



## ***Considerations in Developing a Program to Educate & Develop Coaches***

### **Identify the Core Knowledge, Skills, & Competencies for the Program**

Here are several resources you might find useful in considering what core content and experiences you want to offer in your coach education / coach development program. As you consider these components keep in mind the type of student (e.g., undergraduate, graduate) and available resources (e.g., instructors, number of courses, placement locations, etc.).

#### ***Understand Coach Effectiveness***

Abraham, A., & Collins, D. (1998). Examining and extending research in coach development. *Quest*, 50, 59-79. <https://doi.org/10.1080/00336297.1998.10484264>

Côté, J., & Gilbert, W. (2009). An integrative definition of coaching effectiveness and expertise. *International Journal of Sports Science & Coaching*, 4(3), 307-323. <https://doi.org/10.1260/174795409789623892>

#### ***Understand the National Standards for Sport Coaches***

SHAPE America (2019). National standards for sport coaches (3rd ed.). Retrieved from <https://www.shapeamerica.org/standards/coaching/>

#### ***Understand the International Guidelines for Undergraduate Sport Coaching Degrees***

Lara-Bercial, S., Abraham, A., Colmaire, P., Dieffenbach, K., Mokglate, O., Rynne, S., Jimenez, A., Bales, J., Curado, J., Ito, M., & Nordmann, L. (2016). ICCE standards for higher education sport coaching bachelor degrees. England: Leeds Metropolitan. doi: 10.1123/iscj.2016-0085

#### ***Understand the International & National Sport Coaching Framework***

International Council for Coaching Excellence (ICCE), the Association of Summer Olympic Federations (ASOIF) and Leeds Metropolitan University (2013). *International sport coaching framework*. Champaign, IL: Human Kinetics.

United States Olympic Committee (USOC). (2017). *Quality coaching framework*. Champaign, IL: Human Kinetics. <https://www.teamusa.org/About-the-USOPC/Programs/Coaching-Education/Quality-Coaching-Framework>

Lara-Bercial, S., North, J., Hämmäläinen, K., Oltmanns, K., Minkhorst, J., & Petrovic, L. (2017). *European sport coaching framework*. Champaign, IL: Human Kinetics.

#### ***Possible Courses to Consider***

Coaching programs have incorporated a variety of courses into their programs that provide some insight into knowledge, skills, and competencies. It may be helpful to become familiar with those courses and their content by talking with other coach educators and developers in the field. Here is a list of typical courses in college/university coaching programs.

- Introductory Knowledge & Skills
  - Introduction to Coaching
- Advanced Knowledge & Skills
  - Sociology of Sport

- Sport Safety / First Aid & Safety
- Strength & Conditioning / Exercise Physiology / Kinesiology
- Sport Nutrition
- Motor Learning / Sport Psychology
- Coaching Methods & Techniques
- Specialized Courses
  - Specific to Population or Context (e.g., Topics in Youth Sport, Maximizing Elite Sport Performance)
  - Specific to Sport (e.g., Coaching Basketball)
  - Specific to Content Knowledge (e.g., Assessment in Coaching, Long-term Athlete Development)

## Consider Athletic Coaching & How Coaches Learn

In developing a program, it is important to understand athletic coaching and how coaches learn. Here are few resources to review.

- Nelson, L. J., Cushion, C. J., Potrac, P. (2006). Formal, nonformal and informal coach learning: A holistic conceptualisation. *International Journal of Sports Science & Coaching*, 1, 247-259. <https://doi.org/10.1260/174795406778604627>
- Werthner, P. & Trudel, P. (2006). A new theoretical perspective for understanding how coaches learn to coach. *The Sport Psychologist*, 20, 198-212. <https://doi.org/10.1123/tsp.20.2.198>
- Cushion, C., Nelson, L., Armour, K., Lyle, J., Jones, R., Sandford, R., & O’Callaghan, C. (2010). *Coach learning and development: A review of literature*. Sports Coach UK. <https://pdfs.semanticscholar.org/e49a/977bffada328cef99351c35a7c814c1e984e.pdf>
- Nash, C. (2015). How coaches learn and develop. In C. Nash (ed.) *Practical sports coaching*, (pp. 177-189). New York: Routledge.
- Stodter, A., & Cushion, C. J. (2016). What works in coach learning, how, and for whom? A grounded process of soccer coaches’ professional learning. *Qualitative Research in Sport, Exercise and Health*, 9, 321-338. <http://dx.doi.org/10.1080/2159676X.2017.1283358>
- Lyle, J. & Cushion, C. (2017). *Sport coaching concepts: A framework for coaching practice* (2nd ed.). New York: Routledge.
- Cassidy, T., Jones, R., & Potrac, P. (2016). *Understanding sports coaching* (3rd ed.). Abingdon, Oxon: Routledge.

## Consider Learning Framework

Three types of curricular approaches with corresponding assessments have been used within coaching programs (e.g., standards-based, competency-based, and expertise-based). Additionally, there are learning theories that can be used to frame course development and/or the curriculum. Program coordinators may find it useful to become familiar with these theories and approaches as they develop a program. Here are resources that may be useful.

### *Understand Curricular Approaches*

- Collins, D., Burke, V., Martindale, A., & Cruickshank, A. (2015). The illusion of competency versus the desirability of expertise: Seeking a common standard for support professions in sport. *Sports Medicine*, 45, 1-7. doi: 10.1007/s40279-014-0251-1
- Demers, G., Woodburn, A. J., & Savard, C. (2006). The development of an undergraduate competency-based coach education program. *The Sport Psychologist*, 20, 162-173.
- Martin, E. M., Moorcroft, S. J., & Johnson, T. G. (2019). Backwards design and program level approaches to coach development in higher education. *International Sport Coaching Journal*, 2019, 329-338. <https://doi.org/10.1123/iscj.2018-0071>
- van Klooster, T., & Roemers, J. (2011). A competency-based coach education in the Netherlands. *International Journal of Coaching Science*, 5(1), 71-81.

### ***Understand Types of Learning (A few suggestions as many exist)***

- Garrison, R. (1997). Self-Directed learning: Toward a comprehensive model. *Adult Education Quarterly*, 48, 18-33.
- Jones, R. L., & Turner, P. (2006). Teaching coaches to coach holistically: can Problem-Based Learning (PBL) help? *Physical Education and Sport Pedagogy*, 11, 181-202. <https://doi.org/10.1080/17408980600708429>
- Kolb, A. Y., & Kolb, D. A. (2009). Experiential learning theory: A dynamic, holistic approach to management learning, education and development. In S. J. Armstrong, C. V. Fukami (Eds.), *The SAGE Handbook of Management Learning, Education and Development* (pp. 42-68). London, UK: Sage Publishing.
- Mezirow, J., & Taylor, E. W. (Eds.) (2009). *Transformative learning in practice: Insights from community, workplace, and higher education* (1st ed.). San Francisco, CA: Jossey-Bass.
- Paquette, K., & Trudel, P. (2018). The evolution and learner-centered status of a coach education program. *International Sport Coaching Journal*, 5, 24-36. doi: 10.1123/iscj.2017-0038
- Weimer, M. (2013). *Learner-centered teaching: Five key changes to practice* (2nd ed.). San Francisco, CA: Jossey-Bass.

### **Consider How Your Program Can Offer a Blended Learning Approach**

Researchers have noted that coaches develop their craft through a variety of experiences (e.g., Cushion et al., 2010). These experiences not only included mediated learning experiences in the classroom setting but also observations in the field, interviewing professionals, practicum experiences built into courses, culminating internships in the field, and developing mentor programs. The following resources may be helpful in this endeavor:

- Culver, D., & Trudel, P. (2008). Clarifying the concept of communities of practice in sport. *International Journal of Sports Science & Coaching*, 3, 1-10. <https://doi.org/10.1260/174795408784089441>
- Cushion, C. J. (2018). Reflection and reflective practice discourses in coaching: a critical analysis. *Sport, Education and Society*, 23, 82-94. <https://doi.org/10.1080/13573322.2016.1142961>
- Cushion, J., & Nelson, L. (2013). Coach education and learning: Developing the field. In P. Potrac, W. Gilbert, & J. Denison (Eds.), *Routledge Handbook of Sports Coaching* (pp. 359-374). London: Routledge Taylor & Francis Group.
- Gilbert, W. D., & Trudel, P. (2001). Learning to coach through experience: Reflection in model youth sport coaches. *Journal of Teaching in Physical Education*, 21, 16-34. <https://doi.org/10.1123/jtpe.21.1.16>
- International Council for Coaching Excellence (ICCE), the Association of Summer Olympic Federations (ASOIF) and Leeds Metropolitan University (2014). *International coach developer framework*. Retrieved from [http://www.icce.ws/\\_assets/files/documents/PC\\_ICDF\\_Booklet\\_Amended%20Sept%2014.pdf](http://www.icce.ws/_assets/files/documents/PC_ICDF_Booklet_Amended%20Sept%2014.pdf)
- Jones, R. L., Harris, R., & Miles, A. (2009). Mentoring in sports coaching: a review of the literature. *Physical Education and Sport Pedagogy*, 14, 267-284. <https://doi.org/10.1080/17408980801976569>
- Schön, D. A. (1987). *Educating the reflective practitioner*. San Francisco, CA: Jossey-Bass.
- Trudel, P., Culver, D., & Werthner, P. (2013). Looking at coach development from the coach-learner's perspective. In P. Potrac, W. Gilbert, & J. Denison (Eds.), *Routledge Handbook of Sports Coaching* (pp. 375-387). London: Routledge Taylor & Francis Group.
- Zakrajsek, R., Thompson, M. & Dieffenbach, K. (2015). An exploration of the academic coaching education internship. *Sports Coaching Review*, 4, 24-40. doi: 10.1080/21640629.2015.1121624

## Preparing for Program Evaluation

Research has demonstrated that very coach education programs have demonstrated their effectiveness within the literature. Therefore, in preparing a coach education program, it is also important to consider how the program will be evaluated to determine its effectiveness. There are many evaluation theories and models that exist to assist with this process. Below are resources that point to the limited work on coach effectiveness and models that have been applied in evaluating coach education programs.

- Dieffenbach, K., & Thompson, M. (2019). *Coach education essentials*. Champaign, IL: Human Kinetics.
- Kirkpatrick, J. D., & Kirkpatrick, W. K. (2016). *Kirkpatrick's Four Levels of Training Evaluation*. Alexandria, VA: ATD Press.
- Knowlton, L. W., & Phillips, C. C. (2013). *The Logic Model guidebook: Better strategies for great results* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage Publishing.
- McCullick, B., Schempp, P., Mason, I., Foo, C., Vickers, B. & Connolly, G. (2009). A scrutiny of the coaching education program scholarship since 1995. *Quest*, 61, 322-335.  
<https://doi.org/10.1080/00336297.2009.10483619>
- Patton, M. Q. (2018). Evaluation science. *American Journal of Evaluation*, 39, 183-200. doi: 10.1177/1098214018763121
- Patton, M. Q. (2020). *Utilization-focused evaluation*. Thousand Oaks, CA: Sage Publishing.
- Stufflebeam, D. L., & Coryn, C. L. S. (2014). *Evaluation theory, models, and applications*. San Francisco, CA: Wiley.
- Trudel, P., Gilbert, W. (2010). Coach education effectiveness. In J. Lyle, & C. Cushion (eds.) *Sports coaching: Professionalization and practice* (pp. 135-152). London, UK: Elsevier.

### *Understand the NCACE Accreditation Process*

Another way to measure effectiveness is to seek accreditation through NCACE which offers an external evaluation of coach education programs. Here is a link to the accreditation guidelines.

National Council for the Accreditation of Coaching Education (NCACE) (2018). *Guidelines for the accreditation of coaching education and instructions for the preparation of folios*. Retrieved from [https://www.dropbox.com/s/6vhd4sp8cqdd1b8/NCACE\\_Guidelines\\_Accreditation\\_2018\\_Manual.pdf?dl=0](https://www.dropbox.com/s/6vhd4sp8cqdd1b8/NCACE_Guidelines_Accreditation_2018_Manual.pdf?dl=0)

## Review NCACE Accredited Programs

There are several ways to go about developing a coaching program, however, it is important to develop a quality coaching program. Click here to access NCACE Accredited Programs who have demonstrated a level of quality by successfully navigating the accreditation process:

<http://www.qualitycoachingeducation.org/accredited-programs/>