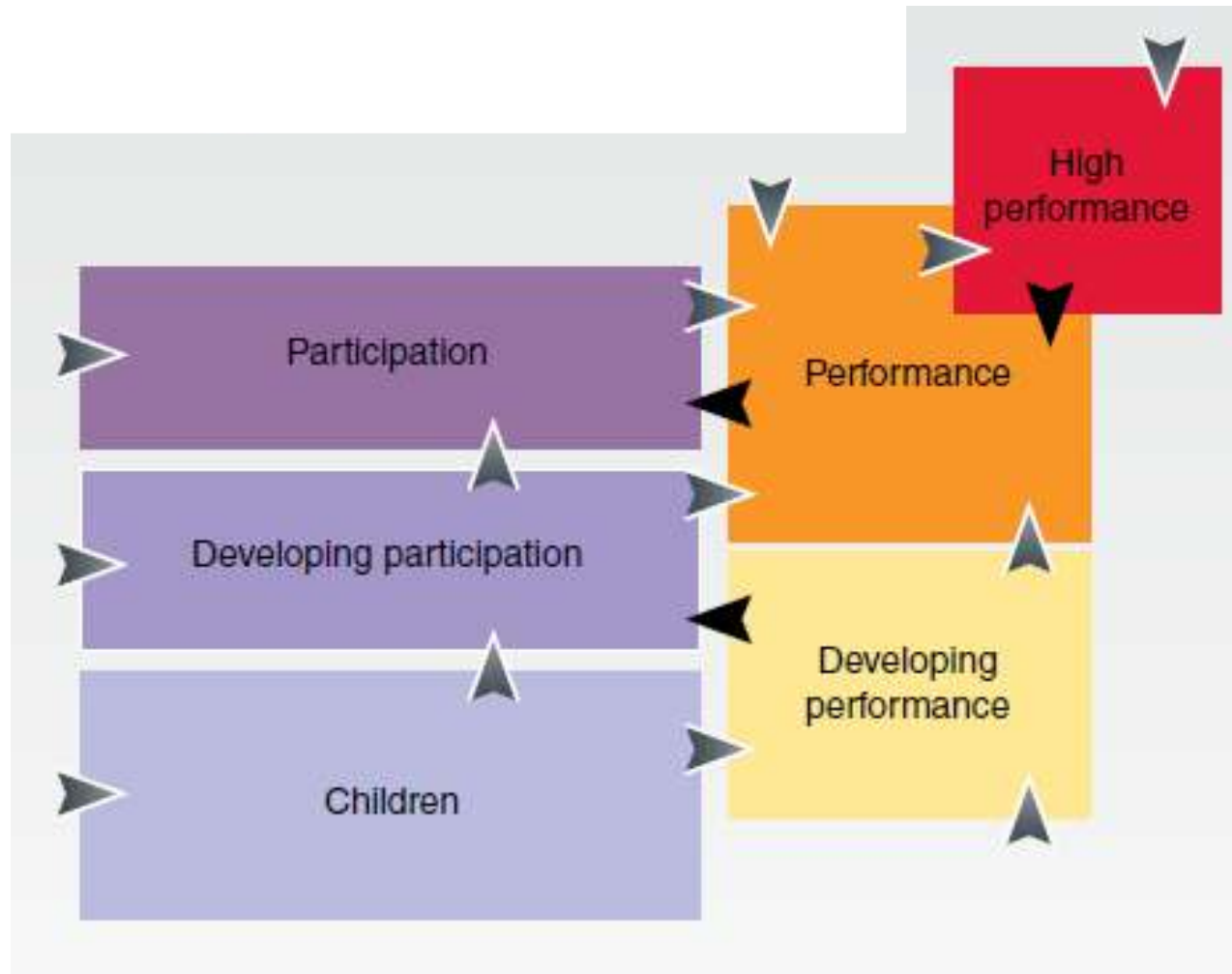


SPORTS COACHING AS A LONG TERM DEVELOPMENT PROCESS



(ISF, 2012)

PARTICIPATION CATEGORIES



(ISCF, 2012)

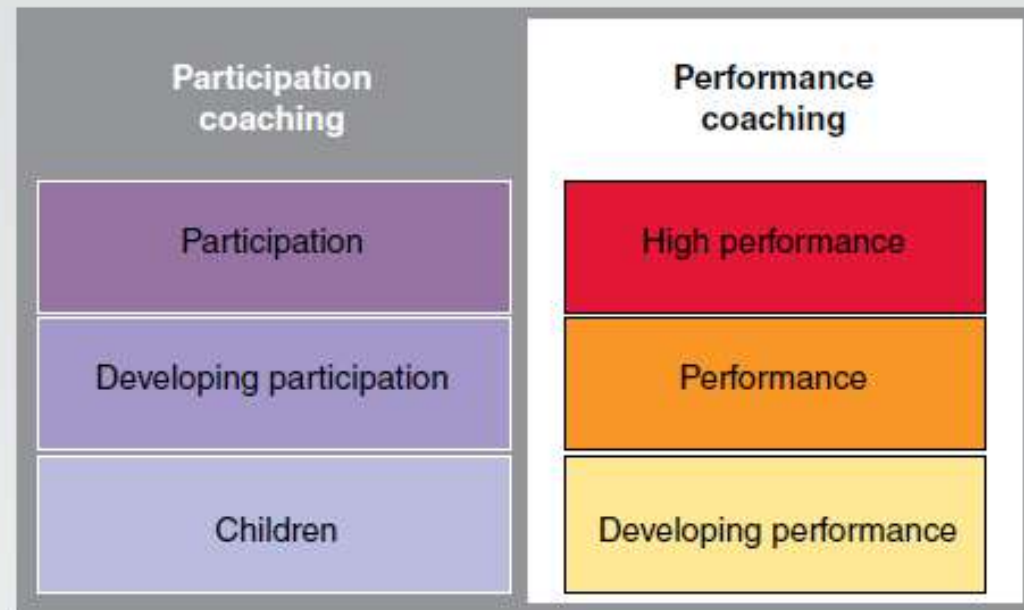
COACHING OCCUPATIONS AND DOMAINS

Participation Coach

1. Coaching Children
2. Coaching Adolescent Participants
3. Coaching Adult Participants

Performance Coach

4. Coaching Emerging Athletes
5. Coaching Performance athletes
6. Coaching High Performance/ elite athletes



(ISCF, 2012)

Coaching Roles: associated tasks and generic competencies

Master Coach

Responsible for the design, delivery, analysis and review of multi-annual programmes
Innovation and Research, Mentoring, Leadership & Coordination

Senior Coach

Responsible for the design, delivery, analysis and review of annual programmes
Early Innovation and Research, Mentoring, Leadership and Coordination, Support MC

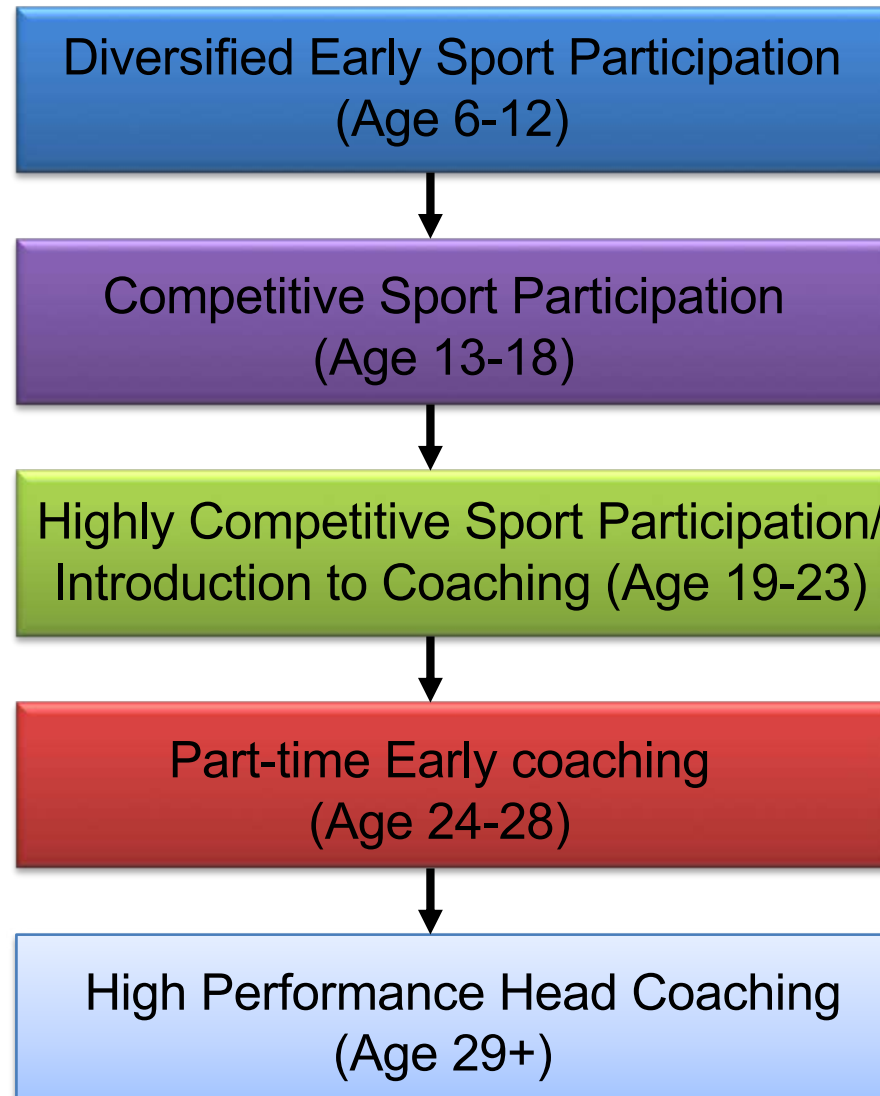
Coach

Responsible for the delivery of individual sessions and/or blocks of sessions under guidance from SC/MC
Mentoring, Coordination, Support SC/MC

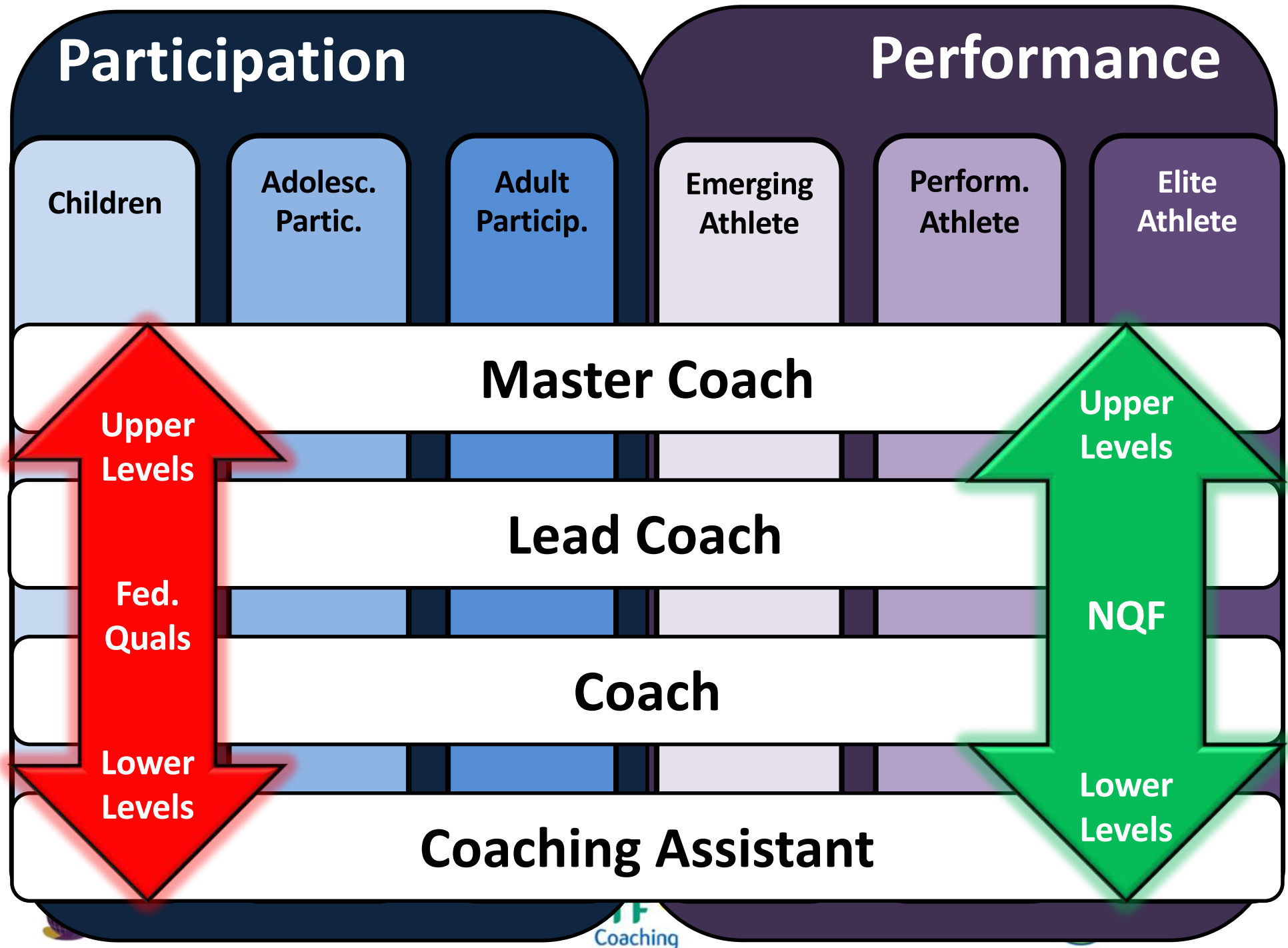
Apprentice Coach

Responsible for delivering or supporting activities within sessions under guidance and supervision of C/SC/MC

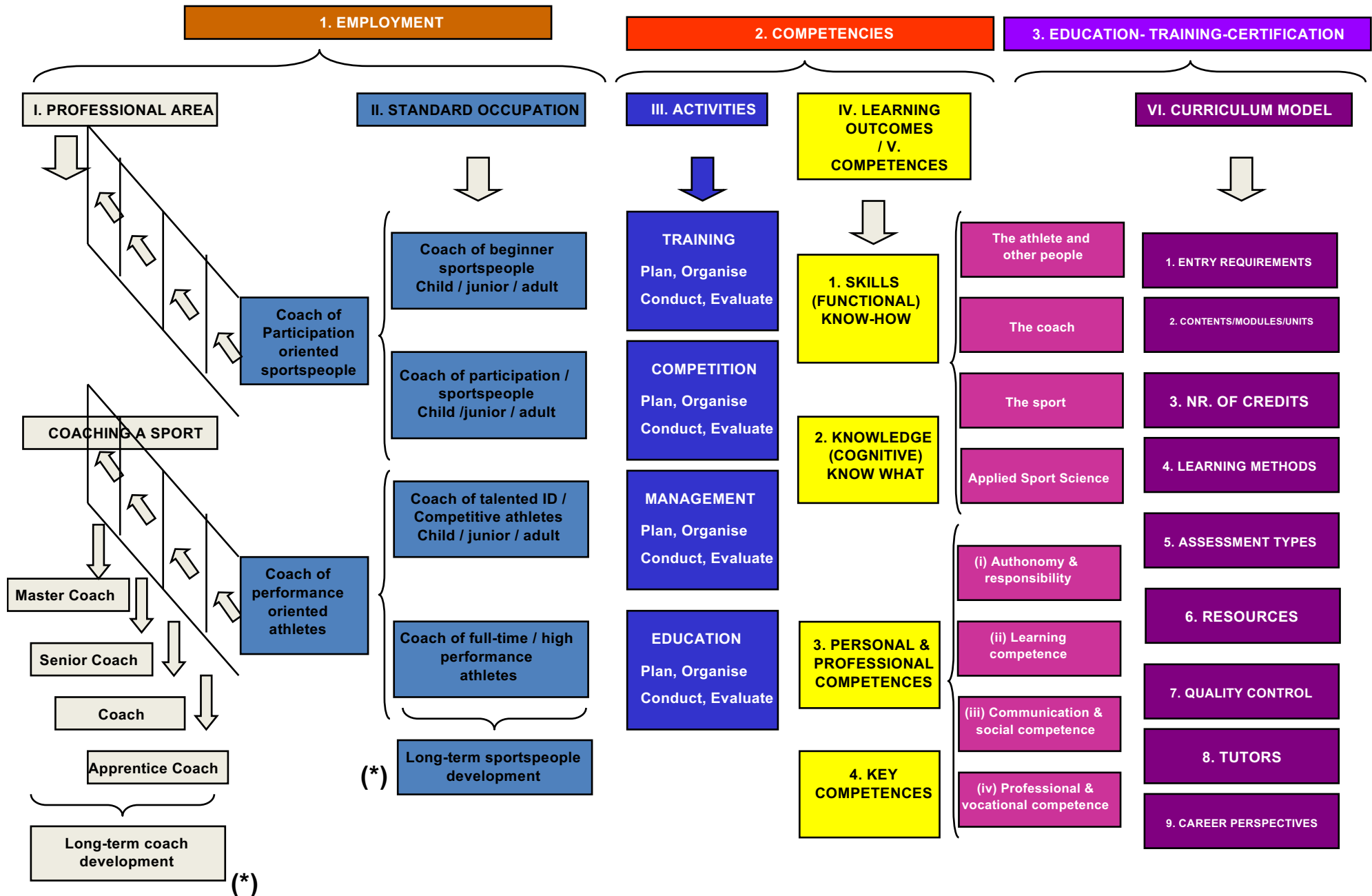
Stages of High Performance Coach Development



(Cote & Young, 2006)



OUTLINE FRAMEWORK – REVIEW OF COACHING QUALIFICATIONS / CURRICULUM BUILDING



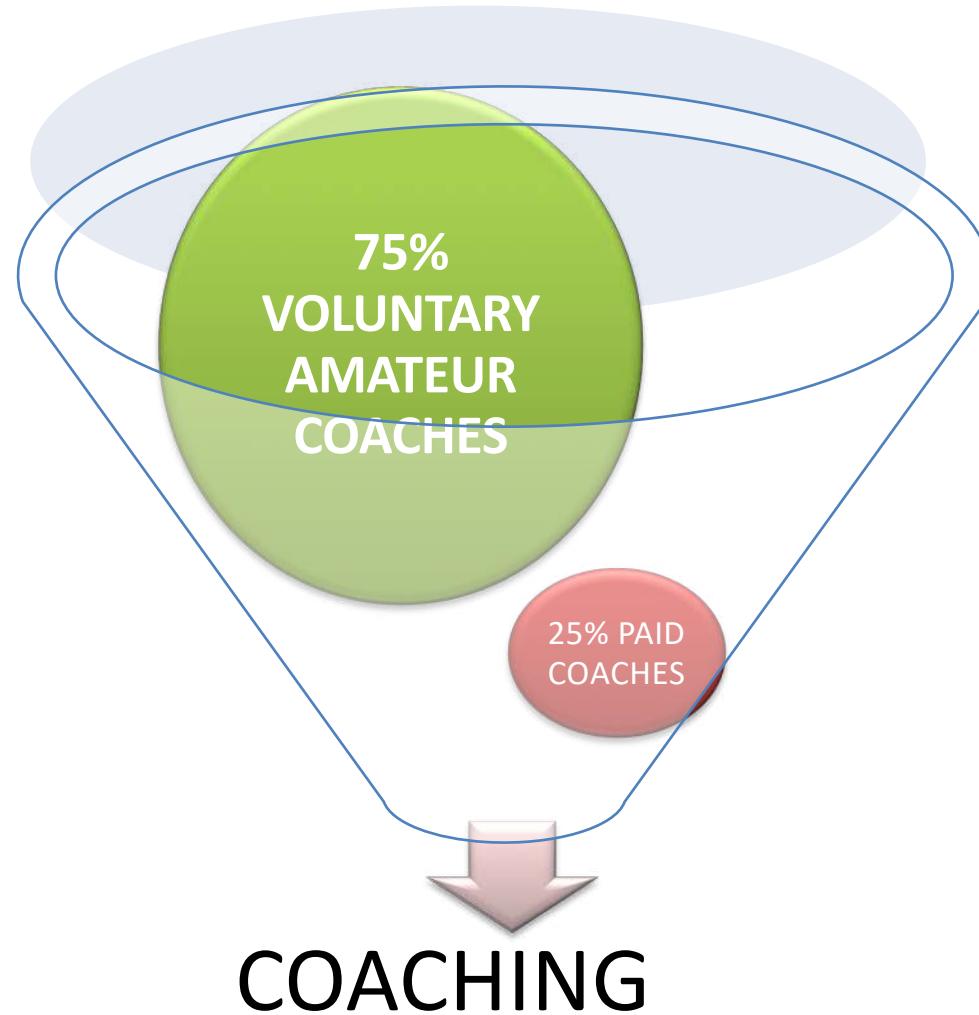
(EFRCC, 2007)

II. COACHING AS A PROFESSION

Coaching currently is not recognized as a profession



COACHING AS A PROFESSION



IT ALSO DEPENDS ON THE SPORT!

MOSTLY PAID COACHES



TENNIS



GOLF

MOSTLY VOLUNTEER COACHES



ATHLETICS



TEAM SPORTS

PAID COACHES



BUSINESS –
LIVING



ECONOMIC
COMPENSATION



IDENTITY CATEGORIES

Profession

High proportion of paid coaches. High adherence on purpose, knowledge, organisation and ethics, comparable to established professions.

Blended professional area

Majority of unpaid coaches, with substantial number of paid roles. Commitment to professionalization and the targeted further development of purpose, knowledge, organisation and ethics.

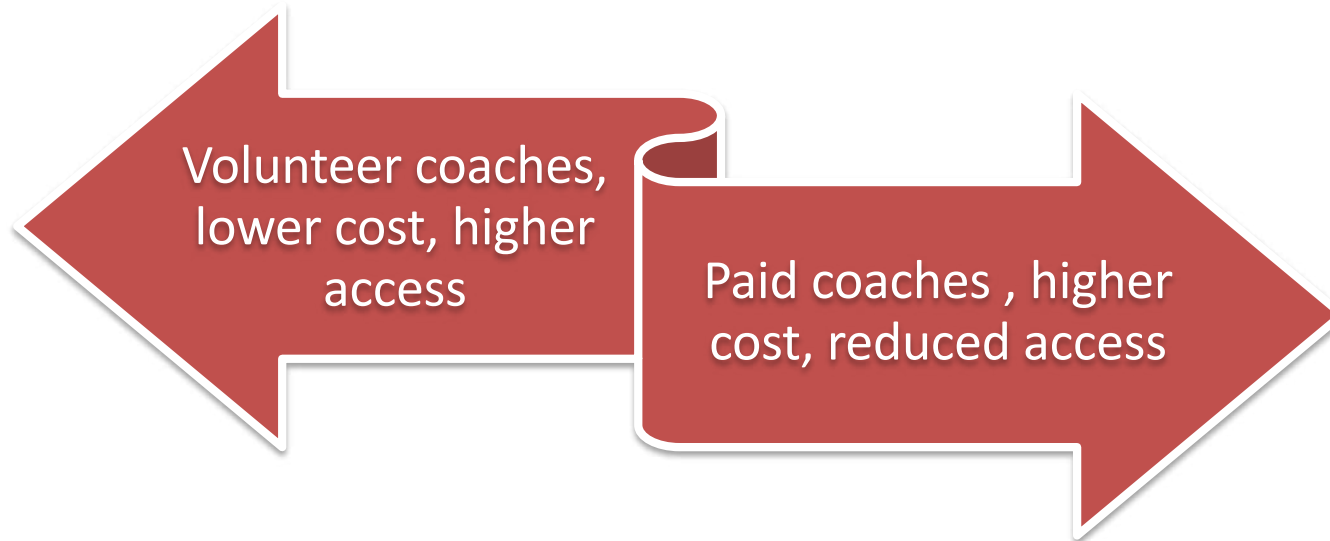
Voluntary service

High proportion of unpaid coaches, with few if any paid roles. Commitment to service, standards and the value of volunteering for its own sake. No concerted agenda on professionalization.

International reference points

(Duffy et al., 2011)

A dilemma?



COACHING AS A PROFESSION

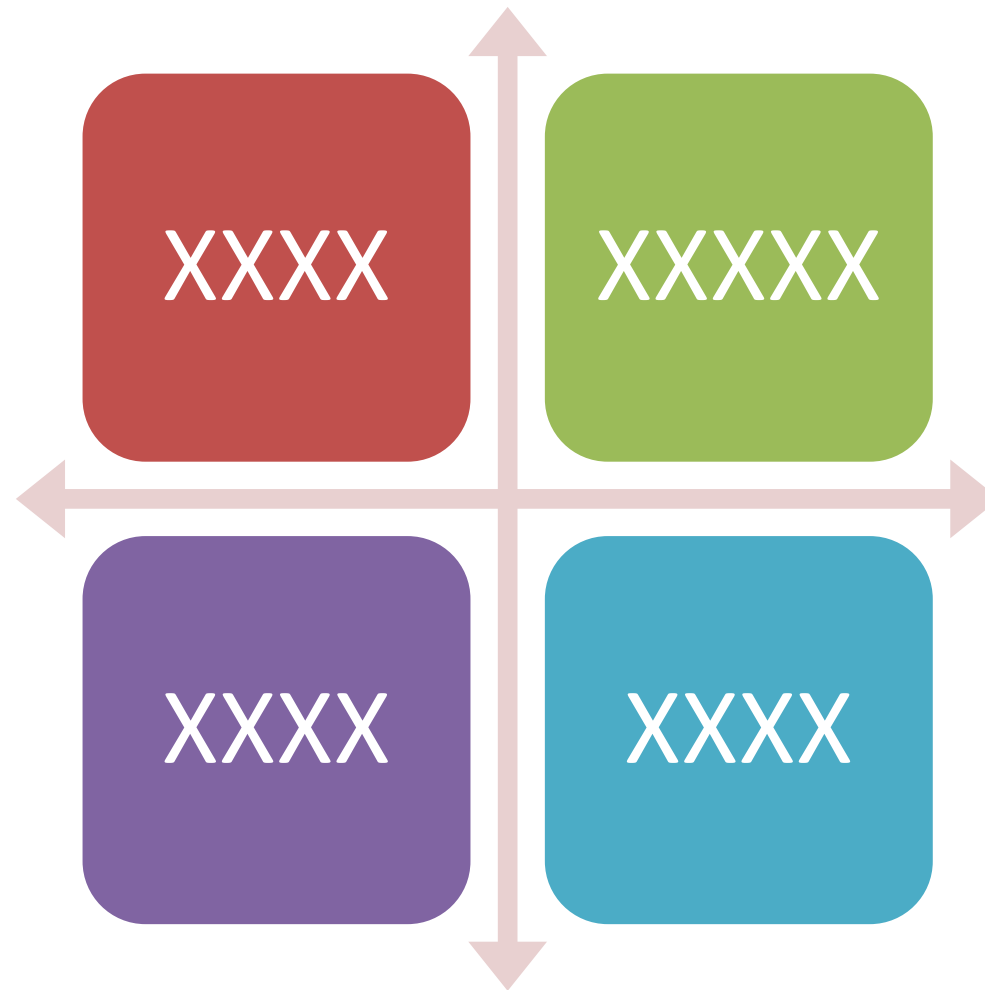
- Not all coaches are professional in the commercial sense
- BUT, all who accept responsibility for an athlete's development, wellbeing and performance MUST also accept responsibility for meeting very professional standards in their work.



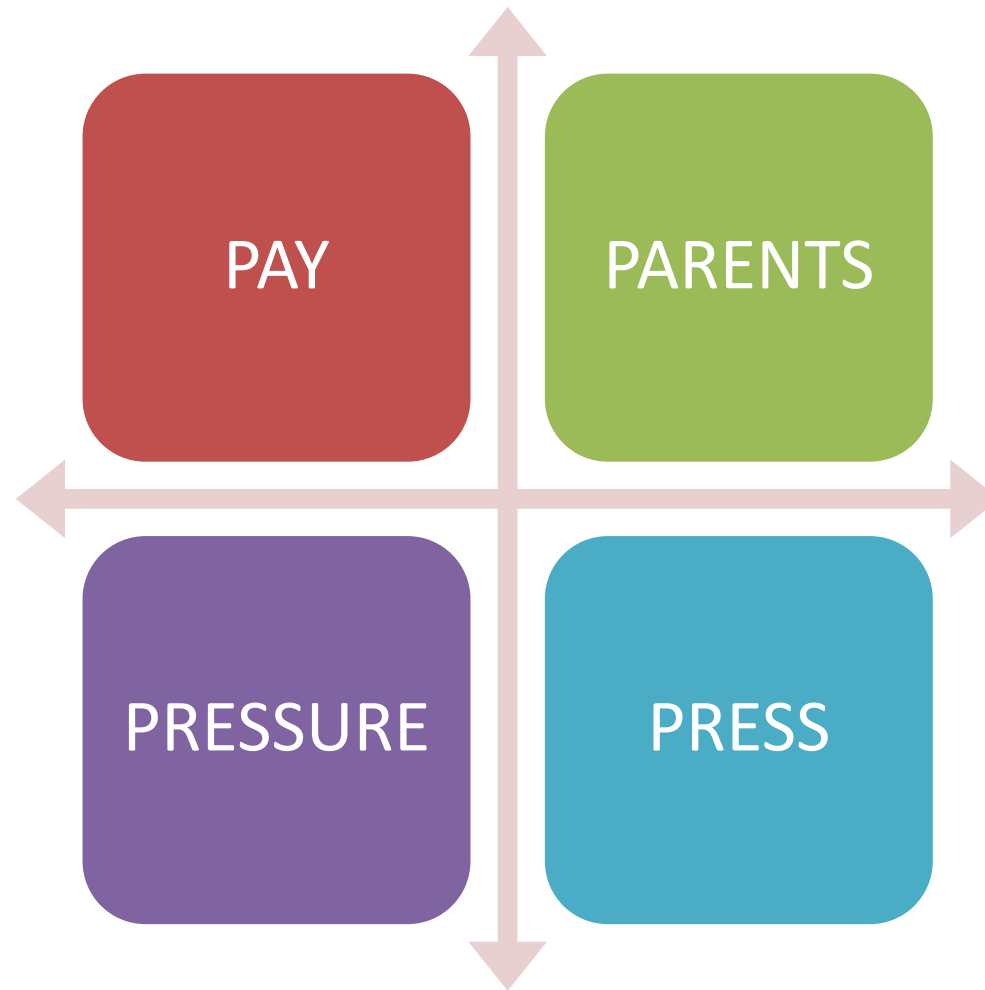
4 P'S OF MARKETING



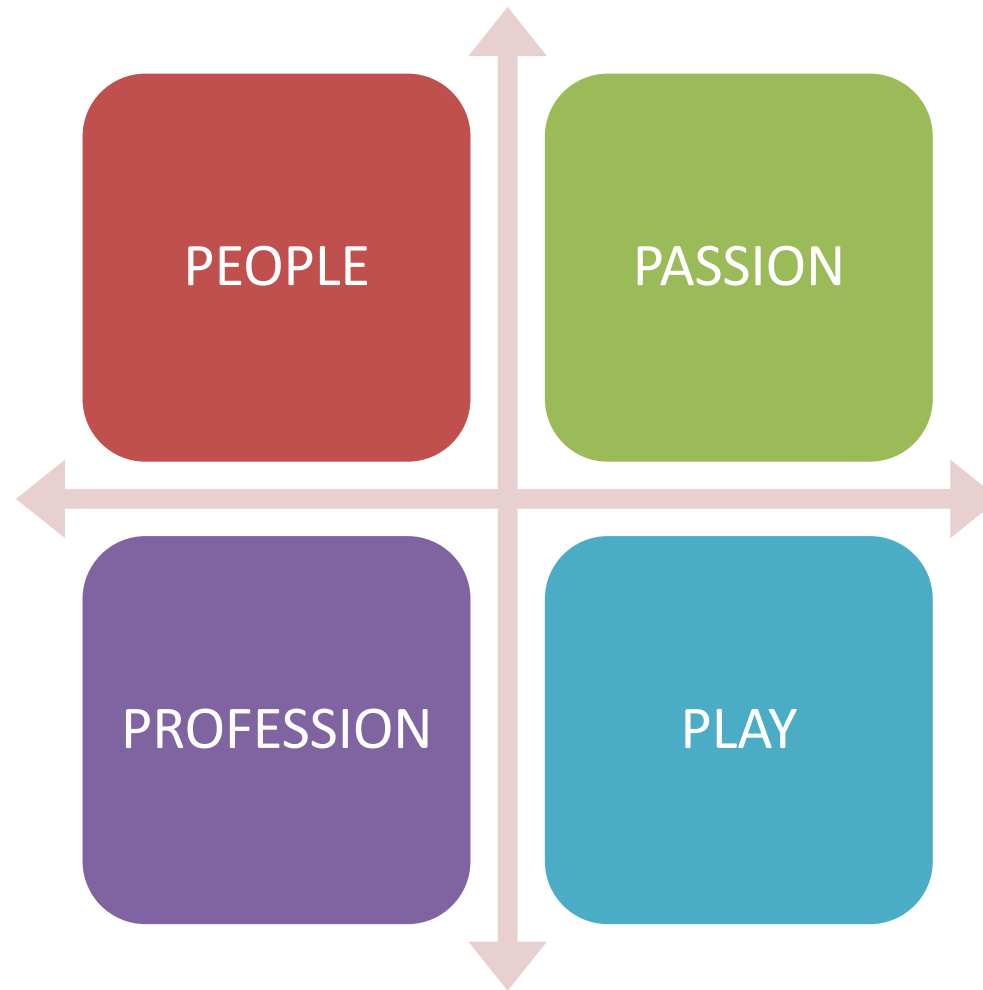
4 P'S OF SPORTS COACHING?



4 P'S OF SPORTS COACHING?



4 P'S OF SPORTS COACHING?



Coaching is a multi-dimensional profession

- Delivered across a wide range of sports and countries.
- Diverse contexts, structures, rules and delivery mechanisms: role of the coach is defined in different ways.
- Strength in diversity: Contribution to the front-line of sport for hundreds of millions of athletes around the globe.



(Duffy et al., 2011)

A blended approach to coaching



Recent analysis has suggested that sport coaching ought not to be viewed as directly comparable to other professions such as law and medicine.

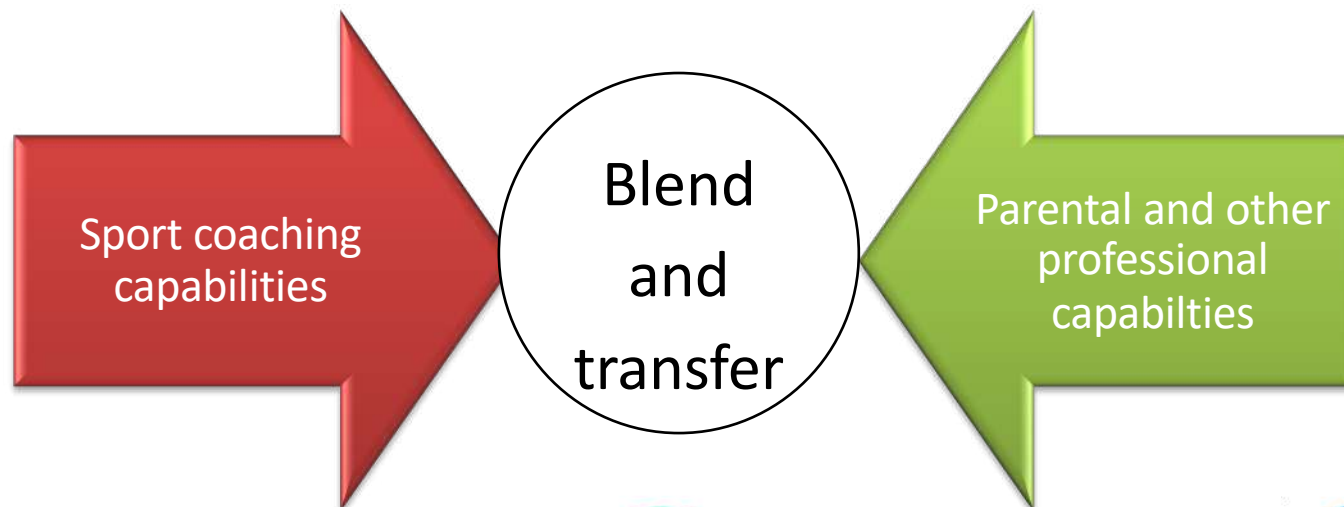
(SASCOC, 2011)

- The majority of sport coaches undertake informal pre-coaching roles before they formally follow an educational and career path in coaching.



Blended nature of coaching

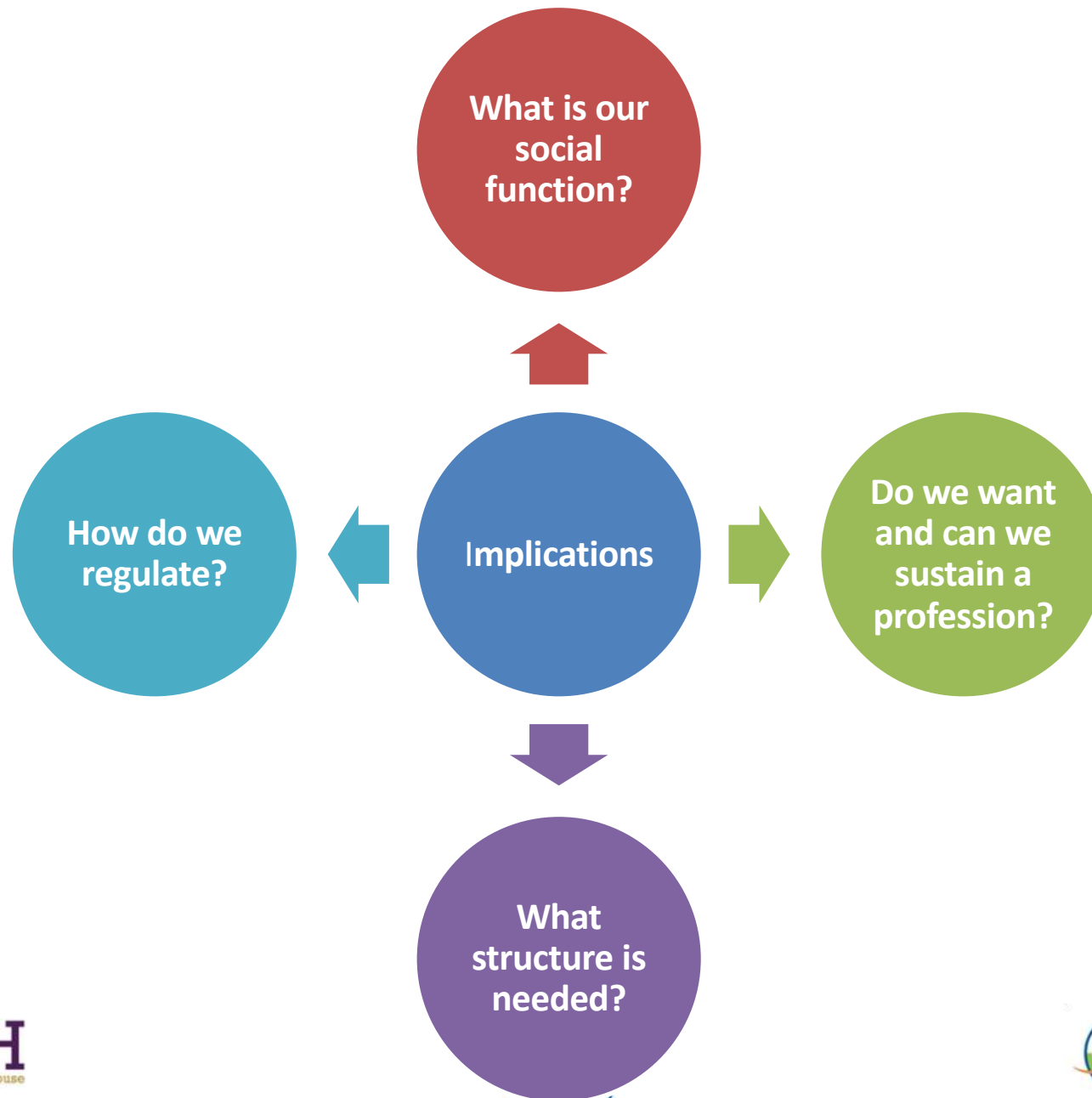
- Extends to a transfer to and from other areas of activity.
- Parents, teachers and others, there are skills and capabilities that can be adapted to suit the context.



Key criteria associated with traditional professions



Implications for sport coaching



So what?

- Not all of these criteria are directly applicable or desirable for sport coaching.
- Problematic:
 - Exclusivity
 - Attainment of graduate and post graduate recognition
- Coherent and quality assured system for the development of coaches: essential foundation for the further enhancement of the position of sport coaching.



Sport coaching as part of a wider profession?



MOVING TOWARDS COACHING AS A PROFESSION

- Do coaches WANT/NEED to move towards a coaching profession?
- Will it be a WIN-WIN situation for everyone involved in sport?
- Can coaches move towards a coaching profession?
- Many issues to be considered



FOOD FOR THOUGHT

Can coaches take
greater
responsibility for
regulating sports
coaching?



DISCUSSION

How coaches
might take
greater
responsibility for
regulating sports
coaching?

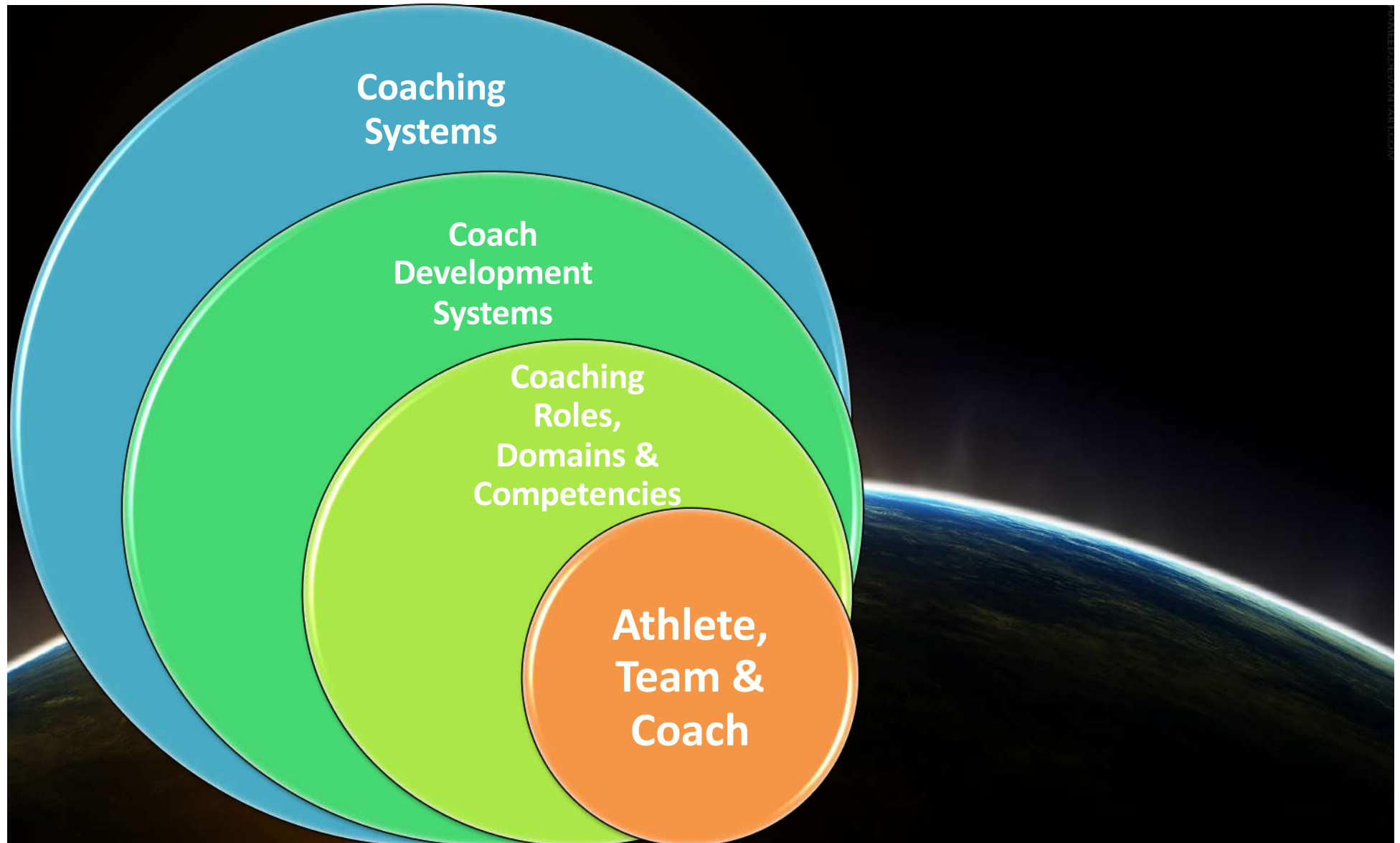


III. MOVING TOWARDS COACHING AS A PROFESSION

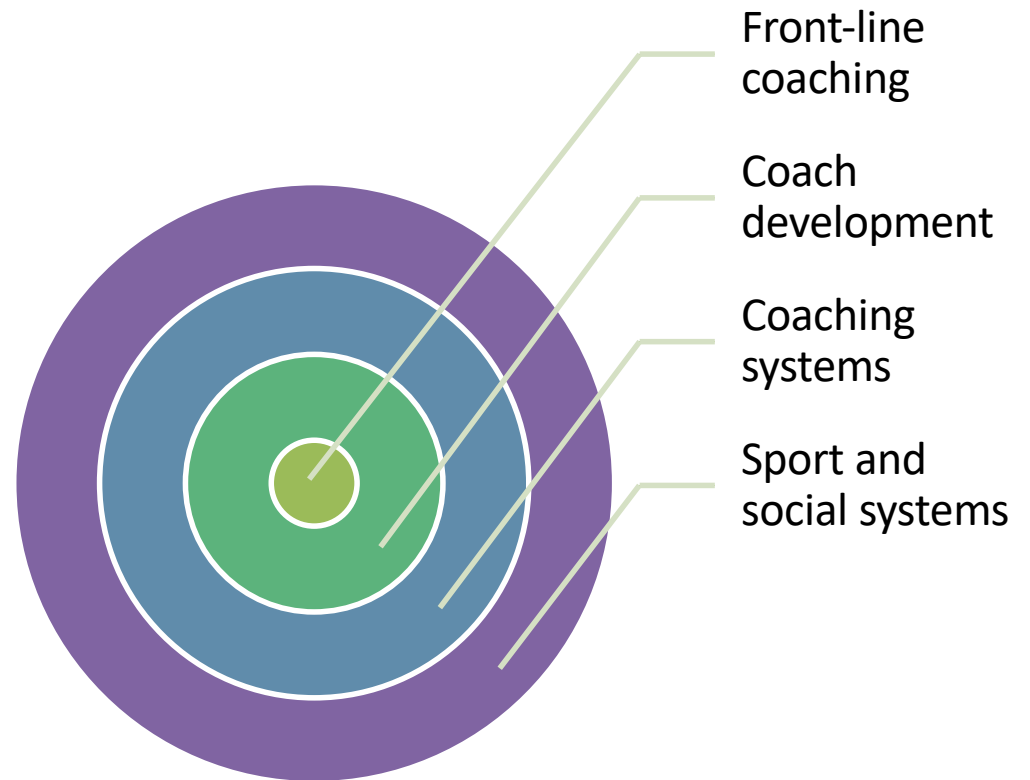
Suggestions
proposed
for effective
action



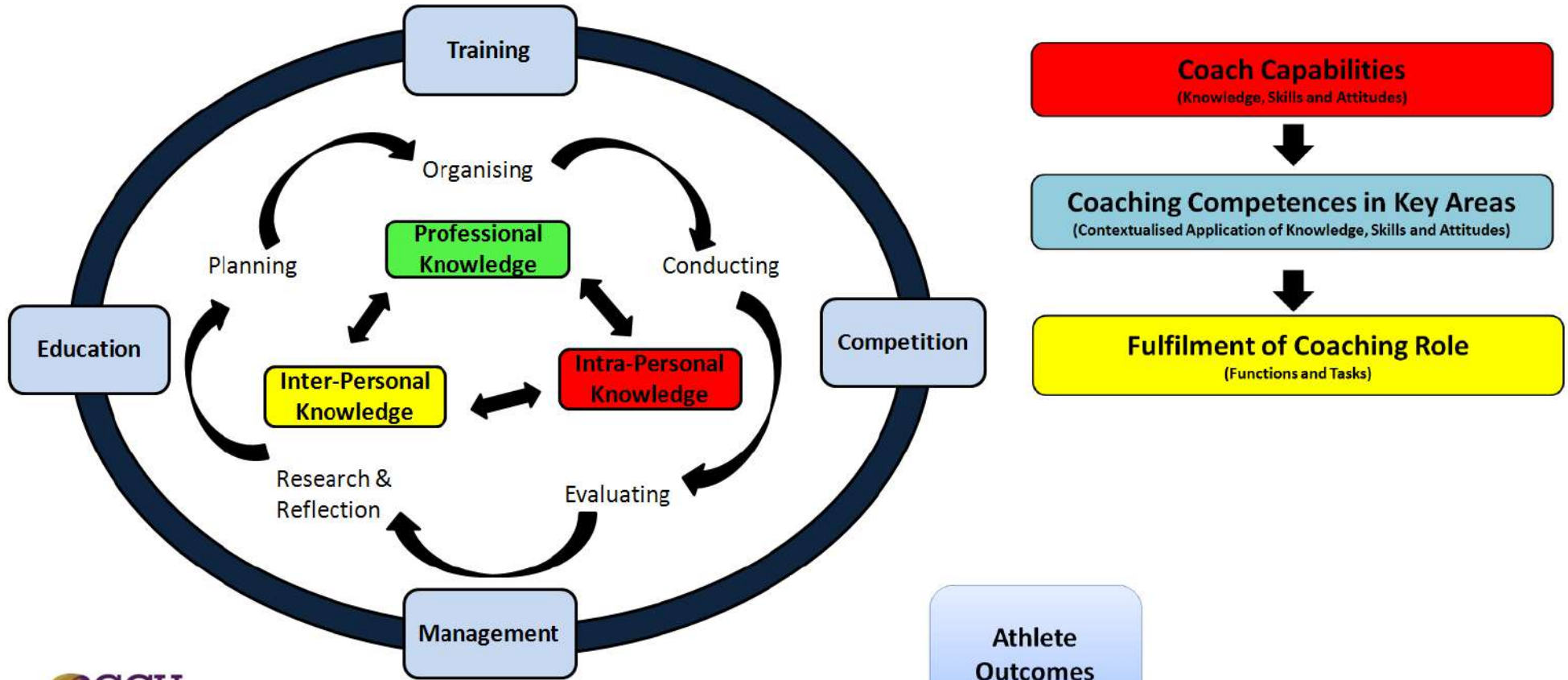
Global Coaching Landscape: The 3 Horizons of a Structure



- What does need to be addressed in order to conclusively advance sport coaching in a manner that is comparable to other professions?



Front line coaching



ICCT

Coach Education and Development Programmes

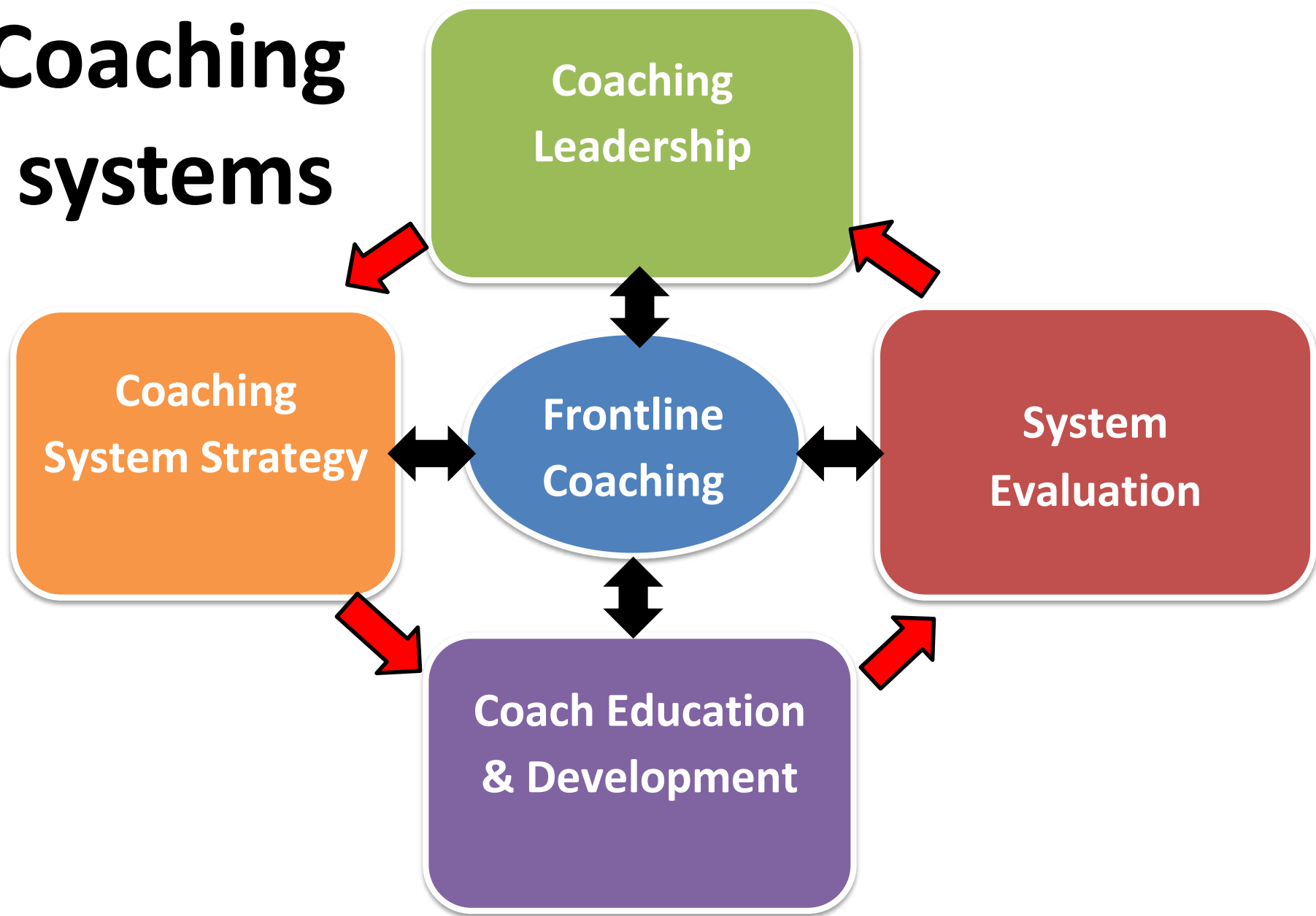
Clearly defined curriculum

Trained coach developers

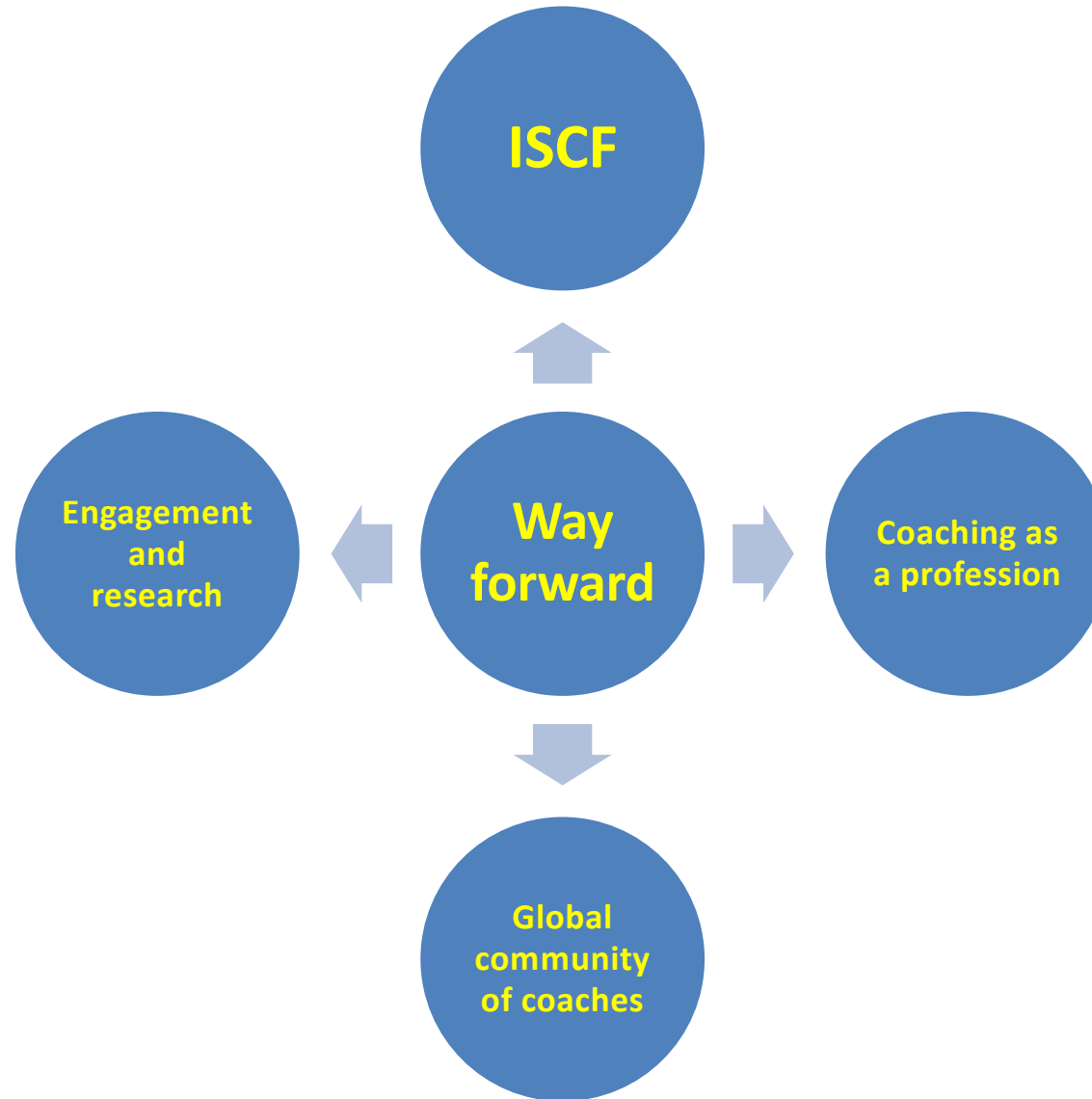
Quality assured courses

Standard Assessment of Coaches

Coaching systems



Towards a professional framework



Coaching is a multi-dimensional profession

- Many countries and International Federations have expressed the wish to see sport coaching established on a more professional footing.
- The initiative taken by ICCE and ASOIF in establishing the International Sport Coaching Framework is a manifestation of this desire.



(ISF, 2012)

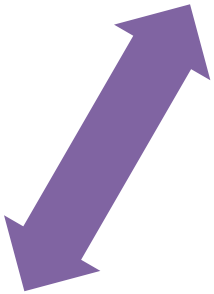
BUSINESS OF COACHING AS A PROFESSION

- Coaches sometimes short in business approach to the profession
- Coaches are intuitively professional in their attitude and approach to doing the right things for athletes
- Coaches not quite so strong in the commercial awareness perspective of professionalism.
- Time for coaches to take care of business



(Dick, 2012)

THE COACH AS A PROFESSIONAL



COMMERCIAL
«SENSE»
NOT ALWAYS



ETHICAL «SENSE»
ALWAYS

Research

- Lack of critical, empirical research on professionalisation of sports coaching, views of sports coaches and federations, public and other stakeholders



(McIntosh and Whitson 1988, 1991; Whitson 1988; Smith and Westerbeek 2004, Taylor and Garratt 2010)

GLOBAL COMMUNITY OF COACHES - PROFESSIONAL COACHING EXCELLENCE

- The Coaches Charter
- Licensing and registration in a regulated profession – coaching and the LAW
- Recognizing and Rewarding Coaching Excellence



The Coaches Charter

- Pre-requisite for all coaches
- Philosophy
- Values
- Fair play
- Equality
- Inclusion
- Anti-doping, etc.
- Foundation stone for building coaching as a profession, whether or not coaches are paid for their services.



(Dick, 2010)

Education, licensing and registration in a regulated profession

- Necessary: Showing competence in recognised coaches' education courses.
- Federation course and/or university degree or similar
- Meet requirements of:
 - Government authorities
 - Professional body.
- Sports coaching MUST license people to practice
- Further registration conditions set by:
 - Government
 - Sports coaching professional body.



(Dick, 2010)

Recognizing and Rewarding Coaching Excellence

- Coordinated award in recognition of practical coaching excellence
- Sports Coaching College or Senate



(Dick, 2010)

What now?

- Change in attitude in all coaches and leaders
- Commitment to a lifetime of learning and excellence in coaching practice.
- Be part of our profession's change agenda.
- Who else can do this for us, for the coaches?
- The future is us and starts here, now.
- Our athletes, our colleagues and our sport is looking to us.
- So what are we going to do?



(Dick, 2010)

COACHING

Learning *Interaction* *Process* *METHOD* *ART*

PASSION **RESPECT** *Long-term* *Practice*

Science *Culture* *A team approach is key to success!!*

EFFORT **HUMILITY** *Performance* **VALUES - ETHICS**

Big!! *FIDELITY* *people...*

IDENTITY **LOVE** *Philosophy* **SOLIDARITY**

PROFESSION *Development* *complexity* *Charter*

